CANADIAN
SCHOOL LIBRARIES

Foundations for
School Library Learning Commons in Canada:

A Framework for Success

A prerequisite for successful implementation of
Leading Learning: Standards of Practice for
School Library Learning Commons in Canada

Canadian School Libraries (CSL) is a non-profit charitable organization dedicated to professional research and education in the field of the school library learning commons in Canada. CSL connects school library practitioners and educators across Canada in the collaborative pursuit of delivering exemplary practices reflective of current professional school library learning commons standards.

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Preface

Excellent school library programs are built on solid foundations and infrastructures or frameworks for success. *Foundations for School Library Learning Commons in Canada: A Framework for Success* provides standards for building these strong foundations and frameworks. It establishes strong policy, robust funding, and a commitment to equity of access as necessary foundations. It describes the elements that frame program success, including design factors for library spaces, technological infrastructure, professional staffing, and accessibility, as well as the ethics of school librarianship, a commitment to a growth mindset, and ongoing accountability.

Foundations for School Library Learning Commons in Canada: A Framework for Success serves as a prerequisite for the successful implementation of *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*. *Leading Learning* standards are expressions of the core actions that effective school library learning commons programs take to have an impact on student learning. Progress in achieving efficacy for each standard is expressed in terms of growth.

Recommendations in *Foundations for School Library Learning Commons in Canada: A Framework for Success* are based on the International Federation of Library Association's (IFLA) *School Library Guidelines, 2nd revised edition* (2015), internationally-approved standards for school libraries. *Foundations for School Library Learning Commons in Canada* adapts recommendations from the IFLA guidelines to the Canadian context.

This new document grew out of concerns raised by representatives of school library associations from across the country, and incorporates ideas developed by participants in the Canadian School Libraries TMC7 Symposium 2022. It updates standards set by *Achieving Information Literacy: Standards for School Library Programs in Canada* (Canadian School Library Association & The Association for School Librarianship in Canada, 2003), introducing a new approach to program assessment.

Purpose: This document was designed to support the successful implementation of *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*.

Audience: This document is for school library staff and leaders to help build foundational understandings related to school library learning commons in Canada.

Scope: This document presents clear structures to support the pedagogical approaches described in *Leading Learning*.

The Writing Team: The writing team included members of the Canadian School Libraries board of directors and the organization's Leading Learning Committee: Lila Armstrong, Anita Brooks Kirkland, Joseph Jeffery, Carol Koechlin, Melanie Mulcaster, and Judith Sykes.

The Review Team: The writing team is indebted to Dr. Dianne Oberg, co-editor of IFLA's *School Library Guidelines, 2nd revised edition*, for reviewing and editing this document prior to its publication. We are also grateful for feedback received from school library scholars and association representatives: Chelsea Baker, Quebec School Librarians Network, Dr. David Loertscher, San José State University School of Information, Diana Maliszewski, Queen's University Continuing Teacher Education, Ariane Régnier, Association pour la Promotion des Services Documentaires Scolaires, and Harold Semenuk, Alberta School Learning Commons Council.

Foundations for School Library Learning Commons in Canada: A Framework for Success is licensed under a Creative Commons Attribution Non-Commercial CC BY-NC license. We encourage school library professionals, associations, educators, and decision-makers to use, adapt, and build upon the recommendations in this document to improve equity of access to quality school library learning commons programs for every school in Canada.

Foundations for School Library Learning Commons in Canada:
A Framework for Success

Introduction

> "Learners have a right to expect good school libraries in every school in Canada. Our school libraries should reflect our common values of equity, diversity, and cultural identity as well as best approaches in the educational and library professions. They should be contextually relevant to student need and success. and built, cared for, measured, renewed and sustained on an ongoing basis by their learning communities. We should position school libraries to lead learning for the future."
>
> *Leading Learning: Standards of Practice for School Library Learning Commons in Canada:*
> *What is the Reality in Canada? para. 2*

This expectation for equitable access for all students in Canada to school library facilities, collections, services, and programs is described in *Leading Learning: Standards of Practice for School Library Learning Commons in Canada* (Canadian School Libraries, 2016-2023).

Ultimately, the measure of the success of the school library program is the impact that it makes on the lives of students. *Leading Learning* standards are expressions of the core actions that effective school library learning commons programs take to have an impact on student learning. Excellent school library programs are built on the solid foundations of consistent policy and appropriate funding. Essential frameworks such as professional staffing and appropriate infrastructure assure equity of access to quality learning environments, diverse resources, expert instruction and rich learning experiences.

> 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.
>
> *Leading Learning: Standards of Practice for School*
> *Library Learning Commons in Canada: Getting Started, para. 2*

Foundations for School Library Learning Commons in Canada: A Framework for Success provides standards for building these strong foundations and frameworks. Recommendations are based on the International Federation of Library Association's (IFLA) *School Library Guidelines, 2nd revised edition* (2015), internationally-approved standards for school libraries. *Foundations for School Library Learning Commons in Canada* adapts recommendations from the IFLA guidelines to the Canadian context, focusing on foundations for policy, funding, and equitable access, as well as essential policy frameworks. Detailed program standards are described in *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*.

Canadian School Libraries fully endorses the vision and associated standards set out by IFLA. The foundations of school libraries in Canada should, at the minimum, aspire to achieve the goals and meet standards set out by this respected international institution.

What is a School Library?

School libraries exist in many forms around the world and have evolved and adapted with changes in society and educational approaches. IFLA's current definition reflects an expansion beyond the traditional view of the library as a place to access resources to the concept of the library as a learning space, supporting personal, cultural, and learning growth.

"A school library is a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and to their personal, social, and cultural growth." (IFLA *School Library Guidelines 2nd revised edition*, 2015)

What is a Library Learning Commons?

The concept of the library as a learning commons takes IFLA's definition a step further, focusing on flexible, collaborative, and future-oriented practice, in a place where everyone is a learner.

> "A learning commons is a whole school approach to building a participatory learning community. The library learning commons is the physical and virtual collaborative learning hub of the school. It is designed to engineer and drive future-oriented learning and teaching throughout the entire school. Inquiry, project/problem-based learning experiences are designed as catalysts for intellectual engagement with information, ideas, thinking, and dialogue. Reading thrives, learning literacies and technology competencies evolve, and critical thinking, creativity, innovation and playing to learn are nourished. Everyone is a learner; everyone is a teacher working collaboratively toward excellence."
>
> *Leading Learning: Standards of Practice for School Library Learning Commons in Canada,*
> *What is a Library Learning Commons? para. 1*

The model of the school library as a learning commons is widely accepted across Canada, and schools find themselves in various stages of program growth as they use *Leading Learning* to guide their journey in realizing the vision.

Evolving Standards for School Libraries in Canada: A Continuous Call for Improvement

This is the sixth document developed by the Canadian school library community expressing its visions and expectations for the school library program. The previous documents were:

Canadian School Library Association (1967). *Standards for library service for Canadian schools*. Toronto: McGraw-Hill Ryerson.

Association for Media and Technology in Education in Canada and Canadian School Library Association (1977). *Resource services for Canadian schools*. Toronto: McGraw-Hill Ryerson.

Canadian School Library Association (1988-1992). *Guidelines for effective school library programs*. Ottawa: Canadian School Library Association.

Asselin, M., Branch, J. L., & Oberg, D., eds. (2003). *Achieving information literacy: Standards of practice for school library programs in Canada*. Ottawa: Canadian School Library Association and Association for Teacher-Librarianship in Canada.

Canadian Library Association (2014*). Leading learning: Standards of practice for school library learning commons in Canada*. Ottawa: Canadian Library Association.

Leading Learning continues to be developed, updated, and supported by Canadian School Libraries.

All of these publications strove to set standards for the role of school libraries within the context of the era in which they were published. Titles of each successive document reveal a continuous evolution of that role, from the service-based model of 1967 through to the learning-based model of 2014.

The Leading Learning Approach

From Measuring Outputs to Measuring Outcomes and Impact: Earlier standards for school libraries were based on output measures for things such as collection size, hours of operation, budget allocation, and staffing, as was typical for

their time. *Leading Learning* takes quite a different approach. Rather than setting arbitrary assessment rubrics, *Leading Learning* focuses on growth and a culture of learning and continuous improvement. Similarly here, we have avoided setting arbitrary benchmarks. For example, having an excellent collection does not necessarily mean that learning is taking place.

The reality in Canada is that school libraries are not consistently supported. The broad range of program and staffing models across the country and even within single jurisdictions made it seemingly impossible to set benchmarks that everyone could identify with and use. The answer was to shift from output measures to setting a framework for growth and continuous improvement.

Leading Learning standards are expressions of the core actions that effective school library learning commons programs take to have an impact on student learning. Progress in achieving efficacy for each standard is expressed in terms of growth. The growth indicators help schools to identify strengths and areas of need, and steps that they can take to address those needs.

Schools in jurisdictions that support professional staffing of the school library by qualified teacher-librarians will see the pathway forward to building effective and engaging collaborative learning and participatory knowledge-building experiences for students in the library learning commons. Qualified library technicians can find the pathway to establishing quality services that support the learning program. Every school can find its place, and be empowered to move forward.

Leading Learning as a "Living" Document: With the dissolution of the Canadian Library Association (CLA) in 2016, intellectual property rights for *Leading Learning: Standards of Practice for School Library Learning Commons in Canada* were transferred to the newly-established national non-profit, charitable organization, Canadian School Libraries (CSL). Realizing the original intent to make *Leading Learning* a "living" document, responsive to evolving needs and trends and to current research, CSL published *Leading Learning* as a website, available in both English and French. Exemplars for the growth stages associated with each standard and theme are continuously re-assessed and augmented, and new relevant and timely content has been added between 2016 and 2023.

A Call for Foundations

Continuing cuts to educational funding and associated issues have increased the call for Canadian standards for the foundation of library programs – the basic yet essential success criteria for the very survival of school libraries, as supported by years of research, and as endorsed by international standards. Recognizing that returning to output measures would not be relevant to the vastly different models that exist across the country, Canadian School Libraries has responded with the publication of this document, *Foundations for School Library Learning Commons in Canada: A Framework for Success*. *Foundations* complements and supports *Leading Learning*.

