

TMC8: Foundations for School Library Learning Commons in Canada

Inquiry Question:

How might we 'sell' the LLC within our schools? To staff? To parents? To students? To administrators?

SOURCE 1

Citation of source:
(in APA format)

Singh, R., & Trinchetta, G. G. (2019). Community Connections: Advocating for Libraries through Effective Brand Advocacy. *Public Library Quarterly*, 39(4), 295–309. <https://doi-org.proxy.queensu.ca/10.1080/01616846.2019.1613626>

TMC8: Foundations for School Library Learning Commons in Canada

<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the main arguments?</i> ● <i>What is the point of this book or article?</i> ● <i>What topics are covered?</i> ● <i>If someone asked what this article/book is about, what would you say?</i> 	<p>The main arguments are that library advocacy can occur through the use of six basic principles called STEPPS: social currency, triggers, emotion, public, practical value, stories. The article provides examples of what other libraries have done to encourage branding, marketing and advocacy in their libraries. An important step is to know your community well. Doing so will make your patrons your biggest advocates because positive word of mouth is still one of the most important ways to connect with the community i.e. “understanding your audience.” The patrons will become the brand advocates. Information specialists can use STEPPS to appeal to their ‘brand advocates’ and consequently, remain relevant to their community.</p> <p>Directly from the article: “While the social currency principle encourages people to talk about topics that make them appear more favorable to others, triggers provide everyday cues that remind people of the library brand. Emotion focuses on appealing to feelings and the public principle calls for initiatives that advertise the brand. Finally, practical value motivates people to spread useful information and the stories principle explains that people share their experiences through memorable narratives”.</p> <p>Topics: Definitions of word-of-mouth, marketing, branding and advocacy. Understanding brand advocacy and advocates i.e. highly satisfied customers with positive perceptions of the library, brand, product or service Benefits of brand advocacy i.e. increases awareness, communicates library values, elevates library image, promotes community engagement STEPPS explained and examples provided</p> <p>If someone asked me what this article is about, I would say it is about leveraging your community properly to help you promote the library programs and services.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> ● <i>What is the goal of this source?</i> 	<p>Yes, this is a useful source because it provides practical ways to promote the library. The source is reliable, both authors are affiliated with the Division of Library and Information Science at St. John’s University in New York and it was peer-reviewed and published in Public Library Quarterly journal. This is a research article, so it is objective in its approach. Present factual examples, research and data on how to apply STEPPS and how others have successfully used these principles for advocacy. The goal of this source is to inform information specialists on how to engage their community to make the library a valuable resource.</p>

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<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>The source was useful because it introduced terms needed to understand the research question. It also offered practical examples of how to brand and market the library. The article informs my research on the topic because it allows me to understand the steps needed to promote the library to several stakeholders, and if done well, the community becomes your biggest advocate. It has encouraged me in our quest to make school libraries valuable resources in the school by providing practical ways in which to do so.</p>
<h3>SOURCE 2</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Roughen, P. F., & Swain, D. E. (2020). Building Innovative Brands: Cases of Tacit and Explicit Knowledge Conversions in Children’s Libraries. <i>Public Library Quarterly</i>, 39(6), 537–557. https://doi.org/10.1080/01616846.2019.1702448</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the main arguments?</i> ● <i>What is the point of this book or article?</i> ● <i>What topics are covered?</i> ● <i>If someone asked what this article/book is about, what would you say?</i> 	<p>The main idea of this article is that branding by using the SECI model can help library advocacy efforts. SECI refers to Socialization, Externalization, Combination and Internalization (SECI) model of knowledge conversion. It discusses how brand knowledge is transformed using tacit and explicit knowledge. Branding creates loyalty and more promotion. Branding can be seen as the knowledge people have about the library and its services that distinguishes them from others. The article discusses three different case studies of rebranding using visual art, interactive game design and architecture.</p> <p>Topics covered: Branding Tacit and Explicit Knowledge Innovation The three case studies</p> <p>This article is about understanding the importance of branding because it happens whether you are engaged in it actively or not. It also discusses the importance of a mission and vision statement to creating a positive message/brand.</p>

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<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>This article is useful to our research question because it sparked ideas about how we can rebrand our individual libraries and make them even more integral to the school and individual students. Rebranding can centre around a theme i.e. nature, book characters, or feeling i.e. relaxation, a motto or school name. The case studies used visual art, architecture and technology to rebrand i.e. Oak library has trees, others focused on a specific book and have characters from those books in the library etc. It is a research article where data was used to inform the conclusions of the article and I find it reliable. If we're going to provide concrete examples of how libraries can rebrand this was a helpful article.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>This source helped me to understand what branding is and how it can help enhance our advocacy mission in the community and with students. It supports our argument that libraries have to be active agents in advocacy otherwise they will be lost as there is a lot of competition in terms of where students/community can get their information...doesn't have to be from our library.</p>
<h3>SOURCE 3</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Albert, A. B. (2017). Building Brand Love and Gaining the Advocacy You Crave by Communicating Your Library's Value. <i>Journal of Library & Information Services in Distance Learning</i>, 11(1-2), 237-250. https://doi.org/10.1080/1533290X.2016.1193413</p>

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<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they credentialed or an expert in their field?</i> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> ● <i>Why was the source written?</i> ● <i>How was the information shared with the public?</i> 	<p>The article's main message is that communicating one's values, building relationships, and taking accountability allows the librarians to build long-lasting relationships and 'branding' their services. This is especially important for distance learning where students are outside of the library walls. Communicating about library services to the students and teachers is important so everyone knows how we can support their needs. Therefore we must market ourselves "self-promotion" of services. This can be done via emails, tutorials, communicating with staff, etc.</p> <p>Author is affiliated with St. Louis University in Missouri in an open source publication. .</p> <p>Some of the topics covered include branding, communication, and integrity.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>While this article focuses on marketing the library for distance learners, it is applicable from the perspective of using our websites for research but also to understand the importance of teachers to help promote the use of the library. In the findings of this research paper, it was identified that teachers are a bit proponent of promoting the use of library in their courses. We must focus our advocacy efforts on promoting our usefulness and resources to the teachers, who will then promote its use to the students. If they don't use the library in their courses because they don't know about our services or how we can support their course, they will not have students use the library in their courses and this is a lost opportunity. Something else that was important in this article was that surveying/gathering data is important to understanding what your community needs from the library and making ourselves relevant to the community.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>The article was helpful in making me understand the importance of self-promotion of library services especially to teachers in the school as they influence their students based on the assignments they give as to whether to use the library or not. It was also helpful in explaining the value of relationship building with staff to build trust and to cater/personalize our services to meet their needs. This article can be used under the 'teacher' section of our article.</p>
<h3 style="margin: 0;">SOURCE 4</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>McClure, C. R., Feldman, S., & Ryan, J. (2007). Politics and Advocacy: The Role of Networking in Selling the Library to Your Community. <i>Public Library Quarterly</i>, 25(1-2), 137-154. https://doi.org/10.1300/J118v25n01_10</p>

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<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they credentialed or an expert in their field?</i> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> ● <i>Why was the source written?</i> ● <i>How was the information shared with the public?</i> 	<p>The main idea of this article is how to leverage community support and government relations for library support. They reference 'community soldiers' to be our advocates. Libraries must understand local community needs for advocacy to be successful. This about "how the library can become more involved in the community." Make community aware of what can be lost when library is closed. A successful library is one that offers traditional services and high quality network services. Librarians must be proactive, leaders, opportunistic (making community connections, grants, etc) prepared, collect data and build relationships. They must have a plan for advocacy i.e. multi-year planning.</p> <p>Good definition of advocacy in this article. The article is dated, written in 2006.</p> <p>Authors: Charles R. McClure is Professor of Information Studies and Director of the Information Institute at the College of Information, Florida State University Sari Feldman is Executive Director, Cuyahoga County (Ohio) Public Library Joe Ryan is Senior Research Associate at the Information Institute at Florida State University</p>
<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>This source does not offer anything new than other sources consulted. Information is outdated. The article speaks often of networking in reference to the internet being new. The research was supported by funding from the Bill and Melinda Gates Foundation so this could be seen as biased.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>It was outdated and repeated several of the same points previously captured in the other articles. It mentioned the American Library Association Library Advocate's Handbook which I looked up. I could only find the 2008 version, which again is a bit outdated. However, their website is more updated and could be useful for our research: https://www.ala.org/advocacy</p> <p>It did also make the point that we need to prioritize the local political system which in a school includes parent council, admi and the trustee. Maybe librarians should be the teacher reps on parent council to garner more support for the library initiatives and importantly, more funding.</p> <p>The definition of advocacy in this article was detailed.</p>

