

**Form 1: Program of the BCTLA for 2011-12**

“When I was in residency,” recalls Nadine, “I got a call from my mentor’s daughter. My mentor from my undergraduate degree...she was at home, with all her family, and she called me because she wanted to give me one final lesson. She had breast cancer, stage four. She was basically hospice care, terminally ill. I remember being by her beside and asking, ‘What can I do for you?’ And she said, ‘You just did it. You’re about to learn there is nothing you can do here. You can’t cut out more tumours, you can’t fix things. But you can learn not to lose yourself.’” – Dr. Nadine Caron, surgeon, in *Front Lines: Portraits of Caregivers in Northern British Columbia* (2011) by Sarah de Leeuw

“You try to change others, and in the end, you change yourself.” – Sylvia Zubke, in *Living and Learning in a Smartboard World* (2011) by the Livingstone Inquiry Group

GOAL	OBJECTIVES	ACTIONS	EVALUATION (method and criteria)
<b>Improve the working and learning conditions in BC school libraries</b>	Restore school library service to every student and staff member in the province	<ol style="list-style-type: none"> <li>1. Continue to lobby for acceptable and enforceable minimum staffing for school libraries and teacher-librarian-to-student FTE ratios</li> <li>2. Work to ensure that in situations where the library is being kept open by someone other than an educator, that the situations are remedied to the extent that teacher-librarian positions are restored in all cases</li> <li>3. Work to ensure all school libraries are automated, and have and provide access to provincial e-resource content</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase in teacher-librarian FTE and/or improvements in position composition. <i>Source: Working &amp; Learning Conditions Survey, Ministry staffing data (1530)</i></li> <li>2. Grievances filed and resolved as per objective. <i>Source: BCTF Field Services data</i></li> <li>3. Increase in number of school libraries that are automated, and have and provide access to provincial e-resource content. <i>Source: Working &amp; Learning Conditions Survey; ERAC and vendor data; observations</i></li> </ol>
	Raise the morale of school- and district-based teacher-librarians	<ol style="list-style-type: none"> <li>1. Continue celebrating BC teacher-librarians’ contributions and efforts through BCTLA awards</li> <li>2. Continue to provide unity and</li> </ol>	<ol style="list-style-type: none"> <li>1. Awards continue to be offered and awarded each year, with fanfare. <i>Source: Observations, incl. of media coverage</i></li> <li>2. Meetings continue and provide</li> </ol>

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		<p>cohesion across the province through the BCTLA Chapters and Sections (via Council meetings, etc.)</p> <ol style="list-style-type: none"> <li>3. Continue to ensure messaging is positive whenever possible</li> <li>4. Continue to develop and provide opportunities for teacher-librarians to network and collaborate <ul style="list-style-type: none"> <li>• Formal leadership structures (e.g. Chapters, Committees)</li> <li>• Online networking (e.g. NING)</li> <li>• Annual conference and additional professional development opportunities</li> </ul> </li> </ol>	<p>opportunities for development of sense of unity and cohesion; information transmitted to teacher-librarians consistent from district-to-district. <i>Source:</i> Meeting agendas and Councillor tools, e.g. “reporting out” document; observations</p> <ol style="list-style-type: none"> <li>3. Consistency in messaging and discipline with regard to representation and talking points. <i>Source:</i> All forms of messaging; tools; observations</li> <li>4. Continuation of and increased opportunities; constant assessment and refinement. <i>Source:</i> Observations; surveys</li> </ol>
	<p>Monitor, understand and respond to changes in working and learning conditions in BC’s school libraries</p>	<ol style="list-style-type: none"> <li>1. Review and restart the Annual Working and Learning Conditions Survey on a new online platform</li> <li>2. Develop an online map documenting BC school library working and learning conditions changes over time</li> <li>3. Reach out to districts without Chapters and to teacher-librarians working in independent schools</li> <li>4. Conduct inquiry into “innovative co-located library service”</li> </ol>	<ol style="list-style-type: none"> <li>1. Working and Learning Conditions Survey reviewed and re-started. <i>Source:</i> Observations</li> <li>2. Online map developed as described. <i>Source:</i> Observations</li> <li>3. Increased understanding of areas not currently served; potentially new Chapters/Sections developed and increased BCTLA membership and subscription. <i>Source:</i> Provided district/school information; Chapter/Section and membership/subscription data; observations</li> <li>4. Increased understanding of options and possibilities. <i>Source:</i> Literature review; research</li> </ol>

