



St. Paul Education



Learning Common & Librarian Handbook

2024

Learning Commons

"The goal of the learning commons is to enable all students to be engaged thinkers and ethical citizens with an entrepreneurial spirit. The concept of a learning commons is a shift in thinking from a library as a physical space that is a repository of books, to an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning."

Alberta Education, 2014

A learning commons:

- is an agile and responsive learning and teaching environment available to individuals and groups
- used for multiple, often simultaneous, purposes
- supports literacy, numeracy, competency development and student learning outcomes
- provides access to and instruction in the effective use of print and digital resources
- functions best when learning experiences in the school community are coordinated to support student learning outcomes through collaborative planning, teaching and assessing

The learning commons should:

- support the development of competencies in many areas, including the gathering, analysis and evaluation of information;
- provide support, space and resources for inquiry, play and imagination;
- provide support, resources and opportunities for transferability of learning to support broad exploration and inquiry that leads to deeper learning;
- provide and support technology for learning to enable creation, collaboration and communication;

- provide student access to and guidance on the use of:
 - online public access catalogues (OPAC);
 - online licensed and open access resources;
 - quality print and digital learning resources in multiple formats that are reviewed to ensure they address a diverse range of student learning and developmental needs.
- focus on quality learning resources in multiple formats and provide exposure to a wide variety of Canadian and international resources (fiction and nonfiction) which reflect multiple perspectives, promote literacy and numeracy and develop students' interests and competencies beyond the school setting.
- these resources should include those that:
- recognize and respect Indigenous knowledge and ways of knowing of the First Nations, Métis and Inuit peoples;
- reflect and support the cultural and linguistic perspectives of Francophone communities.
- provide high quality learning resources in English, French and other languages, as applicable, in order to support instruction and self-directed reading;
- be flexible enough to provide teacher support in person or via technology, in varied full-time equivalencies or shared among schools/districts; and
- continue to promote intellectual freedom.

Alberta Education, 2014



School Librarian Roles and Responsibilities

1 Circulation

- Signing in and out of all Learning Commons materials and textbooks
- Repairing and replacing books and materials
- Keeping a tidy work environment
- Aiding patrons in choosing books
- Helping patrons with the Learning Commons computers, equipment and programs
- Pulling resource materials and textbooks for teachers
- Cataloging all new materials and textbooks
- Taking requests from patrons, searching numerous catalogues and order books, ordering new material
- Providing overdue notices

2 Inventory

- Ordering Learning Commons supplies when needed (scissors, glue, rulers, tape, sticks, labels, etc.)
- Receiving and checking orders and invoices
- Consolidating credit purchases or submitting invoices
- Reviewing parameters for due dates, etc...
- Reviewing information transfer from library related programs
- Providing classroom teachers with reports about classroom items to verify library inventory
- Weeding and updating inventory

3 General

- Creating a substitute package in case of extended absence - include necessary login information
- Organizing book fair(s)
- Attending Learning Common Librarian meetings

4 Other Possible Duties as Assigned

Please note these are duties are dependent on school site

- Administering and/or assisting with the Accelerated Reader (A.R.) Program. Librarian could be:
 - coordinating the implementation of the program
 - supervising the daily progress
 - attending division committee meetings
 - networking with the Central Office Accelerated Reader program coordinator
 - providing Home Support letter to parents to access the portal
 - participating in AR webinar and tutorial sessions when available
 - accessing helpline support in the program
 - setting up pre and post-tests
 - overseeing AR Challenges
 - assisting each scheduled grade with the AR program according to the daily schedule
- Supervising students writing exams or Special Projects students
- Ordering makerspace supplies
- Sign in and out; and track student locks and lockers
- Participating in school wide collaborative response teams (ie: student success, literacy, etc)
- Managing the Learning Commons News page for school newsletters and/or websites

Guidelines for Weeding

000 GENERALITIES

- a) Discard information on computers that is older than 3 years.
- b) Discard bibliographies that are older than 10 years.

100 PHILOSOPHY

- a) Value determined by use.
- b) Weed those materials that have been superseded by newer editions.

ETHICS, PSYCHOLOGY

- a) Keep popular works on psychology and ethics as local demands indicate.

200 RELIGION

- a) Value determined by us.
- b) Keep current and basic material; discard sermons, prayers and items that are no longer of interest.

300 SOCIAL SCIENCE, SOCIAL PROBLEMS

- a) Controversial issues should be represented from all sides, to prevent bias.
- b) Remove if older than 10 years.
- c) Much of the material is of temporary interest as it is constantly updated, and can be replaced by historical coverage.