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SOURCE 5

<p>Citation of source: <i>(in APA format)</i></p>	<p>Ahlfeld, K. (2019). They Paved Paradise: School Librarians and School Libraries Are Disappearing and We Won't Know What We've Lost Until It's Gone. <i>Journal of Library Administration</i>, 59(8), 927–938. https://doi-org.proxy.queensu.ca/10.1080/01930826.2019.1661747</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they credentialed or an expert in their field?</i> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> ● <i>Why was the source written?</i> ● <i>How was the information shared with the public?</i> 	<p>Author: KELLY AHLFELD, Column Editor Librarian and Technology Coordinator, Mettawee Community School, West Pawlet, VT, USA</p> <p>This article provides some background from the American perspective on why certain districts have been closing libraries. Some ideas include funding loss i.e. no longer earmarked, in particular, because the decision-makers don't understand the value a librarian brings and because money from the library is shifted to 'glossy' visible things like devices. This often happens with high turnover of decision makers like superintendents and principals. Other examples include changes being made to language in documents which allows for the elimination of the library role because 'protections' for those roles have been eroded. The article also provides some ideas on advocacy that are different from the other articles in my bibliography. For example, schools should highlight that libraries are centres for DEI. Demonstrate the librarian's value in the classroom i.e. with the teacher and students NOT on information technology but curriculum i.e. empowering teachers. Student engagement and personalized learning to help students prepare for post-secondary ie. stem, makerspaces, etc. Rather than highlighting our skills in collection development, we should focus on bigger philosophies like Universal Design for Learning. Another way to show our value is to be flexible in our schedules, to prioritize teacher needs over other things that can wait; collaboration adds value. Flexibility of space where lots of things can 'run' or happen in the library such as clubs, meeting, fun events, etc. Telling stories of what happens in the library from teacher/student perspective is important to 'spreading' the word and removing the library is a 'mystery' perception. Joining every committee you have time for to share the 'library's' perspective ie. planning, parent council, admin committees, etc to become more visible and more valued.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>This article was useful as it provided practical examples of how the library by support students and teachers can be more valued. This article was written by a librarian who conducted academic research but also interviews for the article. The article is biased in that it support libraries but the information contained is well researched and the interviews were recorded accurately and are reliable.</p>

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<p>Reflection:</p> <ul style="list-style-type: none"> • <i>Was this source helpful to you?</i> • <i>How does it help you shape your argument?</i> • <i>How can you use this source in your research project?</i> • <i>Has it changed how you think about your topic?</i> 	<p>This article provided some good suggestions about student and teacher advocacy and what should be done on a grassroots level but also outside the community to support libraries. I would use some of the examples of co-teaching/planning/flexibility, etc in our article.</p>
<h3>SOURCE 6</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p><u>Sweeney, P.</u> (2021), "Big data doesn't mean big money!", <i>Library Hi Tech News</i>, Vol. 38 No. 1, pp. 9-11. https://doi-org.proxy.queensu.ca/10.1108/LHTN-08-2020-0070</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> • <i>What are the arguments and ideas presented?</i> • <i>Who's the author? Are they credentialed or an expert in their field?</i> • <i>What information is shared?</i> • <i>When and where was the source written?</i> • <i>Why was the source written?</i> • <i>How was the information shared with the public?</i> 	<p>Author: By Patrick "PC" Sweeney. Political Director, EveryLibrary, co-author of "Winning Elections and Influencing Politicians for Library Funding," as well as "Before The Ballot: Building Support For Library Funding."</p> <p>The main message of this article is that there is data available for us to understand our community which is free or low cost. For example, looking at database usage or book loans, gives us information about the topics our patrons are interested in. Having this data allows us to advocate to a more specific demographic or audience. The author mentioned sectioning your data collection ie. making smaller groups for your survey pool in order to identify more specific questions to gain more useful data.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • <i>Is it a useful source?</i> • <i>How does it compare with other sources in your bibliography?</i> • <i>Is the information reliable?</i> • <i>Is this source biased or objective?</i> 	<p>Some of the information presented is not relevant or applicable to school libraries. It is very American-centred. The article discusses using a database called A to Z which I don't believe we have to gain valuable data (AtoZdatabases or Reference USA). The article also discusses speaking to your voters since in the US they can vote on supporting libraries via funding during elections. This article is unfortunately not relevant.</p>

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<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>There is nothing in this article that would be applicable to our research.</p>
<p>SOURCE 7</p>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Abram, S. (2017). Communicating Value and Impact through Advocacy: Dealing with the Scalability Issue in the Province of Ontario. <i>Public Library Quarterly</i>, 36(2), 96–122. https://doi.org/10.1080/01616846.2017.1312192</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they credentialed or an expert in their field?</i> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> ● <i>Why was the source written?</i> ● <i>How was the information shared with the public?</i> 	<p>Canadian context! Provides some background info on public libraries in Ontario. Author: Stephen Abram, executive director, Federation of Ontario Public Libraries, Toronto, Canada</p> <p>Article discusses the challenges with advocacy in the Ontario library systems. It outlines some guiding questions prior to advocacy efforts being undertaken. The article lists some examples of what services public libraries offer to communities i.e. employment support, early learning, computer access, cultural vitality, digital literacy etc. There was major data collection conducted in this research. They used data to confirm that libraries are in fact valued by Ontarians. But Ontarians also want libraries to adapt and offer trendy programs like digital and makerspaces. They offered better training to their staff and volunteers. They encourage collaboration among libraries to support each other's success. For instance, they shared a tag line on social media. They advertised their data/information on social platforms, infographics, etc i.e. one consistent message. They also provide some priorities they set for themselves which could inform us at the school level. One main point is that librarians must be at the decision making tables...we need to show engagement and invest our time in capturing the attention of important stakeholders at which point funding will follow: "So, logically we start with learning the skills and move on to the art of influence with data, statistics, measurements, and narrative stories." Hence, to influence we must build relationships. The article discusses tactics of influence which we should adopt i.e. authority...show our professional credentials as Library specialists. Think about what they care about and try to fill that need. We need to show value that bean counters can't quantify to raw cost. There is also an advocacy process which is worthy to discuss. They show how you can measure advocacy efforts. "Use data to influence, but turn it into a story," since data doesn't influence well on its own. Use springboard stories!</p>

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<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>One great contribution of this article is the long list of references relevant to us in Ontario. Useful for further research. It also provides an overview of the long journey that the Oranziations took to lobby and market themselves and the challenges and successes which is good to keep in mind as we can become frustrated with lack of immediate progress. The information is reliable since they are retelling their experience and thinking process as they try to gain more influence with decision makers. It could be a biased source since the author is the executive of the federation.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>The source was helpful in providing questions to consider if we wanted to implement successful advocacy campaigns. It discussed how to organize before proceeding and how to shape your thinking about your campaign, audience, etc.</p>
<h3 style="margin: 0;">SOURCE 8</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Ballard, S. D., & Johns, S. K. (2024). Show Yourself: Building library credibility through brand identity. <i>American Libraries</i>, 55(5), 30–33.</p> <p>Link</p> <p>Link to the sample of their book, Elevating the School Library: Building Positive Perceptions through Brand Behavior</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they credentialed or an expert in their field?</i> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> 	<ul style="list-style-type: none"> - Connect with the school community in a way that is “different” by being involved in other aspects of the school so that you help dispel the stereotypes of librarians of old - Remember your goal of literacy and change policies that don't support that goal (such as loan periods, strict due date, restrictions on access to books, etc. - Make the school library website easy to find, easy to use, and as interactive as possible. (also visually appealing and supportive of all their purposes of using the site) - Make your collections represent the student body - Evaluate your space for physical, intellectual, and time barriers to access. Try visiting your library as a patron to see what they see.

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<ul style="list-style-type: none"> • <i>Why was the source written?</i> • <i>How was the information shared with the public?</i> 	<p>Susan D. Ballard is the former director of libraries at Londonderry School District New Hampshire, past president of AASL, NHSLMA, and New England School Library Association. Sara Kelly Johns is an instructor at Syracuse University and past president of AASL and NYLA</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • <i>Is it a useful source?</i> • <i>How does it compare with other sources in your bibliography?</i> • <i>Is the information reliable?</i> • <i>Is this source biased or objective?</i> 	<p>Yes. Short and simple to read. Yes</p>
<p>Reflection:</p> <ul style="list-style-type: none"> • <i>Was this source helpful to you?</i> • <i>How does it help you shape your argument?</i> • <i>How can you use this source in your research project?</i> • <i>Has it changed how you think about your topic?</i> 	<p>Has a school library focus.</p>
<h3>SOURCE 9</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Houghton, B. (2016). Content Marketing Your Library. <i>CSLA Journal</i>, 40(1), 22–24. link</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> • <i>What are the arguments and ideas presented?</i> • <i>Who's the author? Are they credentialed or an expert in their field?</i> • <i>What information is shared?</i> • <i>When and where was the source written?</i> • <i>Why was the source written?</i> • <i>How was the information</i> 	<p style="text-align: center;">Brigeen Houghton is the Library Coordinator for Fresno County Office of Education (FCOE). She has been a past presenter at California Library Association, California School Library Association, and American Association of School Librarians conferences.</p> <p>Houghton presents an explanation of the sales and marketing funnel (Skloot 20016) which is a journey of customer experience. This is part of content marketing. She presents the disconnect that our decision makers are not the users of the library and asks us “What have you done for your decision-maker lately?” We should consider how we solved a problem of a decision maker and whether they found that solution satisfactory. “Content marketing suggests that we match our services with the needs of our customers, and that we engage and solidify our customer relationships.” She suggests that, while decision makers can get the gist of what is going on in the library from their intereactions with students and parents, teacher-librarians must also interact directly with the decision makers, at a time that is convenient to the decision maker, and that</p>