As IFLA states, "All guidelines represent a compromise between what we aspire to achieve and what we can reasonably expect to achieve." Even in a developed country such as Canada there is great disparity across the country in how school libraries are supported and resourced. There is no equity of access between jurisdictions, and even within jurisdictions. It is very important then that standards and guidelines be used to advocate for change. Standards and guidelines should also be used to guide professional practice, and to inform change and growth moving forward.

Critical Foundations for Effective School Libraries

Strong Policy

In Canada's federal system of government, education is under provincial jurisdiction. While this structure may facilitate addressing the regional needs of Canada's widely distributed population, it sometimes prevents a consistent approach to educational issues of national significance. Certainly this is the case when it comes to school library programs. Across the country there are widely divergent understandings of the role of the school library, and equally divergent or even non-existent policy frameworks, funding models, staffing, and program expectations.

In 2014 the Royal Society of Canada published an expert panel report titled, *The Future Now: Canada's Libraries, Archives, and Public Memory*. In this far-reading report, the expert panel called for the Council of Ministers of Education Canada (CMEC) to frame a national policy consensus on the most appropriate model for school library learning commons. The panel called on ministries of education to work with school boards on sustainable funding for developing school library learning commons programs, and recommended that faculties of education and library and information studies faculties be funded to increase the number of students with proper competencies to manage the new school library learning commons. In 2023, Canadian School Libraries renewed this call. We also call upon every provincial and territorial government across the country to establish a library learning commons in every school, built on the foundations and frameworks outlined in this document.

Robust Funding

Funding is the practical expression of policy and strategic planning. Equitable access to library learning commons facilities, programs, resources, and professional staffing as described in this document depends on appropriate funding at the provincial/territorial level, school district level, and school level. Each jurisdiction has its own budgeting structure, responsive to particular needs in the area. Within that structure budget allocations for the library should be protected and not diverted to other local needs.

Funding for Facilities: *Foundations for School Library Learning Commons in Canada* describes the physical and virtual spaces of effective programs. All of the factors mentioned in associated frameworks should be considered when allocating the budget for new facilities or facility renovations.

Human Resources Funding: The framework for human resources in this document describes the specific roles of school library professionals. Funding policies at the provincial/territorial, and district level should support a human resources model that focuses on student success, respecting and supporting the distinct roles of teacher-librarians and library technicians as well as the other professionals whose work supports effective administration and program delivery. Across Canada, when library human resources funding has not been protected in a dedicated funding envelope, it has been diverted, with the result that hundreds of thousands of Canadian students have lost access to school library staff, and even the very existence of a library facility and resources.

Resource Funding: Consistent funding that supports the ongoing, cyclical development of wide-ranging, vibrant collections is required for a sustainable and relevant library learning commons.

With current rapid advances in information formats and delivery systems, conventional funding rubrics that may have been relevant in the past, such as the recommended number of books per student, are largely irrelevant. More important is that all jurisdictions provide sufficient resource funding to ensure equitable access to robust collections that support current curricula, an inquiry approach to learning, that engage students in reading and support literacy development, and collections that represent the full diversity of Canada's peoples. The library collection should serve the needs of learners of all ages and abilities. IFLA's *School Library Guidelines* suggest that the materials budget for library resources should be at least five percent of the per student expenditure for the school system.

> **Funding for school libraries:** As a general rule, the school library material budget should be at least 5% of the per student expenditure for the school system, exclusive of all salaries, special education expenses, transportation, and capital improvement funds.
>
> *IFLA School Library Guidelines 2nd revised edition* (2015), p. 63.

A Continuous Cycle of Renewal: Resource collections remain relevant and useful through strategic selection of new resources, and the de-selection of resources that no longer meet current principles of selection. Resource funding must support this ongoing cycle of renewal so that students have access to current, relevant, and appealing resources to support inquiry and literacy development.

Virtual Resources and Economies of Scale: Virtual collections such as research databases and eBook collections are typically provided through licensing agreements rather than purchase. While licensing at the school level may be desirable to meet specific requirements, licensing a variety of virtual collections at the district level not only provides equity of access for all students in all schools, but achieves significant savings: district licensing per-student cost is typically radically more favourable than school licensing. Licensing of virtual collections at the provincial/territorial level can extend equity of access to all students in every district, and achieve even more significant economies of scale.

Program Funding: Getting the most out of the resource-based program of the library learning commons benefits from funding for associated programs and events, such as participation in reading programs such as the Forest of Reading®, author visits, guest speakers, and human library events, as well as funding for professional resources and ongoing professional learning.

Equity of Access

Equity of access to quality resources and learning opportunities is a basic foundation of all libraries, based on the values of our democratic society. "The core mission of librarians and other information workers is to ensure access to information for all for personal development, education, cultural enrichment, leisure, economic activity and informed participation in and enhancement of democracy" (CFLA–FCAB Code of Ethics, 2018). In the school environment, the library provides access to rich and diverse print and electronic collections for all students and teachers, participatory physical and virtual learning environments, expert instruction and guidance, and active learning experiences.

Canada's public school systems are founded on the premise that all children deserve access to quality education, yet there are vast inequities across the country in the provision of library facilities, collections, programs, and services. Chronic underfunding has resulted in depleted collections, the de-professionalization of library staffing, and reduced hours of operation. In many cases, school libraries have devolved into book rooms housing small collections of tired donated materials, run by well-meaning parent volunteers. In many schools, the library has been closed altogether.

Yet against this backdrop there are shining examples of program excellence and innovations in practice. Many school districts, despite funding constraints, continue to recognize the role that library programs have in providing an equitable education for their students. These districts prioritize professional staffing and adequate resource funding.

That Canadian students' access to library programs and services depends largely on where they live is a deplorable situation in one of the world's richest democracies.

Equity of access to quality school library programs should be considered as a core foundation for education in Canada. Every child in Canada deserves access to an excellent school library.

Essential Frameworks for Effective School Libraries

Essential Frameworks

The foundations of strong policy, robust funding, and a commitment to equity of access support all of the elements that frame a successful school library learning commons program. These frameworks include design factors for library spaces, technological infrastructure, professional staffing, and accessible spaces, resources, and learning opportunities. Professionalism is grounded in the ethics of school librarianship, effective management, and a commitment to a growth mindset and ongoing accountability.

> **Frameworks for school libraries:** School libraries exist within a framework of local, regional, and national authority to provide equity of opportunity for learning and for developing the abilities needed to participate in the knowledge society. In order to maintain and continuously respond to an evolving educational and cultural environment, school libraries need to be supported by legislation and sustained funding.
>
> *IFLA School Library Guidelines 2nd revised edition* (2015), p. 7.

FRAMEWORK

Physical & Virtual LLC Spaces

"To ensure that the physical library learning commons is maximized to its potential it needs to be open and ready for learning at all times. Students and teachers need to know that real time support, expertise, resources and technologies are always available and that the LLC is a stable extension of every classroom. The virtual learning commons provides a 24/7 environment for teachers and students to work, create and share anytime. Together the two learning environments provide diverse opportunities to naturally bridge the gap between isolated classrooms and the networked worlds of modern learning."

Leading Learning: Standards of Practice for School Library Learning Commons in Canada

The educational role of the school library should be reflected in the design of its facilities. Both the physical and virtual learning commons spaces must be designed not only to present resources, but to facilitate collaborative and participatory learning, and to foster creativity. The library should also accommodate individuals, and be a safe space for all.

The Physical Space of the Library Learning Commons

Ministries of Education in Canadian provinces and territories may have guidelines for the design of schools, and these guidelines may include recommendations regarding things such as the required square footage per student in library spaces. These recommendations may or may not support current program needs, which are learner-centred as opposed to resource-centred models of the past. The library, with its flexible design and a resource collection that meets the diverse

needs, interests, and abilities of all students in the school, is the largest differentiated learning space in the school. This reality should guide design factors.

In addition to practical considerations for all school spaces (e.g., lighting, heat and air-conditioning), there are design factors specific to the library space in order to organize the collection effectively, provide flexible learning spaces, and functional administrative spaces. See **Appendix A** for a detailed list of design factors for the physical space of the library learning commons.

The Virtual Library Learning Commons

Today's school libraries exist as much in the virtual space as in the physical space. Where once the online public access catalogue was the library's only virtual interface, libraries now present large digital collections of all kinds of resources, from research databases to eBook collections to curated resource lists created by the teacher-librarian. Just as design considerations for accommodating physical collections must be based on ease of access, so must access to virtual collections be as barrier-free as possible. Web interfaces should always be designed for usability and accessibility, differentiated for the needs of all learners.

Just as the purpose of the physical library space has moved far beyond prioritizing the housing of resources to a space to accommodate learning in an information-rich environment, so has the virtual space of the library. The virtual space should provide online collaborative workspaces to accommodate a range of learning activities, and a platform for sharing and celebrating the outcomes of that learning. See **Appendix A** for a detailed list of design factors for the virtual space of the library learning commons.

The physical and virtual spaces of the library learning commons are closely connected. Users of the physical space should be able to see and easily use obvious connections to resources and learning supports in the virtual platform. Likewise, the virtual library should provide ubiquitous access to the physical collection, and support learners in the physical space.

FRAMEWORK

Technological Infrastructures

Robust technological infrastructure is no longer a 'good to have' this far into the 21st century. Access to the internet is a necessary part of everyday educational life, and resolutions from the UN in 2016 and 2021 have enshrined it as a basic human right, with discussions on-going at time of writing to bring forward specific changes to the UN Declaration on the Rights of the Child to include digital access. Schools provide a leveling agent in equity of access issues. While many schools have adopted, and even pushed, Bring Your Own Device (BYOD) policies to allow students to work on devices they are comfortable with, this cannot replace school provided devices, nor can it be assumed that every child has access to a device at home. The COVID-19 pandemic demonstrated the issues with this assumption as families, especially multi-child ones, often had a single device shared between the parent trying to work from home, plus one or more children trying to access different learning opportunities.

