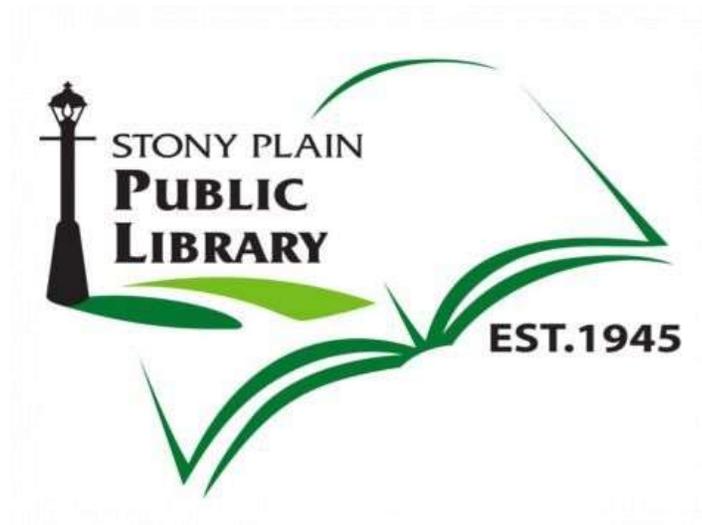


# **SML Christian Academy in Partnership with the Stony Plain Public Library Selection and Weeding Report**



By Krista Belanger  
University of British Columbia  
LIBE 463 61C  
November 17, 2018

## Background

SML Christian Academy is currently in a transition phase where the books from the school's library are currently housed on the stage in the gym and within classrooms in the school. There is no formal library space in the school at this time. Given that there is no formal library space, Stony Plain Public Library (SPPL) has accommodated myself in the use of their library to complete this report.

While this report uses data and the collection housed in the SPPL, which undergoes two full-scale weeding procedures each year, I am approaching this report from the standpoint of if this collection were housed in my school how I would make recommendations. In no way does this report indicate or dictate how the SPPL should or ought to conduct its business in regard to weeding and/or purchasing. The recommendations made in this report will be shared with SPPL for consideration of future purchases to add to their collection to better equip the community with resources related to this particular outcome in the Social Studies Grade 5 program of studies.

## **Weeding Plan**

### Rationale

The focus of this selection and weeding plan is based on the Social Studies Grade 5 curriculum, within the unit of the History of the Peoples of Canada. The specific learning outcome (5.2.2) is as follows:

- Students will examine critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:
  - What do the stories of First Nations, Metis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land?
  - How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada?
  - How were the natural environment and geography of each region of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)?
  - What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast?
  - In what ways do anthropology and archaeology contribute to our understanding of First Nations, Metis and Inuit peoples?

While SPPL completes their own weeding process twice a year, the physical collection as it stands is fairly well used and circulated. There must be a plan in place to ensure that resources are kept current. In the recommendations I have made suggestions for two texts to be updated.

There is a lack of resources in the collection to accommodate and respond to a variety of learner needs, as in there are no advertised audiobooks with the collection and those must be sought out. When asked about this, Alison Stewart, the Director of SPPL said that it was their policy to keep like materials together, and the likelihood of a given audiobook being available in

their collection at any given time and not at another location was slim. She mentioned that because they are a public library, they share resources among all of the branches. If this collection were housed at SML and I were a practicing Teacher Librarian there, I would be tempted to keep the materials together thematically, and indicate online resources in a clear way near or with the physical collection students or staff may be looking at. There might be signage on the shelf indicating that a particular ebook, audiobook, album, or video was also available through OneDrive, Google Drive, or elsewhere. I would also indicate a brief, one-line explanation of what the resource contained, its audience, and the format. I found it to be problematic for like resources of various formats to be kept together, but again, the reason being is that the public library is not meant to function as a school library.