ALMANACS, YEARBOOKS AND HANDBOOKS

- a) These are usually superseded by the next edition or succeeding volume.
- b) Nevertheless, since the information in each is rarely duplicated exactly (new material is added, while old material is deleted), it is good to keep old editions for about 3-5 years.
- c) It is good practice to place older editions in general circulation.

GOVERNMENT AND POLITICS

- a) Information dates quickly – to be weeded after 10 years if not sooner.
- b) Keep books on historical aspects according to need.

LAW

- a) Replace as soon as any significant part of law is changed.

EDUCATION (CURRICULA)

- a) Discard out-of-date teacher's manuals and textbooks.
- b) Keep historical materials only if being used.

INVESTMENTS AND CURRENCY BOOKS

- a) Replace if older than 5 years.

FOLDAWAYS, CUSTOMS AND COSTUMES

- a) Keep standard works, weed according to use.

400 LANGUAGE, DICTIONARIES

- a) Keep old grammars, ordinary school dictionaries, out-of-date textbooks.
- b) Keep large dictionaries, and basic materials.
- c) Weed the rest according to use.

500 PURE SCIENCE

- a) Examine closely anything over 5 years old except botany and natural history.

600 APPLIED SCIENCE AND TECHNOLOGY

- a) Most is dated after 5-10 years, except as indicated:
 - Inventions: Keep basic material on inventions.
 - Mechanics: Keep works on early automobiles.
 - Radio and TV: Keep historical material such as descriptions of crystal sets.
 - Horticulture and Home Economics: Weed according to use and availability of new editions.
 - Manufacturing and Building: Keep books on crafts, guns, and toys according to demand.

700 FINE ARTS

- a) Keep basic works on music and fine arts.
- b) Replace by newer edition and better books.
- c) Keep stamp catalogues up to date.
- d) Discard and replace sports and recreational material according to use.

800 LITERATURE

- a) Keep collected works or replace by better editions.
- b) Discard poets and dramatists no longer read.
- c) Keep works of local people.

900 HISTORY

- a) Weeding depends on use, demand and accuracy of fact and fairness of interpretations.
- b) Weed personal war experience, except those of outstanding importance or local interest.
- c) Weed superseded histories.

GEOGRAPHY AND TRAVEL

- a) Discard geographies after 10 years.
- b) Discard travelogues after 5 years unless it is of historical value.
- c) Popular guide books are longer of use of 5 years.

ATLASES

- a) These are dated after 5 years.

BIOGRAPHY

- a) Unless subject has permanent interest or importance, weed when demand ceases.
- b) Keep any biography only as long as useful.

FICTION

- a) Weed old-fashioned, dated, non-circulating titles.
- b) A selection of “classics” should be kept as space allows.
- c) Classics to be replaced as new, more attractive editions are made available.

MAGAZINES

- a) Do not keep magazines longer than one year. (i.e. current year and one year) unless indexed in such as the Reader’s guide or Subject Index to Children’s Magazines.
- b) If indexes are available, discard print copies after 5-10 years, depending on space and subject content.

PAMPHLETS

- a) Use same criteria as for other material, keeping only up-to-date material.
The date the pamphlet is acquired should be stamped on the cover.

MAPS

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REFERENCE

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SOFTWARE AND CD ROMS

- a) Remove any materials that no longer work on current machine or is dated in format. Check with the Tech department to digitize any materials. Original must be kept.

Reasons for Weeding a Learning Resource Collection

- a) Insufficient space in the Learning Commons
- b) Missing materials
- c) A small budget caused by full shelves
- d) Too many outdated materials
- e) Excessive number of duplicate copies of materials
- f) Provincial Resource Review Guide
- g) Inappropriateness of materials to curriculum needs
- h) Materials not compatible with students' reading levels
- i) Worn out or damaged materials
- j) Low circulation of materials
- k) Poor format
- l) Inaccurate or out-of-date information
- m) Inferior illustrations or writing
- n) Material poorly organized or without a logical access point (index or table of contents)

I. De-accession Procedures

- a) If automated, follow program procedures for book removal.
- b) Stamp or mark the book "Discard". Discard the book and cards or send to recycle.
- c) A list of discarded books is not required.

1. Dispose of materials, usually through a recycling process. Ensure barcode and school name is removed/blacked out.

2. It is sometimes appropriate to send materials to organizations who supply materials to third-world countries.

II. Disposal of Materials

- a) Archival materials may be donated to the local public Library or placed in a school archival collection.

III. Weeding Procedures

- a) Weed on an ongoing basis.
- b) Parents and other volunteers may weed for you if you give them guidelines they feel comfortable with and reassure that you will review all their choices to make sure that nothing of value will be discarded.