



Intentional Cataloguing for Inclusive Design in School Library Learning Commons

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Library Learning Resources
Toronto District School Board

<http://bit.ly/inclusivecataloguing>

@tdsblibrary

The background features a white space with a large, faint dashed circle. Various colorful shapes are scattered around: a large green circle at the top left, a teal ring at the top center, a blue circle below it, a yellow circle at the top right, an orange circle at the bottom left, and a yellow circle at the bottom right. There are also several smaller circles in green, blue, orange, and pink.

Who is in the room?



<http://bit.ly/inclusivecataloguing>

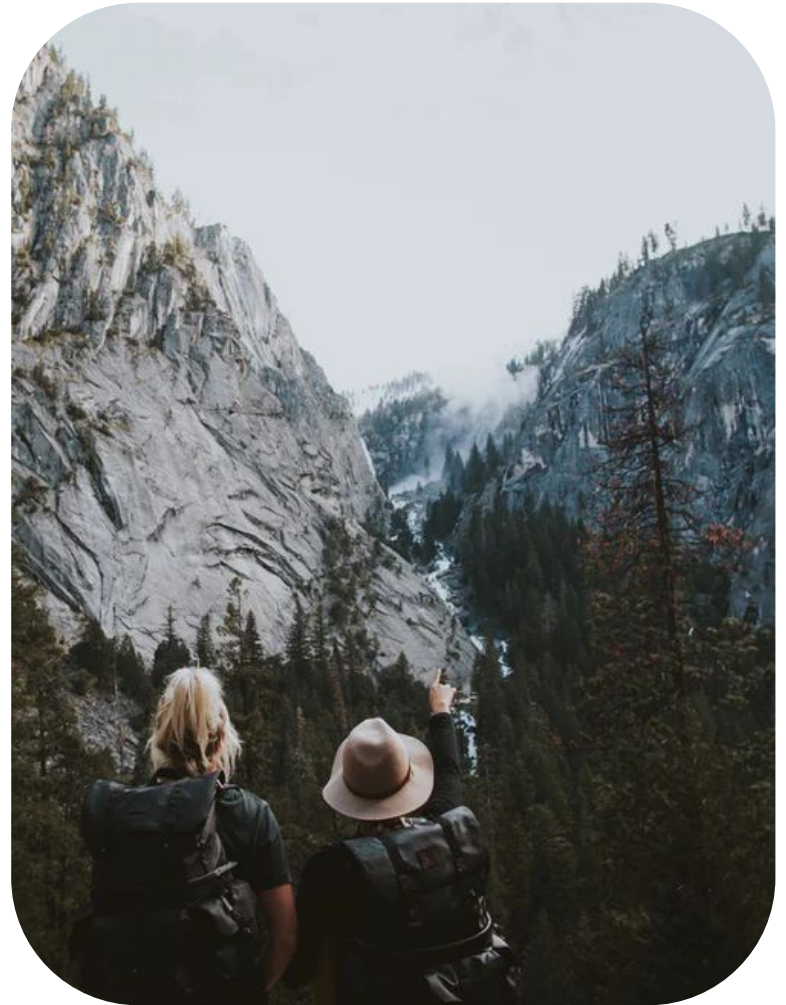
[@tdsblibrary](https://twitter.com/tdsblibrary)

The background features a large, light blue dashed circle that frames the central text. Scattered around this circle are various colorful geometric shapes: a large lime green circle at the top left, a medium blue circle at the top center, a large cyan ring at the top right, a large yellow circle at the middle right, a large orange circle at the bottom right, a large orange circle at the bottom left, a large yellow ring at the bottom left, and several smaller circles in shades of green, blue, orange, and pink.

How can we ensure all students see themselves in all parts of their library collections?