### Step-by-Step Plan (under the lens of if the collection existed within SML Christian Academy)

#### *How the weeding will take place*

The weeding of the library will take place throughout the year, with an emphasis on not weeding the entire library at once. This particular collection will be weeded in April, following Spring Break, after the collection has been used within the classroom. This particular outcome is often assessed in February, so circulation statistics would be accurate if the weeding of this specific collection were done following the assessment of the outcome. Adding an extra month allows time for students to return items and for the teacher to reflect on what was used and what gaps exist between the curriculum and the collection. On a larger and broader scale, the CREW method will be implemented, including: continuously reviewing, evaluating the collection, and weeding (Mardis, 2016, pp. 143).

According to Mardis, there are multiple benefits to weeding, including “creat[ing] more space, ensuring accurate materials, avoiding the cost of maintaining unwanted items, obtaining and keeping a reputation as a source of reliable information, and saving time in locating items” (pp.148). After the weeding occurs, materials should be “put in proper order on the shelves” (pp. 150) and the Teacher Librarian should “attempt to locate . . . missing items” (pp. 150). If software is used for circulation, communicating lost or missing items from the collection (not accounted for as the weeding occurred) is imperative in keeping a positive relationship with teachers (pp. 150).

#### *Who will be involved in the decision*

As this is a small school, administration would likely be involved in the beginning to help set some criteria for what would be kept and what would be weeded, as no one is currently in a Teacher Librarian position within the school. When it came time to the actual weeding process, the current grade 5 teacher would be involved in the weeding decisions alongside the Teacher Librarian if there were one. Some of the resources are also used and addressed in the grade 4 curriculum, so the grade 4 teacher may be consulted, but will not be directly involved in the process. Circulation statistics would indicate which titles were used in the grade 4 classroom.

*Timeline for improvement*

Given that the collection is fairly small, the timeline for weeding and adding new titles to the collection could take as little as two weeks, ending in mid-April. Upon receiving materials to enhance the collection, it may take longer for the items to appear on the shelves based on the availability for the new additions to be added into the catalogue. I would be hesitant to order the new, recommended materials right away, as there may be more additions to the collection elsewhere and not properly shelved which may turn up in May or June.

*How the change will be communicated*

I believe that staff should be informed that weeding within a library is occurring, but not be directly involved unless necessary. In the case of weeding, too many hands involved make for slow work. It might be appropriate to give staff two weeks notice of when a particular collection or section will be weeded to ensure recommendations are thought about and made. This communication can occur both in a staff meeting and in a follow-up email. SML has weekly staff meetings, so communication is not a problem among staff. Weeded materials, on the other hand, are not necessary to be communicated to staff besides those directly involved. If weeded materials were made known or offered as resources for teachers, without a doubt some of the resources would make their way back into the library collection. If an item is not good enough for the collection in the school library, it is not good enough to be in a classroom or personal library.

*Recommendations for removal from the collection (based on Assignment 2)*

- The Kids Book of Canadian History
  - Well circulated in 2018 (86 circulations)
  - Should be replaced due to its condition (showing signs of wear on the cover and spine)
  - Published in 2009
- The Story of Canada
  - Well circulated in 2018 (41 circulations)
  - Should be replaced due to its condition (showing signs of wear on the cover and index)
  - Older edition (2000), so a newer edition may be purchased (2016) if there are notable changes
- Discovering Canada Vikings
  - Not well circulated in 2018 (1 circulation)
  - Published in 1989
  - Language is not current (no use of the phrase “Indigenous peoples”)
  - There is another, more current edition, but I was unable to locate a copy to determine if the language is more respectful

This task of removal is notably difficult due to the significant weeding already done by SPPL. The titles I have chosen to weed from the collection are due to the edition being outdated, signs of wear, and circulation. For this particular case, two of the removal items I would

recommend be merely replaced. Only one item I would remove from the collection due to its dated language. This particular text has not been weeded by SPPL because they have not found a suitable replacement for the information and the newer edition has not been printed or available at the time of weeding. It is my opinion that removing the text and making a note of replacing it with something more appropriate is better than leaving the misinformed title on the shelf.

Procedures are not currently in place for weeding, but SML Christian Academy has the widespread belief that if an item is not being used to its fullest potential, or is outdated (both in terms of publishing date as well as content and language), it must go. Space is at a premium, so titles which do not demonstrate respect for a group (in this case Indigenous Peoples) must be removed. The two remaining titles showing signs of wear must go to ensure they continue receiving use and the condition of the text is not a hindrance to whether or not they will be used by students. There are many students who believe that if a title is well-worn it is not worth referencing, while I find the opposite to be true.