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<i>shared with the public?</i>	evidence alone is not enough -- we must craft “a story of student achievement”.
Assessment: <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	Yes. This article is short (two pages, with four sources) but presents a concise explanation of what should be done (but now how to do it) in crafting a story that allows other people to see us not as “Radio Shack” but as “Apple Store”.
Reflection: <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>Like Ballard 2024, this article highlights the need to break away from the image of the library of the past.</p> <p>This article clearly reminds us to craft a story. This idea resonates with what I learned during my master’s degree and my career -- that statistics are not enough to change minds -- that stories have a big role to play in changing people’s minds.</p>
SOURCE 10	
Citation of source: <i>(in APA format)</i>	<p>Jones, A. (2021). Using Social Media to Advocate for Your School Library. <i>Computers in Libraries</i>, 41(9), 30–36. Link</p> <p>Foote, C. (2013). What’s Your Story? <i>School Library Journal</i>, 59(10), 1.</p>
Summary: <i>(in paragraph format):</i> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who’s the author? Are they credentialed or an expert in their field?</i> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> ● <i>Why was the source written?</i> ● <i>How was the information shared with the public?</i> 	<p>Amanda Jones is a 21-year educator and middle school librarian in Watson, La. She is the 2021 School Library Journal Co-Librarian of the Year, a 2021 Library Journal Mover & Shaker, and the 2020 Louisiana School Librarian of the Year. In addition, Jones is the VP of the Louisiana Association of School Librarians and an AASL (American Association of School Librarians) Social Media Superstar, and she presents nationally on school libraries. Find out more about her at librarianjones.com</p> <p>“The community at large still thinks that a school librarian’s only job is checking out books, but through social media, you can show your stakeholders that school libraries are so much more. School librarians who take advantage of social media to promote their school library will see a huge increase in support from the community. They should use social media as a way to promote, inform, and celebrate school libraries, while networking and making connections.”</p>

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	<p>This article from an elementary school librarian presents some practical tips and suggestions for how to use social media, what types of posts, and how to increase your followers.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • <i>Is it a useful source?</i> • <i>How does it compare with other sources in your bibliography?</i> • <i>Is the information reliable?</i> • <i>Is this source biased or objective?</i> 	<p>This source reminds us to survey our communities to find out which social media they use -- and to use those to reach them. This author has library accounts at four social media platforms.</p> <p>She suggests posting everything: events, day-to-day happenings, collaborative lessons, book talks by staff or students, book lists, circulation statistics, celebrations, makerspace projects, the library pets, informative articles, requests for donations, and photos of students (with parent and student consent).</p>
<p>Reflection:</p> <ul style="list-style-type: none"> • <i>Was this source helpful to you?</i> • <i>How does it help you shape your argument?</i> • <i>How can you use this source in your research project?</i> • <i>Has it changed how you think about your topic?</i> 	<p>Yes, because it reminds us of the many things we can do that are advocacy without being overtly advocating for the library.</p>
<h3>SOURCE 11</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Foote, C. (2013). What's Your Story? <i>School Library Journal</i>, 59(10), 1. link</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> • <i>What are the arguments and ideas presented?</i> • <i>Who's the author? Are they credentialed or an expert in their field?</i> • <i>What information is shared?</i> • <i>When and where was the source written?</i> • <i>Why was the source written?</i> • <i>How was the information shared with the public?</i> 	<p><i>Carolyn Foote is a "technolibrarian" at Westlake High School in Austin, TX.</i></p> <p>She recounts the advice given in a session on storytelling that she attended at the 2013 ALA conference.</p> <ul style="list-style-type: none"> • Be aware of the audience and why this story matters to them: Why should they care? • Recognize audience makeup: What's the diversity of our intended audience? • Be able to articulate what is at stake: Why is this crucial? • Be a trustworthy witness: Do they believe in us? • Ensure that listeners feel they belong in the story: Is this story about them? • Anchor our story in something familiar: Do they relate?

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	<p>“When lamenting budget cuts or demonstrating the effects of staffing reductions, it’s easy for our focus to turn negative—explaining what people would lose without a library, or laying out the facts and figures of deficit. Listeners picking up on this negativity often feel guilty and tense”</p> <p>“What if, instead, we paint a dream of what the library could be? Let’s help our audience envision a scenario a few years out when budgets are less tight. Or share a compelling vision of how the library might scaffold students and teachers during a budget crunch.”</p> <p>“Listeners also have to feel safe and trusted in order to hear themselves in our tale, Margolis says. It’s easy to get angry and feel at odds with administrators or taxpayers whom we believe “don’t understand” our perspective. But they won’t hear us if they don’t sense our respect for their challenges. We all care about the students and their literacy—that is one link to build on.”</p>
<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>Yes. It also appears to address (without overtly stating this) how we can best appeal to decision-makers in higher up positions. It helps that this comes from a high school perspective.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>From my master’s degree studies, my previous focus on statistics for influencing decision makers has shifted to want to incorporate more stories. This article can help me remember not to ‘get the back up’ of the people, the decision-makers who made these difficult cuts (and presumably hold our future library staffing in their hands), but to remember their situation, to “respect their challenges” so that they feel safe and trusted and open to hearing our message -- a message that needs to also have a positive vision. In order for them to understand our perspective, we need to seek to understand their perspective too -- so we can work together.</p>
<h3 style="margin: 0;">SOURCE 12</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Hartzell, G. (2003). The Power of Audience: Effective Communication with Your Principal. <i>Library Media Connection</i>, 22(2), 20.</p> <p>Link</p>
<p>Summary: <i>(in paragraph format):</i></p>	<p>Dr. Gary Hartzell is a Professor of Educational Administration at the University of Nebraska</p>

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<ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they credentialed or an expert in their field?</i> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> ● <i>Why was the source written?</i> ● <i>How was the information shared with the public?</i> 	<p>at Omaha (Nebraska), Department of Educational Administration. He is also the author of Building Influence for the School Librarian</p> <p>The author suggests speaking to other people in lower positions who have the principal's favour. Find out what might be the objections to your ideas and try to solve those issues in advance of presenting the idea to the principal.</p> <p>Do both a written and an oral presentation of the idea because written proposals "foster greater understanding" but oral proposals are "more effective in persuasion efforts". Decide if your principal is a reader or a listener and present first to their strength and follow up with the other. Does your principal favour succinct or elaborate communication?</p> <p>Use the principal's language: pay attention to the metaphors they use, look at the buzzwords. What do the journals or books they read say? The author advocates that taking a class in principalship is good professional development for librarians.</p> <p>Consider the personality of the person you are trying to persuade: "Intelligent people are best influenced by communications that rely on strong, logical arguments. ... Authoritarian personalities, those who believe that status and power differences do and should exist among organizational employees, also are more swayed by authority. Logical arguments and clear evidence can carry the day with non-authoritarian types, but your odds of convincing an authoritative personality go up if you appeal to authority in your arguments. Appealing to authority helps you overcome what researchers call a "status incongruence" reaction." This means that citing higher authority (educational leaders, organizations, leaders in yours or other school boards is important. Also, keep in mind the "what's in it for me" principle. Never ask for things for the library or the library program itself; frame the proposal on its benefit to student achievement and/or school performance. How will it address the needs of students, teachers or a particular program? Make the first paragraph a great executive summary so that, if that paragraph is all that is read or heard, it is enough. In many cases, paper may be better than email. Start with 1 - 3 pages in length, with supporting documents available but not presented at the same time as the main idea.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>While this is a bit old-school in my thinking, it may be useful for us to remember -- when we are trying to influence decision-makers who are also of the older schools of thought. It is a glimpse into larger organizational-behaviour thinking.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to</i> 	<p>I believe some of the advice would apply equally to speaking to people in higher up positions in the educational sector (such as superintendents and the director, etc.</p>