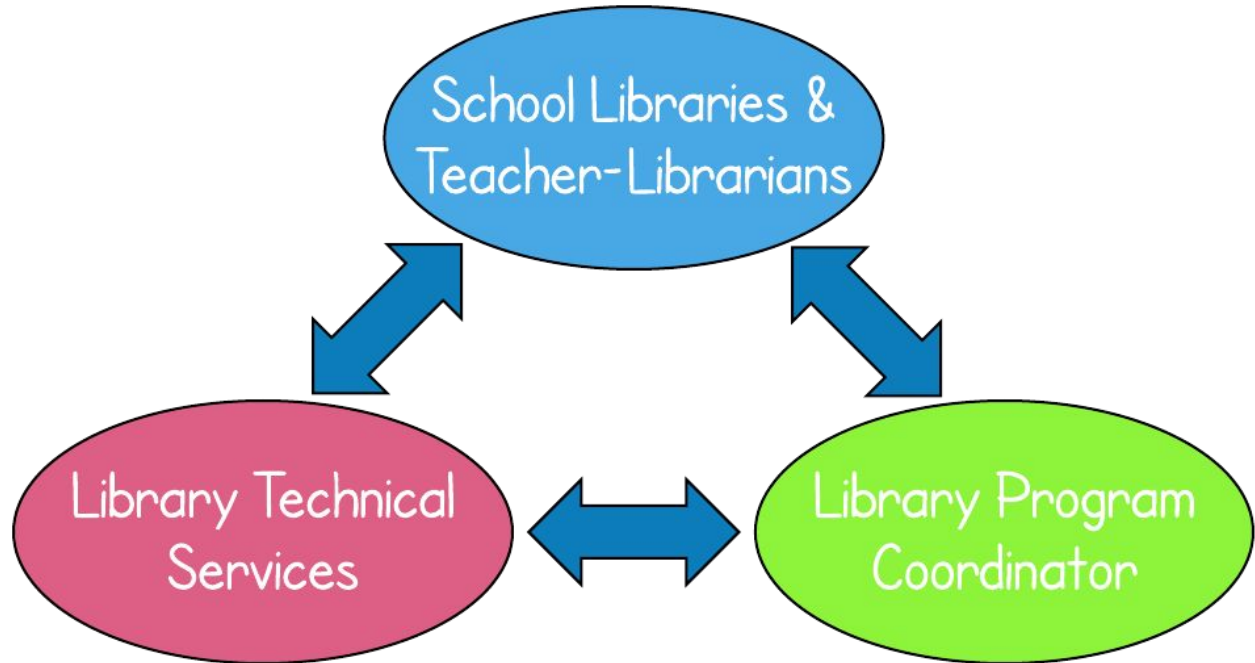
How can we create cataloguing records that better reflect the lived experiences of our students?

Our process and
learning:
Technical
Pedagogical
Practical



The TDSB Library Model

**582
School
Libraries!**





Cataloguing at the TDSB

- © 300,000 copies added per year
- © 19,000 titles added per year
- © In total our database represents over 5 million titles and over 7 million copies in TDSB school libraries.
- © French material is catalogued in French
- © Quickcat means that cataloguing is usually done without the book in hand.

Board policy and direction

Observations when cataloguing

Our beginning

Community feedback

Observations in schools

Our students

@tdsblibrary

Who are our students at the TDSB?

- 174,000 elementary students
- 73,000 high school students
- 2,270 international students
- 130,000 continuing education students
- 29,600 students are enrolled in immersion and extended French programs
- 23% were born outside of Canada
- over 120 languages spoken



TDSB System Direction

“... data also reveals **persistent gaps in achievement and wellbeing for some students despite dedicated efforts to address them.** These gaps are strongly connected to demographic factors such as family income, race, gender, ethnicity, sexual orientation and disability, among others...”

We are committed to addressing these gaps and helping each and every student succeed by making bold and transformational changes that will not only support those who have traditionally been underserved, but will raise the bar for all students. We are focussing on some very important changes that require us to examine our biases and reflect upon the impact that power and privilege has on students and their success. Through this reflection, we are **challenging structures and removing barriers that may impact students and their families.** This work is directly connected to our work as educators to teach, help students learn, **create inclusive learning environments and engage communities effectively.”**





Truth and Reconciliation

Commission of Canada



TRC Calls to Action

Section 62: Implementing Curriculum Revisions

Section 63: Indigenous Education-Focused Collaborative Inquiry



DESIGNING INSTRUCTION

How can we ensure that programming is authentic and reflects the lived experiences and abilities of all learners?

ENGAGING VOICE

How do we encourage and support student voice?

BUILDING LEADERSHIP CAPACITY

How are we planning in our schools to build collective capacity and leadership?

Six Threads of Inclusive Design

ENVIRONMENT AS THIRD TEACHER

What does the environment of our schools say about how we value our learners, communities and the process of learning?

ANALYZING DATA

How well do we know who our students are?

ENGAGING PARENT, FAMILY AND COMMUNITY

How do our classrooms and Schools honour the voices and lived realities of parents, families and community members in local and global contexts?