The organizational structures necessary for creating this robust technological framework exist at both the school system level and at the school level. Detailed recommendations are presented in **Appendix B**.

Human Resources

Staffing models for school libraries play the most significant role in the efficacy of the program in supporting the learning needs of students.

According to 50 years of research, the power of the school library is in facilitating teaching and learning. For this reason, staffing libraries with teacher-librarians, qualified teachers with additional qualifications in school librarianship, has a measurable impact on student learning and achievement. "Because the role of school libraries is to facilitate teaching and learning, the services and activities of school libraries need to be under the direction of professional staff with the same level of education and preparation as classroom teachers." (IFLA 2015)

Likewise, lack of technical and clerical support staff has a negative impact on student achievement, as the teacher-librarian may have to focus on administrative tasks rather than on teaching and learning. Staffing models should also include district-level technical and library program support.

A blended staffing model where qualified teacher-librarians, library technicians and other library professionals play unique and mutually supportive roles is the most desirable.

> Staffing patterns for school libraries vary depending on local context, influenced by legislation, economic development, and educational infrastructure. However, more than 50 years of international research indicates that school librarians require formal education in school librarianship and classroom teaching in order to develop the professional expertise required for the complex roles of instruction, reading and literacy development, school library management, collaboration with teaching staff, and engagement with the educational community.
>
> *IFLA School Library Guidelines 2nd revised edition* (2015), p.8.

There is a wide range of staffing models used in jurisdictions across Canada, variously using teacher-librarians, library technicians, library clerks, and even volunteers. **Appendix C** provides information about qualifications and expectations for these and other staff roles.

Equity of Access: To ensure that the physical library learning commons is maximized to its potential it needs to be open and ready for learning at all times. Students and teachers need to know that real time support, expertise, resources and technologies are always available and that the LLC is a stable extension of every classroom. The virtual learning commons provides a 24/7 environment for teachers and students to work, create and share anytime. Together the two learning environments provide diverse opportunities to naturally bridge the gap between isolated classrooms and the networked worlds of modern learning.

Staffing Models: Maximum effectiveness is achieved at the school level when the library is staffed by a full-time teacher-librarian, supported by a library technician when technical services are managed at the school level, or by a library technician or library clerk when the district provides centralized library technical services. In this model each staff member's unique competencies are respected. The teacher-librarian can focus on teaching and learning, fully supported by other qualified library staff.

Where the teacher-librarian has no technical or clerical staff support, the role is diminished, as their focus is drawn away from teaching to supporting tasks. Likewise, staffing the library with a library technician alone focuses on a service-delivery model rather than a learning model.

School districts unable, for any reason, to provide a solid policy and funding foundation to maximize professional staffing should at the very least develop staffing models that maximize equity of access to learning in the library. Many models exist that leverage technology and that maximize collaboration at the school and district level. The goal should always be to ensure learners have the best professional support and expertise possible in their library learning commons. *Leading Learning: Standards of Practice for School Library Learning Commons in Canada* Appendix 7: Creative Learning Commons

Scenarios shares examples of creative staffing models to deal as effectively as possible with significant funding and policy constraints.

Volunteers, including student volunteers, can be an important tool, but should not be used to replace paid library staff. Detailed recommendations on volunteers can be found in **Appendix C**.

Volunteers: Volunteers should not work as substitutes for paid library staff, but may work in support roles based upon agreements that give a formal framework for their involvement in school library activities, including supervision by the school librarian. Students may also work as school library volunteers, within well-defined roles and under supervision. Student volunteers should be selected through a formal application process and trained to carry out tasks such as helping to create displays, re-shelving library materials, reading with younger children, and recommending books to fellow students (IFLA, 2015).

Centralized, district leadership roles for SLLC are an important facet of a functioning SLLC program. Similarly, there are important school-based leadership roles that need to be considered. Descriptors of both can be found in **Appendix C**.

FRAMEWORK

Accessibility

The school library is for everyone. All learners are different and learn in different ways. Library learning spaces, resource collections, and instructional practices need to accommodate the needs of all learners, following the principles of Universal Design for Learning (UDL), giving all students opportunities to participate and be successful in meaningful learning. What is necessary for some is good for all.

Learners vary in the ways that they engage in learning, how they perceive and comprehend information, in the ways in which they navigate the learning environment, and in how they express themselves. Accessible design of learning spaces, resources in multiple formats, accessibility features in information texts, and varying instructional practices are all necessary to meet the needs of specific groups of learners, and are good for all learners. A student with a vision disability may rely on audiobooks to engage in reading, for example, but those same audiobooks may open up the world of reading to students otherwise reluctant to engage.

Universal design for learning is about inclusion and about differentiation. The school library is an inclusive space, and the largest differentiated classroom in the school: the design of the physical and virtual spaces of the library should be accessible to all; resources should be available in multiple formats and include accessibility features where appropriate, and learning opportunities should be designed to engage and empower all students.

Appendix E suggests ways to increase accessibility in the library learning commons.

FRAMEWORK

Ethical Standards

Freedom of expression is guaranteed by the Canadian Charter of Rights and Freedoms. Internationally, freedom of expression is protected by the United Nations Universal Declaration of Human Rights and the Convention on the Rights of the Child.

Protecting freedom of expression and privacy are fundamental to the ethics of librarianship, including school librarianship. The Canadian Federation of Library Association's (CFLA-FCAB) Statement on Intellectual Freedom and Libraries outlines the specific ethical responsibilities of everyone who works in libraries in protecting freedom of expression. The CFLA Code of Ethics expands on the statement with specific ethical expectations for people who work in Canada's libraries.

> School libraries also exist within an ethical framework that considers the rights and responsibilities of students and other members of the learning community. Everyone who works in school libraries, including volunteers, have a responsibility to observe high ethical standards in their dealings with each other and with all members of the school community. They endeavour to put the rights of library users before their own comfort and convenience and to avoid being biased by their personal attitudes and beliefs in providing library service. They deal with all children, youth, and adults on an equal basis regardless of their abilities and background, maintaining their right to privacy and their right to know.
>
> IFLA School Library Guidelines 2nd revised edition (2015), p. 7.

Everyone who works in the school library, including volunteers, must be aware of and honour the ethical standards of librarianship in their dealings with each other and with all members of the school community. Teacher-librarians are also required to follow ethical guidelines for the teaching profession for their jurisdiction. As licensed teachers, teacher-librarians play a specific role in education as advocates for freedom of expression rights in educational practice.

FRAMEWORK

LLC Management

Running the library smoothly involves many management tasks, particularly as they relate to managing the collection, circulation, and processing materials. School library staff also establish routines and expectations for students related to how they access the library and use its resources. Decisions about these routines should always support the library's mission to engage readers and inspire learning. Library management is deeply entwined with ethics. Schools should ensure that the expectations they set for students around things such as overdues or the choices they make about collection management do not create inequities or violate students' right to privacy.

Flexible Scheduling

Decades of research into effective school library programs emphasize the positive impact of having libraries consistently open and professionally staffed, and having a flexible schedule that is responsive to learning needs. The most powerful library-related learning takes place when the teacher-librarian can plan collaboratively with teachers, integrating relevant instruction in key concepts such as information literacy, research skills, digital media literacy, and reading literacy into subject-related assignments. Flexible scheduling ensures access to the library for the co-teaching that comes out of this collaboration.

Shifting from scheduled book exchange classes to an open model more responsive to student needs fosters reading engagement. Free-flow book exchange can be managed effectively so that it does not unduly interrupt other activities in the library or disrupt classrooms.

Collection Policies

Libraries and educational institutions should always have guidelines for the selection and deselection of resources, and reconsideration procedures for managing challenges to resources held in library collections.

Well-written guidelines defend universal principles of protecting intellectual freedom. They provide the foundation for developing diverse collections, based on sound criteria. In school libraries, those guidelines should consider the role of resources in learning, and also provide guidance about representation and diversity. Collection policies should also establish a method for the reconsideration of learning resources, and a procedure for managing challenges. Collection policies should defend universal principles of protecting freedom of expression as guaranteed by the Canadian Charter of Rights and Freedoms.

Collection Management

The ways in which we interact with library resources are ultimately dependent on how well we manage the collection. Collection management includes collection organization, cataloguing, resource circulation, and access to virtual resources. The ultimate goal of collection management is to foster independent exploration of resources through consistent organization.

Circulation

Circulation is how we get resources into the hands of users. It is typically managed using the Integrated Library System (ILS). Integrated library systems hold personal information and borrower records. It is extremely important to base all decisions about circulation and associated routines on the mission of the library, specifically to create readers, and to provide equity of access to learning. Circulation routines should also protect privacy and the confidentiality of borrowing records, essential to facilitating students' freedom to explore ideas.

Open Access

The ease with which students and teachers can access online library resources has a direct impact on how frequently and effectively these resources are used. Web interfaces should be user-friendly and intuitive, and scaffolded to meet the needs of all learners. Access to licensed online databases should be as barrier-free as possible for use at school and from home.

See **Appendix F** for recommendations related to LLC Management.

FRAMEWORK

A Culture of Growth

The development of school library programs and services should be guided by the growth framework described in detail in *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*.

Each *Leading Learning* standard includes a continuum of indicators that have been developed to measure beginning steps or guideposts and progressive stages of implementation and growth. Each stage builds on the accomplishments of the previous stage, thus the indicator language is not repeated in most cases but takes on another layer or another aspect of implementation growth. The goal is to get all schools on the path to providing the very best learning environments and library programs possible to support students academically and personally in learning to learn. Every school will find itself somewhere at a different place on the continuum for each indicator. The continuum will assist decision makers to determine what results have been achieved and also to provide future goals.

In keeping with the responsive nature of the library learning commons (LLC), there is no end to the continuum as it evolves to keep pace with information and technology changes and school needs of the future.

Supporting Student Success in the Library Learning Commons: Essential Elements

Building a foundation that ensures adequate policy, funding, staffing, infrastructure does not guarantee the best teaching and learning environment. The library program must make a difference to the lives of students in terms of learning, cultural understanding, and well-being. The program must be relevant to the goals of education in the school's jurisdiction, and contribute positively to school success planning. The library learning commons should be recognized as a key learning centre in the school. All stakeholders, from school administrators, decision-makers, and school library personnel need to continuously seek to understand what value access to school library services and programs provide.