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<p>you?</p> <ul style="list-style-type: none"> • How does it help you shape your argument? • How can you use this source in your research project? • Has it changed how you think about your topic? 	
SOURCE 13	
<p>Citation of source: (in APA format)</p>	<p>Hicks, D. (2016). Advocating for Librarianship: The Discourses of Advocacy and Service in the Professional Identities of Librarians. <i>Library Trends</i> 64(3), 615-640. https://dx.doi.org/10.1353/lib.2016.0007.</p>
<p>Summary: (in paragraph format):</p> <ul style="list-style-type: none"> • What are the arguments and ideas presented? • Who's the author? Are they credentialed or an expert in their field? • What information is shared? • When and where was the source written? • Why was the source written? • How was the information shared with the public? 	<p>Author: Deborah Hicks</p> <p>Discussion about how Librarians identify vis service. Service used to be synonymous with professionalism but now we have to build trust and relationships. "For librarians, service includes helping people find information resources to meet their educational, recreational, and work needs."It is a core value of the profession. As such, we use service to advocate for librarianship." this paper explores the connection among advocacy, service, and the professional identity of librarians." Uses data from a big survey. By serving we are also advocating for the values of our profession. Understanding how service underlines out profession will make our advocacy efforts stronger. Explains that " Marketing implies a two-way relationship between the librarian/library and the community". Marketing also involves market research.The article focuses on what defines out identities as librarians, how we talk about the profession. Not on how to advocate for the library" <i>identity</i> is a description or representation of the self within specific social practices; it addresses the questions "Who am I?" and "How should I act?" Providing a high quality service can also be advocacy because it can help ensure others understood the value of librarianship. As part of our identity, we should advertise our education because there are misconceptions about our profession. Advocacy is part of a librarians job. "In addition to the assumptions described above that good service was enough to gar ner the public's goodwill, the focus on professional image and library-as place, the need to justify professional choices and services, and an unclear professional identity were all cited as internal stumbling blocks to effective advocacy." When thinking about advocacy, it is a good idea to "librarians shifted their discussions from who to advocate to, to who to advocate for ." Librarians need to communicated the knowlegde and skills they possess and that we have our own guiding body. We advocate for the services because we want to serve the needs of our communities, but" librarians require their clients and communities to recognize their professionalism" essentially to keep our profession.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • Is it a useful source? • How does it compare with 	<p>The article mainly discusses the study and how librarians think of the library and the discourse they use but there were some good examples of advocacy such as the concept of show and tell. Show ie. via data, vs. tell, sharing a message or story i.e. librarians as superheroes, puzzle solvers. The data</p>

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<p><i>other sources in your bibliography?</i></p> <ul style="list-style-type: none"> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>in this article could be useful if we were writing about opinions of librarians toward the library, librarianship or advocacy. It provides a lot of opinions, and first person interviews. Interestingly, the librarians interviewed for this study were from Alberta, Canada,</p> <p>The article shared similar information to the others in my bibliography.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>We could use this article if we wanted to provide a librarian voice or opinion. It does discuss why librarians need advocacy and why they do it and how it is tied to their identity.</p>
<h3 style="margin: 0;">SOURCE 14</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Pereyaslavskaya, K., Abba, C., Eva, N., & Shea, E. (2015, Winter). Don't be a reference "tool": how to use internal marketing to build staff competencies in the age of inclusive libraries. <i>Reference & User Services Quarterly</i>, 55(2), 102+. https://link-gale-com.proxy.queensu.ca/apps/doc/A440059247/AONE?u=queensulaw&sid=bookmark-AONE&xid=ef9b115c</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they credentialed or an expert in their field?</i> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> ● <i>Why was the source written?</i> ● <i>How was the information shared with the public?</i> 	<p>.Authors: <i>Katya Pereyaslavskaya (MA, MI) is the Accessibility Initiatives Librarian for ScholarsPortal, Ontario Council of University Libraries and is currently seconded to the Association of Research Libraries as a Visiting Program Officer for Accessibility and Universal Design and tasked with raising awareness of inclusive library practices. Corinne Abba (MI) currently serves as Chair of the HLLR- AODA Committee for Ontario College Libraries, promoting equitable access and accessibility initiatives aligned with the Accessibility for Ontarians with Disabilities Act (AODA).</i></p> <p>The article discusses “What can libraries do to advocate on behalf of accessibility, take leadership roles in developing staff competencies, and promote the value of inclusive libraries to support users of all abilities? This article will look at accessibility through the lens of advocacy and the role of internal marketing in libraries to support, prepare, and inspire reference and user services staff to ignite valuable institutional change.”</p> <p>We need to think about access or removing barriers not from a single disability ie. wheelchair to access for all personas i.e. broken foot, or dyslexia, etc...Universal Design of our space. First, assessment of the community must take place to understand which barriers may exist. Marketing this value to inclusivity is important to raising awareness. Marketing inclusivity starts with staff. We can create training for teachers on accessibility as part of our advocacy. For librarians to become</p>

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	<p>knowledgeable in assistive tech to support students. The article has resources for training resources and best practices from the Ontario context. It also provides suggestions for adaptive technologies (AT). It is important that we consider online/digital resources in accessibility too. We can then advertise all the resources we have ie. training, digital, and print to make the community aware of our commitment to accessibility. “accessibility is about providing equal opportunity and equal access for all” The article ends with an acronym, IMPACT to express how we can take small steps in our libraries to be more inclusive i.e. I=invest in expertise, M=measure what services are already inclusive, etc.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>The authors are both Canadian so a useful context because they reference our laws, regulations, etc. This source could be used for the Student component of our article i.e. how we can appeal to students with disabilities because we are aware of how to support them whereas others may not i.e. classroom teachers. Useful information for suggestions about accessible resources in the library such as Hand-held magnifiers, TV monitor magnifiers, Large print computer keyboards, Portable lighting devices, Book holders, Large computer mouse.</p> <p>Provides a cheat sheet on how to market accessibility in the library.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>I found the resources helpful if we are going to discuss the library as an accessible space for all. Some points to help students and teachers. We could help market the library via accessibility services we offer.</p>
<h3 style="margin: 0;">SOURCE 15</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Clark, S. MARKETING THE LIBRARY? WHY LIBRARIANS SHOULD FOCUS ON STEWARDSHIP AND ADVOCACY. <i>Progressive librarian</i> 2009, No. 33, 93-.</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they credentialed or an expert in</i> 	<p>The article focuses on how libraries should market themselves without losing their status as public institutions. The aim is to reveal the stewardship of the library not always focussing on innovation. Defines marketing not only as promotion but as a driving force for the business: “collecting information, forecasting trends, consulting everyone, planning, creating objectives for the future, strategizing, evaluating and communicating a message.” “Viewed through the lens of marketing, every organization must create a mission statement that answers the following question: “What is our business?” Management strategist Peter Drucker notes that this question “can be answered</p>

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<p><i>their field?</i></p> <ul style="list-style-type: none"> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> ● <i>Why was the source written?</i> ● <i>How was the information shared with the public?</i> 	<p>only by looking at the business from the outside, from the point of view of the customer and the market.” The article answers this question from a variety of research. It discusses the ALA library values ie. privacy, professionalism, intellectual freedom, and service. Libraries are democratic institutions. But recently the library has moved from democracy to economic focus. Lack of funding is causing libraries to see corporate sponsorships. Argument is that if we turn libraries into a business it will lose its vital role and be dismantled. This is what the article argues: The solution for the future of the library does not lie in marketing, but in advocacy. Advocacy for the library means doing the following: creating a message that shows why the library is important to democracy; sharing that message; reflecting the democratic and educational mission in all library collections and services; forming partnerships with institutions with similar missions; and reestablishing the library both symbolically and physically as a central locus in the community.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>This article discusses marketing and advocacy for the library but reminds us that we should advocate for libraries to be democracies, back to their roots, rather than following the business model i.e. customer satisfaction and innovation and trying to keep up with change. Democratic means for knowledge, inquiry, information...without this focus, the library as it was initially founded will disappear. This article encouraged advocacy but from a different focus than the other articles in my bibliography.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>We could use this article for discussing the foundation of libraries i.e. why they were established in the first place and then progress into why they need to be preserved and then how to preserve them with concrete ideas about advocacy.</p> <p>It did give me something new to think about in terms of how we want to proceed with our article.</p>
<h3>SOURCE 16</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Miller, S. M. (2019). <i>Leading from the Library: Help Your School Community Thrive in the Digital Age</i>. International Society for Technology in Education.</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they credentialed or an expert in</i> 	<p>This resource was written by William Bass, a coordinator for instructional technology and information and library media, and Shannon McClintock Miller, a K-12 district teacher librarian in Iowa. This resource was purchased from the ISTE site and is grounded in the Future Read Librarians Framework.</p> <p>Summary of ideas throughout the book:</p> <ul style="list-style-type: none"> ● How to build, maintain, and foster trust and relationships with administrators, teachers, and