Engaging with school & program staff

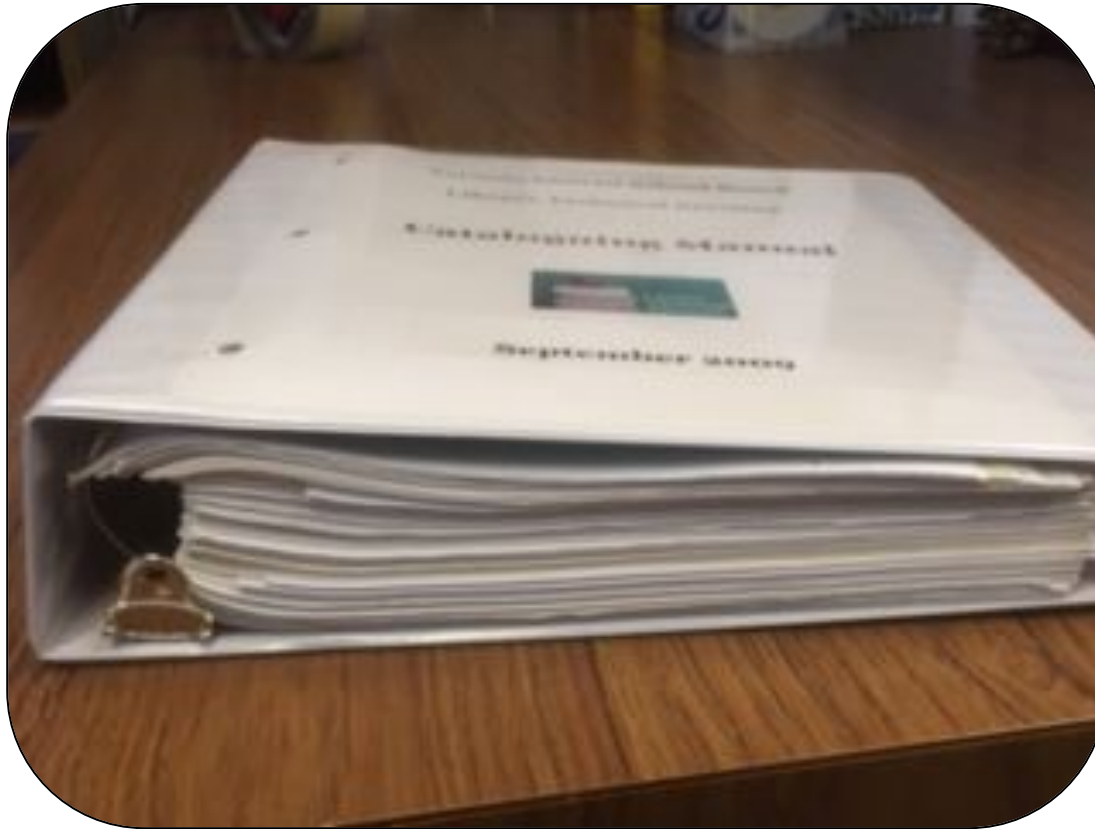
Working with school library collections



Segregated collections

Questioning & reflecting while cataloguing

245	00	a #NotYourPrincess : h [print] : b voices of Native American women / c
246	3	a #Not your princess
246	3	a Hashtag not your princess
246	3	a Notyourprincess
246	3	a Not your princess
264	1	a Toronto : b Annick Press Ltd., c 2017.
300		a 116 pages.
336		a text b txt 2 rdacontent
337		a unmediated b n 2 rdamedia
338		a volume b nc 2 rdacarrier
520		a Whether looking back to a troubled past or welcoming a hopeful future, Indian, #Not Your Princess presents an eclectic collection of poems, essay countered by the voices of passionate women making themselves heard a lives of women who, for so long, have been virtually invisible.
521	##	a Intermediate
650	0	a Indian women z North America x Ethnic identity.
650	0	a Indian women z North America v Biography.
650	#0	a Indians of North America x Ethnic identity.
650	#0	a Indians of North America v Biography.



Former Cataloguing Manual

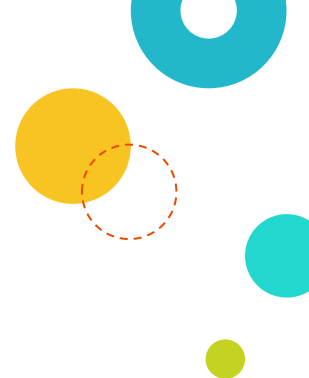


Need for a new manual

- ◎ Outdated policies
- ◎ Piecemeal - challenging to find information
- ◎ Need for equity guidelines
- ◎ Response to TRC Calls to Action, TDSB Integrated Equity Framework, and System priorities
- ◎ Desire for one online, searchable source



Creating the conditions

- ◎ Shared leadership
 - ◎ Regular check-ins
 - ◎ Collecting examples for discussion
 - ◎ Collaborative platform
 - ◎ Creating a “test bed”
 - ◎ Intersection of catalogue records with classification and the purpose of each resource in a collection
- 

