



# **Saskatchewan Library Trustee's Association**

## **Trustee Development Training Manual**



# Saskatchewan Library Trustees' Association

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# Saskatchewan Public Library Governance

# ...in a Nutshell



## Definitions

A **public library board** is a governing board with the authority to make policy and to govern the library's affairs within the framework of Saskatchewan's Public Libraries Act, 1996.

**Governing** is different from managing. A board doesn't run an organization but ensures that it is properly run.

**Governance** is the entire framework set by the board to direct the organization. It identifies how a board will conduct business, how power will be divided and delegated and what processes will be set up to achieve accountability.

**...in a Nutshell** is a quick reference guide on public library governance in Saskatchewan and the library boards' fundamental responsibilities for achieving effective leadership and sound governance.

Find more information about Trustee Development on the Saskatchewan Library Trustees (SLTA) website: [www.slta.ca](http://www.slta.ca).

## Character traits for a successful board member

"Today's public library trustee needs to be politically and economically savvy, socially conscious, a quick learner, and a good team player. The truly successful trustee will also be enthusiastic about what libraries can do for the lifelong learning of the citizens they serve" (Moore, 2010).

## Three steps to good governance

### What is your job?

- ▶ Act honestly and in good faith and in the best interests of the library. The interests of the library take precedence over your personal interests or those of any other group with which you are associated.
- ▶ Know what it is that you need to achieve.
- ▶ Know where and how to get the resources you need.
- ▶ Be an advocate for public libraries.

### How are you going to do it?

- ▶ Build a solid governance framework that includes bylaws, policy and an achievable plan that is based on why you exist: your mission.
- ▶ Attend meetings and show commitment to board activities.
- ▶ Contribute skills, knowledge and experience when appropriate.
- ▶ Listen respectfully to other points of view.
- ▶ Participate in organizational decision-making.
- ▶ Represent the library to the public and to private industry, and to government.
- ▶ Educate yourself about the needs of the people you serve.

### How are you going to keep track of it?

- ▶ Assess what you have accomplished and report progress regularly.

## Power to appoint the library director

*The Public Libraries Act, 1996* gives municipal library boards, regional library boards and the northern system board the right to appoint a person who has a degree in library or information science from a university accredited by the American Library Association as Library Director.

## Conflict of interest

As the activities of a library shall be carried on without purpose of gain for its members, a library trustee has both a legal and moral duty to disclose any personal interest in business dealings undertaken by the library and must deal fairly, avoiding any transaction not in the best interests of the organization.



Saskatchewan Library Trustees' Association

## Powers and responsibilities of the board

### Powers of a municipal library board, regional library board, the northern library system board, or a northern community public library board:

- ▶ Acquire, rent or lease and maintain any necessary lands or buildings.
- ▶ Sell, exchange, lease or otherwise dispose of any of its lands or buildings.
- ▶ Borrow for operating or equipment purchasing.
- ▶ Establish and maintain a capital fund.
- ▶ Invest any part of the capital fund.
- ▶ Accept and act as a trustee for any gift, grant, device or bequest.
- ▶ Enter into any agreements for the purposes of performing the duties and powers conferred on it by the Act.
- ▶ Do anything that it considers necessary or incidental to carrying out its duties.

*The Public Libraries Act, 1996, SS 1996, c.P-39.2, s.82.*

### Responsibilities of a local library board:

- ▶ Interpret and implement regional library board policy.
- ▶ Formulate policy respecting the development and operation of the local library in co-operation with the regional board.
- ▶ Advise the municipality concerning adequate library facilities.
- ▶ Provide local library board training.
- ▶ Undertake promotion and public relations campaigns in the community.
- ▶ Take responsibility for special library programming.
- ▶ Establish standards for hours of service and types of service, in conjunction with the regional library board.
- ▶ Provide recommendations to the regional board and director about relevant programs and materials.
- ▶ Report to council on a regular basis.
- ▶ Advise regional board with regards to staffing.
- ▶ Hold an annual meeting.
- ▶ Perform duties delegated by the regional library board.

*The Public Libraries Act, 1996, SS 1996, c.P-39.2, s.40.*

Over 2,500 Saskatchewan citizens volunteer to sit on public library boards. Thank you for helping make your libraries and communities stronger!

## Saskatchewan's public library governance framework

Saskatchewan residents receive public library services through a province-wide network of libraries created by *The Public Libraries Act, 1996*. The framework in Saskatchewan includes the following types of public library boards:

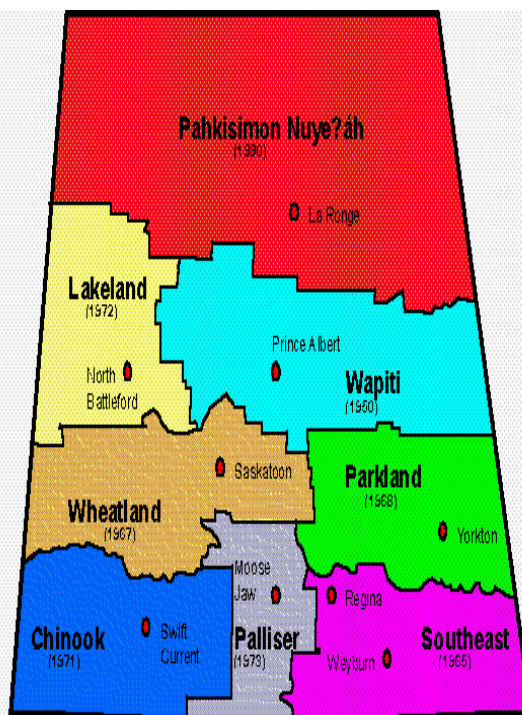
- ▶ **Municipal Boards** for Regina and Saskatoon.
- ▶ **Regional Boards** for each of the seven regions (Chinook, Lakeland, Palliser, Parkland, Southeast, Wapiti, Wheatland).
  - ▶ **Local Library Boards** for each branch library within the regional system.
- ▶ **Northern System Board** for the Paskisimon Nuyeh?ah Library System.
  - ▶ **Northern Community Public Library Boards** for each public library in the north.

### Board membership

**Municipal boards** include the mayor and one member of council plus 6-8 members appointed by council.

**Regional boards** include one member appointed by each municipality for each 5,000 of its population, or fraction thereof. Regional board members also serve on local library boards. Local library boards are appointed by local municipal council.

The **Northern library system board** includes members appointed by school advisory boards, Indian bands, northern community public library boards, regional colleges and post-secondary institutions. **Northern community public library boards** are joint venture boards and members are appointed according to those agreements.



## Who Does What: The Board or the Staff?

Saskatchewan libraries are diverse and not all boards function the same way.

	Boards					Staff	
Issue	Local Library Board	Northern Community Library Board	Regional Library Board	Municipal Library Board	Northern Library System Board	Branch Librarian/ Director	Directors (Regional, Municipal, Northern Library System) or Northern Member Library Administrator
<b>LEGAL ISSUES</b>							
Existing local and provincial laws	•Knows local and provincial laws					•Knows local and provincial laws	
Library reporting	•Prepares, submits annual reports to regional board	•Prepares, submits annual reports to Joint Venture Agreement Partners	•Prepares, submits annual reports to municipal council and provincial government	•Prepares, submits annual reports to municipal council and provincial government	•Prepares, submits annual reports to provincial government	•Prepares, submits annual reports to respective board	•Prepares, submits annual reports to respective board
Accountability	•Municipal council and regional library board	•Band council and provincial government	•Municipal council and provincial government	•Municipal council and provincial government	•Provincial government	•Regional, municipal director	•Regional, municipal or northern board
<b>GOVERNANCE</b>							
Board orientation	•Board chair supports and participates in planning and delivery •Board members engage and participate					•Supports and facilitates planning and delivery	
Board performance	•Evaluates regularly					•Contributes input to evaluation process	

Issue	Local Library Board	Northern Community Public Library Board	Regional Library Board	Municipal Library Board	Northern System Library Board	Branch Librarian/ Director	Directors (Regional, Municipal, Northern Library System) or Northern Member Library Administrator
COMMUNITY DEVELOPMENT							
Understanding the community	•Understands local issues, the implication of community demographics and the contributions of community groups					•Understands local issues, the implication of community demographics and the contributions of community groups	
Community relationship-building	•Builds a strong relationship with municipal council •Maintains a dialogue with the community •Demonstrates accountability to the community					•Promotes library services in the community •Forges relationships with community groups and leaders	
Library's role in the community	•Establishes the library as an essential community service •Builds community pride in the library •Advocates library's role in the community					•Establishes the library as an essential community service •Builds community pride in the library	
PLANNING							
Community needs for library service	•Assesses needs					•Assists board to assess and understand needs	
Library goals and objectives	•Develops and approves					•Advises board and facilitates in development	
Monitoring and evaluation	•Evaluates library performance annually or more often if appropriate •Revises plan accordingly					•Provides necessary data to demonstrate progress •Participates in ongoing evaluation	
FINANCE							
Annual budget	•Prepares local budget for local needs	•Analyzes preliminary budget and proposes necessary changes •Officially adopts budget •Presents budget to council in accordance with municipal or band budget policy and procedures				•Consults with municipal or band staff and advises board on municipal /band budget policy (excluding Northern System Director)	
Financial control measures	•Secures its own bank account and directs the disbursement of library funds •Ensures safe financial control measures are in place to expend budget with due diligence and in accordance with board policies					•Monitors the budget •Identifies and addresses problems	
PERSONNEL							
Staff selection	•Advises Regional Board	•Hires Northern Public Library Administrator	•Hires Regional Library Director	•Hires Municipal Library Director	•Hires Northern System Director	•Hires staff	
Board-Staff relationship	•Builds a strong relationship that recognizes board authority and respects staff expertise					•Builds a strong relationship that recognizes board authority and respects staff expertise	
Salary scales and union contracts	•Approves		•Approves •Board representative is present in negotiations			•Negotiates salary and working conditions for staff including union contracts as applicable	
Grievances	•Ensures that appropriate steps are in place to handle any grievances that have not been satisfactorily resolved by the library's grievance procedures					•Handles all grievances for branch staff and keeps the board informed	

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## To be an effective board member

1. Know your board's policy statement, general goals and bylaws, making sure they are up-to-date, relevant and workable.
2. Be open to continuous learning.
3. Recognize that only the board has the authority to act on behalf of the library; individual board members have no authority to act on their own.
4. Share in the responsibility for the effective functioning of the board by ensuring full discussion of issues and making reasoned decisions.
5. Build your knowledge and understanding of the broader library community.
6. Read your trustee handbook.
7. Attend board meetings, arriving prepared, having read minutes and reports that were circulated.
8. Report regularly to your municipal council or sponsoring body.
9. Be aware of community and sponsoring bodies' needs by seeking out information.
10. Attend regional and provincial trustee meetings and workshops.

## Power to make policy

Policies provide the necessary framework for all of the operations and priorities of the library and allow for a smooth transition from old to new boards. Library policies cover the following five areas:

### Advocacy

Promotional items and image

### Finance

Vehicle, Spending limits

### Programs

Circulation, Collection development

### Personnel

Harassment, Staff training

### Policy

Constitutional bylaws

Policies must be framed within the limitations set out in government legislation, regulations and other agreements.

## Power to oversee the library's finances

### Financial oversight involves:

- Understanding the source of funding for your library.
- Understanding the implications of a budget and a financial report.
- Recognizing if the allocation of monies aligns with board priorities.
- Ensuring that financial policies are in place to control receiving, processing and disbursing money, to ensure fiscally-sound budgeting, to manage risks, and to limit liability to the library and the board.