#### *Policies, procedures, and practices that will inform the work*

While SML has no written policies, procedures, or practices, there are a number of common understandings among staff about weeding materials which coincide with the MUSTIE method, listed below.

Items to be weeded:

- Misleading – factually inaccurate
- Ugly – visibly worn, yellowed, stained, mouldy, moist, missing pages, or water stained
- Superseded – a new edition exists, or a better book on the subject exists
- Trivial – no reason for the item to be there, is not current/trendy
- Irrelevant – not relevant to the curriculum or needs of the school/community, not having been checked out or read within the last two years
- Elsewhere – easily obtainable if needed again (item is still in print/production) (Mardis, 2016, pp. 143)

### **Putting it into Practice**

#### *How I plan to use my newly acquired skills*

I appreciate the clarity of both the CREW method on an ongoing basis and the MUSTIE method on a specific basis for weeding and discarding books. I like having criteria and taking an objective look at the resources available and asking if the resource is the best use of shelf space as well as best use of our students' time. It does not make sense to continue to keep materials which are outdated, are not respectful to groups of people, and may otherwise be inaccessible to many of our students. Including a variety of materials, both in print and online, will increase the accessibility of the collection, as well as increase its relevance.

In regard to promotion of new resources within a school library, starting an Instagram or Snapchat account may appeal and reach junior high or high school students as mentioned in Assignment 2, whereas bright colourful displays at a variety of heights would appeal to students

in an elementary school setting. Staff should not be left out of promotions of new resources in the school library, so engaging in dialogue, visiting colleagues in their classrooms after school or in the hallway during a visiting time may promote resources and materials. If a colleague suggests ordering material, providing them access to the material directly, such as dropping it off in their classroom, will refresh their memory of the resource.

### *Recommendations*

- *I Am Not a Number* by Dr. Jenny Kay Dupuis and Kathy Kacer (book)
- *Tukiliit* by Norman Hallendy (book)
- *Voices of Canada* by Donna M. Goodman, J. Craig Harding, Thomas A. Smith (textbook, SML currently uses an older textbook)
- Worlds Collide | Canada: The Story of Us (video episodes, a CBC production, available on YouTube <https://www.cbc.ca/2017/canadathestoryofus/csou-episodes>)
- Walking Together (teacher resource <http://www.learnalberta.ca/content/aswt/>)
- Making Camp (game: <http://www.7generationgames.com/>)
- Path of the Elders (game: <https://www.pathoftheelders.com/>)

### *Criteria for selection*

- Support the curricular outcome
- Represents differing viewpoints
- Must be published or created more recently than 2016 (unless otherwise available, as is the case with *Voices of Canada*)
- Uses pictures and/or vivid imagery
- A variety of learners with different needs may use the resource
- Accessible either through the library, or more favourably, online
- Come from a reliable source (written by an Indigenous person, published, or vetted by a group with Indigenous representation)
- Unique from other items in the collection
- Appeals to and is appropriate for the intended audience (grade 5 Social Studies teacher and/or ten-year-old grade 5 student)
- Recommended by more than one source
- Clear
- Easy to use
- Equipment required is available at the school
- Does not require an in-game purchase to play the full game (if applicable)
- Minimal cost

In my work in grade 5, I have had a number of students coming into my classroom who struggle with reading comprehension. Often their level of understanding, connecting, and recall are so low they are unable to complete assignments. In my recommendations, I have listed a variety of resources for both the teacher and students which make the curricular outcome learning easier to handle, as well as more accessible. Mardis notes that “[s]tudents learn better

from media formats that incorporate their predominant learning style” (pp. 89). In Social Studies, there is a heavy reliance on reading and answering question in the textbook in my school. I am fortunate in that I am not required to use the textbook, so I have not used it. I see the textbook as a scaffolding opportunity for students, but the real learning comes from projects, examining perspectives, and viewing videos and clips recently produced by reputable filmmakers. Social Studies is a curricular area where an emphasis on accurate and factual representations are the most difficult to come by, as often resources are biased or only show one point of view. In the collection noted in Assignment 2, of the 63 identified resources, only seven of them were written by an Indigenous person. Of the five recommended resources I have listed, two resources are created in consultation with Indigenous representatives, while the other three are created or co-written by Indigenous peoples. This effort was deliberate on my part.