**Feedback from
cataloguing
staff**

Step 1: Examining and reviewing our cataloguing practices







**Policy
updates
via email**

**Documents
from internal
website**

**Former
manual**

**Minutes from
cataloguing
meetings**

@tdsblibrary

 Young, Lorna	2017-07-14
new location code: Indigenous Resources	
 Young, Lorna	2017-05-29
new location in Insignia: Indigenous Languages	
 Young, Lorna	2017-05-29
slightly revised "LTS does not catalogue" list	
 Young, Lorna	2017-05-15
revised policy for Canadian literature classification	

Cataloguing Meeting

February 18, 2016

Cataloguing Policy updates

- material with "do not catalogue" call numbers
- student-created material
- fiction and audience levels

Toronto District School Board

Library Technical Services

Cataloguing Manual

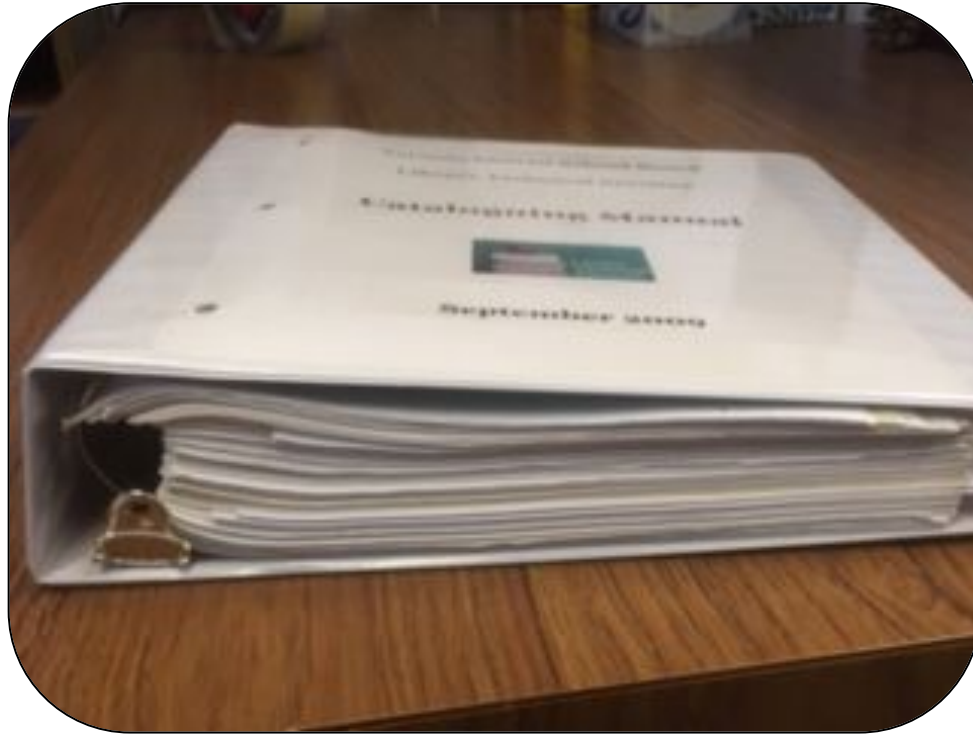


September 2009



Series Cataloguing Policy

January 2015 cataloguing policy for series



Essential question:

What is the purpose of our cataloguing manual?



Step 2:
Focusing

Applying an
instructional
lens

Outdated
policies

Terminologies

Missing or
misrepresented
voices and topics

@tdsblibrary

Dakota Talks about TREATIES



Written by Kelly Crawford
Illustrations by Don Christen

I got this chance during summer vacation. My family went on a trip to Niagara Falls to celebrate the 250th anniversary of the Treaty of Niagara. There were Elders, Knowledge Keepers and First Nations leadership sharing knowledge.

I learned that 250 years ago, the King of England's representative presented 2500 First Nations leaders the Treaty of Niagara Covenant Chain. This 'wampum belt', made of sea shells, recognized Native peoples as 'Nations' who had rights to the land on which they had lived for thousands of years.



Applying an
instructional
lens

Picture book
or
Non-fiction?

Applying an instructional lens

Classification of LGBTTTIQ resources

- If the resource is a **general work** about LGBTTTIQ people, classify under 306.76. Add appropriate extensions as required.