### Financial oversight does not mean:

- Simply approving a budget or financial report.
- Approving a cheque register.
- Challenging a miniscule amount on a budget line.

## Board ethics

**Confidentiality:** Board members should realize that what is discussed in meeting stays within the meeting. Transparency does not mean the public is privy to the discussion in the meeting. The public needs to know about the decisions the Board makes-not the discussion.

**Support:** Individual Board members are obligated to support the decisions of the Board in public. Within the confines of the meeting, debate and disagreement is appropriate but once the Board makes a decision, all of the Board must support the decision. If in all conscience, you cannot support the decision, resignation is appropriate.

**Unity:** Any Board must speak with one voice and that voice is vested in the Board Chair. Individual Board members ought not to speak on behalf of the Board or direct staff in the operation of their duties.

**Professionalism:** Board members are expected to conduct themselves in a professional manner. Petty grievances, personal likes and dislikes have no place in the Board room.

## Resources

- *Library Boards Association of Nova Scotia Trustee Handbook*, 2004.
- Moore, Mary Y. *The Successful Library Trustee Handbook*. Chicago: American Library Association, 2010.
- Paquet, Marion A., Rory Ralston and Donna Cardinal. *A Handbook for cultural trustees: a guide to the role, responsibilities and functions of boards of trustees of cultural organizations in Canada*. Waterloo: University of Waterloo Press, 1987.

## Public trust

"Public trust is the obligation placed on trustees to maintain, preserve, further develop and expand cultural resources and to ensure that cultural activity remains in the public domain to the benefit of this and future generations." (Paquet, 1987)

## Use of public libraries to be free

The basic library services outlined in *The Public Libraries Regulations*, 1996, and provided **free of charge** to all residents of Saskatchewan are:

- A level of service determined locally at the community level.
- The development of library collections according to the needs and interests of communities.
- The development of programs that meet local needs for cultural, economic, educational and recreational information.

### A board is NOT permitted to charge for:

- Admission to the library.
- Using library materials in the library.
- Reserving or borrowing circulating materials specified in Regulations.

## Legislation

*The Public Libraries Act*, 1996, SS 1996, P-39.2.

<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/P39-2.pdf>

*The Public Libraries Regulations*, 1996, RRS 1996.

<http://www.qp.gov.sk.ca/documents/English/Regulations/Regulations/P39-2R1.pdf>

## How to prepare for your library board meetings:

- Be well-informed on issues and agenda items in advance of meetings.
- Keep the discussion focussed on the agenda topics.
- Be clear about the purpose of the meeting and the goal: decision-making, planning, task assignment.
- Staying on schedule is everyone's responsibility; honour time limits.
- Be positive, non-judgmental and open to new ideas.
- Everyone participates; no one dominates.
- Have fun!

## Acknowledgements

Adapted from *Cut to the Chase*, Ontario Library Boards' Association, c 2012.



# Saskatchewan Public Library Governance

## ORIENTATION MODULE

### Orientation

This document is provided as a guideline to help library administration and board chairpersons prepare an orientation for new board members.

### When should the orientation take place?

Orientation should be provided to a new board member prior to his/her attendance at the first meeting. Parts of the orientation could take place annually for the entire board.

### Why is board orientation important?

Board orientation is a critical first step to help new board members learn about this new position. Following the orientation module, the board member should be able to answer the following questions:

- ▶ What information is contained in the board's annual report?
- ▶ What is the board's financial situation?
- ▶ What opportunities are available for committee work with this board?
- ▶ What are the strengths I can bring to this board?
- ▶ What is expected of me?
- ▶ What is the organizational structure of the Library and the provincial public library system?
- ▶ What is SILS?
- ▶ How will I communicate and participate in the work of the board?
- ▶ How do the staff and the board work together?

New board members need to feel like they're an integral part of the board as soon as possible. If they don't feel comfortable voicing their opinions, the board is losing valuable input! Information is what will help everybody feel at ease.



### What is the purpose of an orientation?

An orientation should provide important information about the library and about the board's roles and responsibilities. An orientation sets the standard for conduct and achievement required from board members. A successful orientation will help a new board member understand the roles and responsibilities of the library board and feel prepared to actively participate in meetings.

### What could be included in an orientation?

- ▶ Ask new board members to present themselves and their interests – what they hope to offer the board and what they hope to gain as board members.
- ▶ Provide some of the history and evolution of the organization and review planning documents.
- ▶ Discuss issues and challenges facing the organization as well as any key trends that could impact the organization.
- ▶ Provide board members with information on organizational policies and procedures.
- ▶ Outline roles and responsibilities of staff and contrast those with the roles and responsibilities of the board. This is an opportunity to address the potentially difficult issues surrounding overlapping or unclear lines of responsibility.
- ▶ Consider assigning a mentor - a senior member of the board is assigned to tutor a new member in the operations of the board.
- ▶ Plan a visit and tour of any of the organization's offices and facilities, ideally led by library administration or an experienced board member.
- ▶ Discuss options for committee involvement. There should be a solid match between the interests, skills and preferences of the individual board member and the requirements and challenges of the committee they join.
- ▶ Provide a preliminary review of financial documents.
- ▶ Review the Public Library Act and Regulations.

### Additional tools to use when preparing an orientation:

- ▶ Appendix A: Board Orientation Checklist
- ▶ Appendix B: How Libraries are Financed
- ▶ Appendix C: Brief History and Current Context for Saskatchewan's Public Libraries

### Who should be responsible for the orientation?

The board chairperson with the assistance of library administration should be responsible.

### What could be included in an orientation information kit?

- ▶ Cover letter welcoming the new board member
- ▶ Saskatchewan Public Library Governance...In a Nutshell
- ▶ An organizational chart
- ▶ List of board members and their contact information and terms of office
- ▶ A description of programs and services
- ▶ A description of the board's role
- ▶ Board members and a list of committees
- ▶ Copies of all current library policies
- ▶ A quick description on meeting procedures
- ▶ Budget documents (current budget, most recent audited financial statements)
- ▶ Annual report
- ▶ Strategic plan
- ▶ Recent board minutes and monthly financial statements
- ▶ Brochures and promotional materials
- ▶ How Libraries are Financed? (Appendix B)
- ▶ Brief History and Current Context for Saskatchewan Public Libraries (Appendix C)



# Discussion Guide: Orientation

The following discussion guide lists recommendations for delivering content from *A Guide to Saskatchewan Public Library Governance*, Module 1 – Orientation.

Document	Delivery methods	Time required	Additional resources
<b>Module 1: Orientation</b>	<p>This module can be delivered in a one on one setting with the board chair and library director meeting with the new board member. It can also be delivered to the board at a regular meeting, acting as a refresher for experienced board members.</p> <p>Provide materials to the new board member in advance and consider asking them to think about questions such as “What are your interests, strengths? What do you hope to accomplish as a member of this board? How can we make this a rewarding experience for you?”</p> <p>The videos listed in the additional resources section can be shown to the new board member or presented at a board meeting. Allow time for questions and discussion after viewing any of these videos.</p> <p>The Online Volunteer Training Centre is provided by Sask Sport as a general orientation package available to all volunteers within the province.</p>	30 minutes	<p>In a Nutshell  <a href="http://slta.ca/+pub/document/nutshell/In%20a%20Nutshell.pdf">http://slta.ca/+pub/document/nutshell/In%20a%20Nutshell.pdf</a></p> <p>(video) Trustee Trouble: the Misadventures of a New Library Board Member (Wyoming)  <a href="http://www.wyominglibraries.org/trusteetrouble.html">http://www.wyominglibraries.org/trusteetrouble.html</a></p> <p>(video) Three Hats – Trustee Roles and Responsibilities: (Alberta)  <a href="http://www.youtube.com/watch?v=RTFXGZRvoIY">http://www.youtube.com/watch?v=RTFXGZRvoIY</a></p> <p>(video) Getting on Board: Orientation (Pennsylvania)  <a href="http://www.youtube.com/watch?v=4tXQZm0mb9I">http://www.youtube.com/watch?v=4tXQZm0mb9I</a></p> <p>(video) Getting on Board: Board Basics (Pennsylvania)  <a href="http://www.youtube.com/watch?v=MG2AmxllluY">http://www.youtube.com/watch?v=MG2AmxllluY</a></p> <p>Sask Sport’s Online Volunteer Training Centre  <a href="http://ovtc.sk.ca/default.php">http://ovtc.sk.ca/default.php</a>            Web-based training program free to all Saskatchewan residents involved in the volunteer sector.</p>
<b>Appendix A: Board Orientation Checklist</b>	<p>The board chair and library director can keep the checklist and mark off each point when it is covered during the orientation process.</p> <p>Appendix A acts as an outline for the type of information that could be included in an orientation. Each orientation should be tailored to the individual board member’s unique skills and experiences and include relevant information regarding the current issues facing the board.</p>		<p>(video) Trustees on Track 3: What Characteristics Make a Good Library Board Member?: (Utah)  <a href="http://www.youtube.com/watch?v=BHlr9qm4O7Q">http://www.youtube.com/watch?v=BHlr9qm4O7Q</a></p>



Document	Delivery methods	Time required	Additional resources
<b>Appendix B: How are Libraries Financed?</b>	<p>Financial questions will be on the mind of any new board member. This chart explains how the three systems in Saskatchewan (municipal, regional and northern) are funded, taking into account both provincial and municipal funding sources.</p> <p>The chair and director will need to provide information outlining how the board receives and allocates its revenue at the local level, as this differs across library systems.</p>	15 minutes	<p>(video) Getting on Board: Advocacy and Money Matters (Pennsylvania) <a href="http://www.youtube.com/watch?v=0Me1WITnei0">http://www.youtube.com/watch?v=0Me1WITnei0</a></p>
<b>Appendix C: Brief History and Current Context for Saskatchewan Public Libraries</b>	<p>Saskatchewan Public Libraries have a unique history of working together. All library board members are a part of this legacy.</p> <p>Appendix C illustrates the history of public libraries in Saskatchewan and provides an introduction to SILS and the SILS Consortium.</p>	15 minutes	<p><a href="http://www.education.gov.sk.ca/Provincial-Library">http://www.education.gov.sk.ca/Provincial-Library</a></p> <p><a href="#"><i>Kerr, Don. A Book in Every Hand.</i> Regina: Coteau Books, 2005.</a></p> <p><a href="#"><i>The Public Libraries Act, 1996</i></a></p> <p><a href="#"><i>The Public Libraries Regulations, 1996</i></a></p>

# Appendix A:

## Board Orientation Checklist

Here are items to consider in developing an orientation session for new board members.

### Provide General Information

- ▶ Brief history and current context for Saskatchewan's public libraries
- ▶ Organizational/board/staff structure
- ▶ Copies of policies and bylaws
- ▶ Strategic priorities, goals and objectives
- ▶ Summary of the programs and services
- ▶ List of board members, staff and contact information

### Roles and Responsibilities

- ▶ Reviewed board member's role
- ▶ Reviewed library director's role
- ▶ Reviewed staff roles
- ▶ Reviewed committees and their roles
- ▶ Discussed expectations for and of new board members

### Policies and Procedures

- ▶ Provided new members with board policies and procedures

### Financial Management

- ▶ Discussed budget process
- ▶ Discussed library funding process
- ▶ Provided current year's budget
- ▶ Provided a copy of up-to-date audited financial statements
- ▶ Provided a copy of most recent annual report

### Other Information

- ▶ Provided copies of minutes from previous board meetings
- ▶ Gave a tour of facilities and offices
- ▶ Provided brochures and other promotional materials
- ▶ Discussed board communication process
- ▶ Had new board members sign required paperwork (i.e. Oath of Confidentiality, Memo of Understanding regarding roles and responsibilities etc.)