I have made sure to include a variety of resources, including books, which Mardis states are suitable for “individual users . . . are portable. . . do not require equipment . . . are relatively inexpensive” (pp. 91). However, my students with Irlen Syndrome struggle with printed text in a book and must use an overlay. To reach those students, I included resources which use video, which Mardis indicates can have “more color detail and resolution . . . can be easily searched . . . and quickly accessed . . . does not deteriorate in quality over time . . . and can be played on [multiple devices]” (pp. 98). A student with Irlen Syndrome will not have as much difficulty learning by viewing a video as they would a text. The Association of College and Research Libraries indicates that “users expect digital or remote access to all media resources. Institutions should provide all the necessary equipment and connectivity to ensure access to multiple media formats on multiple platforms and devices” (*Guidelines for Media Resources in Academic Libraries*, 2018). It should be noted that I had to consult the DVD section of the Mardis text for information on videos found online, as no other category specifically mentions or uses YouTube. While videos, in my opinion are an excellent resource, a reliable internet connection is required remotely. There are a number of spaces providing free internet access for students, including local stores and restaurants. While accessing the internet in a store or restaurant is not ideal, internet access simply is not an obstacle in my school.

The resources I found to be of the best potential benefit, at no cost, are the video games I have selected. Mardis states that there are a variety of advantages for including games in a collection, including “participants become involved in solving problems, some games simulate realistic environments, participation usually generates a high degree of interest, students receive immediate feedback, and some games contribute to effective learning my motivating and supporting learning and attitudinal changes” (pp. 103). In understanding the disadvantages, such as games taking up time, a limited number of players, and other teachers not being aware of the value of the games (pp. 103), is significant, but I think the advantages outweigh the disadvantages. The disadvantages, in my perspective, are minimal compared to the potential learning.

### Procedures

Procedures for evaluating the recommended resources listed above include:

- Supporting the curricular outcome
- Consulting with the grade level expert
- Checking the language used in the text or resource
- Check Booklist Online (subscription required, \$350 for one school for one year)
- Utilizing a checklist of the criteria listed above to ensure criteria is met after having the physical resource
- Performing an age analysis
- Mapping the collection
- Considering the date the resource was created, not just the published date in the case of a resource with multiple editions
- Reputation of the publisher/author/producer
- Reflect sensitivity to gender and sexual orientation, the perspective of aboriginal people, and cultural and ethnic heritage (*PEI Department of Education: Evaluation and Selection of Learning Resources*, 2008, pp. 6)
- Portray positive role models (pp. 6)
- Use language appropriate to the intended audience, and exclude slang, vernaculars, or expletives that detract from meaning (pp. 6)
- Recognize the diversity of aboriginal societies, and avoid traditional stereotypes (pp. 7)
- Provide accurate information on historical and contemporary aboriginal cultures (pp. 7)

Acquiring the recommended resources include using jobbers with a current relationship with the school. All resources acquired should be acquired through a jobber wherever possible to maintain the relationship between the school and the jobber. In the event a jobber is unable to deliver a title, other online retailers may be used, with two options below:

Book title	Price*		Price after teacher discount (if applicable)*	
	Chapters Indigo	Amazon.ca	Chapters Indigo	Amazon.ca
<i>I Am Not a Number</i> by Dr. Jenny Kay Dupuis and Kathy Kacer	\$18.95 (hardcover)	\$17.06 (hardcover)	\$17.06	\$17.06
<i>Tukiliit</i> by Norman Hallendy	\$9.99 (paperback)	\$26.22 (paperback)	\$9.99 – title is not sold in stores and the teacher discount is not available online	\$26.22
<i>Voices of Canada</i> by Donna M. Goodman, J. Craig Harding, Thomas A. Smith	N/A	\$159.99 (hardcover)	N/A	\$159.99