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<p><i>their field?</i></p> <ul style="list-style-type: none"> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> ● <i>Why was the source written?</i> ● <i>How was the information shared with the public?</i> 	<p>the greater school community.</p> <ul style="list-style-type: none"> ● Focuses on the unique community that constitutes every school and how librarians influence their communities in several ways. ● Addresses advocacy and identifies strategies for amplifying student voices and connecting the work of the library to the greater community. ● Explores how librarians lead through their curriculum and lessons on what it means to be literate in the digital age. ● Meant to be a call to action for all readers to be a force for change in their communities and to embrace leadership for the benefit of all students.
<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>This resource is a useful source because it is a reminder for teacher-librarians to take on leadership roles within their school communities and emphasizes the importance of collaboration, technology integration, and empowering students and staff to create a digital-age school environment.</p> <ul style="list-style-type: none"> ● The book offers actionable strategies and real-world examples that librarians can implement to foster a culture of collaboration and innovation. ● It highlights the role of digital tools and resources in enhancing the learning experiences and staying relevant in the digital age. ● It emphasizes the importance of empowering both students and teachers by providing them with the necessary resources, support, and opportunities for growth. ● It provides insights into how librarians can develop their leadership skills and take on a more prominent role within their school.
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>When we think about the relevance of the library learning commons and how to ‘sell’ our library to our patrons and stakeholders, it is important that we look at the role the teacher-librarian plays as a leader, a resource person, and a digital expert.</p> <p>The teacher-librarian plays a vital role in helping to shape school culture by providing student engagement and resources to support students and staff.</p>
<h3>SOURCE 17</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Robertson, N. D. (2017). <i>Connected Librarians: Tap Social Media to Enhance Professional Development and Student Learning</i>. International Society for Technology in Education</p>
<p>Summary: <i>(in paragraph format):</i></p>	<p>This resource is written by Nikki D. Robertson, a veteran educator, school librarian, instructional technology facilitator, and ISTE Librarians Network President Elect. This resource was purchased</p>

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<ul style="list-style-type: none"> • <i>What are the arguments and ideas presented?</i> • <i>Who's the author? Are they credentialed or an expert in their field?</i> • <i>What information is shared?</i> • <i>When and where was the source written?</i> • <i>Why was the source written?</i> • <i>How was the information shared with the public?</i> 	<p>from the ISTE site and is grounded in the Future Read Librarians Framework.</p> <p>This book provides practical tips and examples for librarians on how to effectively use social media to improve student learning and professional development. It covers topics such as modeling responsible social media use, teaching digital citizenship, and leveraging social media tools to encourage reading and writing.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • <i>Is it a useful source?</i> • <i>How does it compare with other sources in your bibliography?</i> • <i>Is the information reliable?</i> • <i>Is this source biased or objective?</i> 	<p>This is a useful source for librarians looking to harness the potential of social media to enhance their professional practice and create engaging learning experiences for students. Since our students frequent social media, particularly IG, it is worth saying that this is a platform that helps to advocate, showcase, and highlight all the great things that happen in the library, to showcase student engagement, to share knowledge and information, and to demonstrate the library's relevance in today's world.</p> <p>The information presented in this book is reliable because the author is a credible source.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> • <i>Was this source helpful to you?</i> • <i>How does it help you shape your argument?</i> • <i>How can you use this source in your research project?</i> • <i>Has it changed how you think about your topic?</i> 	<p>Social media is a great way for librarians to remain connected to their school community and to reach out to their patrons. In addition to our library physical and virtual (website) spaces, social media can be viewed as another platform for student learning.</p>
<h3>SOURCE 18</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>St. Aubyn, J. (2022, March 1). <i>Marketing the School Library: Things I learned in retail that I use as a teacher-librarian</i>. Canadian School Libraries Journal. Retrieved October 20, 2024, from https://journal.canadianschoollibraries.ca/marketing-the-school-library/</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> • <i>What are the arguments and</i> 	<p>This article discusses how school librarians can use marketing techniques to promote their libraries and engage students and staff. It draws parallels between retail marketing strategies and library marketing, emphasizing the importance of customer service, promotion, and creating an inviting environment to attract and retain library users.</p>

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<p><i>ideas presented?</i></p> <ul style="list-style-type: none">• <i>Who's the author? Are they credentialed or an expert in their field?</i>• <i>What information is shared?</i>• <i>When and where was the source written?</i>• <i>Why was the source written?</i>• <i>How was the information shared with the public?</i>	<p>The author of this article is a teacher-librarian at Louise Arbour Secondary School in the PDSB. She has been teaching for 21 years with the last 7 being in the library learning commons. She is also one of the team members that revised the Teacher-Librarianship AQ course guidelines for the OCT.</p>
<p>Assessment:</p> <ul style="list-style-type: none">• <i>Is it a useful source?</i>• <i>How does it compare with other sources in your bibliography?</i>• <i>Is the information reliable?</i>• <i>Is this source biased or objective?</i>	<p>This article is useful because it provides practical strategies for librarians to enhance the visibility and usage of their libraries. By using and applying marketing strategies, librarians can better communicate the value of their services, attract more users, and create a more dynamic and engaging library environment. The insights and examples provided can help librarians develop effective marketing plans tailored to their specific school communities.</p> <p><u>Marketing Strategies:</u></p> <ol style="list-style-type: none">1. Personalization: offer tailored recommendations and services, ex. Personalized book lists based on students' interests or one-on-one research consultations.2. Use Data: data informs marketing strategies. Analyze circulation statistics to identify popular books and display them prominently. Data to understand student needs and preferences, and tailor your services accordingly.3. Keep Things Updated: all library materials, both physical and digital; regularly review and refresh displays, signage, and online resources to keep them relevant and engaging.4. More Visuals: leverage visual elements to attract attention - eye-catching displays, colorful signage, and engaging posters to promote library events and resources.5. Declutter - create a clean and organized library space6. Social Media & Digital Tools - use social media and digital tools to promote the library. Share updates, book recommendations, and event information to platforms like IG. Create a library website or blog to provide resources and engage with students online.7. Host Events and Programs - organize engaging events and programs to draw students into the library. Host author visits, book clubs, reading challenges, and workshops8. Collaborate with Teachers - work closely with teachers to integrate library resources into the curriculum. Offer to support classroom projects with relevant materials and resources.9. Create a Brand - develop a strong library brand that reflects the values and mission of your library. Create a logo, tagline, and consistent visual identity that can be used across all marketing materials.10. Gather feedback - regularly seek feedback from students and staff to understand their needs and preferences. Use this feedback to improve services and ensure that the library meets the

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	community's expectations.
Reflection: <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>This information was very helpful in making a comparison between our libraries with retail spaces. When we consider 'selling' our library, by promoting what we do and offer, we need to use similar marketing tactics as retail stores to ensure that our spaces remain relevant and the our users continue to come back.</p>
SOURCE 19	
Citation of source: <i>(in APA format)</i>	Libberton, E. (2023, February 21). <i>5 Marketing Strategies School Libraries Can Use</i> -. AASL Knowledge Quest. Retrieved October 20, 2024, from https://knowledgequest.aasl.org/5-marketing-strategies-school-libraries-can-use/
Summary: <i>(in paragraph format):</i> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they credentialed or an expert in their field?</i> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> ● <i>Why was the source written?</i> ● <i>How was the information shared with the public?</i> 	<p>In this article, Elizabeth Libberton outlines 5 simple and effective marketing strategies that school libraries can implement to attract and engage students. These strategies are adapted from business marketing techniques and tailored to meet the unique needs of school libraries.</p> <p>The 5 strategies include: personalization, use of data, keeping things updated, more visuals, and decluttering.</p> <p>Eliabeth Libberton is a library media specialist in Illinois. She currently writes book reviews for School Library Journal.</p>
Assessment: <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>The article provides practical strategies that can help librarians effectively market their libraries, attract patrons, and enhance user engagement. By implementing these marketing techniques, librarians can 'sell' the value and benefits of the library to their community.</p>
Reflection:	

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<ul style="list-style-type: none">● <i>Was this source helpful to you?</i>● <i>How does it help you shape your argument?</i>● <i>How can you use this source in your research project?</i>● <i>Has it changed how you think about your topic?</i>	
SOURCE 20	
Citation of source: <i>(in APA format)</i>	Kirkland, A. B. (2023, November 26). <i>The Power of Accountability: Strategies for Building Credibility and Support – Canadian School Libraries Journal</i> . Canadian School Libraries Journal. Retrieved October 20, 2024, from https://journal.canadianschoollibraries.ca/the-power-of-accountability-strategies-for-building-credibility-and-support/

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<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they credentialed or an expert in their field?</i> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> ● <i>Why was the source written?</i> ● <i>How was the information shared with the public?</i> 	<p>In this article, the author emphasizes the importance of accountability in school libraries. Kirkland discusses how evidence-based practice (EBP) can help librarians demonstrate the impact of their work on student learning and success. The article provides practical strategies for building credibility and support such as marketing the library's services, transparent practice, and sharing evidence of the library's impact. By being accountable and transparent, librarians can demystify their work and build stronger connections with their school communities.</p> <p>Anita Brooks Kirkland is the chair of Canadian School Libraries and co-editor of the CSL Journal. She is a past president of both the Ontario School Library Association and the Ontario Library Association.</p> <p>Some of the specific strategies mentioned in her article are:</p> <ol style="list-style-type: none"> 1. Evidence-Based Practice (EBP): focus on implementing practices that have been proven to positively impact student learning. Use research and data to inform decisions and demonstrate the effectiveness of library programs. 2. Marketing the Library: actively promote the library services and resources to the school community. Highlight the value and impact of the library through various marketing channels, such as newsletters, social media, and school events. 3. Transparent Practice: be open and transparent about the library's goals, processes, and outcomes. Share information about the library's activities and achievements with stakeholders to build trust and credibility. 4. Planning Like an Assessor: approach library planning and assessment with the mindset of an assessor. Regularly evaluate the library's programs and services to ensure they are meeting the needs of students and the school community. 5. Collecting and sharing evidence: gather evidence of the library's impact on student learning and success. Share this evidence with stakeholders to demonstrate the value of the library and build support for its initiatives. 6. De-mystifying Library Work: make the work of the library more understandable and relatable to the school community. Educate stakeholders about the role of the library and how it contributes to student achievement. 7. Making Connections: build connections between the library's services and the needs of the school community. Show how the library can support and enhance the educational experience of students and teachers.
<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> 	<p>This article is highly useful in addressing our inquiry question.</p> <p>The article emphasizes the importance of evidence-based practice and collecting evidence of the library's impact. This approach can help librarians build credibility with stakeholders by demonstrating the tangible benefits of library services.</p>