# Appendix B:

## How Libraries are Financed?

### Regional Library Systems

The municipalities' representatives on **regional library boards** have the legal responsibility of setting the amount of library levies to be paid by municipalities in each regional library.

In April, each library system receives a letter from the provincial government regarding its share of the resource sharing grant. The amount of the provincial grant for regional libraries is calculated based on a formula using these three components:

- **Headquarters:** This component recognizes that it is essential to have a headquarters in order to have resource sharing within a regional library system and within the province. A headquarters is responsible for carrying out the activities necessary for resource sharing, for example, interlibrary loans, co-ordinated ordering and sharing of the library materials, book exchanges, vehicles, insurance, computers and training branch staff.
- **Materials Expenditure:** This component recognizes that the library materials purchased by a library system are shared using mechanisms like book exchanges, interlibrary loans and reciprocal borrowing.
- **Open Hours:** This component recognizes that library functions related to resource sharing occur at or in support of the local branch, e.g. reciprocal borrowing, finding and sending interlibrary loans, courier service.

In addition to the municipal levy distributed to local libraries by the region, local library boards may put forward a budget directly to their municipalities to cover costs related to the library building and/or activities; in the case of larger centres, this process includes the negotiation of a library mill rate.

Local library boards may also fund-raise for a number of reasons including: special programs, heating, power, electricity, computer replacement, programming supplies, upgrades to the building, furniture, a new furnace, new windows and in a few cases for staff or open hours.

### Municipal Library Systems

The two **municipal library boards** (Regina and Saskatoon) negotiate the amount of the library mill rate with the city council.

They each sign Library Service Agreements with the province also. Provincial funding to municipal libraries is to be used to support resource sharing by helping the library to cover the added costs incurred as they share their resources with non-residents.

### Northern Library System

The **Pahkisimon Nuye?áh Library System** receives most of its funding from provincial government grants.

The Pahkisimon Nuye?áh Library System is funded by the Province. For Northern community public libraries, the Provincial government will match an amount equal to \$1 for every dollar contributed to a Northern Community Public Library in the year through local contributions up to a set maximum amount. This fund is administered by the Pahkisimon Nuye?áh Library System. "Local contributions" means any monetary contributions from a community or band council, person, community, Indian band, agency, organization, association, institution or body, but does not include monies received from the Government of Saskatchewan. If the Northern Community Public Library is housed in a school, the funds that the school expends to maintain the joint library can be counted towards receiving the provincial grant. The Provincial government will only match the school's expenditures up to the amount of the community contribution to a maximum of 50% of the set maximum amount.

# Appendix C:

## Brief History and Current Context for Saskatchewan's Public Libraries

From Sandy Bay to Carnduff, Maple Creek to Loon Lake, over 300 public libraries make up the province-wide system of public libraries in Saskatchewan today. The purpose of the provincial public library system is to ensure equitable access to basic library services for all residents of Saskatchewan.

Saskatchewan residents receive public library services through a province-wide network of libraries created by *The Public Libraries Act, 1996*. The provincial public library system is composed of 10 library systems that blanket the province, including:

- ▶ seven regional library systems (Chinook, Lakeland, Parkland, Palliser, Southeast, Wapiti, Wheatland);
- ▶ two municipal library systems (Regina and Saskatoon);
- ▶ a federation of northern libraries (Pahkisiimon Nuye?áh); and
- ▶ the Provincial Library and Literacy Office.

Every resident of Saskatchewan is entitled to borrow library materials, without payment of a fee, subject to other reasonable conditions established by the Public Library Board.

The provincial public library system ensures that all residents of Saskatchewan have equitable access to basic library services, including:

- ▶ the ability to find the 3.8 million books and 400,000 other library materials, held by public libraries in Saskatchewan, through the SILS catalogue;
- ▶ the ability to borrow books and other library materials from any public library in Saskatchewan by attending in-person, or online;
- ▶ the ability to request to borrow books and library materials from other Saskatchewan libraries through your public library branch and from out-of-province libraries through an interlibrary loan;
- ▶ the creation of autonomous library boards, composed of municipally appointed representatives, who establish the policies and services for their community or the public library system in their area.

### Timeline

1900	Mechanics and Literary Institute Ordinance Territorial (Legislative) Library established.
1906	The first Public Libraries Act.
1909	Regina Public Library established.
1913	Saskatoon Public Library established.
1914	A system of travelling libraries was developed in Saskatchewan.
1950	The first regional library, North Central Saskatchewan Regional Library, was formed. (This region is now the Wapiti Regional Library.)
1991	The Northern library office received official name of Pahkisiimon Nuye?áh Library System.
1996	The Public Libraries Act, 1996 established a structure for the provincial public library system to ensure equitable access to basic library services for all residents of Saskatchewan.
2008	Provincial government commits \$5.2 million for a single integrated library system for the province.
2010	Public Libraries "go live" on SILS.

### What is SILS?

All ten library systems and the Provincial Library use a **Single Integrated Library System (SILS)**, administered by the **Saskatchewan Information and Library Services (SILS) Consortium**. SILS created a single, province-wide data base allowing libraries equal access to information and service options. This initiative was the foundation for 'One Province, One Library Card', and offered a universal library card to all residents of Saskatchewan. The goal of the initiative is to provide library patrons with faster, more convenient and more equitable access to public library services and materials.

### What is the SILS Consortium?

All 10 public Library systems in the province, along with Provincial Library, are members of the **Saskatchewan Information and Library Services Consortium (SILS Consortium)**. The SILS Consortium enables each public Library system to collaborate on joint projects and purchases for the benefit of all library patrons across the province.

# Saskatchewan Public Library Governance

## BOARD PERFORMANCE

### Board Performance - Introduction

So you think you've learned how to be a good board member? You discover the learning curve is never ending, and there's more required of a board member than merely understanding the role and attending the meetings.



### Performance Assessment - Introduction

Evaluating board performance helps boards identify their strengths and weaknesses and to pass on challenges to new boards. Two exercises, Policy Review and Board Self Evaluation, can assist with this. Both exercises can be viewed on the SLTA website ([www.slta.ca](http://www.slta.ca)).

The documents can be used one of two ways:

- ▶ Boards can put the documents on the agenda of their last board meeting and pass on the results to the next board.
- ▶ Boards may wish to include the exercises as part of the orientation of new board members.

Remember, the performance of a board is dependent upon the performance of all its members. While the board is comprised of a number of individuals, it operates as a single unit – generally making it more difficult to evaluate as there are more players to consider.

### Why is Board Development important?

Ongoing investment into board development will lead to excellence in governance.

Board development is comprised of activities intended to raise the quality of the board's performance to a new level.

Great governance doesn't happen by chance – there is always room to grow. The goal is to keep learning. Creating a board development plan ensures that the board is a value-added asset with the intellectual capital to rise to the challenge of these rapidly changing times. Through ongoing education the board can excel and successfully design its library's future.

### Where to Begin?

There are two ways to determine where knowledge gaps on the board exist.

- ▶ The first is by following a guide (e.g. such as the one provided by The Leadership Development Toolkit – <http://www.accessola.com/olba>). It is a three part exercise available online to identify leadership and governance knowledge gaps of a board which can then be used as the basis for an education program.
- ▶ Alternately, a more informal approach may be preferred. A board can brainstorm to determine the contents of its own development program. Board members can identify what information they feel they lack or what they don't understand well enough to make informed decisions. This information can then be used to develop an education session.

### What are Board Development Activities?

Board development does not have to be costly or resource intensive. For example:

- ▶ Develop information sessions at the beginning of a board meeting (e.g. invite a staff member to give a presentation).
- ▶ Dedicate time in board meetings to discuss an article that all board members read in advance of the meeting.
- ▶ Read information materials, publications, and articles on library news.
- ▶ Network with other boards in person or electronically as a way to solve problems, increase knowledge, or gain a fresh perspective.
- ▶ Attend local board meetings.
- ▶ Attend annual conferences.
- ▶ Evaluate the Board's performance for compliance with library policies and to measure the success of the annual plan.
- ▶ Access audio conferences or webinars.

### Effective Meetings - Introduction

Boards are required to establish procedures for governing the conduct of their meetings. Board's often use a parliamentary authority such as *The Standard Code of Parliamentary Procedure* by Alice Sturgis to be referred to when the board's own procedures are silent. It is important that a board has a clear process for trustees to add items to an agenda and that all understand the board's procedures.

All relevant information should be distributed at least week before the meeting. The chair and senior staff should be advised in advance if you plan to bring up a subject at the board table that has not been included on the agenda.

### Purpose of a Meeting

The purpose of any meeting is to get results. A good agenda encourages this. Whoever creates the agenda should be able to specify why each item is there and what the board is expected to do about it.

The board must give clear direction for items that must be referred to a committee or for discussion at a later date. Motions of referral should state when the item will return for consideration and indicate whether public involvement will be sought.

Complicated items that may require a lot of attention should be placed near the beginning of the meeting and schedule more routine items toward the middle or end. Consider putting a unifying item near the very end of the meeting so that people leave with a positive feeling.

Deal constructively with side issues when they occur. Deal with the person in a respectful way, especially if progress is to be made. Here are three strategies:

- ▶ Park them – Issues are parked with the understanding that they will be brought forward at a more appropriate time. Trust and credibility rest on ensuring these issues are dealt with eventually.
- ▶ Refer them – The group agrees the issue is off-topic and suggests a more appropriate setting or group refer the issue to.
- ▶ Allow time out – The group agrees on a length of time to go off-topic to discuss different perspectives.

## Code of Ethics - Introduction

A code of ethics is a useful tool to deal with important issues regarding the board's conduct. A code of ethics sets out how the board will handle issues, such as conflict of interest, confidentiality, and limits on board member's actions. While legislation often exists governing how boards must deal with certain issues, others are left to individual boards to manage. Discussing how to handle certain issues prior to becoming embroiled in them, prepares the board for action, rather than rendering it incapable if a serious issue arises. The code of ethics is an expression by a board of its agreement to conduct business in a particular way. It is, in effect, a commitment to carrying out its job with decorum.

### Key Points to Consider:

- **Confidentiality:** Board members should realize that what is discussed in meeting stays within the meeting. Transparency does not mean the public is privy to the discussion in the meeting. The public needs to know about the decisions the Board makes – not the discussion.
- **Support:** Individual Board members are obligated to support the decisions of the Board in public. Within the confines of the meeting, debate and disagreement is appropriate but once the Board makes a decision, all of the Board must support the decision. If in all conscience you cannot support the decision resignation is appropriate.
- **Unity:** Any Board must speak with one voice and that voice is vested in the board chair. Individual Board members ought not to speak on behalf of the Board or direct staff in the operation of their duties.
- **Professionalism:** Board members are expected to conduct themselves in a professional manner. Petty grievances, personal likes and dislikes have no place in the Board room.

## Questions to Consider

- Are trustees well-informed and confident about meeting processes?
- Does the board use meeting time effectively and efficiently?
- Are delegations to the board given a proper hearing?
- Are members of the public aware of why items are referred and clear on when they'll be brought back to public session?
- Do board members keep in mind goals and principles noted in the goal-setting process during discussions of board business?
- Once the board has made a decision, do all trustees speak with one voice to the media and to the public?