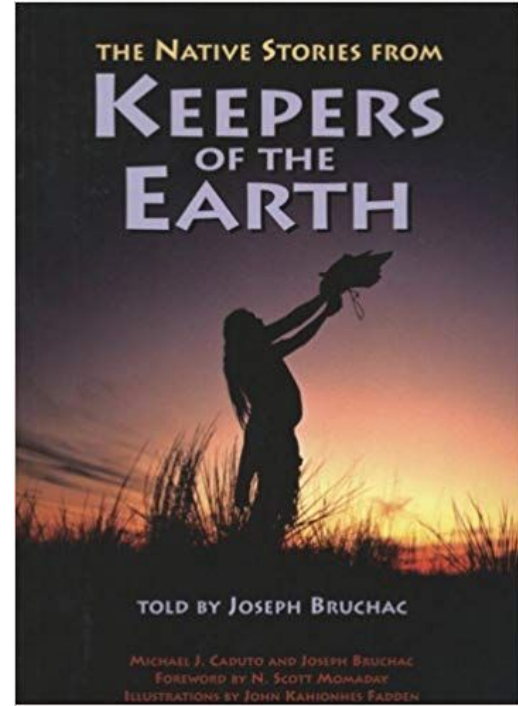
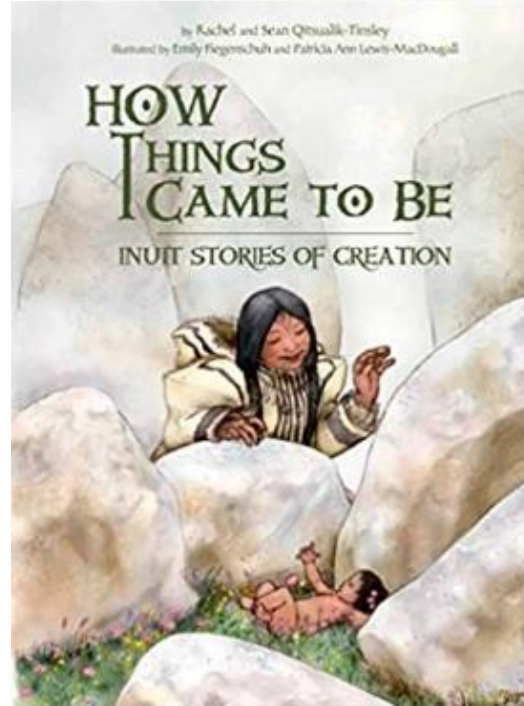
e.g. *Queer: the ultimate LGBT guide for teens* 306.76 BEL
Coming out as transgender 306.768 BRE

- For all other resources on subjects which incorporate LGBTTTIQ themes, **prefer the subject rather than 306.76**. This ensures that resources on LGBTTTIQ topics are well-represented across the entire collection, not segregated into one section. For example:

The lavender locker room: 3000 years of great athletes whose sexual orientation was different is classified in **796.08664** for Sports.

Out at the movies: a history of gay cinema is classified in **791.43653** for Films.

Missing or
misrepresented
voices and topics



How to classify these in Dewey?



TDSB policy documents

[TDSB Equity Policy](#)

[TDSB Guidelines for the Accommodation of Transgender and Gender Non-Conforming Students and Staff](#)

Toronto District School Board

Policy P037

Title: **EQUITY**

Adopted: 23 June 1999
Effected: 23 June 1999
Revised: **18 April 2018**
Reviewed: 18 April 2018
Authorization: Board of Trustees

1. RATIONALE

This Equity Policy (the "Policy") is a result of the Board's (TDSB) commitment to the promotion of [Fairness](#), [Equity](#), [Acceptance](#), [Diversity](#), and [Inclusion](#). It fully complies with the legislative requirements of the *Canadian Charter of Rights and Freedoms*, the *Education Act*, as well as the Ontario Education Memoranda PPM 119: Developing Inclusive Policies in Ontario Schools, and

2. OBJECTIVE

To ensure that [Fairness](#), [Equity](#), [Diversity](#), [Acceptance](#), [Inclusion](#), and the elimination of all forms of Discrimination are essential principles of our school system and are integrated into all TDSB policies, procedures, programs, operations, and practices.

3. DEFINITIONS

See Appendix A for a full glossary of definitions and terms.

4. RESPONSIBILITY

The Director of Education holds primary responsibility for overseeing this Policy. Implementation is assigned to the Executive Superintendent, Equity and Engagement.

First Nation: A term that came into common usage in the 1970s to replace the word Indian, which many found offensive. The term *First Nation* has been adopted to replace the word "band" in the names of communities.

Gay: a word to describe a person whose primary Sexual Orientation is to members of the same Sex or who identifies as a member of the gay community. This word can refer to men and women, although many women prefer the term "Lesbian."

Gender Identity: How a person identifies themselves based on an individual's intrinsic sense of self and their sense of being female, male, a combination of both, or neither regardless of their Biological Sex.