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<ul style="list-style-type: none"> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>The article provides strategies for marketing the library's services, such as personalizing content, using data, and creating a strong brand. These marketing techniques can help librarians effectively promote the library to staff, students, parents, and administrators.</p> <p>By advocating for transparent practice and sharing the library's goals, processes, and outcomes, the article highlights the importance of building trust with the school community. Transparency can help demystify the library's work and make it more relatable to stakeholders.</p> <p>The article discusses the importance of making connections between the library's services and the needs of the school community. This approach can help librarians engage stakeholders by showing how the library supports and enhances the educational experience.</p> <p>The article underscores the role of accountability in building support for the library. By being accountable and demonstrating the library's impact, librarians can gain the support of staff, students, parents, and administrators.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	
<h3>SOURCE 22</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>McPherson, K. (2006). School library blogging. <i>Teacher Librarian</i>, 33(5), 67+.</p> <p>https://link.gale.com/apps/doc/A147302442/GPS?u=ko_k12hs_d71&sid=bookmark-GPS&xid=3d80e3cf</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the arguments and</i> 	<p>The article "School Library Blogging" by K. McPherson (2006) discusses the benefits and applications of blogging in school libraries. McPherson highlights how blogs can be used as educational tools to engage students, promote literacy, and enhance the library's presence both</p>

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<p><i>ideas presented?</i></p> <ul style="list-style-type: none">• <i>Who's the author? Are they credentialed or an expert in their field?</i>• <i>What information is shared?</i>• <i>When and where was the source written?</i>• <i>Why was the source written?</i>• <i>How was the information shared with the public?</i>	<p>within the school and in the wider community.</p> <p>Key Points:</p> <ol style="list-style-type: none">1. Engagement:<ul style="list-style-type: none">○ Blogs can engage students by providing a platform for them to share their thoughts, reflections, and creative works. This interactive approach can foster a sense of ownership and involvement in the library.2. Literacy Promotion:<ul style="list-style-type: none">○ Blogging encourages students to practice their writing and communication skills. It provides an authentic audience for their work, which can motivate them to improve their literacy abilities.3. Resource Sharing:<ul style="list-style-type: none">○ Blogs can be used to share information about library resources, events, and new acquisitions. This helps keep students and staff informed and encourages the use of library services.4. Professional Development:<ul style="list-style-type: none">○ Librarians can use blogs to document their professional growth, share insights, and connect with other educators. This can enhance their own learning and contribute to the broader educational community.5. Community Building:<ul style="list-style-type: none">○ By creating a blog, school libraries can build a sense of community among students, teachers, and parents. It provides a space for collaboration, discussion, and the sharing of ideas. <p>Overall, McPherson's article emphasizes the potential of blogging as a versatile and effective tool for school libraries to engage stakeholders and enhance their educational mission.</p>
<p>Assessment:</p> <ul style="list-style-type: none">• <i>Is it a useful source?</i>• <i>How does it compare with other sources in your bibliography?</i>• <i>Is the information reliable?</i>• <i>Is this source biased or objective?</i>	<p>Relevance to the Inquiry Question:</p> <ol style="list-style-type: none">1. Engagement:<ul style="list-style-type: none">○ Blogging provides a platform for engaging students by allowing them to share their thoughts and creative works. This fosters a sense of ownership and involvement in the library, making it more appealing to students.2. Literacy Promotion:<ul style="list-style-type: none">○ By promoting literacy through blogging, librarians can encourage students to practice their writing and communication skills. This can be showcased to parents and administrators as a valuable educational tool that enhances student learning.

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	<p>3. Resource Sharing:</p> <ul style="list-style-type: none">○ Blogs can be used to share information about library resources, events, and new acquisitions. This keeps the school community informed and highlights the library's role in supporting educational activities. <p>4. Professional Development:</p> <ul style="list-style-type: none">○ Librarians can use blogs to document their professional growth and connect with other educators. This demonstrates the librarian's commitment to continuous improvement and can build credibility with staff and administrators.○ <p>5. Community Building:</p> <ul style="list-style-type: none">● By creating a blog, the library can build a sense of community among students, teachers, and parents. This collaborative space can be used to share ideas and foster a positive perception of the library. <p>Practical Application:</p> <ul style="list-style-type: none">● Visibility:<ul style="list-style-type: none">○ A well-maintained blog can increase the library's visibility within the school and the wider community. Regular updates and engaging content can attract more users and create a positive image of the library.● Showcasing Impact:<ul style="list-style-type: none">○ The blog can be used to highlight success stories, student achievements, and the impact of library programs. This evidence can be presented to stakeholders to demonstrate the library's value.● Marketing Tool:<ul style="list-style-type: none">○ Blogging is an effective marketing tool that can be used to promote library events, new resources, and initiatives. It can help create excitement and draw more people into the library.
<p>Reflection:</p> <ul style="list-style-type: none">● <i>Was this source helpful to you?</i>● <i>How does it help you shape your argument?</i>● <i>How can you use this source in your research project?</i>● <i>Has it changed how you think about your topic?</i>	<p>By implementing the strategies discussed in the article, librarians can effectively "sell" the library to their school community. Blogging can enhance engagement, promote literacy, and build a positive image of the library among staff, students, parents, and administrators.</p>

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SOURCE 23

Citation of source:
(in APA format)

What research tells us about the importance of school libraries. (2002). *Teacher Librarian*, 30(1), 76+. https://link.gale.com/apps/doc/A93450506/GPS?u=ko_k12hs_d71&sid=bookmark-GPS&xid=055d0951

Summary:

(in paragraph format):

- *What are the arguments and ideas presented?*
- *Who's the author? Are they credentialed or an expert in their field?*
- *What information is shared?*
- *When and where was the source written?*
- *Why was the source written?*
- *How was the information shared with the public?*

The article "**What Research Tells Us about the Importance of School Libraries**" by **Keith Curry Lance** (2002) provides an overview of research findings on the impact of school libraries on student performance. The article synthesizes data from multiple studies to highlight the significant role that well-resourced and effectively managed school libraries play in enhancing student achievement.

Key Points:

1. Impact on Student Achievement:

- Research indicates that students in schools with well-staffed, well-stocked, and well-funded libraries tend to perform better on standardized tests and other measures of academic success.

2. Role of Librarians:

- Effective school libraries are characterized by the presence of certified school librarians who collaborate with teachers to integrate library resources into the curriculum and support information literacy.

3. Library Resources:

- The availability of a diverse and up-to-date collection of books, digital resources, and instructional technology is crucial for supporting student learning and fostering a love of reading.

4. Collaboration and Leadership:

- Librarians who take on leadership roles and engage in collaborative activities with teachers contribute to a more cohesive and supportive learning environment.

5. Information Literacy:

- School libraries play a key role in teaching students critical information literacy skills, which are essential for navigating the vast amount of information available in the digital age.

6. Extending the Library's Reach:

- The use of instructional technology allows libraries to extend their reach beyond the physical space, providing students with access to resources and support anytime, anywhere.