## Consent Items

Boards do not need to take votes for every item on the agenda. Items like approving the agenda, approving the minutes, or adjourning the meeting can be considered consent items. Several routine items can be grouped into a consent agenda that allows passage with just one motion (e.g. "Do I have a motion to accept the consent agenda?").

## Ten Commandments for the Chair

- Be prepared.
- Be prompt.
- Be punctual.
- Be strict.
- Be impartial.
- Be honest.
- Be rational.
- Be humorous.
- Be current.
- Be knowledgeable.

## Rules of Order

Often meetings follow a pattern similar to the following:

- Call to order
- Approval of agenda
- Approval of minutes of prior meetings
- Announcement of motions from private session (in-camera) meetings
- Receiving delegations
- Business arising from the minutes
- Unfinished business
- New business
- Adjournment

## Conflict of Interest

Board members will avoid conflict of interest situations where a Board member might be perceived to profit from their relationship with the library, or favour the interests of others over the interests of the library, or bring their interests into conflict with the interests of the library.

- Prior to each Board meeting, members shall fully disclose to the Board any potential conflict of interests or relationship arising from topics on the agenda.
- The Board has the right to excuse a Board member with a conflict of interest from engaging in discussion, or voting on that topic.
- The member with the conflict of interest will leave the meeting or the part of the meeting during which the specific matter is under discussion.
- Every disclosure of conflict of interests and the nature thereof shall be recorded in the minutes of the meeting.

## Welcoming Delegations

Formal procedures are useful for dealing with delegations. Unless a board explicitly decides to go in camera, board members must be prepared to work cooperatively with individuals and groups. A formal procedure known to the public will help the board manage such events.

The board chair may wish to state: "In responding to questions raised at board meetings or presentations from delegations, the board reserves the right to withhold a response until all board members feel sufficiently well-informed on the matter."

## How to Chair Meetings Effectively - Introduction

A chair must provide leadership and direction. A chair should learn how to chair meetings effectively and decisively. Chairmanship is a learned skill. It has to be practiced and perfected. A chair is considered successful when he provides opportunity for everyone to be heard, gives appropriate rulings and protects the minority while abiding by the majority decisions.

## Time Efficiency

Starting and finishing on time is good practice for board meetings. Stating the anticipated start times for each item allows the meeting planner to determine more accurately what can and cannot be included in the agenda, and encourages members to move through each item in a timely manner.

Another important time management feature if breaks. Any meeting that is expected to take more than two hours should include at least one 10 to 15 minute stretch break.

You will know that a meeting has been effective when all participants feel that:

- The meeting had a purpose.
- They have a sense of accomplishment.
- They contributed to the discussion.
- They were valued by others.
- Creative ideas, alternatives or solutions were generated.
- They were able to share different points of view.
- They are committed to the decisions that were made and the actions taken.
- They are willing to work together again.

## References

- [www.learn.bcsta.org/elements-effective-board-meetings](http://www.learn.bcsta.org/elements-effective-board-meetings)
- Decision-Making Process, pp. 104-105, in Library Board Development Kit – 2010 – Section Nine – Policy: (Southern Ontario Library Service, 2010)
- Trustee Tips, Library Trustee Development Program, December 2000, Issue No.21.
- Code of Ethics Bylaw, <http://publications.gov.sk.ca/documents/313/95535-SAMPLE%20-%20Code%20of%20Ethics%20Bylaw.pdf>





# Discussion Guide: Board Performance

The following discussion guide lists recommendations for delivering content from *A Guide to Saskatchewan Public Library Governance*, Module 2 – Board Performance.

Document	Delivery methods	Time required	Additional resources
<b>Prezi</b>	<p>The Prezi presentation is divided into five sections: Board Development, Performance Assessment, Code of Ethics, Effective Meetings, How to Chair Meetings Effectively. It can be delivered as a whole in approximately 45 minutes, or individual sections can be presented in 10-15 minutes each.</p> <p>The table of contents lists the frame number for each section. For example, to advance to Effective Meetings, click and drag on the blue dot to advance to Frame 13 to begin the presentation at that section.</p> <p>A PowerPoint and PDF for presentation is also available.</p>	45 minutes or 10 minutes per section if delivered individually.	<p>Presenting a Prezi  <a href="https://prezi.com/support/article/presenting/">https://prezi.com/support/article/presenting/</a></p> <p>Printing a Prezi  <a href="https://prezi.com/support/article/presenting/printing-a-prezi/">https://prezi.com/support/article/presenting/printing-a-prezi/</a></p> <p>“Establishing and Maintaining a Participative Meeting Environment”  <a href="http://culture.alberta.ca/bdp/bulletins/EffOrg09.pdf">http://culture.alberta.ca/bdp/bulletins/EffOrg09.pdf</a></p>
<b>Exercise 1: Policy Review</b>	Policy Review should be carried out on a regular basis. Plan to review policies every 3-5 years to make sure they are current, working as intended, and make changes as they become necessary.	One hour. Schedule additional time if revisions are necessary.	
<b>Exercise 2: Board Self Evaluation</b>	Board evaluation can be done at any time of the year and should be put on the board’s annual agenda. It is best not to schedule it at the same time of the year that the board is conducting an evaluation of the Executive Director or preparing for the AGM.	30 minutes to complete the document plus discussion time.	
<b>Parliamentary Procedure at a Glance</b>	Every member of an organization should be familiar with the simple rules and customs of parliamentary procedure.		<p>Parliamentary Procedure at a Glance  <a href="http://www.csuchico.edu/sll/studentOrganizations/parliamentaryProcedures.shtml">http://www.csuchico.edu/sll/studentOrganizations/parliamentaryProcedures.shtml</a></p>

## Exercise 1: Policy Review

Policy Title	Date Approved	Date Reviewed	How and when has this policy been monitored?	What changes must be made?
Acceptable use of the Internet				
Advocacy				
By-laws				
Children's Services				
Circulation				
Collection Development				
Community Information				
Customer Service				
Facilities Use				
Governance				
Inter-library Loan				
Local History Collection				
Personnel				
Planning				
Programming				
Public Relations				
Reference				
Sponsorship				
Volunteer				

## Exercise 2: Board Self Evaluation

	Yes/No If No, What was the reason?	What advice will the board give to the new board to improve in this area?
<b>Meetings</b>		
Did the board hold all scheduled board meetings?		
Did the board cancel any board meetings because there were insufficient members to constitute a quorum?		
Did the board review all minutes of meetings?		
Did the board keep accurate records of Board meetings, activities and policies which are kept on file in the library?		
<b>Board Conduct</b>		
Did the board respect conflict of interest regulations?		
Did the board declare conflicts of interest and disclose and record these properly?		
Did the board seek legal opinions when necessary?		
Did the board follow the requirements of the <b>Public Libraries Act</b> and Regulation?		
Did the board act in all ways mindful of its civic trusteeship duty and in the interest of the public library and the ownership whom the board represents?		
Did the board reflect the diversity in the community in its composition?		
What educational opportunities would you advise the new board to pursue?		
<b>Board Role</b>		
Did the board have a clear understanding of its role?		
Has the board developed a complete framework for the library including by-laws, mission, goals and policies?		
Has each one of these items/tools been reviewed as to its currency and continued appropriateness at least once this term?		
Has the board conducted a review of its mission?		
What is the end result, outcome or difference that the existence of the library community will make?		
Which community members will benefit from these outcomes?		
Were the board's annual goals and objectives achieved?		
Is the mission integrated throughout the library? In other words, can everything the library does be traced back to its mission?		

<b>Discussion and Decision-making</b>		
Did board members use their individual abilities and skills to enhance the board's overall performance?		
Did the members freely offer their opinions during any deliberations?		
Did board members avoid attempting to exert individual authority over the Library Director or staff?		
Did board members attempt to represent the board without being authorized to do so?		
What techniques did the board use for decision-making?		
Did members support board decisions once they were made?		
Did members support the chair in promoting effective meetings?		
<b>Relationship with the Library Director</b>		
Is there a board policy delegating authority to the Library Director?		
Was the board careful to focus only on board issues and leave the running of the library to the Library Director?		
Did the board clearly enunciate its expectations of Library Director performance through the development of achievable, measurable goals and clear, comprehensive policies?		
Has the board conducted an annual Library Director Performance Appraisal throughout its term?		
<b>Relationship with Local Councils</b>		
Did the board develop a collaborative relationship with council?		
What areas should the new board concentrate on during the next term with respect to council?		
What was the board's most important achievement this term with respect to council?		
What methods did the board use to report on its accountability to council?		
Do these methods needs to be revised?		
<b>Relationship with the Community</b>		
Which new methods did the board use to improve its relationship with the community?		
Is the board seen as a vigorous advocate of the people in supplying the best possible library services?		
How has the board elicited input from the public regarding the library service in the community?		
Are any adjustments necessary in light of information received from the community or elsewhere?		
What methods did the board use to report on its accountability to the community?		

# Parliamentary Procedure at a Glance

(Based on *The Standard Code of Parliamentary Procedure* by Alice Sturgis)

## Principal Motions

TO DO THIS	YOU SAY THIS	MAY YOU INTERRUPT SPEAKER?	MUST YOU BE SECONDED?	IS THE MOTION DEBATABLE?	WHAT VOTE IS REQUIRED?
*Adjourn the meeting	"I move the meeting be adjourned"	NO	YES	YES (RESTRICTED)	MAJORITY
*Recess the meeting	"I move that the meeting be recessed until..."	NO	YES	YES**	MAJORITY
Complain about noise, room temperature, etc.	"I rise to the question of personal privilege"	YES	NO	NO	NONE
Postpone temporarily (table)	"I move that this motion be tabled"	NO	YES	NO	MAJORITY (REQUIRES TWO-THIRDS IF IT WOULD SUPPRESS)
End debate	"I Move to vote immediately"	NO	YES	NO	TWO-THIRDS
*Limit debate	"I move that each speaker be limited to a total of two minutes per discussion"	NO	YES	NO	TWO-THIRDS
*Postpone consideration of an item to a certain time	"I move to postpone this item until 2:00 p.m..."	NO	YES	YES**	MAJORITY
*Have something referred to committee	"I move this matter be referred to..."	NO	YES	YES**	MAJORITY
*Amend a motion	"I move to amend this motion by..."	NO	YES	YES	MAJORITY
*Introduce business (the Main Motion)	"I move that..."	NO	YES	YES	MAJORITY
*Amend a previous action	"I move to amend the motion that was adopted..."	NO	YES	YES	MAJORITY
Ratify action taken in absence of a quorum or in an emergency	"I move to ratify the action taken by the Council..."	NO	YES	YES	MAJORITY
Reconsider	"I move to reconsider..."	YES	YES	YES**	MAJORITY
Rescind (a main motion)	"I move to rescind the motion..."	NO	YES	YES	MAJORITY
Resume consideration of a tabled item	"I move to resume consideration of..."	NO	YES	NO	MAJORITY

\*Amendable

\*\*Debatable if no other motion is pending

# Parliamentary Procedure at a Glance

(Based on *The Standard Code of Parliamentary Procedure* by Alice Sturgis)