\*Prices as of November 17, 2018

*Reflection*

The role of a Teacher Librarian in any school library is to enhance the library collection by responding to the needs of students and curriculum, as well as respecting the community and offering resources in a variety of formats. The Teacher Librarian, in an effort to keep the collection current and relevant, must work with content area or grade level experts to ensure the collection is fulfilling its role. It is not enough to have inaccurate resources date themselves because there are no other resources available at the time. In addition, student needs must also be considered, especially when considering reading levels and accessibility. Textbooks and novels are not enough to complete a collection. Audiobooks, online games, and videos are some examples of resources which are more portable and do not take up valuable shelf space, but will also benefit a larger number of students. Responding to the needs of others, including requests for reconsideration of materials are meant to be handled with respect and consistency to ensure cohesion of each outcome. In the constant weeding process, ensuring staff and administration are aware of this common practice is important for being viewed as a team player and professional. Immediate disposal of resources pulled due to weeding is essential to ensure the items do not make it back into the collection or into a classroom or personal collection. While the role of the Teacher Librarian is essential to the building of a well-run library program, the Teacher Librarian must also work for and alongside others in the building to ensure their needs are being met.

References

- Alberta Education. (n.d.). *Walking Together: First Nations, Metis, and Inuit Perspectives in Curriculum*. Retrieved November 17, 2018, from <http://www.learnalberta.ca/content/aswt/>
- American Library Association. (n.d.). *Booklist Online: More than 180,000 book reviews for librarians, book groups, and book lovers—from the trusted experts at the American Library Association*. Retrieved November 17, 2018, from <https://www.booklistonline.com/Default.aspx>
- Canada, Ministry of Education, Curriculum and Instruction. (n.d.). *SOCIAL STUDIES KINDERGARTEN TO GRADE 12* (pp. 1-13). Retrieved October 10, 2018, from <https://education.alberta.ca/media/159596/program-of-studies-grade-5.pdf>
- Canada, Prince Edward Island Ministry of Education, Learning Resources Branch. (2008). *Evaluation and Selection of Learning Resources: A Guide*. Charlottetown, PEI: Ministry of Education, Learning Resources Branch.
- Dupuis, J. K., Kacer, K., & Newland, G. (2018). *I am not a number*. Brantford, Ontario: Second Story Press.
- Guidelines for Media Resources for Academic Libraries in Higher Education Task Force of the Association of College and Research Libraries (ACRL). (2018, July 31). *Guidelines for Media Resources in Academic Libraries (2018 Revision)*. Retrieved November 17, 2018, from <http://www.ala.org/acrl/standards/mediaresources>
- Hacker, C., & Mantha, J. (2009). *The kids book of Canadian history*. Toronto: Kids Can Press.
- Hallendy, N. (2009). *Tukiliit: The stone people who live in the wind: An introduction to inuksuit and other stone figures of the North*. Vancouver: Douglas & McIntyre.
- Harding, C., Smith, T., Goodman, D. (2007). *Voices of Canada: People, places and possibilities*.

Toronto: Pearson Education Canada.

Livesey, R., & Smith, A. G. (1989). *Discovering Canada: The Vikings*. Toronto, Canada:

Stoddart.

Lunn, J., Moore, C., & Daniel, A. (2000). *Story of Canada*. Toronto, Ont.: KPk.

Mardis, M. A., & Bishop, K. (2016). *The collection program in schools: Concepts and*

*practices* (6th ed.). Santa Barbara, CA: Libraries Unlimited, An imprint of ABC-CLIO,

LLC.

The Mushkegowuk and Anishinaabe Peoples and Treaty No. 9. (2009). On the Path of the

Elders [online game]. Ontario: Path of the Elders Group.

Seven Generation Games. (2018). Making Camp [online game]. Santa Monica, CA: Seven

Generation Games.

Stewart, A. [Personal Interview]. 16 November 2018.

*Worlds Collide | Canada: The Story of Us* [Television series]. (2017, March 30). CBC.