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<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>Practical Application:</p> <ul style="list-style-type: none"> ● Advocacy: <ul style="list-style-type: none"> ○ Use the research findings from the article to build a compelling case for the library's value. Present this evidence to administrators, parents, and the school board to advocate for continued or increased support. ● Marketing Materials: <ul style="list-style-type: none"> ○ Incorporate key points from the article into marketing materials, such as newsletters, presentations, and social media posts. Highlighting the library's impact on student achievement and its role in teaching essential skills can attract more users and supporters. ● Stakeholder Engagement: <ul style="list-style-type: none"> ○ Share the research findings with teachers to encourage collaboration and demonstrate the library's contribution to their students' success. Engaging staff with this information can foster a more supportive and integrated school community.
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	<p>The article provides robust, research-based evidence that underscores the critical role of school libraries in enhancing student achievement and supporting the educational mission. By leveraging the insights and data from this article, librarians can effectively "sell" the library to their school community, gaining the support and engagement of staff, students, parents, and administrators.</p>
<h3 style="margin: 0;">SOURCE 24</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Smith, N. L. (2012). Showing you care: suggestions for school library relationships. <i>Knowledge Quest</i>, 40(5), 18+. https://link.gale.com/apps/doc/A290858515/GPS?u=ko_k12hs_d71&sid=bookmark-GPS&xid=ba0c4301</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they</i> 	<p>The article "Showing You Care: Suggestions for School Library Relationships" by Nichole L. Smith (2012) provides practical suggestions for school librarians to build and maintain positive relationships with students, staff, and the school community. The author emphasizes the importance of demonstrating care and empathy in fostering a supportive and collaborative environment within</p>

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<p><i>credentialed or an expert in their field?</i></p> <ul style="list-style-type: none">• <i>What information is shared?</i>• <i>When and where was the source written?</i>• <i>Why was the source written?</i>• <i>How was the information shared with the public?</i>	<p>the school library.</p> <p>Key Points:</p> <ol style="list-style-type: none">1. Building Trust:<ul style="list-style-type: none">○ Establishing trust with students and staff is crucial. Librarians can build trust by being approachable, consistent, and reliable in their interactions.2. Active Listening:<ul style="list-style-type: none">○ Active listening is an essential skill for librarians. By truly listening to the needs and concerns of students and staff, librarians can provide more effective support and resources.3. Creating a Welcoming Environment:<ul style="list-style-type: none">○ A welcoming and inclusive library environment can make students and staff feel valued and respected. This can be achieved through thoughtful layout, engaging displays, and a positive atmosphere.4. Personal Connections:<ul style="list-style-type: none">○ Building personal connections with students and staff helps foster a sense of community. Taking the time to get to know individuals and showing genuine interest in their lives can strengthen relationships.5. Collaboration and Support:<ul style="list-style-type: none">○ Collaborating with teachers and offering support for classroom activities and projects can enhance the library's role in the school. Being a reliable partner in education strengthens the library's position within the school community.6. Empathy and Understanding:<ul style="list-style-type: none">○ Demonstrating empathy and understanding in interactions with students and staff can create a supportive and caring environment. Addressing individual needs and concerns with compassion can make a significant impact.7. Professionalism:<ul style="list-style-type: none">○ Maintaining professionalism in all interactions is important for building credibility and respect. This includes being knowledgeable, prepared, and respectful in all dealings with the school community.
<p>Assessment:</p> <ul style="list-style-type: none">• <i>Is it a useful source?</i>• <i>How does it compare with other sources in your bibliography?</i>• <i>Is the information reliable?</i>• <i>Is this source biased or</i>	<p>Usefulness in "Selling" the Library:</p> <ol style="list-style-type: none">1. Leadership Engagement:<ul style="list-style-type: none">○ The article emphasizes the importance of principal support in promoting the library. By involving the principal, the library can gain a strong advocate who can influence

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<p><i>objective?</i></p>	<p>budget decisions, policy changes, and overall school culture.</p> <ol style="list-style-type: none">2. Shared Vision:<ul style="list-style-type: none">○ Developing a shared vision between the librarian and principal ensures that the library's goals align with the school's educational objectives. This alignment can make the library more integral to the school's success, showcasing its value.3. Professional Development:<ul style="list-style-type: none">○ Encouraging professional development helps librarians stay updated on best practices, which can enhance the library's offerings and demonstrate its evolving role in education. This continuous improvement can help "sell" the library as a dynamic and essential resource.4. Collaborative Planning:<ul style="list-style-type: none">○ The article highlights the benefits of collaborative planning. By working closely with the principal and teachers, the library can develop programs and services that directly support curriculum and student needs, making it an indispensable part of the educational process.5. Community and District Advocacy:<ul style="list-style-type: none">○ Engaging the broader community and school district can bring additional resources and recognition to the library. Advocacy efforts can highlight the library's impact on student achievement and community engagement, making a compelling case for its support.6. Setting High Expectations:<ul style="list-style-type: none">○ The article suggests that setting high expectations for the library program can drive improvements and innovation. Demonstrating high standards and achieving notable outcomes can strengthen the library's reputation and appeal to stakeholders. <p>The article provides practical strategies and insights that can be directly applied to "selling" the library. By fostering strong relationships with school leadership, aligning with educational goals, and actively engaging in professional and community advocacy, librarians can effectively showcase the value and impact of their programs. These approaches can help build a compelling narrative around the library's essential role in supporting student success and enhancing the overall educational environment.</p>
<p>Reflection:</p> <ul style="list-style-type: none">● <i>Was this source helpful to you?</i>● <i>How does it help you shape your argument?</i>● <i>How can you use this source in your research project?</i>● <i>Has it changed how you think about your topic?</i>	

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SOURCE 25	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Gallagher-Hayashi, D. (2001). Engaging your principal in your school library program. <i>Teacher Librarian</i>, 28(5), 13. https://link.gale.com/apps/doc/A76332733/GPS?u=ko_k12hs_d71&sid=bookmark-GPS&xid=9d140f19</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> • <i>What are the arguments and ideas presented?</i> • <i>Who's the author? Are they credentialed or an expert in their field?</i> • <i>What information is shared?</i> • <i>When and where was the source written?</i> • <i>Why was the source written?</i> • <i>How was the information shared with the public?</i> 	<ol style="list-style-type: none"> 1. Leadership from the Principal: The principal's role is crucial in supporting and advocating for the school library program. Their leadership can set the tone for the importance of the library within the school community. 2. Shared Vision: Developing a shared vision between the teacher librarian and the principal is essential for aligning goals and ensuring that the library program supports the school's educational objectives. 3. Professional Development: Providing opportunities for professional development helps both the teacher librarian and the principal stay informed about best practices and new trends in library management and education. 4. Planning Opportunities: Collaborative planning between the teacher librarian and the principal can lead to more effective and integrated library programs that support curriculum and student learning. 5. Adequate Support Staff: Ensuring that the library has sufficient support staff is important for maintaining a well-functioning library program that can meet the needs of students and teachers. 6. School Reforms: The article discusses how school library programs can be a part of broader school reforms, contributing to the overall improvement of the educational environment. 7. Community and District Advocacy: Engaging the broader community and district in supporting the school library program can lead to additional resources and recognition of the library's value. 8. Raising Expectations: Setting high expectations for the library program can drive improvements and ensure that the library remains a vital resource for the school. <p>The article emphasizes the importance of collaboration and mutual support between the teacher librarian and the principal to create a successful and impactful school library program.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • <i>Is it a useful source?</i> • <i>How does it compare with</i> 	

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<p><i>other sources in your bibliography?</i></p> <ul style="list-style-type: none"> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	
	<p>SOURCE 26</p>
<p>Citation of source: <i>(in APA format)</i></p>	<p>Oberg, D. (2006). Developing the respect and support of school administrators. <i>Teacher Librarian</i>, 33(3), 13+. https://link.gale.com/apps/doc/A142480427/GPS?u=ko_k12hs_d71&sid=bookmark-GPS&xid=7b3854a7</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they credentialed or an expert in their field?</i> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> ● <i>Why was the source written?</i> ● <i>How was the information shared with the public?</i> 	<p>Key Points:</p> <ol style="list-style-type: none"> 1. Building Relationships: <ul style="list-style-type: none"> ○ Establishing strong, positive relationships with school administrators is crucial. This involves open communication, understanding their priorities, and aligning the library program with the school's goals. 2. Demonstrating Value: <ul style="list-style-type: none"> ○ Showcasing the impact of the library on student achievement and school success helps to highlight its importance. This can be done through data, success stories, and visible contributions to the school's educational mission. 3. Professionalism: <ul style="list-style-type: none"> ○ Maintaining a high level of professionalism in all interactions and library operations fosters respect. This includes staying informed about educational trends, participating in professional development, and being an active member of the school community. 4. Advocacy and Visibility: <ul style="list-style-type: none"> ○ Actively advocating for the library program and ensuring it is visible within the school and the wider community is essential. This can involve hosting events, collaborating