It is useful to define that value in terms of what students should expect. To be successful learners today and in the future all students need an excellent physical and virtual school library learning commons to ensure they have **equitable access** to participatory learning environments, diverse learning resources, expert instruction and guidance, and active learning experiences. Legislative, administrative, and funding frameworks should underpin these essential elements of the school library program.

Physical and virtual spaces designed to engage learners in interdisciplinary learning and collaborative knowledge building, and inspire experimentation, creativity, making and innovation. Entrepreneurial learning is the norm, and students learn through collaboration and authentic challenges.

Participatory Learning: The first of the three facets of participatory learning environments (PLE) comes from students being active partners in their own learning, rather than passively receiving information.

Collaborative Learning: The second facet of a PLE comes from students working with peers to construct and share knowledge.

Entrepreneurial Learning: This facet of a PLE comes from the ability to create value in a combination of social, cultural or economic areas. It involves critical and creative thinking in order to produce something concrete.

The design of the physical and virtual spaces influences the ability to facilitate true participatory learning experiences.

A broad range of culturally responsive and relevant print, digital and human resource collections that are curated by library professionals to meet all student needs and abilities. Curiosity and learning are fueled by students' freedom to choose from a rich and varied collection and to explore diverse ideas.

Collection Development: The collection is the foundation of learning in the library. The freedom to explore ideas and pursue interests, and expert instruction to develop deep skills for inquiry and information literacy rely on the foundation of that collection.

The library collection includes the print resources on the shelves, and the large collections of virtual resources accessed through online subscription databases. It includes resources in a wide variety of formats to meet the needs and preferences of all learners; from audiobooks and eBooks to tools for making and ephemera to inspire creativity. The collection also

includes expert curations to help learners dig into and make sense of the wide world of resources beyond the library's physical and virtual walls.

Collection development is a professional responsibility. Ensuring that collections are of the highest quality through a continuous cycle of selection and de-selection involves making complex decisions about relevance to the curriculum, representation and supporting diversity, currency and appeal. A balanced collection remains current and relevant through the continuous process of evaluation, and the acquisition of new materials and the de-selection or weeding of materials that no longer meet selection criteria. Deep knowledge of curriculum expectations, teaching practices, and student learning needs, as well as continuous exploration of new resources, formats, and information delivery systems frame professional decisions about collection development. The Canadian School Libraries Collection Diversity Toolkit provides a comprehensive guide to collection development.

Preparing students to become sophisticated users of information and ideas in our complex world as well as good digital citizens and contributors to building new knowledge. Students benefit from collaborative teaching that connects competencies for inquiry and critical thinking with content expectations across the curriculum.

Instructional programs of school libraries: School librarians should focus on the core pedagogical activities of:
- literacy and reading promotion;
- media and information literacy (e.g., information literacy, information skills, information competencies, information fluency, media literacy, transliteracy);
- inquiry-based learning (e.g., problem-based learning, critical thinking);
- technology integration;
- professional development for teachers; and
- appreciation of literature and culture.

School librarians recognize the importance of having a systematic framework for the teaching of media and information skills, and they contribute to the enhancement of students' skills through collaborative work with teachers.

*IFLA School Library Guidelines 2nd revised editio*n (2015), p. 8.

Knowledge-building, creativity and innovation, and honing of information management and literacy skills are key goals of the learning commons. The intentional teaching of these skills, as well as opportunities to utilize a variety of resources, technologies and spaces to support learning require collaboration and planning and thoughtful instructional design, as does the effective assessment of learning. Learners also need to 'learn how to learn' through deliberate design of opportunities to build metacognition of learning skills, process and content. Teacher-librarians collaborate with teachers to design, teach, and assess learning, integrating information skills meaningfully into learning expectations. *Leading Learning* sets standards, themes, and a growth framework for expert instruction and guidance for students in the library learning commons.

Designed to infuse inquiry learning approaches, evolving technologies and best resources as well as foster a love of reading and life-long learning. In the library learning commons everyone is a learner, and learning experiences empower intellectual, cultural and personal growth.

Leading Learning: Standards of Practice for School Library Learning Commons in Canada sets standards and describes associated themes for all aspects of active learning experiences that can be realized through the library learning commons. Each standard is supported by a growth continuum of indicators of success and authentic examples happening in SLLCs today.

Standards of Practice for School Library Learning Commons in Canada

The five *Leading Learning* standards are:

- Facilitating Collaborative Engagement to Cultivate and Empower a Community of Learners
- Advancing the Learning Community to Achieve School Goals
- Cultivating Effective Instructional Design to Co-plan, Teach and Assess Learning
- Fostering Literacies to Empower Life-Long Learners
- Designing Learning Environments to Support Participatory Learning

Themes for each standard are developed through growth stages. Every school can find their place in this learning continuum, and find a path forward for continuous improvement.

EXPLORING   EMERGING   EVOLVING   ESTABLISHED   LEADING INTO THE FUTURE

All school library learning commons staff will find themes and growth stages that are relevant to their role in the library. The growth stages *Established* and *Leading to the Future* are descriptions of professional teaching practice, and are achieved through the actions of the teacher-librarian.

Accountability

As with all programs and services offered in schools, the library learning commons program should be regularly and continuously evaluated to ensure that it aligns with and advances the educational goals of the school and the school district. Yet this evaluation is often overlooked. Continuous funding cuts and de-professionalization combined with lack of consistent policy within and across jurisdictions in Canada make it impossible to set a consistent evaluation rubric for school administrators to assess program efficacy.

> Evaluation is a critical aspect of an ongoing cycle of continuous improvement. Evaluation helps to align a library's programs and services with the goals of the school. Evaluation demonstrates to students and teachers, to library staff, and to the wider educational community the benefits derived from school library programs and services. Evaluation gives the evidence needed to improve those programs and services and helps both library staff and library users understand and value those programs and services. Successful evaluation leads to renewal of programs and services as well as development of new programs and services. Evaluation also is essential to guide initiatives related to public relations and advocacy.
>
> IFLA School Library Guidelines 2nd revised edition (2015), p. 8.

IFLA's School Library Guidelines (2nd revised edition) suggest several models for evaluating school library programs, including evaluation by external experts, checklists for principals, self-studies conducted by the teacher-librarian, and stakeholder perception surveys, and provides guidelines and examples for different approaches. Inconsistent policy and widely divergent staffing models make it extremely difficult to create consistent external evaluation tools that effectively assess the impact of the library program in Canada's multiple jurisdictions. Yet it is clear that programs should be assessed according to established criteria as expressed in national and international guidelines. The foundations and frameworks outlined in this Foundations and Frameworks document may help jurisdictions to assess the essential elements necessary for libraries in their schools to function as true learning commons, capable of advancing the school's goals and having an impact on student learning and personal growth.

Leading Learning as an Evidence-Based Program Assessment and Planning Tool: *Leading Learning: Standards of Practice for School Library Learning Commons in Canada* takes an evidence-based approach to program evaluation, shifting from output measures and arbitrary benchmarks to assessing outcomes and impacts, and setting a framework for growth and continuous improvement.

Leading Learning standards are expressions of the core actions that effective school library learning commons programs take to have an impact on student learning. Progress in achieving efficacy for each standard is expressed in terms of growth. The growth indicators help schools to identify strengths and areas of need, and steps that they can take to address those needs.
This framework will help schools establish where their strengths are and also assist them to set goals for growth. With the focus on the learner the assessments schools and districts will conduct will not be about the number of resources or technology tools available to students but how those resources and technologies enable learning and knowledge building. The indicators will help measure how

Output Measures: Outputs are tangible, quantitative measures, usually related to library operations. We measure outputs – collection and circulation statistics, attendance, etc., but what do these data tell us? Output measures like these have meaning only when put into the larger context of outcomes and impact.

Outcome Measures: Outcomes measure change from the perspective of the student, teacher or other library customer or stakeholder. For example, the outcome for students who participated in an information literacy lesson may be increased capacity to make critical decisions about the information they use.

Impact Measures: Impact measures larger and longer-term effects – transferable skills, changes in attitude, and success with larger goals. Impacts are reported as higher-level changes. For example, the longer-term impact of information literacy instruction may be that students understand their research topics more deeply and achieve better marks. Another impact might be that they are able to apply what they have learned in other contexts, at school and in life.

Canadian School Libraries: Research Toolkit

the library learning commons program and facilities meet school goals by supporting inquiry, building reading capacity, enabling collaborations, igniting creativity, and so much more. The bottom line and the real strength of the standards framework is to invite and encourage continued growth for students, teachers and the entire school community.

Evidence-Based Practice: Evidence-based practice is an approach where program planning and instructional practice is based on evidence from the research, and where teachers, teacher-librarians, and other library professionals engage in ongoing assessment of their own practices by gathering and assessing evidence of outcomes of their actions and the impact on learning. The goal is to engage in continuous improvement to achieve the school and school district's mission and goals.