Terminologies



Step 3: Learning from other libraries

[Indigenization of Knowledge Organization at the Xwi7xwa Library](#) (University of British Columbia)

[Changing Subject Headings related to Indigenous Peoples: Technical Implications for Large Library Systems](#)
(University of Alberta)

[Modifications to the Library of Congress Subject Headings for use by Manitoba archives](#) (University of Manitoba)

[Building a Queer Classification System](#)
(iSchool, University of British Columbia)



OLA conference sessions

Decolonizing & indigenizing collections

(National Film Board)

Microaggressions in your school library

Truth and Reconciliation through education: curating school library resources to support the new curriculum

Contextualizing our learning

Questioning & reflecting while cataloguing

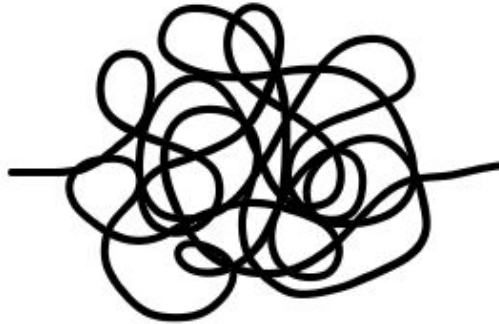
Working with school library collections



Engaging with school & program staff

The background features several colorful circles and shapes. In the top left, there is a large orange ring with a dashed white circle inside it, overlapping a yellow circle. Below these are a pink circle and a green circle with a dashed border. In the bottom left, there is a large green circle and a small cyan circle. On the right side, there is a green circle with a white dot, a yellow circle with a dashed border, and a large cyan ring. At the bottom right, there is a cyan circle with a dashed border. In the center, a large dashed light blue circle frames the text.

Step 4: Identifying and Tackling Challenges





Authority control

- ◎ Work in progress
 - ◎ Global changes are not always straightforward
- 

Authority record

Catalogue > Cataloguing > Authority: Indigenous Peoples of North America.

Find Authority | **MARC Code** | MARC Expert | Linked Items | Authority Global Editor

MARC Tags

000 nz 22****n 4500

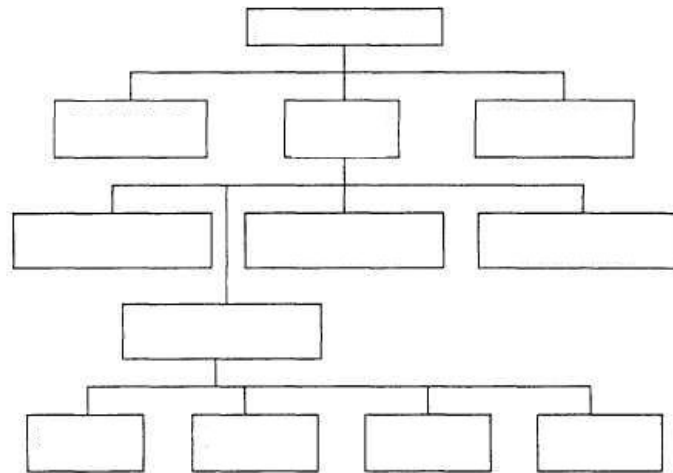
008 200110dneacznbaba#####a#|na#####d

150 ##	a Indigenous Peoples of North America.	“Authorized” heading: catalogue records should use this.
450 ##	a Indians of North America.	Cross-reference: public catalogue should lead you from this heading to the authorized heading. Catalogue records should not contain this heading.
667 ##	a Terminology agreed to in email exchange between Andrea Sykes, Program Coordinator, Library Learning Resources and Adrienne Plumley, Instructional Leader, Urban Indigenous Education Centre on January 8, 2020	This note explains the source of the authorized heading.

Controlled Vocabulary & Classification

omnisexual
gay
biromantic
bisexual
ambisexual
fluid
queer
no label
pansexual
bicurious

vs.



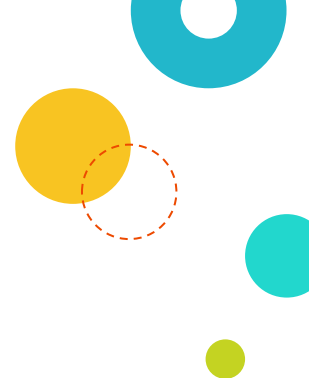
Indians of North America (*May Subd Geog*)

[E75-E99]

- UF American aborigines
- American Indians
- First Nations (North America)
- Indians of North America—Culture [*Former heading*]
- Indians of North America—Ethnology
- Indians of North America—United States
- Indians of the United States
- Indigenous peoples—United States
- Native Americans
- North American Indians
- NT Algonquian Indians
- Athapascan Indians
- Caddoan Indians



Changing terminology

- ◎ Language shifts over time
 - ◎ Challenge to keep subject headings up-to-date
 - ◎ How quickly should new terminology be adopted?
- 

