

EDMONTON PUBLIC SCHOOLS

September 27, 2011

TO: Board of Trustees

FROM: Trustee L. Cleary, Chair, Policy Review Committee  
Trustee M. Janz, Policy Review Committee  
Trustee C. Ripley, Policy Review Committee

SUBJECT: Review of Board Policy HIBD.BP – School Learning Resource Centres

ORIGINATOR: T. Parker, Assistant Superintendent

RESOURCE  
STAFF: Betty-Lou Ayers, Joan Martz-Krewusik, David Piercey, Corrie Ziegler

RECOMMENDATION

That revised and re-titled Board Policy HIBD.BP – Integrated School Library Learning Commons (Appendix I) be considered for the third time and approved.

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This report was deferred from the June 14, 2011 board meeting. It was requested that the report be submitted to the June 21, 2011 Policy Review Committee for further consideration of the wording of the policy. The Committee had noted in the comments from the on-line survey, some staff were concerned that Library Technicians were not explicitly mentioned as partners in student learning along with Teacher Librarians. The Policy Review Committee believes that the intent of the policy is for schools to ensure that provisions are made for the facilitation and coordination of an integrated learning commons approach and that there are many ways in which schools could choose to do this. The committee requested that the policy be re-worded to place the emphasis on the development of school library learning commons and broaden the examples of approaches to include staff such as library technicians, teacher librarians, other internal supports, as well as partnerships with the community and other library facilities, and educational institutions.

Board Policy HIBD.BP – School Learning Resource Centres was last reviewed in 2002. Expectations of school districts to provide school library programs are outlined in the annual Alberta Education *Guide to Education*, in which it is indicated that such programs are an integral part of the school’s instructional activities, rather than as being supplemental or peripheral to instructional requirements.

The Administration reviewed the policy and proposes to reword and re-title the policy to align to current thinking in school library program delivery. School library programs are now as much virtual entities as they are books and paper resources, and the educational interests of learners extend well beyond the physical school library and the traditional school day. The most current term refers to school libraries as “library learning commons”, wherein

information is accessed by anyone, at any time, in any place, and where information is encountered and discussed in collaborative inquiry. The roles of the teacher, the teacher-librarian, the library technician and the technology consultant are all to facilitate student learning within this commons.

A policy review web-survey was conducted in accordance with board policy review procedures and was open for input from April 4 to May 9, 2011. As a result, a total of 67 responses were received with 10 being from Parents, three from Community/Professional Organizations, one from a Community Member, 47 from Staff Members, and six from Principal/Decision Unit Administrators. A majority of respondents (56.1 per cent) do not believe that the revised policy requires further clarification; 43 per cent expressed a desire for clarification or other concerns.

Questions were raised about the new term “Learning Commons” as being too far removed from our traditional understanding of school libraries. The committee believes the new term is warranted given how much the concept of school libraries has evolved, however the term “library” has been retained.

Some staff were concerned that Library Technicians were not explicitly mentioned as partners in student learning along with Teacher Librarians. This has been addressed in the revised policy as noted above.

Other comments and suggestions that were submitted would be more appropriate to any administrative regulations that might be developed around the provision of school library programs. In particular, there were comments that both physical and virtual space configurations for collaborative inquiry were each important; that instruction in emerging technologies was critical in the development of student research skills; and that financial support continues to be of concern for such programs.

TP:gj

- Appendix I Recommended Board Policy, HIBD.BP – Integrated School Library Learning Commons
- Appendix II Existing version showing recommended changes to Board Policy, HIBD.BP – Integrated School Library Learning Commons

# Edmonton Public Schools Board Policies and Regulations

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CODE: HIBD.BP

TOPIC: Integrated School Library Learning  
Commons

EFFECTIVE DATE:

ISSUE DATE:

REVIEW DATE:

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The board believes literacy for all learners encompasses a broad set of skills and competencies, integrated across the Kindergarten to Grade 12 Programs of Study supported through the development of library learning commons.

The board encourages the utilization and ongoing development of a library learning commons where information can be accessed by anyone, at any time, in any place and where information can be encountered and discussed through collaborative inquiry. In a learning commons there should be seamless, equitable access to a wide variety of quality digital and print resources for student and staff research and enjoyment.

Provisions should be made to allow for the coordination to develop the library learning commons approach. These can include, but not be limited to, the engagement of internal staff such as teacher librarian or library technician or external partnerships with community municipal library facilities or post-secondary institutions.

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Reference(s):

[\*Guide to Education ECS to Grade 12\*](#) (Alberta Education 2010) page 67.

[\*Inspiring Action on Education\*](#) (Government of Alberta, 2010) pages 9-11

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# Edmonton Public Schools Board Policies and Regulations

CODE: HIBD.BP

TOPIC: ~~School Learning Resource Centres~~

**Integrated School Library**

**Learning Commons**

EFFECTIVE DATE: 18-06-2002

ISSUE DATE: 19-06-2002

REVIEW DATE: 06-2007

The board ~~recognizes that school learning resource centres support the curricular needs of students, enhance student achievement and literacy development, and inculcate early habits of life long learning. To these ends,~~ **believes literacy for all learners encompasses a broad set of skills and competencies, integrated across the Kindergarten to Grade 12 Programs of Study. Literacy learning needs are best facilitated through the development of an integrated learning commons approach that is part of the school's instructional program.**

The board encourages the utilization and ongoing development of ~~school learning resource centres in making available a wide variety of learning resources for student research and enjoyment.~~ **a library learning commons where information can be accessed by anyone, at any time, in any place and where information can be encountered and discussed through collaborative inquiry. In a learning commons there is seamless, equitable access to a wide variety of quality digital and print resources for student research and enjoyment.**

To the extent possible, provision should be made for teacher-librarians ~~for all schools with learning resource centres.~~ **to facilitate and coordinate the learning commons approach in all schools.**

Reference(s):

[Guide to Education ECS to Grade 12](#) (Alberta Education, 2010) page 67.

[Inspiring Action on Education](#) (Government of Alberta, 2010) pages 9-11