Evidence-based practice incorporates action research, which may include a range of research methods to address questions about specific practices to inform the development of practical solutions and strategies. Practitioners facing a problem in practice or trying to improve practice by exploring a new technique employ an action research approach to integrate learning and continuous improvement into their practice. The action research process incorporates reflection, and informs changes to improve practice.
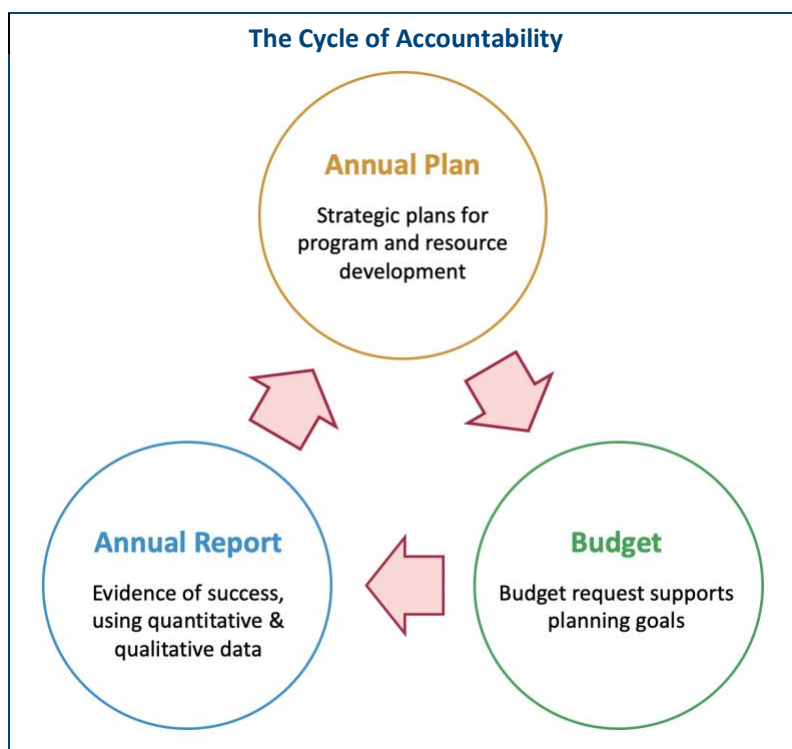
Measuring and communicating outcomes and impacts provide insight into the success of programs and initiatives. Understanding outcomes and impacts inform practice and deepen professional knowledge. Communicating outcomes and impacts strengthens understanding and support from decision-makers and stakeholders, and demonstrates the value of the school library learning commons program.

The *Canadian School Libraries Research Toolkit* introduces methods for school library practitioners to improve practice by incorporating research into their practice. The toolkit provides a comprehensive guide to research methods and approaches, techniques for gathering and analysing data, and ideas for sharing and learning from research in practice.

The Cycle of Accountability: In many respects the library learning commons program is open and flexible, continuously responsive to the evolving needs of the learning community and taking advantage of opportunities as they arise. In this context not everything is planned, but planning still is a must. *Leading Learning* facilitates a continuous cycle of self-assessment and a research-based path for continuous growth and moving forward. As part of this cycle, school library professionals will incorporate new ideas into practice. This strategic planning should be explicitly aligned with school and district goals. Creating an annual plan as well as project plans and assessment strategies for particular initiatives is the first stage in the cycle of accountability.

While many changes can be made at little cost, most will require a financial investment, which should be incorporated into the library budget. The budget is the practical expression of the strategic plan. A budget request that incorporates a concrete plan which includes strategies for gathering and assessing evidence of success demonstrates accountability.

The Cycle of Accountability

Annual Plan
Strategic plans for program and resource development

Budget
Budget request supports planning goals

Annual Report
Evidence of success, using quantitative & qualitative data

Reporting on the success of the annual or project plan is the third stage of the accountability cycle. The report should incorporate both quantitative and qualitative data, focusing on outcomes and impacts as they relate to the strategic plan.

The Library Learning Commons Leadership Team: The school library learning commons program represents the learning needs of the entire school community, and that community should be included in program planning and the cycle of accountability. The leadership team includes library professional staff working together with classroom teachers, students, and school administrators. The team's goal is to help create a vision and action plan for developing and sustaining a vibrant library learning commons.

Ultimately, the measure of the success of the school library program is the impact that it makes on the lives of teachers and students. The accountability cycle focuses on professional and program improvement, builds credibility within the school community, and builds support for ongoing and continuous improvement.

Leading into the Future

We have not called these final words the conclusion, because there is no conclusion to the library learning commons program. It is in constant beta, characterized by dedication to lifelong learning, investigating new approaches, and modeling an inquiry mindset for all learners in the school. In the library, we believe in the power of inquiry, creativity, and the free exploration of ideas. That is the unique value of the library. Leading into the future means being able to express that unique value as we make connections to students and other educators, and as we engage in advocacy.

Marketing the Potential of the LLC: Effective marketing helps to build understanding of the potential of the library learning commons. IFLA describes marketing as a two-way exchange, with the goal of matching the library's services to the needs and preferences of potential users. Marketing is most powerful when we are able to overcome assumptions about what the library has to offer. Typically we ask teachers about what they need, or how we can help them, and may be disappointed when they lack understanding of the full potential of the program. Flipping our approach by asking them about what they are trying to achieve for their students and then responding with ideas about how we can support those goals is a powerful way to open eyes and minds to the potential of learning in the library. As Henry Ford purportedly said, "If I'd asked them what they wanted, they would have said faster horses."

Advocacy for the School Library Learning Commons:
Advocacy is related to marketing, but focuses on developing understanding and support from key decision-makers. As the IFLA guideline emphasizes, advocacy is a planned, sustained effort to develop understanding and support incrementally, over time. School library advocacy should focus on decision-makers, and importantly, also on those who influence decision-makers.

Advocacy is our collective responsibility, not something to leave up to the leaders. Decisions that affect libraries happen at all levels of organizations and jurisdictions – in government, in school boards, at schools, and in professional learning communities. We all own school library advocacy every day through our actions – what we do to demonstrate exemplary practices, how we speak, and how we relate to others.

> Advocacy is a planned, sustained effort to develop understanding and support incrementally, over time. Advocacy is related to but different from promotion and marketing. School library advocacy is about developing understanding and support from key decision-makers; it is about raising awareness and increasing knowledge; and it takes time and planning. School library advocacy efforts should focus on engaging decision-makers and those who influence decision-makers, rather than on school library users.
>
> *IFLA School Library Guidelines 2nd revised edition*
> (2015), p. 50.

Accountability is a critical part of effective advocacy. School libraries exist to advance student learning, aligning practices with school and district success plans. We demonstrate accountability in many ways, including involving ourselves directly in that success planning. We must be able to effectively articulate how the library program will help the school succeed in its goals for student success.

We build credibility by engaging in evidence-based practice, assessing the outcomes of our strategic planning, and the impact of our actions on student learning and well-being. Accountability focuses on professional and program

improvement, creates credibility within the school community, and builds support for ongoing and continuous improvement.

We can all make a difference! Perhaps the most important advice that we can offer about advocacy is for everyone, at all levels of the profession, in schools, school districts, associations or governments, to influence decision-making by building relationships within our own circles of influence. An association leader may be able to advocate at a policy level by building relationships with senior government officials. Likewise, teacher-librarians, library technicians, and central library support staff can advocate within their own circles of influence by building relationships with the people who make decisions at the board level and in their schools. School library professionals should augment their influence by getting involved in professional associations, and engaging in professional learning networks to share ideas and inspiration. Advocacy is building the library learning commons together.

As IFLA states, "All guidelines represent a compromise between what we aspire to achieve and what we can reasonably expect to achieve." *Foundations for School Library Learning Commons in Canada: A Framework for Success* is a tool to advocate for transforming aspirations into expectations and achievements. *Leading Learning: Standards of Practice for School Library Learning Commons in Canada* helps give immediate and relevant purpose to that transformational journey, guiding professional practice and setting a path for growth, leading into the future.

Essential Resources: Several key documents and resources have been mentioned in this document. You will find an annotated reference list in **Appendix G**.

References to *Leading Learning: Standards of Practice for School Library Learning Commons in Canada***:** All references in this document are to the *Leading Learning* website, where the standards are presented as a living document, continuously updated. The original PDF document published in 2014 is no longer supported. In text references to *Leading Learning* in this document cite the specific webpage and paragraph.

Appendix A: Library Learning Commons Design Factors

Design factors for the physical space of the library learning commons:

- The library should be centrally located in the school, and easy to access;
- The facility should be of an adequate size to accommodate all library collections appropriately, as well as space to accommodate a variety of large group, small group, and individual learning activities;
- Specific learning spaces should be placed in close proximity to specific collections supporting that activity. For example, quiet reading areas may be surrounded by the fiction and picture book collections;
- The physical space should be designed so that technology can be seamlessly integrated into learning activities, when and where required, including adequate electrical and charging outlets to support a wide range of devices;
- Principles of universal design should guide all design decisions, so that facilities, resources and services are accessible for all learners;
- The design should include functional administrative spaces to accommodate circulation, processing of materials, and storage space for associated equipment, supplies, and materials;
- Library shelving should be designed to accommodate resources properly, but also to make those resources easy for students to access. Wherever possible, print resources should be housed on wall-mounted shelving, so that the floor area of the library can remain open and flexible to accommodate a variety of learning activities. Additional shelving should have a low profile to maintain sightlines, and on sturdy casters so that it can be moved and reconfigured as required;
- The library should include media production facilities and areas for hands-on, participatory learning;
- Library furnishings should accommodate the variety of learning activities that take place in the library, including comfortable seating for reading, and tables and chairs for collaborative tasks. All furniture should be easy to move so that the learning space can be reconfigured as required;
- The design should include display areas, and furnishings that promote individual and collaborative knowledge-building, such as whiteboards available for student use.

Design factors for the virtual space of the library learning commons:

The **library website** extends access to library resources 24/7, and should at the very least:

- Be prominently linked on the school website and in all online learning spaces;
- Provide easy access to the online catalogue, research databases, and eBook collections;
- Be as barrier-free as possible;
- Be usable and accessible, with design considerations that make access simple and obvious, differentiated for the needs of all learners.

The concept of the **virtual library learning commons (VLLC)** extends the library's online presence beyond access to resources to being an active learning space and school community hub. In addition to providing access to library collections, the VLLC:

- Includes resource curations created by the teacher-librarian on topics relevant to the needs of learners at the school;
- Provides a platform to display and celebrate student work;
- Provides entry points to online exploration, inquiry, and creativity through structures such as choice boards;
- Provides support for inquiry assignments, with custom curations for research;
- Includes access to process tools such as graphic organizers and citation generators as well as creative tools for things like photo and video editing and graphic design;
- Includes online collaborative workspaces to accommodate a range of learning activities;
- Functions as a knowledge-building centre that includes online collaborative spaces to scaffold inquiry assignments, with provocations, learning goals, access to relevant resources, fosters collaboration for learning, and provides learners with a platform for sharing their learning and creative work with the broader learning community;

- Embeds just-in-time learning objects such as short videos to help with common tasks, like how to search the catalogue / access databases / conduct effective searches / change your password;
- Hosts online activities such as book clubs and maker spaces.