Step 5: Framing
Questions,
Reaching Out,
Taking Action

**Technical
solutions**

**Technical
challenges**

**Developing
questions based
on technical
capabilities**

**Easy
solutions**

**Complex
conversations**

**Identifying
Community
Stakeholders**

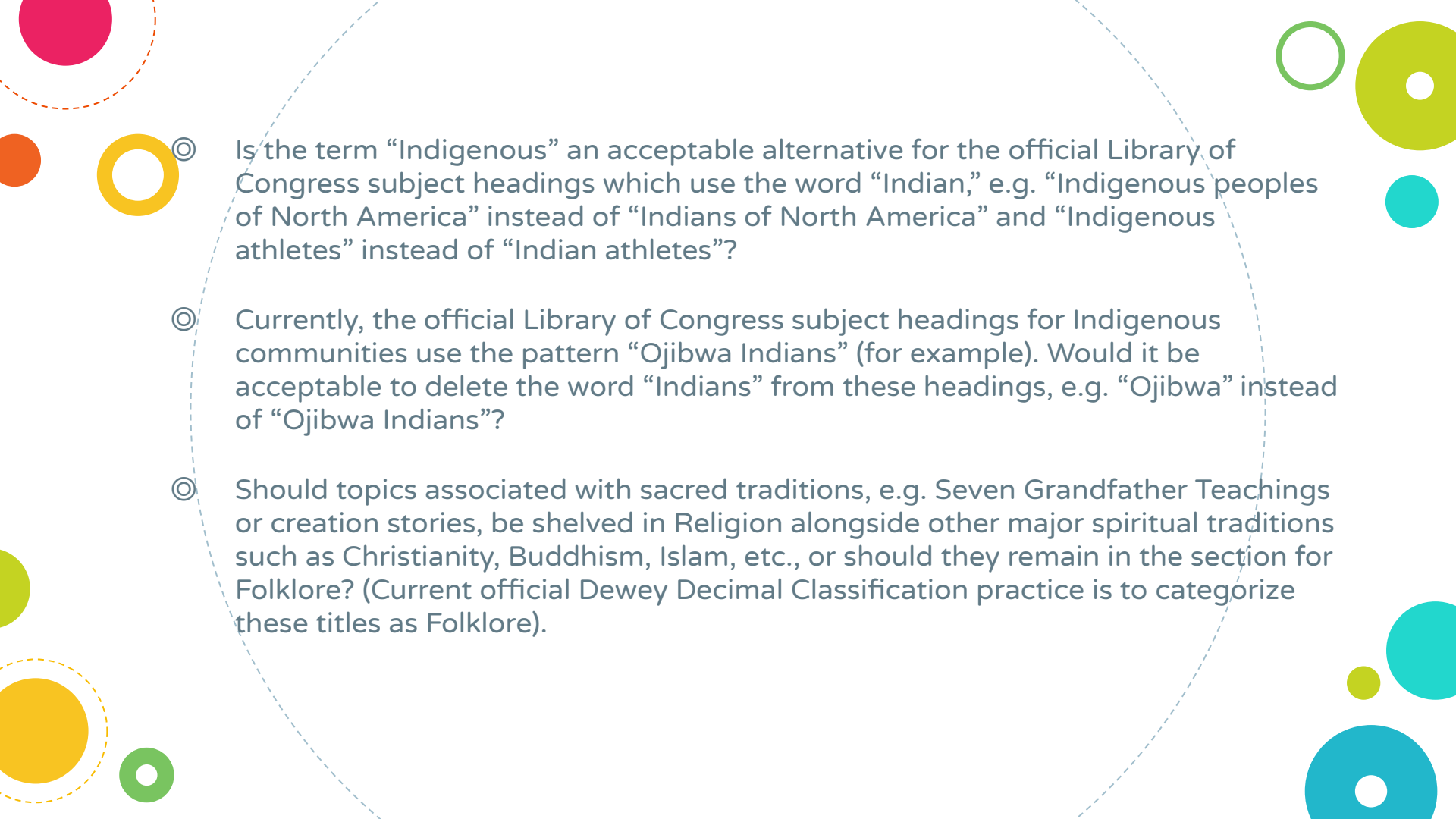
@tdsblibrary

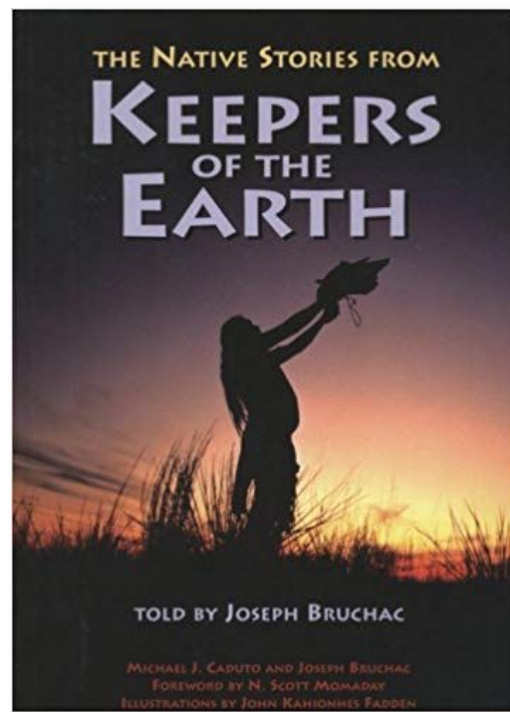
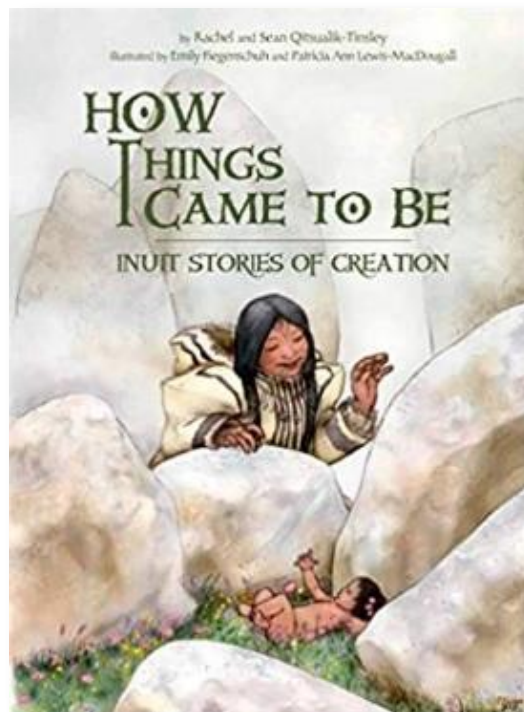


Engaging our wider community

- © Definitive answers to some questions
- © Deeper consultation needed for others

Our
replicable
model

- 
- © Is the term “Indigenous” an acceptable alternative for the official Library of Congress subject headings which use the word “Indian,” e.g. “Indigenous peoples of North America” instead of “Indians of North America” and “Indigenous athletes” instead of “Indian athletes”?
 - © Currently, the official Library of Congress subject headings for Indigenous communities use the pattern “Ojibwa Indians” (for example). Would it be acceptable to delete the word “Indians” from these headings, e.g. “Ojibwa” instead of “Ojibwa Indians”?
 - © Should topics associated with sacred traditions, e.g. Seven Grandfather Teachings or creation stories, be shelved in Religion alongside other major spiritual traditions such as Christianity, Buddhism, Islam, etc., or should they remain in the section for Folklore? (Current official Dewey Decimal Classification practice is to categorize these titles as Folklore).