## Incidental Motions

TO DO THIS	YOU SAY THIS	MAY YOU INTERRUPT SPEAKER?	MUST YOU BE SECONDED?	IS THE MOTION DEBATABLE?	WHAT VOTE IS REQUIRED?
Vote on a ruling by the Chair	"I appeal the Chair's decision"	YES	YES	YES	MAJORITY
Consider something out of its scheduled order	"I move to suspend the rules and consider..."	NO	YES	NO	TWO-THIRDS
To discuss an issue without restrictions of parliamentary rules	I move that we consider informally..."	NO	YES	NO	MAJORITY
To call attention to a violation of the rules or error in procedure, and to secure a ruling on the question raised	"I rise to a point of order"	YES	NO	NO	NONE
To ask a question relating to procedure	"I rise to a parliamentary inquiry"	YES	NO	NO	NONE
To allow the maker of a motion to remove the motion from consideration	"I move to withdraw my motion"	YES	NO	NO	NONE
To separate a multi-part question into individual questions for the purpose of voting	"I move division of the question"	NO	NO	NO	NONE
To verify an indecisive voice or hand vote by requiring voters to rise and be counted <b>*Amendable</b>	"I move to divide the Assembly"	YES	NO	NO	NONE

**\*\*Debatable if no other motion is pending**



# Parliamentary Procedure at a Glance

(Based on *The Standard Code of Parliamentary Procedure* by Alice Sturgis)

## The Chief Purposes of Motions

PURPOSE	MOTION
Present an idea for consideration and action	Main motion Resolution Consider informally
Improve a pending motion	Amend Division of question
Regulate or cut off debate	Limit or extend debate Close debate
Delay a decision	Refer to committee Postpone to a certain time Postpone temporarily Recess Adjourn
Suppress a proposal	Table Withdraw a motion
Meet an emergency	Question of privilege Suspend rules
Gain information on a pending motion	Parliamentary inquiry Request for information Request to ask member a question Question of privilege
Question the decision of the presiding officer	Point of order Appeal from decision of chair
Enforce rights and privileges	Division of assembly Division of question Parliamentary inquiry Point of order Appeal from decision of chair
Consider a question again	Resume consideration Reconsider Rescind Renew a motion Amend a previous action Ratify
Change an action already taken	Reconsider Rescind Amend a previous action
Terminate a meeting	Adjourn Recess

# Parliamentary Procedure at a Glance

(Based on *The Standard Code of Parliamentary Procedure* by Alice Sturgis)

## Parliamentary Strategy

TO SUPPORT A MOTION	TO OPPOSE A MOTION
1. Second it promptly and enthusiastically.	1. Speak against it as soon as possible. Raise questions; try to put proponents on the defensive.
2. Speak in favor of it as soon as possible.	2. Move to amend the motion so as to eliminate objectionable aspects.
3. Do your homework; know your facts; have handouts, charts, overhead projector slides, etc., if appropriate.	3. Move to amend the motion to adversely encumber it.
4. Move to amend motion, if necessary, to make it more acceptable to opponents.	4. Draft a more acceptable version and offer as amendment by substitution.
5. Vote against motion to table or to postpone, unless delay will strengthen your position.	5. Move to postpone to a subsequent meeting.
6. Move to recess or postpone, if you need time to marshal facts or work behind the scenes.	6. Move to refer to committee.
7. If defeat seems likely, move to refer to committee, if that would improve chances.	7. Move to table.
8. If defeat seems likely, move to divide question, if appropriate, to gain at least a partial victory.	8. Move to recess, if you need time to round up votes or obtain more facts.
9. Have available a copy of the organizations'; standing rules, its bylaws, and <i>The Standard Code of Parliamentary Procedure</i> , in case of a procedural dispute.	9. Question the presence of a quorum, if appropriate.
10. If motion is defeated, move to reconsider, if circumstances warrant it.	10. Move to adjourn.
11. If motion is defeated, consider reintroducing it at a subsequent meeting.	11. On a voice vote, vote emphatically.
	12. If the motion is adopted, move to reconsider, if you might win a subsequent vote.
	13. If the motion is adopted, consider trying to rescind it at a subsequent meeting.
	14. Have available a copy of the organization's standing rules, its bylaws, and <i>The Standard Code of Parliamentary Procedure</i> , in case of a procedural dispute.

# Saskatchewan Public Library Governance

## PLANNING AND DEVELOPMENT MODULE



### Why is planning important?

Planning is important for libraries of all sizes. It takes time and energy to develop a plan and follow through on identified goals, but the process will lead to innovation and improvement.

### Getting started:

- Review the library's mandate
- Initiate a Community Needs Assessment
- Develop an Action Plan
- Report on results

### What is a Community Needs Assessment?

A Community Needs Assessment gathers information about a community's opinions, needs, challenges and assets.

- Study the community, not the library.
- The purpose is to consider new ways of being.

### It is NOT:

- opinions on library operations.
- a list of things patrons want at the library.
- a list of things the library wants/needs.
- a library services satisfaction survey.

### Review the library's mandate:

**Review the library's policies and relevant legislation. Saskatchewan's Public Library Regulations outline the following as:**

#### Basic library services

For the purposes of clause 2(a) of the Act, the following library services are basic library services:

- (a) the provision of a level of service determined locally at the community level, including:
  - (i) providing individuals with access to library resources through home access, publicly accessible computers, local branch libraries, area resource libraries and regional resource centres;
  - (ii) providing that a minimum base level of service is available provincially to ensure access to public libraries' resources and catalogued collections;
  - (iii) providing public access to local and union catalogues through the province-wide library electronic network;
  - (iv) participating in the development of electronic information access as a method of delivering reference and information services;
  - (v) making materials available to the public through direct lending, reciprocal borrowing, interlibrary loans and various types of home delivery;
  - (vi) providing appropriately qualified and trained staff to assist the public to use library resources and services; and
  - (vii) developing a Saskatchewan universal public library card to link the individual to the system;
- (b) the development of library collections according to the needs and interests of communities, including:
  - (i) the designing, by each library system, of a process and method for evaluating and assessing local needs on an ongoing basis;
  - (ii) the organizing, cataloguing and classifying of those collections; and
  - (iii) maintaining catalogues of information resources and making them accessible to all Saskatchewan residents; and
- (c) the development of programs that meet local needs for cultural, economic, educational and recreational information organized around the themes of:
  - (i) promoting and raising the awareness of library resources;
  - (ii) increasing information competencies;
  - (iii) exploring and discovering new ideas; and
  - (iv) advocating library values.

## Why do a Community Needs Assessment?

- ▶ The public library must adapt to the changing world inside and outside of its doors.
- ▶ Understanding the community is a significant step toward building relevant and inclusive libraries.
- ▶ The library will use information from the needs assessment to help position itself to meet the needs of the community.
- ▶ A Community Needs Assessment can assist the library with the following:
  - advocacy
  - fundraising
  - articulating our purpose
  - evaluating our impact
  - future planning
  - becoming more customer centric

## Acknowledgements:

Content for this module has been adapted from materials produced by the Southeast Regional Library, 2014.

## Additional tools and examples within this module:

- ▶ Appendix A: Presentation to local board
- ▶ Appendix B: Interview questions for community leaders
- ▶ Appendix C: Tips for writing an Action Plan
- ▶ Appendix D: Sample Action Plan
- ▶ Appendix E: Prairie Lily Public Library Community Needs Assessment example

## What does a Community Needs Assessment look like?

- ▶ Map the community using the following information:
  - ▶ Reports, statistics and studies
  - ▶ Trends
  - ▶ Local planning documents
  - ▶ Community focal points
  - ▶ Available services and programs
  - ▶ Community facilities and infrastructure
- ▶ Use one or more of the following methods to gather information:
  - ▶ Focus groups
  - ▶ Community meetings
  - ▶ Personal interviews
  - ▶ Online surveys
  - ▶ Mail surveys
  - ▶ Phone surveys
- ▶ Develop an action plan that determines how the library will adapt to the community's needs. Consider:
  - ▶ Collections
  - ▶ Programs
  - ▶ Services
  - ▶ Outreach
  - ▶ Sustainability
  - ▶ Facilities
  - ▶ Promotions
  - ▶ Partnerships
  - ▶ Open hours

## Action Plan:

Set achievable, measurable goals based on information gathered during the Needs Assessment.

## How can we start a Community Needs Assessment?

1. Secure support and buy-in from library board.
2. Map the community.
3. Meet with board and branch staff.
4. Gather information from the community.
5. Meet with board and branch staff to share results of information gathering.
6. Develop an action plan.
7. Assess the success.

## Benefits of planning

- ▶ It clarifies the purpose of the library.
- ▶ It demonstrates accountability to funding organizations.
- ▶ It establishes priorities for spending.
- ▶ It increases efficiency of service.
- ▶ It increases responsiveness to the library's customers.
- ▶ It provides a basis for measuring the success of the library.
- ▶ It provides expectations on which to evaluate the performance of the library director.
- ▶ It identifies opportunities for the future.

Moore, Mary Y. *The Successful Library Trustee Handbook*. Chicago: American Library Association, 2010.

## What will make your Community Needs Assessment successful?

- ▶ Secure the support and understanding of library staff and board members.
- ▶ Do your research. Evaluate needs assessments from other jurisdictions and decide what method would work best in your area.
- ▶ Set time limits.
- ▶ Only ask for information you can't get anywhere else.
- ▶ Only ask for information that you can do something about.
- ▶ Ask questions that build on your "hunches" in order to probe them more in depth.
- ▶ Know how you will support the results.
- ▶ Develop an action plan with goals, activities and an established timeline.
- ▶ Evaluate the success of the action plan.

## Measuring success:

- ▶ The Community Needs Assessment process helps identify local relationships and partnership opportunities in the community.
- ▶ In addition to reporting on outputs such as any increases in circulation, program attendance, or open hours, consider reporting on outcomes achieved.
- ▶ Ask community members to comment on what impact the change in library service or addition to library programming has had on them.



# Discussion Guide: Planning and Development

The following discussion guide lists recommendations for delivering content from *A Guide to Saskatchewan Public Library Governance*, Module 3 – *Planning and Development*.

Document	Delivery methods	Time required	Additional resources
<b>Planning and Development</b>	<p>This handout can be used to begin a conversation about planning in the library. A Community Needs Assessment is an essential step in developing an Action Plan for the library.</p> <p>Planning demonstrates how the library is working towards meeting the needs of the community it serves by providing unique programming, collections and services.</p> <p>When developing a community profile, consider income, interests, composition, and geography. Information can be found on local, provincial and federal government pages, tourism websites, town websites, etc.</p>	15 minutes	<p>Planning for Small Libraries: Alberta Public Library Services Branch  <a href="http://www.municipalaffairs.alberta.ca/planning-for-small-libraries.cfm">http://www.municipalaffairs.alberta.ca/planning-for-small-libraries.cfm</a></p> <p>Trustee Trouble: The Misadventures of a new Library Board Member            # 7: Planning:  <a href="http://www.wyominglibraries.org/trusteetrouble.html">http://www.wyominglibraries.org/trusteetrouble.html</a></p> <p>Edmonton Public Library's Community-led Service Philosophy  <a href="http://www.epl.ca/community-led-philosophy">http://www.epl.ca/community-led-philosophy</a></p> <p>Community-Led Libraries Toolkit  <a href="http://www.librariesincommunities.ca/resources/Community-Led_Libraries_Toolkit.pdf">http://www.librariesincommunities.ca/resources/Community-Led_Libraries_Toolkit.pdf</a></p>
<b>Appendix A: Community Needs Assessment</b>	This PowerPoint presentation introduces the concept of a Community Needs Assessment. It can be presented to the local board and used as an introduction when meeting with community leaders.	20 minutes	
<b>Appendix B: Interview Questions for Community Leaders</b>	Once the local library board has identified the appropriate community leaders, as listed on the back of this handout, these eight questions can be asked. Community leaders may be gathered as a group, answer questions during a phone call, or provide written response to the questions.	5 minutes to review.  Allow 20-30 minutes with each community leader to respond to questions.	