Central library leaders can ensure that all schools have access to virtual library learning commons by:

- Providing a central virtual library website that can be used by every school;
- Designing access to centrally-licensed resources that is user-friendly and differentiated to the needs of all learners;
- Providing website templates for individual libraries to use to customize access to the central site and/or create their own extended virtual library;
- Providing library staff with access to online tools for creating library guides or curations, and facilitating sharing of these curations across all schools;
- Ensuring that the central virtual library site is integrated into the district's eLearning environment;
- Providing professional learning opportunities about creating effective virtual spaces.

The physical and virtual spaces of the library learning commons are closely connected. Users of the physical space should be able to see and easily use obvious connections to resources and learning supports in the virtual platform. Likewise, the virtual library learning commons should provide ubiquitous access to the physical collection, and support learners in the physical space.

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Appendix B: Technological Framework for the Library Learning Commons

This framework lays out two recommended levels of technology within school systems. The focus here is on the outcomes of the system and what it should be able to achieve, rather than specific applications or operating systems.

School Board:

It is recommended that the following technological infrastructure should be provided centrally at the school board level, to ensure equity of access to technology in libraries across the system:

- A robust wired and wireless network infrastructure that ensures consistent access using school and system-provided devices, as well as access using student or staff personal devices that they may use for learning purposes while at school (ie, Bring Your Own Device, or BYOD). Ease of access to the wireless infrastructure for students and staff moving between schools should also be considered;
- A range of mobile devices such as tablets and laptops with a defined replacement cycle and central technical support. The specific needs of the LLC should be included in the central plan for supporting mobile devices;
- Wired devices for high-performance tasks such as 3D programming, modeling, and printing within the LLC;
- A single system-wide Integrated Library System (ILS) / Library Management System (LMS);
- A single system-wide web-platform for library discovery (May be a part of the ILS/LMS);
- One or more system-wide virtual collections such as an eBook / audiobook platform;
- One or more system-wide licensed research databases to support student inquiry;
- One or more system-wide video library licenses for instructional use;
- An integrated cloud application system that allows for collaboration between students with all student data hosted in Canada;
- Presentation technology such as projectors and screens and webcams to facilitate both in person and virtual presentations;
- Additional technology for student creative endeavours such as 3D printers, cameras, green screens, and other production tools.

School:

The school district should also provide a process so that schools, and particularly the library learning commons, may purchase additional devices and virtual resources, such as database and e-resource licenses to address the particular needs of that school community.

Appendix C: Roles within the Library Learning Commons

Learning Commons Professionals

Teacher-Librarian: A teacher-librarian is a qualified, licensed teacher who has additional qualifications in teacher-librarianship. These qualifications vary by jurisdiction, but most frequently include additional specialist teaching qualifications or a diploma in teacher-librarianship, a Master of Education degree that focuses on school library practice, or a Master of Library and Information Science degree. The teacher-librarian's focus is on inquiry-based cross-curricular instruction that integrates information and digital media literacy and research skills, and that supports literacy development and reading engagement. **Appendix D** outlines expected competencies for teacher-librarianship.

Learning Commons Teacher: An assigned teacher who has responsibilities for management and program in the LLC when there is no teacher-librarian on site. The LC teacher works collaboratively with classroom teachers and any LC support staff to ensure that students have access to resources and opportunities for LLC learning experiences.

Professional Librarian: A professional librarian holds a Master's degree (MLS / MLIS) in library science or library and information science, and may specialize in a variety of aspects of librarianship. Centrally-assigned professional librarians may manage library information systems, resource licensing, cataloguing, virtual interfaces, and professional libraries. Professional librarians charged with program support either centrally or at the school level should collaborate closely with teachers through a Learning Commons Leadership Team.

Library Technician: Library technicians have diplomas in library and information. Library technicians have formal training in cataloguing, library information systems, library operations, and resource management. They may also have training in reference services and readers advisory. Library technicians may focus on resource management and cataloguing, and on providing circulation, reference, and readers advisory services for library users. Library technicians frequently work centrally in school districts, providing cataloguing and resource management support.

Other Support in the Learning Commons

Library Clerk: Library clerks have no formal library or education qualifications. Responsibilities are restricted to the operational routines of the school library such as charging, discharging, shelving and repairing loaned materials, handling overdues and associated records, and processing materials. It is incumbent on school districts to provide training in these functions, and the library clerk should always work under professional supervision.

Volunteers: Volunteers should not work as substitutes for paid library staff, but may work in support roles based upon agreements that give a formal framework for their involvement in school library activities, including supervision by the school librarian. Students may also work as school library volunteers, within well-defined roles and under supervision. Student volunteers should be selected through a formal application process and trained to carry out tasks such as helping to create displays, re-shelving library materials, reading with younger children, and recommending books to fellow students. (IFLA, 2015)

District Leadership Roles

Library Program Support: A specialist teacher/teacher-librarian whose duties involve school library learning commons development and support for schools from the district level. This instructional leader facilitates professional learning and assures a consistent approach to library and instructional practices across the school district.

Library Services Support: Support should be provided at the district level for managing integrated library information systems, cataloguing, virtual collections and platforms, and technical training. This support may be provided by a systems librarian and a team of library technicians. Library services and program support staff may work together to manage central library collections for professional and instructional resources.

School Leadership Roles

Principal: School principals as curriculum leaders and site managers of their schools will provide the leadership, budgets and support for moving forward with library learning commons transitions and implementation of national and regional standards.

Teacher-Librarian: As a specialist teacher, the teacher-librarian provides program expertise, collaborates with other teachers to facilitate learning through co-planning, co-teaching and assessment of learning, and assure that all aspects contributing to that learning such as collection development, design of the learning space, and management policies align with goals for learning.

Learning Commons Leadership Team: The learning commons leadership team works to set priorities for sustainable improvement of the library learning commons, guided by the standards and growth framework set out in *Leading Learning: Standards of Practice for the School Library Learning Commons in Canada*. The leadership team ensures that the library learning commons program is a vital part of the school community.
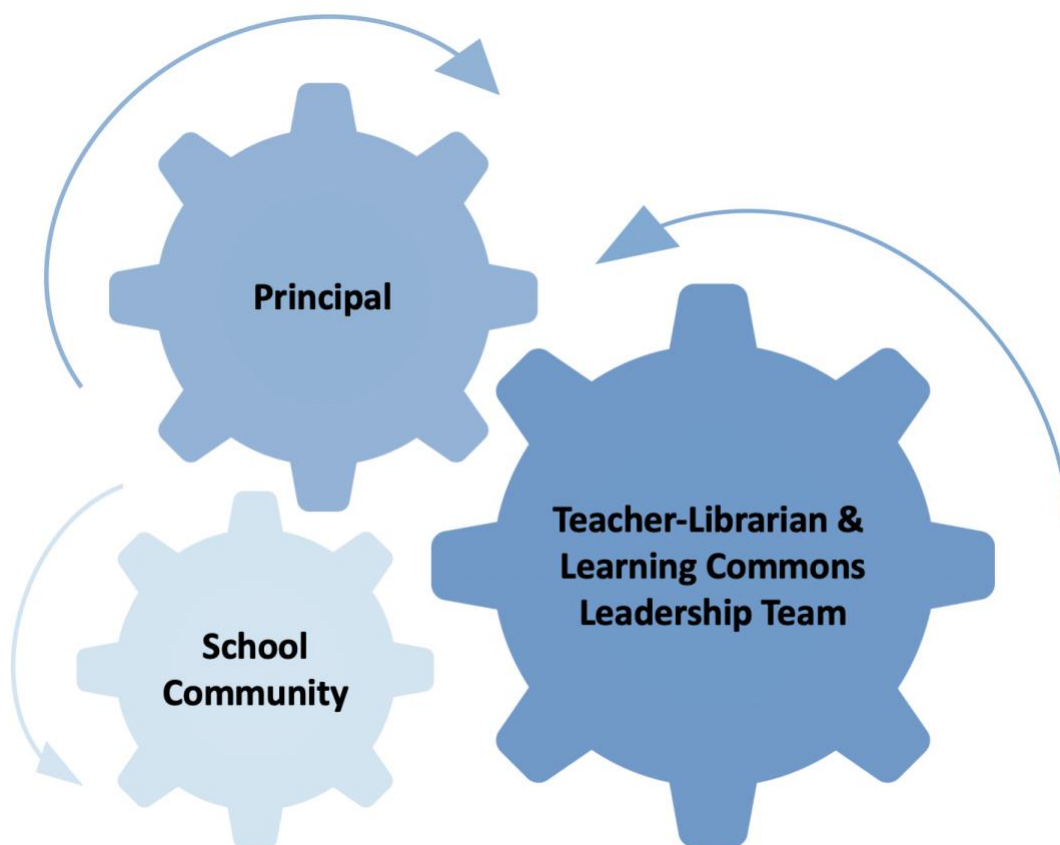
Leading Learning: Standards of Practice for School Library Learning Commons in Canada: Moving Forward

Appendix D: Teacher-Librarian Competencies

The qualifications of a professional teacher-librarian include regular teacher qualifications plus specialist qualifications focusing on teacher-librarianship that develop the following actions and roles:

Instruction

- Implementing the vision of a participatory learning community, a library learning commons – the physical and virtual collaborative learning hub of the school, as explored in *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*;
- Developing long-range plans for LLC programs and services, aligned with school improvement plan, school and district goals and ongoing assessment of progress;
- Cooperatively developing curriculum / program instruction and design including planning, development, implementation and evaluative/improvement cycles;
- Infusing information literacy – the ability to teach how to access, select, gather, process, critically evaluate, create and communicate information across physical and digital mediums;
- Empowering students to handle information, including misinformation, and develop positive citizenship in all aspects of their physical and digital life;
- Instilling critical thinking through inquiry-based and participatory learning experiences;
- Teaching understanding of digital tools and how to learn and adapt to changing tools and digital environments;
- Enhancing learning through information technologies;
- Supporting creativity and innovation in the LLC;
- Engaging students in independent reading through applying reader advisory skills, and providing reading initiatives such as displays, clubs, contests, and author visits;
- Infusing literacy instruction and development in LLC learning experiences;
- Promoting and celebrating a love of reading, including a love of reading Canadian fiction and non-fiction.