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	<p>with teachers, and promoting library services.</p> <ol style="list-style-type: none">5. Collaboration:<ul style="list-style-type: none">○ Working collaboratively with teachers and administrators to support curriculum and student needs strengthens the library's role as a central educational resource.6. Resource Management:<ul style="list-style-type: none">○ Efficiently managing library resources, including budgets, collections, and technology, demonstrates competence and reliability, which can enhance administrative support.7. Strategic Planning:<ul style="list-style-type: none">○ Engaging in strategic planning with administrators to set goals and identify areas for improvement helps align the library's efforts with the school's long-term vision.8. Positive Attitude:<ul style="list-style-type: none">○ Maintaining a positive and proactive attitude, even in the face of challenges, can inspire confidence and support from administrators. <p>The article offers practical strategies for librarians to earn the respect and support of school administrators by building strong relationships, demonstrating the library's value, and maintaining a high level of professionalism. These efforts can significantly enhance the library's role within the school and its ability to support student success.</p>
<p>Assessment:</p> <ul style="list-style-type: none">● <i>Is it a useful source?</i>● <i>How does it compare with other sources in your bibliography?</i>● <i>Is the information reliable?</i>● <i>Is this source biased or objective?</i>	<p>Usefulness in "Selling" the Library:</p> <ol style="list-style-type: none">1. Building Relationships:<ul style="list-style-type: none">○ The article emphasizes the importance of establishing strong relationships with school administrators, which can be extended to other stakeholders like students, staff, and parents. Strong relationships foster trust and open communication, making it easier to "sell" the library's benefits.2. Demonstrating Value:<ul style="list-style-type: none">○ By showcasing the library's impact on student achievement and school success, librarians can effectively highlight its value to all stakeholders. This involves presenting data, success stories, and visible contributions that resonate with students, staff, parents, and administrators.3. Professionalism:<ul style="list-style-type: none">○ Maintaining a high level of professionalism enhances the library's credibility. When librarians are viewed as knowledgeable and capable, it builds respect and support from the entire school community, making it easier to promote the library's programs and services.4. Advocacy and Visibility:<ul style="list-style-type: none">○ Active advocacy and increasing the library's visibility within the school and community are critical. Hosting events, collaborating with teachers, and promoting services

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	<p>through various channels can make the library more appealing to students, staff, parents, and administrators.</p> <ol style="list-style-type: none"> 5. Collaboration: <ul style="list-style-type: none"> ○ Working collaboratively with teachers and administrators ensures that the library meets the educational needs of the school. This collaborative approach can also be applied to students and parents, involving them in library initiatives and programs, which helps in building a supportive community. 6. Resource Management: <ul style="list-style-type: none"> ○ Efficiently managing resources demonstrates the library's effectiveness and reliability. When stakeholders see that the library is well-organized and resourceful, they are more likely to support its initiatives and view it as an essential part of the school. 7. Strategic Planning: <ul style="list-style-type: none"> ○ Engaging in strategic planning with a focus on long-term goals aligns the library's efforts with the school's mission and vision. This forward-thinking approach can help garner support from all stakeholders by showing that the library is proactive and integral to the school's success. 8. Positive Attitude: <ul style="list-style-type: none"> ○ A positive and proactive attitude from the librarian can inspire confidence and support from students, staff, parents, and administrators. This attitude can make the library a welcoming and appealing place for everyone. <p>The article provides valuable strategies that can be directly applied to "selling" the library to a broad audience. By focusing on building strong relationships, demonstrating value, maintaining professionalism, and actively advocating for the library, librarians can effectively promote the library's importance to students, staff, parents, and administrators. These strategies can help create a supportive and engaged community that recognizes and values the library's role in education.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> ● <i>How can you use this source in your research project?</i> ● <i>Has it changed how you think about your topic?</i> 	
<h3 style="margin: 0;">SOURCE 27</h3>	
<p>Citation of source:</p>	<p>Loreto, F. (2017, October 14). <i>The school library as community centre</i>. Canadian School Libraries</p>

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<p><i>(in APA format)</i></p>	<p>Research Archive. Retrieved from https://researcharchive.canadianschoollibraries.ca/2017/10/14/the-school-library-as-community-centre/</p> <p>TMC10 2010 <i>The School Library as Community Centre</i> Frank Loreto https://researcharchive.canadianschoollibraries.ca/2017/10/14/the-school-library-as-community-centre/</p> <p>Abstract: High school teacher-librarian Loreto writes a lively description of the many student-centered, supportive activities beyond curriculum assignments that consistently flourish in a dynamic school library learning commons. https://researcharchive.canadianschoollibraries.ca/wp-content/uploads/2017/10/TMC1_2010_Loreto.pdf</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> ● <i>What are the arguments and ideas presented?</i> ● <i>Who's the author? Are they credentialed or an expert in their field?</i> ● <i>What information is shared?</i> ● <i>When and where was the source written?</i> ● <i>Why was the source written?</i> ● <i>How was the information shared with the public?</i> 	<p>This article focuses on the user experience and making the library an indispensable place to find answers, view announcements, and obtain replacement locks. Loreto plays themed music in the library by day, and offers magazines, manga, and graphic novels to students. The emphasis is on listening and building relationships.</p> <p>Frank Loreto, Teacher-Librarian, St. Thomas Aquinas Secondary School, Brampton, Ontario</p>
<p>Assessment:</p> <ul style="list-style-type: none"> ● <i>Is it a useful source?</i> ● <i>How does it compare with other sources in your bibliography?</i> ● <i>Is the information reliable?</i> ● <i>Is this source biased or objective?</i> 	<p>This is a useful source in reminding the teacher-librarian to establish the library as an essential service.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> ● <i>Was this source helpful to you?</i> ● <i>How does it help you shape your argument?</i> 	

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<ul style="list-style-type: none"> • <i>How can you use this source in your research project?</i> • <i>Has it changed how you think about your topic?</i> 	
<h3>SOURCE 28</h3>	
<p>Citation of source: <i>(in APA format)</i></p>	<p>Séguin, M. (2019). Marketing the library learning commons. <i>Canadian School Libraries Journal</i>, 3(2). Retrieved from https://journal.canadianschoollibraries.ca/marketing-the-library-learning-commons/</p> <p>Marketing the Library Learning Commons, May 21, 2019 Marjolaine Séguin https://journal.canadianschoollibraries.ca/marketing-the-library-learning-commons/ Marketing the Library Learning Commons May 21, 2019 Web Editor Advocacy, Learning Spaces, Vol. 3 No. 2, Spring 2019</p>
<p>Summary: <i>(in paragraph format):</i></p> <ul style="list-style-type: none"> • <i>What are the arguments and ideas presented?</i> • <i>Who's the author? Are they credentialed or an expert in their field?</i> • <i>What information is shared?</i> • <i>When and where was the source written?</i> • <i>Why was the source written?</i> • <i>How was the information shared with the public?</i> 	<p>Marjolaine Séguin, MLIS, UdeM: TL, Commission scolaire de la Seigneurie-des-Mille-Îles, Québec</p> <ul style="list-style-type: none"> • LLC Ss → effective researchers, skilled readers, tech-savvy users, critical consumers of information and thoughtful content creators • Marketing: responsive, flexible and open-minded, while proposing the philosophy of the learning commons • how to manage the unexpected; available when necessary, sometimes changing my work schedule and always ready to deliver, sometimes in very tight deadlines • Relnships: stakeholders, partnerships with suppliers, organizations,
<p>Assessment:</p> <ul style="list-style-type: none"> • <i>Is it a useful source?</i> • <i>How does it compare with other sources in your bibliography?</i> • <i>Is the information reliable?</i> • <i>Is this source biased or objective?</i> 	
<p>Reflection:</p> <ul style="list-style-type: none"> • <i>Was this source helpful to</i> 	

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<p>you?</p> <ul style="list-style-type: none"> • How does it help you shape your argument? • How can you use this source in your research project? • Has it changed how you think about your topic? 	
<h3>SOURCE 29</h3>	
<p>Citation of source: (in APA format)</p>	<p>St. Aubyn, J. (2022). <i>Marketing the school library: Things I learned in retail that I use as a teacher-librarian</i> Canadian School Libraries Journal. Retrieved from https://journal.canadianschoollibraries.ca/marketing-the-school-library/</p> <p>Marketing the School Library Things I Learned in Retail That I Use as a Teacher-Librarian A podcast by #thelibrarylife (aka Jonelle St. Aubyn) https://journal.canadianschoollibraries.ca/marketing-the-school-library/</p> <p>March 1, 2022, School Culture, Vol. 6 No. 1, Winter 2022; Canadian School Libraries Journal</p>
<p>Summary: (in paragraph format):</p> <ul style="list-style-type: none"> • What are the arguments and ideas presented? • Who's the author? Are they credentialed or an expert in their field? • What information is shared? • When and where was the source written? • Why was the source written? • How was the information shared with the public? 	<p><u>Jonelle St. Aubyn</u>: TL, Louise Arbour, PDSB</p> <ul style="list-style-type: none"> • Welcome, How can I help you? - perfect fit book • Celebrate the purchase with the shopper - hype it up so they feel good about buying it; can always exchange; celebrate first time sign-out of a book bell ring; free gift with purchase: pencil, book mark, something special/extra with checkout • Good-bye: thanks, come again: look forward to next visit • How good looks from outside; pictures, music, amazing displays - bulletin boards, themes, seasonal; comfy seating • frequent customers: for heads-up when something arrives; student recommended stickers - voice matters, value opinions; build customer-client relnships • Listen - student voice & choice • Info from clients to improve product/srvice
<p>Assessment:</p> <ul style="list-style-type: none"> • Is it a useful source? • How does it compare with other sources in your bibliography? • Is the information reliable? 	

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<ul style="list-style-type: none">• <i>Is this source biased or objective?</i>	
<p>Reflection:</p> <ul style="list-style-type: none">• <i>Was this source helpful to you?</i>• <i>How does it help you shape your argument?</i>• <i>How can you use this source in your research project?</i>• <i>Has it changed how you think about your topic?</i>	

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