Document	Delivery methods	Time required	Additional resources
<b>Appendix C: Tips for Writing your Action Plan</b>	Use this tip sheet as a general guide to help boards follow a process to develop an action plan based on analysis of the library and the community.	10 minutes to review tips	<p>Alberta Public Library Services Branch: Plan of Service  <a href="http://www.municipalaffairs.alberta.ca/plsb_plan_of_service.cfm">http://www.municipalaffairs.alberta.ca/plsb_plan_of_service.cfm</a></p> <p>Nelson, Sandra. Strategic Planning for Results. Chicago: American Library Association, 2008.  <a href="https://encore.sasklibraries.ca/iii/encore/record/C_Rb1264376?lang=eng">https://encore.sasklibraries.ca/iii/encore/record/C_Rb1264376?lang=eng</a></p>
<b>Appendix D: Sample Action Plan</b>	<p>The sample action plan describes an item or area of interest, indicates actions that will be taken to fulfil the goal, assigns responsibility, timeline and budget. The final column indicates the desired result of the action.</p> <p>Boards should generally keep their goals between two and five items of interest.</p>	10 minutes to review sample action plan.	<p>Edburg Municipal Library Plan of Service:  <a href="http://www.municipalaffairs.alberta.ca/documents/libraries/edbergplano fservice272102.pdf">http://www.municipalaffairs.alberta.ca/documents/libraries/edbergplano fservice272102.pdf</a></p>
<b>Appendix E: Prairie Lily Community Needs Assessment example</b>	<p>This section includes three documents:            Prairie Lily Community Needs Assessment            Prairie Lily Compiled Answers            Prairie Lily Action Plan</p> <p>Prairie Lily Public Library is a fictional town in the fictional library region called Central Saskatchewan Library Region.</p> <p>Together, these documents illustrate the needs assessment process for a community of 365 residents. Use these documents as a guide for formatting, information sources, sample actions and potential results.</p>	30 minutes to review all three documents .	<p>Information on the Community Needs Assessment report can be found at the following sources:</p> <p>Census Profile 2011:  <a href="http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/prof/index.cfm?Lang=E">http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/prof/index.cfm?Lang=E</a></p> <p>Community Information Database:  <a href="http://www.cid-bdc.ca/home">http://www.cid-bdc.ca/home</a></p> <p>Composite Learning Index:  <a href="http://www.cli-ica.ca/en.aspx">http://www.cli-ica.ca/en.aspx</a></p> <p>Connect with literacy and early years organizations in your community to access additional data that may be gathered by these agencies.</p>



# Community Needs Assessment

\_\_\_\_\_ Branch Library

# What is a Community Needs Assessment?

A community Needs Assessment gathers information about a community's opinions, needs, challenges and assets.

## Please note:

- A Community Needs Assessment is not a Library Services Assessment.
- We are taking stock of the community's needs and interests, not how well the library is currently operating.

# Why are we doing a Needs Assessment?

The library will use information from the needs assessment to help position itself to meet the needs of the community.

# How does a Community Needs Assessment help the library?

Understanding what the community wants and needs from the library is a significant step toward building relevant and inclusive libraries that respond to the needs of all community members.

# How does a Community Needs Assessment help the library?

- It will help to determine the status of library services in the region
- Encourages local boards, staff and municipalities to provide the best trusteeship, service and facilities as they can
- Ensures optimal service is being delivered at each location
- Assists in setting goals for improvement
- Assists with making recommendations for the future



# Who is doing the Community Needs Assessment?

## Needs Assessment Team:

- The local library board
- Local branch staff
- Other staff members

# Community Needs Assessment across the region:

Needs Assessments of the X  
communities with a public library  
will occur over a three year  
period.

The action plan from each library  
will be reviewed and updated in 3  
years!

# How will the Needs Assessment be done?

Action	Timeline	Who
Create a Needs Assessment Plan	First Meeting (first month)	Local Board, Local Staff, Needs Assessment Team
Create a community profile	Second Meeting (first month)	Needs Assessment Team
Brainstorm a list of community leaders	Third Meeting (second month)	Local Board, Local Staff, Needs Assessment Team
Gather information from community	Next 3 months	Needs Assessment Team
Compile and review results of community information gathering	Fourth Meeting (fifth month)	Local Board, Local Staff, Needs Assessment Team
Develop an action plan	Fifth Meeting: (sixth month)	Local Board, Local Staff
Share and execute action plan	Three year period	Local Board, Local Staff
Evaluate Needs Assessment process	One or two months following the launch of the action plan	Needs Assessment Team

## Appendix B:

### Interview questions for community leaders

#### What we are doing:

The library is gathering information about our community's opinions, needs, challenges and assets. Our intent is to use this information to assist the public library in positioning itself to better meet the needs of our community. We contacted you on the advice of the local library board as they identified you as a community leader. Your responses will be kept confidential.

1. What attracts people to this community?
2. What are the challenges about living in this community?
3. If you could change one thing about this community what would it be?
4. What activities are of most interest to the people of this community?
5. What are the hot button issues of this community?
6. What is this community's perception of the public library?
7. What do you want this community to be for the next generation?
8. How long have you lived in this community?

Thank you for taking the time to answer these questions and, **thank you for your service to this community.**

Position	Name	Contact Info.
Mayor:		
Town Administrator:		
Town Council Member:		
RM:		
Law Enforcement:		
Fire/Emergency Services:		
Business:		
Aboriginal community:		
Social Worker:		
Health care:		
Education:		
Arts and Culture:		
Sports:		
Non-profit community:		
Faith community:		
Service Club president:		
Community volunteer:		
Others:		

# Appendix C: Tips for writing your action plan

## Step One

- ▶ Conduct a SWOT analysis based on the information collected through the Needs Assessment.
  - ▶ **Strengths** – list positive characteristics of your community
  - ▶ **Weaknesses** – list negative characteristics of your community
  - ▶ **Opportunities** – list opportunities for programming and services based on both the negative and positive characteristics of the community
  - ▶ **Threats** – list what obstacles could prevent you from accomplishing your project.



## Step Two

- ▶ How can we turn the weaknesses into strengths?
- ▶ How can we turn threats into opportunities?

## Step Three

- ▶ Identify which areas are of greatest priority to your group.

## Step Four

- ▶ How are you going to address the priority areas identified?
- ▶ Set achievable, measurable goals.
- ▶ A goal is a general statement of what your library intends to accomplish; a general direction in which to proceed. Goals are general but achievable statements of intent. Consider setting **SMART** goals.

## Step Five

- ▶ Write down the actions your library can take to accomplish its goals. Consider: budget, collections, services, programs, facilities, future goals, going outside the library walls, partnership opportunities, open hours, new ideas and ways of being.
- ▶ Write out your Action Plan and start working on it!

## Step Six

- ▶ Evaluate and report on the library's success in achieving its goals.

### SMART goals are:

- ▶ **Specific**  
the desired outcome or result is clearly defined
- ▶ **Measurable**  
accomplishment can be charted and/or observed
- ▶ **Attainable**  
achievable, goal is challenging but realistic
- ▶ **Relevant**  
results-oriented, in line with institutional goals and library vision
- ▶ **Time-related**  
deadlines are set for accomplishment

# Appendix D: Sample Action Plan

## Public Library Action Plan

Date: \_\_\_\_\_

Item of Interest	Goal	Action	Responsibility	Timeline	Budget	Result
Increase in homelessness in city	Library will expand programs and services for homeless people by improving staff training and providing more outreach programming.	<p>Empower staff to give out library cards to those patrons who have no fixed address</p> <p>Promote library services at halfway houses and shelters</p> <p>Train library staff on how to recognize and serve people with a mental illness</p> <p>Conduct programming on financial education, budgeting and counselling</p>	Assign responsibility to appropriate staff and/or board members	Start in 2013, ongoing	<p>\$300 for printing pamphlets</p> <p>\$2,000 for 2 day staff training course</p> <p>Contact Credit Union to request free guest speaker</p>	Increased services available to the homeless and those at risk of becoming homeless
Large rodeo community in the city	Library will promote community involvement with rodeo culture by providing western themed programs.	<p>Put western themed artwork on display in the library</p> <p>Host lasso and tack construction operation and maintenance programs</p> <p>Hold a regular Western movie night and Western book club</p> <p>Chuck wagon cook off event at the library on Canada Day</p> <p>"Ride your horse to the library" day with a vet on site to talk about proper care of animals</p>	Assign responsibility to appropriate staff and/or board members	Start in 2014 on a one year trial basis	<p>\$600 for material, \$300 for tack expert</p> <p>Contact local veterinarian</p>	Incorporate the rodeo community more into the life of the library

# Saskatchewan Public Library Governance

## ADVOCACY AND PUBLIC TRUST MODULE

### The basis for trusteeship is Public Trust.

"Public trust is the obligation placed on trustees to maintain, preserve, further develop and expand cultural resources and to ensure that cultural activity remains in the public domain to the benefit of this and future generations."

Paquet, Marion A., Rory Ralston and Donna Cardinal.  
*A Handbook for cultural trustees: a guide to the role, responsibilities and functions of boards of trustees of cultural organizations in Canada*. Waterloo: University of Waterloo Press, 1987.

How do we accomplish this? Through **ADVOCACY**.

### What is advocacy?

Advocacy is active support, especially for a cause. It includes several levels of activities:

- **Public Relations** – building awareness of your services with everyone, particularly in your community;
- **Promotion** – encourages people to attend an event at the library;
- **Marketing** – focused on a particular target group such as family and adult literacy services; and
- **Lobbying** – is a political activity that focuses on funding and legislative issues. (*Telling the Library Story – Advocating to Gain Support*, Karen Labuik, Marigold Library System, 2008.)

Of these four, the main focus for trustees is **LOBBYING**.

"Public libraries must be viewed as important infrastructure of social and intellectual capital. Public libraries are an integral component to developing human capital and ensuring our cities prosper. To provide young children and families access to a public library should be viewed as a cornerstone of civic progress and responsibility."

### The first step is **DEFINING YOUR LIBRARY'S VALUE**.

- Describe what your library does for your community.
- Look at your own documentation: Annual reports and audits show your investment in the community. Newspaper clippings of library events show audience participation and reactions. Reports for grants received show many accomplishments.
- Estimate the library's value: Use a tool such as the online Library Value Calculator found at <http://www.ilovelibraries.org/getinformed/getinvolved/calculator>.
- Talk to people in the community:
  - Do a survey.
  - Chat with groups.
  - Talk to individuals.



Maurizio Bevilacqua, Mayor, City of Vaughan, Ontario, former Member of Parliament, Parliamentary Secretary, Cabinet Minister, and Chairman of the House of Commons Standing Committee on Finance (National Statistical and Values Profile of Canadian Libraries: Report to CLA Executive Council / Alvin M. Schrader and Michael R. Brundin. November 30, 2012).

### REMEMBER, YOU DON'T HAVE TO DO THIS ALONE!

The Saskatchewan Library Trustees Association and your library system have resources to help you, including themes and support documents. Check out the SLTA Advocacy page on their website: (<http://slta.ca/advocacy>).





# Discussion Guide: Advocacy

The following discussion guide lists recommendations for delivering content from Advocacy and Public Trust.