Collaboration and Partnerships

- Applying communication and collaboration skills with the entire learning community;
- Collaboratively leading the design, development and assessment of cross-disciplinary learning experiences in the LLC or with classroom teachers;
- Engaging with families and community members to build cultural understanding;
- Collaborating for literacy development using quality reading instruction as a foundation;
- Connecting students to school, public, community, national and global resources;
- Building digital media skills and competencies within the whole school community;
- Partnering with the local public library and other community, national and global individuals and groups to develop best learning experiences for students;
- Collaborating with other library and education professionals to stay abreast of current trends and research relevant to both libraries and literacy improvement.

Management

- Creating safe, inviting, and dynamic physical and virtual learning environments;
- Developing strategies and procedures for collection development, storage, organization, and retrieval including maintaining library systems;
- Coordinating and scheduling all services, personnel, and spaces in the LLC to facilitate maximum usage of facilities, resources and technologies for individual students, groups and whole class instruction;
- Applying knowledge and ability to evaluate resources; instructing and involving teachers and students in the process;
- Budgeting for and purchasing appropriate learning resources based on student needs and LLC and school goals;
- Curating quality, accessible print and digital learning resources with an equity stance, that reflect students' lived experiences and that of those who have been oppressed and silenced;

- Providing equitable and safe access for all users to library facilities, resource collections and information technologies;
- Developing and maintaining a Virtual Library Learning Commons (VLLC) space to archive ongoing lessons/projects, celebrate learning and provide digital learning supports for students and staff;
- Creating bulletin boards, digital announcements and newsletters to recognize student success and provide timely information to parents, students and staff.

Leadership and Professional Growth

- Leading literacy in all its forms including digital, cultural, information, traditional and media literacy;
- Acquiring knowledge about modern, diverse children's and young adult literature;
- Acquiring knowledge of physical and neural differences that affect reading and tools and strategies to support all students, such as universal design for learning;
- Committing to lifelong learning through continuing professional development;
- Committing to participating in Professional Learning Networks (PLNs) either as passive absorbers or active sharers such as local TL groups, provincial associations, CSL, or international groups such as IFLA;
- Committing to ethical and social responsibility such as assisting in the understanding of sensitive and controversial issues;
- Recognizing the importance of the role of teacher-librarian in providing service and information for the greater good of society;
- Facilitating professional development opportunities for teachers in support of literacy and efficient use of library resources;
- Mentoring new teachers, helping them to build resilience and perseverance, providing support and empathy, and making connections between their program and what the library has to offer.

Appendix E: Accessibility in the Library Learning Commons

The school library is for everyone. All learners are different and learn in different ways. Library learning spaces, resource collections, and instructional practices need to accommodate the needs of all learners, following the principles of Universal Design for Learning (UDL), giving all students opportunities to participate and be successful in meaningful learning. Necessary for some, good for all.

Universal Design features of the physical space that increase accessibility:

- LLC physical and virtual spaces are designed to address accessibility in accordance with district and regional policies;
- Moveable furnishings and a variety of adjustable chairs and tables can be easily configured to meet the needs of all students;
- Shelf height that allows students with wheelchairs and younger students to comfortably reach top shelves;
- Create both collaborative spaces and quiet zones for a variety of user needs;
- Clear visual signage is important for everyone but especially for students of varying abilities;
- Aisles wide enough for wheelchairs between the stacks and other fixed objects, including space at the end for turning.

Universal Design features of the virtual space that increase accessibility:

- The online resources that school libraries subscribe to should comply with Web Content Accessibility Guidelines (WCAG) 2.0;
- Students need easy access and clear instructions regarding passwords to school/district licensed databases;
- Online resources should be accessible 24/7 from any device;
- Opportunities for students to ask an expert for assistance and advice;
- Opportunities for students to collaborate with others and build community.

Providing resources in multiple formats to increase accessibility:

- Graphic novels provide an attractive entry point to reading for some reluctant readers, and are enjoyed by many more;
- Audiobooks are a necessary option for students with vision disabilities, and also engage many others in reading;
- Accessibility features in online text (ie, research databases) like the read-aloud option, make those resources accessible for learners unable to navigate print, and may also help others to increase comprehension and deepen understanding;
- Use services offered by CELA, the Centre for Equitable Access, to provide resources and services for students with identified print disabilities (See below) and comparable services provided in your jurisdiction;
- Investigate accessibility options when offering reading programs, like the Ontario Library Association's Forest of Reading®;
- Use videos to provide an overview of a topic or to use as a provocation for deeper learning:
- Ensure that the videos or clips you use have closed captioning features;
- Consider adding chapters to longer videos to allow easy location of content.

Designing learning experiences to increase accessibility:

- Utilize assistive technologies to individualize learning and support students with disabilities;
- Ensure that documents, slide-decks, forms and other learning tools created to support learning experiences are in accessible formats, posted and available for all students for study and review;
- Provide training for staff and students to utilize assistive technology.

References:

Web Accessibility Initiative (n.d.). *How to meet WCAG: A customizable quick reference to Web Content Accessibility Guidelines (WCAG) 2*. Retrieved from https://www.w3.org/WAI/WCAG21/quickref/.

Additional Resources:

Centre for Equitable Access (CELA): CELA is a public library service for Canadians with print disabilities. CELA's services may be available to students in your school who also hold a public library membership.

Centre for Equitable Access (n.d.). *Centre for Equitable Access: Public library services for Canadians with print disabilities*. Retrieved from https://celalibrary.ca/.

Universal Design for Learning (UDL): Universal Design for Learning (UDL) is an approach to teaching and learning that gives all students equal opportunity to succeed. The UDL Guidelines are a tool used in the implementation of UDL as a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

CAST (2018). *The UDL guidelines v. 2.2*. Retrieved from https://udlguidelines.cast.org/.

Assistive Technologies: Learn more about assistive technologies from this website, provided by the Toronto District School Board for TDSB students, staff, and families.

TDSB Assistive Technologies (n.d.) *TDSB assistive technology: A website designed for TDSB students, staff and families*. Retrieved from https://sites.google.com/tdsb.on.ca/tdsbat/home.

Appendix F: Library Learning Commons Management

There are many management tasks involved in running a school library, and expectations for students when they use the library. It is important that library ethics, especially protecting students' privacy, ground all decisions about how the library is managed. Likewise, routines for students should support student engagement in reading and inquiry, and not create inequities. Consider the following suggestions for managing the school library learning commons efficiently and ethically.

Flexible Scheduling

- Replace scheduled weekly library skills classes and class book exchange periods with an open and flexible schedule that facilitates access to the library and library instruction when most relevant to learning needs;
- Collaborate with teachers to integrate information literacy, research skills, digital media literacy, and reading literacy instruction into subject-related assignments;
- Replace scheduled class book exchange periods with free-flow book exchange with routines that do not unduly interrupt other activities in the library or disrupt classrooms.

Collection Policies

All school districts should ensure that they have established guidelines for the selection and deselection of resources, and reconsideration procedures for managing challenges to resources held in library collections. Collection policies should:

- Establish criteria for selection and deselection that support the curriculum and inquiry learning, both formal and informal, and that foster reading engagement and literacy;
- Ensure representation of the diversity of Canada's peoples, and the experience and perspectives of individuals from diverse backgrounds;
- Defend universal principles of protecting intellectual freedom and freedom of expression as guaranteed by the Canadian Charter of Rights and Freedoms;
- Identify the responsibility of all school library staff to resist efforts to censor materials by removing them from the collection or restricting access, no matter the source of the call for censorship;
- Establish a method for the reconsideration of learning resources, and a procedure for managing challenges;
- Ensure that reconsideration policies and procedures defend established criteria for selection and students' right to freedom of expression.

The Canadian School Libraries *Collection Diversity Toolkit* includes recommendations for creating strong selection guidelines and reconsideration procedures.

The Ontario School Library Association provides an excellent resource for developing guidelines. *A Guide to the Selection and Deselection of School Library Resources* (OSLA 2023) provides information, best practices, and resources to support the selection and deselection of school library learning resources, and resources to help school boards navigate concerns, questions, and/or challenges related to school library materials.

Collection Management

The ways in which we interact with library resources are ultimately dependent on how well we manage the collection. Collection management includes how the collection is organized to facilitate access, cataloguing, resource circulation, and access to virtual resources. Consider the following ideas for ensuring that the collection is managed optimally for facilitating access and empowering learning.

- Foster independent exploration of resources with consistent organization and clear signage;
- Consider ways to foster discovery through browsing the shelves, including displays for new resources or related to programs and topics of interest;
- Ensure that all resources are professionally catalogued by staff with the appropriate training. Because there are many decisions to be made when creating records, it is extremely important to have clear rules so records are consistent across the system;

- The accuracy and thoroughness of the catalogue record is vitally important for good search results through online discovery portals. Professional cataloguing enables young researchers to dig more deeply through the online catalogue's multi-faceted interface;
- Ensure consistency between the physical organization of the collection and catalogue record, so that an item's location does not differ from where the catalogue directs the searcher to look.

Circulation

Circulation is how we get resources into the hands of users. It is typically managed using the Integrated Library System (ILS). Integrated library systems hold personal information and borrower records. It is extremely important to base all decisions about circulation and associated routines on the mission of the library, specifically to create readers, and to provide equity of access to learning. Circulation routines should also protect privacy and the confidentiality of borrowing records, essential to facilitating students' freedom to explore ideas.