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<b>Develop high standards of school library service and programming in BC</b>	Provide momentum and support for the “shift” of BC’s school library programs to meet the needs of 21 <sup>st</sup> -Century learners	<ol style="list-style-type: none"> <li>1. Provide guidance around the implementation of the learning commons model in BC schools           <ul style="list-style-type: none"> <li>• Demonstration sites</li> <li>• Resource development</li> </ul> </li> <li>2. Engage in dialogue with UBC regarding the teacher-librarian education program</li> <li>3. Begin work to articulate a role description translation that matches what we know teacher-librarian practice should look like in 2012-2015</li> <li>4. Develop an array of professional development opportunities and professional learning resources focused on moving school library programs forward</li> <li>5. Identify and share school library program and service innovations</li> </ol>	<ol style="list-style-type: none"> <li>1. Resources developed and made available via BCTLA website. <i>Source:</i> Tools; observations</li> <li>2. Conversations and meeting(s) held. <i>Source:</i> Observations</li> <li>3. (Year 1): Inquiry on competencies related to teacher-librarian success conducted; increased understanding of factors related to perceived exemplary practice. <i>Source:</i> Research</li> <li>4. Continuation of and increased opportunities; constant assessment and refinement. <i>Source:</i> Observations; surveys</li> <li>5. Resources developed and made available via BCTLA website. <i>Source:</i> Tools; observations</li> </ol>
	Provide leadership around the thoughtful adoption of inquiry-based learning and transliteracy education in BC	<ol style="list-style-type: none"> <li>1. Continue implementation of <i>The Points of Inquiry: A Framework for Information Literacy and the 21<sup>st</sup>-Century Learner</i></li> <li>2. Consider partnerships with agencies with similar goals, e.g. The Critical Thinking Consortium (TC<sup>2</sup>)</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional development opportunities provided; resources developed and made available via BCTLA website. <i>Source:</i> Tools; observations</li> <li>2. Conversations and meeting(s) held; possibly increased opportunities and access. <i>Source:</i> Observations</li> </ol>
	Provide opportunities for teacher-librarians to build their own capacity in areas such as technology	<ol style="list-style-type: none"> <li>1. Develop an array of additional professional development opportunities and professional learning resources in response to members’ expressed interests</li> </ol>	<ol style="list-style-type: none"> <li>1. Continuation of and increased opportunities; constant assessment and refinement. <i>Source:</i> Observations; surveys</li> <li>2. Grants continue to be offered</li> </ol>

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		2. Continue, whenever possible, to make BCTLA Grants available to Chapters, members and subscribers	and awarded each year when financially possible, with fanfare. <i>Source:</i> Observations, incl. of media coverage; research and tools developed by grant recipients
<b>Promote the place of the school library program and services in relation to learning and educational change</b>	Advocate for the role of the teacher-librarian and school library program within K-12 education	<ol style="list-style-type: none"> <li>1. Review and refine the BCTLA advocacy program, including in particular its goals, components and efficacy</li> <li>2. Continue advocacy program: <ul style="list-style-type: none"> <li>• Discipline on talking points, clear reporting lines, ability to prioritize and respond rapidly and effectively</li> <li>• Advocacy presentations in districts and at the provincial level, e.g. New and Student Teachers' Conference, Word on the Street, etc.</li> <li>• Development of promotional materials</li> <li>• Promotional initiatives: <ul style="list-style-type: none"> <li>○ Drop Everything and Read</li> <li>○ National School Library Day</li> <li>○ Canadian Library Month</li> <li>○ "Love Your School Library"</li> <li>○ BCTLA Awards</li> </ul> </li> </ul> </li> <li>3. Continue liaison operations <ul style="list-style-type: none"> <li>• Send representatives to: <ul style="list-style-type: none"> <li>○ BCLA YAACS</li> </ul> </li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. (Year 1): Research-informed (e.g. Hartzell article) review of advocacy program conducted. <i>Source:</i> Research</li> <li>2. Consistency in messaging and discipline with regard to reporting, timelines, items requiring action, representation and talking points; participation in and effective visibility at district and provincial events; effective promotional resources developed and made available via BCTLA website; major campaigns coordinated effectively, e.g. DEAR/NSLD, CLM, etc. resources developed and made available; awards and grants promoted; constant assessment and refinement. <i>Source:</i> All forms of messaging; major campaign participation numbers; tools; observations</li> <li>3. Consistency in messaging and discipline with regard to reporting, items requiring action, representation and talking points; conversations and meeting(s) held; possibly increased opportunities and</li> </ol>

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		<ul style="list-style-type: none"> <li>○ YRC Awards</li> <li>○ WTK Advisory</li> <li>○ BC Digitization Coalition</li> <li>○ TC<sup>2</sup></li> <li>○ ERAC Advisory (representing PSAC/BCTF)</li> <li>● Liaise with other school library associations, e.g. WLMA, IASL, “CASL PAC” and library associations, e.g. BCLA</li> </ul>	<p>access; reported and observable high-regard of partners and other associations. <i>Source:</i> Liaison reports; observations</p>
	<p>Provide leadership around learning resources</p>	<ol style="list-style-type: none"> <li>1. Promote teacher-librarian involvement in the evaluation, selection, and management of print, non-print analogue, and digital learning resources <ul style="list-style-type: none"> <li>● Encourage teacher-librarians to become evaluators of learning resources and objects</li> <li>● Provide guidance around the shift to greater utilization of digital learning resources</li> <li>● Develop a position statement on Canadian content</li> <li>● Evaluate the BCTLA Reviews service, with reviews published in <i>The Bookmark</i></li> </ul> </li> <li>2. Work to ensure the provision of the best possible learning resources for students, by lobbying at all levels for:</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluator opportunities promoted and conversations and meeting(s) held; resources developed and made available on BCTLA website; evaluation of BCTLA Reviews service conducted. <i>Source:</i> Some messaging and communications; tools; observations; research</li> <li>2. Achievement of some targets. <i>Source (as evidence of BCTLA working toward achievement of targets):</i> meeting agendas; some messaging and communications; liaison reports; observations</li> </ol>