Document	Delivery methods	Time required	Additional resources
Advocacy and Public Trust	This module is best presented with the Board as a whole unless the Board has an Advocacy Committee.	1 hr.	<p>Saskatchewan Library Trustees' Association Advocacy web page:  <a href="http://slta.ca/advocacy">http://slta.ca/advocacy</a></p> <p>United for Libraries website (a division of the American Library Association):  <a href="http://www.ala.org/united/powerguide">http://www.ala.org/united/powerguide</a></p> <p>Alberta Library Trustees' Association Advocacy Presentation:  <a href="http://www.librarytrustees.ab.ca/trustee-learning/">http://www.librarytrustees.ab.ca/trustee-learning/</a></p> <p>Canadian Library Association Advocacy web page:  <a href="http://www.cla.ca/AM/Template.cfm?Section=Advocacy&amp;Template=/CM/HTMLDisplay.cfm&amp;ContentID=17365">http://www.cla.ca/AM/Template.cfm?Section=Advocacy&amp;Template=/CM/HTMLDisplay.cfm&amp;ContentID=17365</a></p> <p>Canadian Library Association Advocacy Training document:  <a href="http://www.cla.ca/divisions/capl/LibraryAdvocacyNow.pdf">http://www.cla.ca/divisions/capl/LibraryAdvocacyNow.pdf</a></p> <p>ilovelibraries web page:  <a href="http://www.ilovelibraries.org/get-involved">http://www.ilovelibraries.org/get-involved</a></p>
Defining Your Library's Value	<p>Gather statistics and information before the meeting. Check to see if other organizations in your community have done studies or surveys that will give you additional insight.</p> <p>Review previous years' annual reports and financial statements.</p>		<p>Toronto Public Library Economic Impact Study:  <a href="http://martinprosperity.org/media/TPL%20Economic%20Impact_Dec2013_LR_FI_NAL.pdf">http://martinprosperity.org/media/TPL%20Economic%20Impact_Dec2013_LR_FI_NAL.pdf</a></p> <p>Illovelibraries calculator (adjust the categories to match your services):  <a href="http://www.ilovelibraries.org/what-libraries-do/calculator">http://www.ilovelibraries.org/what-libraries-do/calculator</a></p> <p>Statistics Canada – Their community profiles are full of useful information:  <a href="http://www.statcan.gc.ca/start-debut-eng.html">http://www.statcan.gc.ca/start-debut-eng.html</a></p>

# Saskatchewan Public Library Governance

## The role of libraries in early learning

### The importance of the early years

“What children experience during the early years sets a critical foundation for their entire lifecourse. This is because Early Child Development (ECD) – including health, physical, social/emotional and language/cognitive domains – strongly influences basic learning, school success, economic participation, social citizenry, and health.”

*Early Child Development: A Powerful Equalizer*, 2007

<http://apps.who.int/iris/bitstream/10665/69729/1/a91213.pdf?ua=1>

### What can libraries do?

There are now many studies on the development of the brain that suggest that a young child's early years are important, as the learning that takes place during this time contributes to brain development and functioning.

Practitioners should be providing young children with the following opportunities to:

- Have interaction with adults as listeners
- Practice movements, sounds and rhythms
- Practice language patterns repeatedly
- Play imaginatively
- Discover and investigate creative means of expressing themselves
- Be able to move around on their tummies to explore their personal space and the physical environment around them.

*Library Services from Birth to Five: Delivering the Best Start*. Facet Publishing, 2015, p. 33.

### How libraries for children and young adults are supporting development by providing access to information:

According to *A Statement from the Libraries for Children and Young Adults Section (CHILD)*, International Federation of Library Associations (IFLA),

Libraries for children and young adults support development in infinite ways:

- Providing open access to a great variety of high quality, selected resources, information and tools, in all formats including digital
- Providing skilled professionals to assist young patrons, guide them, teach them to access and evaluate information
- Organizing a great variety of programmes and activities:
  - For children to familiarize with reading and information literacy;
  - For digital literacy;
  - Sometimes together with parents or grandparents;
  - Programmes to encourage young people's own creativity and productions (personal, artistic, scientific).
- Offering not only resources and guidance, but a welcoming safe place for girls and boys to do school work and therefore, supporting education and gender equality. Also, a place to meet and develop social links.
- Empowering parents and caregivers
- Engaging with the community, working in partnership with schools as well as NGOs working for development

A statement from the *Libraries for Children and Young Adults Section (CHILD)*, International Federation of Library Associations (IFLA)

<http://www.ifla.org/files/assets/hq/topics/libraries-development/documents/libraries-for-children-and-young-adults.pdf>

### Play and Exploration: Early Learning Program Guide

“Young children experience learning through play and exploration in a variety of settings including the home, child care, prekindergarten, preschool and other early childhood programs. High quality programs engage children and their families in the planning and delivery of a healthy, safe, culturally sensitive and stimulating program that promotes children's abilities and interests.”

Public library programs and spaces offer resources and programming to support play and exploration outside formal settings.

*Play and Exploration: Early Learning Program Guide*

Government of Saskatchewan, p.1:

<http://publications.gov.sk.ca/document/s/11/82946-ELPG%20Complete%20document.pdf>

## Developing Early Literacy Skills

Early literacy is what children know about reading and writing before they can actually read and write. A child's positive early experiences with books and language lay the foundation for success in learning to read. Encourage parents to talk, sing, read, write and play with their children. Share books together every day and have fun reading!

**TALK:** Talking with children helps develop language skills and stimulates brain development.

**SING:** Singing and rhyming are great for learning the sounds of letters which helps prepare children to decode print.

**READ:** Reading aloud is the most effective way to help children become good readers.

**WRITE:** Writing helps children learn that letters and words stand for sounds and that print has meaning.

**PLAY:** Children learn about the world when they play. The more they learn, the more they understand books and stories when they begin to read.

*Early Literacy Information Guide (based on Every Child Ready to Read), Winnipeg Public Library:*

<http://guides.wpl.winnipeg.ca/earlyliteracy/skills>

## How Does Learning Happen?

"Children are competent, capable of complex thinking, curious, and rich in potential. They grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed. When we recognize children as capable and curious, we are more likely to deliver programs and services that value and build on their strengths and abilities."

*How Does Learning Happen? Ontario's Pedagogy for the Early Years, p.6:*

<http://www.edu.gov.on.ca/childcare/howlearninghappens.pdf>

## Books for Babies

Often in partnership with community agencies and health regions, libraries can participate in a Books for Babies program directed to new parents in the community. A Books for Babies bag usually includes a board book, early learning chart, rhymes and songs, baby's first library card and information about reading and library services. It is distributed by public health nurses, midwives and through hospitals and libraries.

Books for Babies is a popular early learning initiative because it is never too soon to start reading to a newborn. By reading to their babies and by becoming regular library users themselves, parents help their babies develop language skills and start them on the path to success in reading and learning.

- ▶ The importance of reading to children begins at birth.
- ▶ Hearing words — whether in books or songs — is a great first step toward literacy and learning to read.
- ▶ Children who have a book rich environment have greater success in school.

Regina Public Library provides more information about its *Read Together Regina* program here:

[www.readtogetherregina.ca](http://www.readtogetherregina.ca)



## Invitations for Learning

- ▶ An invitation for learning is:
  - ▶ A display of materials, carefully selected and arranged
  - ▶ Purposefully and intentionally designed with the interests of the children and outcomes in mind
- ▶ As the children interact with the invitation, the educator observes and documents the children's interests, thinking, and learning
- ▶ The children's questions and interests can become the focus for an inquiry or project

*Engaging with Families: Early Learning Pedagogy & Public Library Program practices, Saskatchewan Libraries Conference 2016:*

<https://www.dropbox.com/s/v7riovf0eb5xc4/Howett%26Gray-%20Engaging%20with%20Families%20SLA2016.pdf?dl=0>



# Discussion Guide: Early Learning

The following discussion guide lists resources referenced in *The Role of Libraries in Early Learning* mini-module.

Document description	Additional resources
What happens to the child in the early years is critical for the child's developmental trajectory and life course...this report's principal contribution is to propose ways in which government and civil society actors, from local to international, can work in concert with families to provide equitable access to strong nurturant environments for all children globally.	Early Child Development: A Powerful Equalizer, 2007 <a href="http://apps.who.int/iris/bitstream/10665/69729/1/a91213.pdf?ua=1">http://apps.who.int/iris/bitstream/10665/69729/1/a91213.pdf?ua=1</a>
This website is a source for information about early literacy and what you can do to support the development of strong early literacy skills. You will also find basic information about the brain development of infants and young children and why the first few years of life are so important for future learning. You will learn about the 5 early literacy practices and how to pick great books to support the development of early literacy skills.	<i>Early Literacy Information Guide</i> : Winnipeg Public Library: <a href="http://guides.wpl.winnipeg.ca/earlyliteracy">http://guides.wpl.winnipeg.ca/earlyliteracy</a>
This presentation was given at the Saskatchewan Libraries conference in 2016. Catherine Howett and Michelle Gray from the Ministry of Education covered Principles of Early Learning, Family Engagement and putting Learning into Practice showing examples of appropriate library programs and invitations for learning.	Engaging with Families: Early Learning Pedagogy & Public Library Program practices: <a href="https://www.dropbox.com/s/v7riiovf0eb5xc4/Howett%26Gray-%20Engaging%20with%20Families%20SLA2016.pdf?dl=0">https://www.dropbox.com/s/v7riiovf0eb5xc4/Howett%26Gray-%20Engaging%20with%20Families%20SLA2016.pdf?dl=0</a>
Family literacy standards are the base for program consistency, credibility, and professionalism. The original Saskatchewan Family Literacy Standards document was developed and refined over a two-year period. The resulting standards encouraged critical reflection. Building on that good work, the assessment tool included in this document will help you to develop, improve and sustain quality family literacy programs.	Family Literacy Standards, Saskatchewan Literacy Network: <a href="http://saskliteracy.ca/pdf_links/Family_Literacy_Standards.pdf">http://saskliteracy.ca/pdf_links/Family_Literacy_Standards.pdf</a>