Consider the following when establishing circulation routines:

- Do not restrict access to the collection or parts of the collection based on the age or grade of the student. The entry point to reading in the library is interest, not level;
- Ensure that circulation is carried out by staff who are bound by ethical standards;
- Ensure that self-checkout systems are designed to protect privacy and confidentiality of borrower records;
- Consider increasing or eliminating lending limits. Lending limits designed to foster responsibility may have the unexpected result of discouraging reading, especially when access to the library is limited to weekly class visits, for example;
- Consider revising expectations around overdue or missing/lost books that allow students to continue borrowing library materials while the problem is resolved;
- Ensure that circulation routines do not infringe on equity of access. Charging fines and restricting borrowing because of overdues, for example, may inadvertently target specific groups of students, like those from low income families;
- Ensure that routines around overdues do not infringe student privacy. Posting overdue lists, for example, is a breach of privacy;
- Build a culture of responsibility for borrowed resources using issues that might arise as learning opportunities. Teach students strategies for caring for and managing return of library materials such as helping them add reminders to their phone or planner;
- For serious or chronic problems with overdues or lost materials, consider using restorative justice strategies to help the student resolve the issue. The student may be struggling, and consulting with the homeroom teacher, guidance counsellor, or principal may help address the bigger issue.

Open Access

The ease with which students and teachers can access online library resources has a direct impact on how frequently and effectively these resources are used. To ensure open access, consider the following.

- Ensure that the web interface is designed to allow access to resources in an user-friendly and intuitive manner;
- Scaffold the organization of virtual collections so that all learners can find what they need with minimal direction;
- Ensure that access to licensed online databases are as barrier-free as possible for use at school and from home. Passwords should not be required for access from school. Home access password standards should facilitate ease of access;
- Seek and use support services from database providers when establishing standards that reduce barriers to access to online resources.

Addressing Issues Related to Dewey Decimal Classification

The organization of the library collection is driven by international standards for cataloguing and subject classification. Typically school libraries in Canada use Dewey Decimal Classification (DDC). There is growing concern about the Euro-

centric bias of DDC. Tangible progress is being made in this area. For example, new standards are being developed in Canada to decolonize catalogue subject headings and search tags. While the DDC subject heading "Native Americans" remains, Canadian libraries are moving forward in replacing this and similar classifications, in this case replacing "Native Americans" with "Indigenous peoples".

Initiatives to address issues related to DDC and subject classification should be informed by evolving international and Canadian standards, and carried out by professionals. They should be considered and supported at the system level to retain professional standards and to ensure consistent experiences for learners across the system.

Appendix G: Essential Resources

International School Library Standards

IFLA School Library Guidelines 2nd revised edition (2015): The revised (June 2015) International Federation of Library Associations School Library Guidelines were developed with contributions from many school library experts worldwide and the executive board of the International Association of School Librarianship (IASL). They "have been developed to assist school library professionals and educational decision-makers in their efforts to ensure that all students and teachers have access to effective school library programs and services, delivered by qualified school library personnel".

Schultz-Jones, B. & Oberg, D., eds. (2015). *IFLA school library guidelines 2nd revised edition*. Retrieved from https://www.ifla.org/wp-content/uploads/2019/05/assets/school-libraries-resource-centers/publications/ifla-school-library-guidelines.pdf.

IFLA/UNESCO School Library Manifesto (1999): The UNESCO manifesto publicly declares the mission of the school library to enable all members of the school community to become critical thinkers and effective users of information in all formats and media. It declares the school library to be essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development that must be supported by specific legislation and policies, and sustained funding.

International Federation of Library Associations and United Nations Educational, Scientific and Cultural Organization (1999). *IFLA/UNESCO school library manifesto.* Retrieved from https://www.ifla.org/publications/ifla-unesco-school-library-manifesto-1999/

IFLA School Library Manifesto (2021): This update to the manifesto retains the emphasis on equity of access to school library programs, and connects the mission of the school library to UNESCO's sustainability goals for inclusive and equitable quality education and safe learning environments.

International Federation of Library Associations (2021). *IFLA school library manifesto*. Retrieved from https://www.ifla.org/wp-content/uploads/2019/05/assets/school-libraries-resource-centers/publications/ifla_school_manifesto_2021.pdf.

Canadian Standards

Leading Learning: Standards of Practice for School Library Learning Commons in Canada: *Leading Learning* provides a guide for the transition of school libraries to vibrant centres of teaching and learning responsive to the diverse needs of learners today and into the future. It also serves as a measurement tool to help schools determine where they are now with library facilities and programs and where they want to advance to. *Leading Learning* provides a framework for growth for all schools to act on tangible steps for improvement, no matter the status of their library programs.

Canadian School Libraries (2016-2023). *Leading learning: Standards of practice for school library learning commons in Canada*. Retrieved from https://llsop.canadianschoollibraries.ca/.

Foundations for School Library Learning Commons in Canada: A Framework for Success: *Foundations for School Library Learning Commons in Canada: A Framework for Success* establishes strong policy, robust funding, and a commitment to equity of access as necessary foundations for school library programs. It describes the elements that frame program success, including design factors for library spaces, technological infrastructure, professional staffing, and accessibility, as well as the ethics of school librarianship, a commitment to a growth mindset, and ongoing accountability. Foundations describes prerequisites for the successful implementation of *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*, which focuses on program growth.

Canadian School Libraries (2023). *Foundations for school library learning commons in Canada: A framework for success*. Retrieved from https://www.canadianschoollibraries.ca/foundations–frameworks/ .

A Guide to the Selection and Deselection of School Library Resources: The Ontario School Library Association provides an excellent resource for developing guidelines. *A Guide to the Selection and Deselection of School Library Resources* provides information, best practices, and resources to support the selection and deselection of school library learning resources, and resources to help school boards navigate concerns, questions, and/or challenges related to school library materials.

Ontario School Library Association (2023). *A guide to the selection and deselection of school library resources.* Retrieved from https://accessola.com/wp-content/uploads/2023/09/FINAL-2023-09-OSLA-A-Guide-to-the-Selection-and-Deselection-of-School-Library-Resources_EN.pdf .

Other Key Resources from Canadian School Libraries

Canadian School Libraries: Canadian School Libraries (CSL) is a registered non-profit charitable organization dedicated to professional research and development in the field of the school library learning commons in Canada. CSL connects school library practitioners and educators across Canada in the collaborative pursuit of delivering exemplary practices reflective of current professional school library learning commons standards. The CSL website includes comprehensive professional resources for school library practice and program advocacy.

Canadian School Libraries (n.d.). *Canadian School Libraries*. Retrieved from https://www.canadianschoollibraries.ca/.

Canadian School Libraries Collection Diversity Toolkit: The toolkit provides guidance and tools for all aspects of developing diverse and culturally-responsive school library collections, including equity-informed selection, equity-informed weeding, diversity audits, establishing guidelines and procedures, and connections to *Leading Learning*.

Canadian School Libraries (2021). *CSL collection diversity toolkit*. Retrieved from https://www.canadianschoollibraries.ca/collection-diversity-toolkit/.

Canadian School Libraries Research Toolkit: The CSL Research Toolkit supports school library practitioners as they explore their own practice through research. It introduces the basics of research approaches and methods, data analysis, research ethics, and ideas for sharing and making meaning of the results of practitioner research.

Canadian School Libraries (n.d.). *CSL research toolkit*. Retrieved from https://www.canadianschoollibraries.ca/research-toolkit/.

Canadian School Libraries Journal: CSL Journal is an open access online journal that is published three times per year, and is the only national publication of its kind dedicated to school library practice. The journal shares stories of innovative practices in Canada's school libraries, and is an essential resource for professional learning.

Canadian School Libraries (n.d.). *Canadian School Libraries journal*. Retrieved from https://journal.canadianschoollibraries.ca/

Canadian School Libraries Research Archive: The Research Archive promotes Canadian research into the school library learning commons and makes scholarly and practitioner research from all Treasure Mountain Canada (TMC) research symposiums accessible and searchable. The More Research page provides a summary of international research into school library programs.

Canadian School Libraries (n.d.). *CSL research archive* Retrieved from https://researcharchive.canadianschoollibraries.ca/

Human Rights

The foundations and ethics of librarians are based on principles of human rights, as established by these documents.

United Nations Convention on the Rights of the Child

United Nations Human Rights Office of the High Commissioner (1989). *United Nations convention on the rights of the child.* Retrieved from https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child

United Nations Universal Declaration of Human Rights

United Nations (1948). *Universal declaration of human rights.* Retrieved from https://www.un.org/en/about-us/universal-declaration-of-human-rights

Canadian Charter of Rights and Freedoms

Government of Canada (1982). *Constitution act: Canadian charter of rights and freedoms*. Retrieved from https://laws-lois.justice.gc.ca/eng/const/page-12.html

Canadian Federation of Library Associations: Truth and Reconciliation Report and Recommendations

Callison, C., ed. (n.d.). Truth and reconciliation report and recommendations. *CFLA-FCAB*. Retrieved from https://cfla-fcab.ca/wp-content/uploads/2018/10/Truth-and-Reconciliation-Committee-Report-and-Recommendations-ISBN1.pdf

Ethical Standards

Ethical standards for librarianship in Canada have been established by the Canadian Federation of Library Associations / Fédération canadienne des associations de bibliothèques (CFLA-FCAB).

Statement on Intellectual Freedom and Libraries

Canadian Federation of Library Associations (2016). *Statement on intellectual freedom and libraries.* Retrieved from http://cfla-fcab.ca/en/guidelines-and-position-papers/statement-on-intellectual-freedom-and-libraries/

CFLA/FCAB Code of Ethics

Canadian Federation of Library Associations (2018). CFLA/FCAB code of ethics. Retrieved from http://cfla-fcab.ca/wp-content/uploads/2019/06/Code-of-ethics.pdf

Centre for Free Expression: Promoting Libraries & Intellectual Freedom

Centre for Free Expression, Toronto Metropolitan University (n.d.). Promoting libraries & intellectual freedom. Retrieved from: https://cfe.torontomu.ca/initiatives/promoting-libraries-intellectual-freedom

A Call to Action

The Future Now: Canada's Libraries, Archives, and Public Memory Expert Panel Report: The expert panel called for a national policy consensus on the most appropriate model for school library learning commons, and for sustainable funding.

Royal Society of Canada (2014). *The future now: Canada's libraries, archives, and public memory expert panel report.* Retrieved from https://rsc-src.ca/en/future-now-canadas-libraries-archives-and-public-memory