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		<ul style="list-style-type: none"> <li>• The restoration of the School Library Book Purchase Plan</li> <li>• Targeted funding for learning resources at a level considered exemplary</li> <li>• Provincially-provided e-resource content</li> <li>• Availability of unique Canadian content, incl. digitization of materials for use in K-12 education</li> <li>• Revision of standards for evaluation, selection and management (e.g. <i>Evaluating, Selecting, and Managing Learning Resources</i>)</li> </ul>	
	<p>Provide advice and service for students, colleagues, schools and districts</p>	<ol style="list-style-type: none"> <li>1. Promote BCTLA as a source of school library advice, guidelines and implementation assistance for schools, districts and locals</li> <li>2. Promote BCTLA members as PD resources for schools, districts, and locals <ul style="list-style-type: none"> <li>• List of workshop facilitators</li> <li>• Representative speaker grant</li> </ul> </li> <li>3. Consider requests for reading promotion resources, e.g. recommendations (incl. BCTF Reading site), posters, booklists for parents, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased subscription of schools, districts and locals to available resources. <i>Source: Observations</i></li> <li>2. Increased subscription of schools, districts and locals to available resources, incl. workshop facilitators, etc. <i>Source: Observations</i></li> <li>3. Requests considered and actioned upon as needed/possible. <i>Source: Tools; observations</i></li> </ol>

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<p><b>Operate as a sustainable network that provides excellent service to members and subscribers at all levels</b></p> <p>** <i>General:</i> Complete clean-up of BCTLA Policies document</p>	Sustain and increase membership	<ol style="list-style-type: none"> <li>1. Continue BCTLA membership and subscription promotion and retention strategies: <ul style="list-style-type: none"> <li>• Analyze membership list at the district/company level</li> <li>• Promote BCTLA membership via Chapter Councillors</li> <li>• Promote membership to teacher-librarian non-members</li> <li>• Promote BCTLA subscription</li> <li>• Build Chapters and Sections</li> <li>• Evaluate online membership renewal pilot</li> <li>• Develop membership promotional materials</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Overall sustained (comparatively) increased BCTLA membership and subscription; increases evident for specific districts/companies; development of additional and/or merged Chapters/Sections; online membership pilot reviewed; resources developed and made available on BCTLA website. <i>Source:</i> Membership/subscription data; Chapter/Section Councillor feedback; research; tools</li> </ol>
	Build BCTLA Chapters and Sections	<ol style="list-style-type: none"> <li>1. Revise the online Chapter/Section Councillor Handbook</li> <li>2. Within the NING, increase utilization of the Chapter/Section Councillor and Presidents, and LC groups</li> <li>3. Develop the first BCTLA Sections, such as the “Retired Teacher-Librarians Section”</li> <li>4. Increase French-language support</li> </ol>	<ol style="list-style-type: none"> <li>1. Handbook revised and made available. <i>Source:</i> Tools; observations</li> <li>2. Growth of the number of LC groups and increased use of the Chapter/Section Councillor and LC groups in the NING. <i>Source:</i> Observations</li> <li>3. Increased number of Sections. <i>Source:</i> Observations</li> <li>4. Increased French resources; French language presence. <i>Source:</i> Observations</li> </ol>
	Develop coherent BCTLA E-Presence with high-quality publications	<ol style="list-style-type: none"> <li>1. Review <i>The Bookmark</i> and make any necessary changes to ensure sustainability</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>The Bookmark</i> reviewed and necessary actions are completed. <i>Source:</i> Observations</li> </ol>

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		<ul style="list-style-type: none"> <li>2. Clarify the purpose and achieve optimization of BCTLA’s online presence and develop a plan for future technological directions</li> <li>3. Locate BCTLA archives and make available in one location (in preparation for BCTLA’s 75th anniversary in 2014)</li> </ul>	<ul style="list-style-type: none"> <li>2. E-presence purpose is clarified and current array is optimized; (Year 1): planning for future directions is considered. <i>Source:</i> Tools; observations</li> <li>3. (Year 1): BCTLA historical materials and archives are located and a permanent location is considered. <i>Source:</i> Observations</li> </ul>
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“Angie MacRitchie and Al Smith are the two editors for the BCTLA *Bookmark*. They emailed me to find out if I could write an article about Smartboards for the online journal. Thank goodness it appeared after they had found their one spelling error. This unintentional error made Angie and Al laugh so hard, they had a t-shirt made and presented it to me at our Executive meeting. It said, ‘Smart Interactive Broad’. Now you know librarians are funny. But how funny you ask?

Why did the librarian slip and fall on the library floor? Because she was in the non-friction section.

We are hilarious.” – excerpted from Sylvia Zubke, in *Living and Learning in a Smartboard World* (2011) by the Livingstone Inquiry Group