Document description	Additional resources
<p>Libraries for Children and Young Adults are essential for information and development. It is in childhood and youth that all kinds of literacy skills are best built. Early childhood literacy is important: the earlier a person starts to access information, the more efficient and life-long this access will be. Libraries for Children are the key to equal possibilities for all to access information.</p>	<p>A statement from the <i>Libraries for Children and Young Adults Section (CHILD)</i>, International Federation of Library Associations (IFLA)  <a href="http://www.ifla.org/files/assets/hq/topics/libraries-development/documents/libraries-for-children-and-young-adults.pdf">http://www.ifla.org/files/assets/hq/topics/libraries-development/documents/libraries-for-children-and-young-adults.pdf</a></p>
<p>Saskatchewan's Ministry of Education has produced a number of resources for Child Care, PreK and Kindergarten.</p>	<p>Your Child and Language and Literacy Development:  <a href="https://www.edonline.sk.ca/bbcswebdav/library/Curriculum%20Webs%20ite/Kindergarten/Resources/Additional/family_brochure_lang_and_literacy_dev.pdf">https://www.edonline.sk.ca/bbcswebdav/library/Curriculum%20Webs%20ite/Kindergarten/Resources/Additional/family_brochure_lang_and_literacy_dev.pdf</a></p>
<p>The kindergarten program's underpinnings are research-based early childhood education practices that reflect principles of early learning. These principles focus on children's competence, holistic learning, relationships, and learning environments.</p>	<p>Children First: A Resource for Kindergarten:  <a href="https://www.edonline.sk.ca/bbcswebdav/library/Curriculum%20Webs%20ite/Kindergarten/Resources/Core/Children%20First%20A%20Resource%20for%20Kindergarten.pdf">https://www.edonline.sk.ca/bbcswebdav/library/Curriculum%20Webs%20ite/Kindergarten/Resources/Core/Children%20First%20A%20Resource%20for%20Kindergarten.pdf</a></p>
<p>The motivation or disposition to learn to read is one of the most critical factors affecting the achievement of reading competency.</p>	<p>Literacy Practices in Kindergarten:  <a href="https://www.edonline.sk.ca/bbcswebdav/library/Curriculum%20Webs%20ite/Kindergarten/Resources/Additional/Literacy%20Practices%20in%20Kindergarten.pdf">https://www.edonline.sk.ca/bbcswebdav/library/Curriculum%20Webs%20ite/Kindergarten/Resources/Additional/Literacy%20Practices%20in%20Kindergarten.pdf</a></p>
<p>Reading regularly with young children strengthens adult-child relationships and builds language, literacy and social emotional skills.</p>	<p>Supporting Children's Literacy Development:  <a href="https://www.edonline.sk.ca/bbcswebdav/library/Curriculum%20Webs%20ite/Kindergarten/Resources/Additional/MOE-185-ChildrensLiteracy-RVSD.PDF">https://www.edonline.sk.ca/bbcswebdav/library/Curriculum%20Webs%20ite/Kindergarten/Resources/Additional/MOE-185-ChildrensLiteracy-RVSD.PDF</a></p>

# Early Learning in Libraries: Discussion Questions

In February 2016, the Public Library Services Branch in Alberta hosted “Little Ones in Libraries: Symposium on Early Childhood Library Services”. The full report is available here:

[http://www.municipalaffairs.alberta.ca/documents/libraries/Symposium\\_ECD\\_Report.pdf](http://www.municipalaffairs.alberta.ca/documents/libraries/Symposium_ECD_Report.pdf)

This worksheet provides some group discussion questions and the responses gathered from the Alberta event. Consider using one of these questions to start a conversation with your board. These responses may inspire some ideas to try in your own library!

## Discussion Question # 1:

**Summer has been identified as a challenging time to provide programming. What strategies could you do, or do you do, to keep your pre-K programs going?**

- ▶ Change the format – take the program to the park, change the hours, change to drop-in
- ▶ Incorporate pre-k into Summer Reading Club activities
- ▶ Hire a summer student
- ▶ Plan programs for Tuesday-Thursday because many families take extended weekends in the summer

## Discussion Question # 2:

**How do you define a partnership? What makes a partnership successful? How do you ensure that the partnership is beneficial to all parties? Think of every organization in your community as a resource – who could you reach out to?**

- ▶ A partnership is a collaboration between two or more parties working towards a common and agreed upon goal.
- ▶ A partnership is successful when each party benefits and is able to meet its organizational goal and avoid duplication of effort.
- ▶ Communication, checking in , reviewing , planning, written agreements
- ▶ Community and health agencies, municipality, education, and non-traditional – farmers’ market, seniors’ groups, RCMP, Aboriginal groups

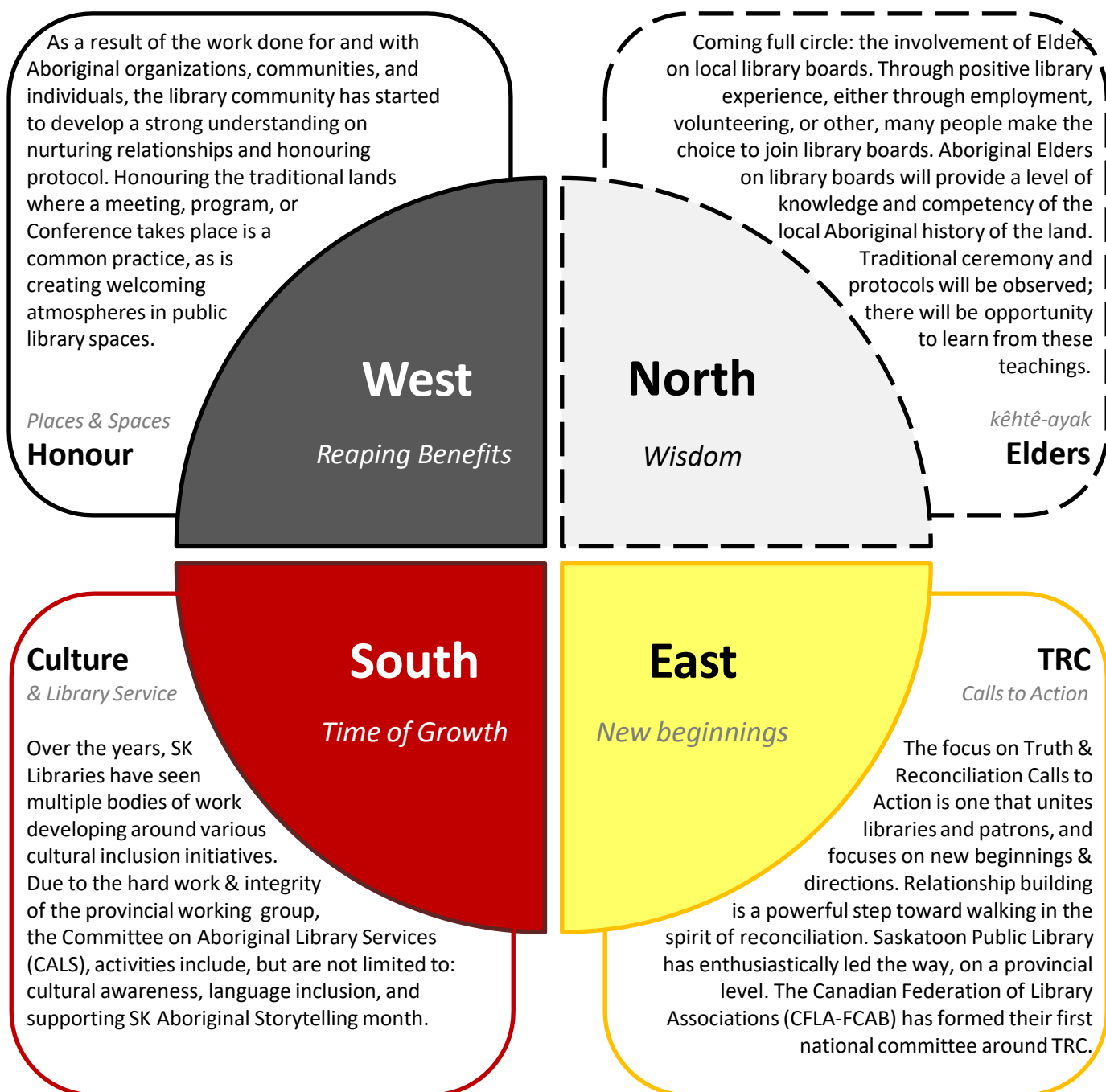
## Discussion Question # 3:

**Setting aside any challenges that come to mind for a moment, what’s the one thing you’d like to do at your library for early childhood literacy that you’re not already doing?**

- ▶ Innovative programming: sign language, animal programming, STEM-focused programs (science, technology, engineering, math), more active programs, programs specifically for one-year olds.
- ▶ Staffing: have a dedicated staff for children’s services, have all staff trained so that everyone can run the programs.
- ▶ Space: have a dedicated staff for children’s programming, super-imagination experience lab, messy play space, new and inviting children’s space, early literacy computer stations.
- ▶ Engaging a wider audience: fathers, seniors, intergenerational audience, children with special needs, reach vulnerable families.
- ▶ More outreach: get out into the community more. Have a presence at parks, seniors’ homes, hospitals, shelters, food banks, doctors’ offices, daycares.

# Saskatchewan Public Library Governance

## Aboriginal Engagement and Libraries



## Medicine Wheel Teachings



## HONOUR: Places & Spaces

Welcoming spaces: To help increase Aboriginal participation at public libraries, it is encouraged to create a welcoming atmosphere. Public libraries across Saskatchewan have enthusiastically participated. Suggestions include, but are not limited to:

- Greet patrons and provide signage in the local Aboriginal language
- Exhibits and/or displays of Aboriginal art, artists, and authors
- Play Aboriginal music in the library e.g. pow wow, flute, fiddle
- Extend invitations to local schools with Aboriginal students
- Extend invitations local Aboriginal groups and organizations
- Provide culturally appropriate programming for Aboriginal patrons
- Offer programming to increase awareness of the histories and cultures of Aboriginal peoples in Saskatchewan

The five numbered treaties in Saskatchewan are Treaty 4, Treaty 5, Treaty 6, Treaty 8, and Treaty 10. Traditional Métis land is located in central and north Saskatchewan.

## ELDERS: kêhtê-ayak

The role of Elders in a public library setting is

An Elder is any person recognized by a First Nations' community as having knowledge and understanding of the traditional culture of the community, including the physical manifestation of the culture of the people their spiritual and social traditions. Knowledge and wisdom, coupled with the recognition and respect of the people of the community, are the essential defining characteristics of an Elder. Some Elders have additional attributes, such as those of traditional healer. (<http://www.sicc.sk.ca/elders.html>)

Saskatchewan has five linguistic groups: Cree (3 distinct dialects), Dakota, Dene, Nakota, and Nakawê (Saulteaux). It is important to select an appropriate Elder for

## Culture & Library Service

The Committee on Aboriginal Library Services (CALS) was established in 2006 in response to the Minister's Advisory Committee on Aboriginal Library Services report released in 2001. The report reflected that only a small proportion of First Nations' communities in southern Saskatchewan choose to join the public library system. Also, public libraries are not attracting off-reserve First Nations and Métis people in numbers reflecting their proportion of the population.

CALS is a provincial committee of public library representatives that work to improve library services for First Nations, Métis and Inuit people in Saskatchewan. The committee has worked hard to build relationships with the Aboriginal community through round dances, developing material in indigenous languages, providing input on Aboriginal collection development, Aboriginal history month initiatives, and supporting the Library Services for Saskatchewan Aboriginal Peoples Inc. (LSSAP) Aboriginal Storytelling Month in February.

## TRC: Calls to Action

Saskatoon Public Library:

- Read for Reconciliation book list & challenge issued to at least 1,000 citizens of Saskatoon to read any title from their list
- Library on 20<sup>th</sup> renamed "Dr. Freda Ahenakew Branch" in response to TRC findings
- Read for Reconciliation Room opened at Frances Morrison Central Library
- New Stonebridge branch honours Métis: Round Prairie. Announcement made on Louis Riel Day, November 16, 2016
- Working relationship developed with Reconciliation Saskatoon

## Medicine Wheel Framework

- This framework is a visual representation of the traditional Indigenous worldview. The medicine wheel shows that work is still ongoing in each of the quadrants. This work is always changing and developing.
- East (yellow) represents birth and re-birth. New beginnings, and a positive step forward with the Truth and Reconciliation Commission's Call to Actions.
- South (red) represents youth and development. This is a time of growth for libraries, especially in terms of cultural initiatives and relationship building.
- West (black) represents adulthood. A time when libraries can reap the benefits and positive results of the past few years on various service developments and successful initiatives.
- North (white) represents Elders. With experience comes a time of reflection and sharing. This time can be spent on planning new approaches, or reconvening for better outcomes. Elders from any culture can share their collective knowledge through library boards.