How to classify these in Dewey?

Where are we now?

1		a Beaver, Henry.
245	10	a Sharing our truths h [print] : b tapwe / c by Henry Beaver and Mindy Willett.
246	31	a Tapwe
264	1	a Markham, Ontario : b Fifth House Publishers, c 2019.
300		a 34 pages : b color illustrations, color map ; c 21 cm.
336		a text b txt 2 rdacontent
337		a unmediated b n 2 rdamedia
338		a volume b nc 2 rdacarrier
520		a Henry and Eileen Beaver live in Fort Smith, Northwest Territories. The children visit them for a visit, they teach them about their land and culture. Join the children and harvesting salt from the Salt Plains in Wood Buffalo National Park.
521	##	a Junior.
600	10	a Beaver, Henry.
600	10	a Beaver, Eileen.
650	0	a Traditional ecological knowledge
650	0	a Cree z Northwest Territories.
650	0	a Indigenous Peoples of North America z Northwest Territories.
700	1	a Willett, Mindy, d 1968-

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New Cataloguing Manual

Online & dynamic

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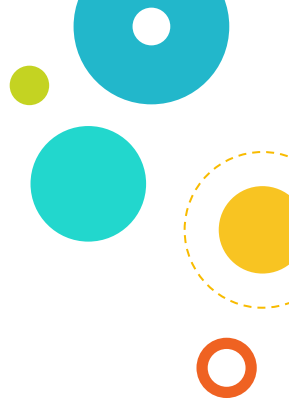
[Chapter 12: LGBTTTIQ resources](#)





Intentional Cataloguing for Inclusive Design in School Library Learning Commons

Key Learning

- ◎ Reflective and iterative process
 - ◎ Complex and multi-disciplinary
 - ◎ Library and Instruction
 - ◎ Challenging
 - ◎ Ongoing
- 



Questions or Conversation

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