

Brock Library Annual Operational Plan 2021-22

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Introduction

This document is meant to be a detailed short-term action plan to enact specific strategies for meeting the Brock Library Program strategic objectives as laid out in [Brock LLC Strategic Plan 2021](#).

The COVID-19 pandemic continues to significantly affect operations and creates barriers to what was in the past typical operations, especially regarding inter-class programs.

Brock School Goals 2022

1. To foster student growth and achieve further success in the areas of self-management, self-awareness, relationship skills, social awareness, and responsible decision-making.
2. To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures, and contributions among all learners.

Proposed Operating Plans, for discussion and approval with principal

- Allow adult students in professional teacher or library training programs to volunteer in the library. Regular and scheduled shifts only. Orientation to and enforced following of VSB Communicable Diseases Prevention Plan. VSB Communicable Diseases Prevention Plan indicates it is now safe to have volunteers in schools if plan is followed.ⁱ
- Allow Brock student library monitors in grades 6 and 7 to volunteer. Could schedule to ensure that only students in one class at a time are in the library, not allowing them to interact with students in other classes.
- Keep library hours the same as last year, closed before and after school, so that students in different classes/groupings do not visit library at same time.
- Set up and allow students to use shared desktop computers to search the online library catalogue, ensuring students use good hand hygiene before entering library and sanitizing the keyboard and mouse frequently.ⁱⁱ
- Increased sanitation between student groups – wipe down high contact spots between student groups.
- After- or before- school clubs? Technology club or something similar? How to do so safely? Would it have to be only one class at a time?

2020-21 Brock Library Annual Objectives

1. Collaboration
 - 1.1. To collaborate with at least 30% of the teaching staff through collaboration in preparation, collaboration in action, or collaboration in reflection during the school year.ⁱⁱⁱ
 - 1.2. To weed outdated material from the collection so that it is consistent with the curriculum, to bring about collaboration.
2. District Wide Indigenous Focus Goal
 - 2.1. To continue to purchase high-quality Indigenous resources and promote the use of Indigenous learning materials.
 - 2.2. To conduct a deselection project to remove materials with offensive and outdated representations of Indigenous peoples.
 - 2.3. To integrate the currently separate Indigenous Collection into the main collection to increase contact and circulation.
3. Support Social-Emotional Learning
 - 3.1. To curate and promote SEL resources to Students and Staff.
 - 3.2. To integrate school-wide SEL programs and strategies into Library Prep Classes and collaborative teaching.

Action Plan

1. Collaboration

Objective	Actions	Implementation- Evidence of achievement or of progress towards achievement of objectives
1.1 To collaborate with at least 30% of the teaching staff through collaboration in preparation, collaboration in action, or collaboration in reflection during the school year	<ul style="list-style-type: none"> - Invite staff to collaborate by email/Teams, including examples of how that could look. - Follow-up with staff one-on-one to determine interest in collaboration and informally brainstorm ideas for how to collaborate. - Formally plan collaborative work. 	Evidence of efforts made to collaborate. Evidence through actual instances of collaboration.
1.2 To weed outdated material from the collection so that it is consistent with the curriculum, to bring about collaboration.	<ul style="list-style-type: none"> - Follow collection management plan for which sections to weed next. - Designate specific time for weeding. - Engage professional volunteers from UBC's iSchool or Langara's Library Technician program, if able to, to help with weeding projects. 	Weeding report can quantify work done.

2. District Wide Indigenous Focus Goal

Objective	Actions	Implementation- Evidence of achievement or of progress towards achievement of objectives
2.1 To continue to purchase high-quality Indigenous resources and promote the use of Indigenous learning materials.	<ul style="list-style-type: none"> - Seek out catalogues and reviews for newly published Indigenous materials - Purchase and process identified titles as budget and time allows - Highlight materials through Teams/emails to staff. Create posters/handouts to help increase awareness of our Indigenous resources and how they could be used within the curriculum. 	Additional Indigenous materials are added to the collection. Public attempts to promote materials.
2.2 To conduct a deselection project to remove materials with offensive and outdated representations of Indigenous peoples.	<ul style="list-style-type: none"> - Run reports with library management software to identify nonfiction titles that need to be reviewed. - Complete keyword search of catalogue to identify fiction titles that need to be reviewed. - Deselect any titles that do not meet standards for cultural sensitivity and currency. 	Inappropriate materials are deselected. A report of materials removed from the collection can be created.
2.3 To integrate the currently separate Indigenous Collection into the main collection to increase contact and circulation.	<ul style="list-style-type: none"> - Move books from special collection into main collection, keeping identifying Indigenous stickers. - Use booklists, displays, and other promotional strategies to increase use of materials. 	A circulation report can be created to track whether this change results in an increase of use of the materials.

3. Support Social-Emotional Learning

Objective	Actions	Implementation- Evidence of achievement or of progress towards achievement of objectives
3.1 To curate and promote SEL resources to Students and Staff.	<ul style="list-style-type: none"> - Create a list of SEL resources in OPAC and share with staff - Create a book display of relevant resources in the library 	The lists and displays are created.

3.2 To integrate school-wide SEL programs and strategies into Library Prep Classes and collaborative teaching.	<ul style="list-style-type: none"> - Display visual aids of the identified SEL model for students and teachers (including the teacher-librarian) in the library learning commons. - Use consistent language to the SEL model implemented throughout the school. 	The visuals are present and specific anecdotes of language use.
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ⁱ (Vancouver School District) p.12 “Access to Schools: Parents/guardians, essential visitors on school business, ongoing volunteers, and people providing academic support may visit by appointment when the appointment is made in advance of the visit and approved by the school administrator.”

ⁱⁱ (Vancouver School District) p. 9 “Staff who use or introduce shared equipment [...] will clean and disinfect: Items such as shared computer keyboards and tablets [...]”

ⁱⁱⁱ (Surrey Chapter of the BCTLA and the Surrey Teachers' Association) “Collaboration in Preparation”, “Collaboration in Action” and “Collaboration in Reflection” are terms taken from and explained in detail in “What can collaboration with a teacher-librarian look like?”.

Works Cited

Doran, Gwen. *Brock LLC Strategic Plan 2021*. 2019.

Paget, Nancy. *Brock School Plan 2021-22*. 2021.

Surrey Chapter of the BCTLA and the Surrey Teachers' Association. "What can collaboration with a teacher-librarian look like?" 2019. *British Columbia Teacher-Librarians' Association*. PDF. <<https://bctla.ca/2019/02/17/what-about-t-l-collaboration/>>.

Vancouver School District. *Communicable Diseases Prevention Plan*. 2021. PDF.