Intentional Cataloguing for Inclusive Design in School Library Learning Commons

Janice Hilber
Cataloguing Technician
janice.hilber@tdsb.on.ca

Lorna Young
Cataloguing Librarian
lorna.young@tdsb.on.ca

Ann McGowan
Cataloguing Technician
ann.mcgowan@tdsb.on.ca

Andrea Sykes
Library Coordinator
andrea.sykes@tdsb.on.ca

Library Learning Resources
Toronto District School Board

Who is in the room?

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

School Libraries & Teacher-Librarians

Library Technical Services

Library Program Coordinator

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.
Our beginning

Board policy and direction
Community feedback
Observations when cataloguing
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
“... 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.”
TRC Calls to Action

Section 62: Implementing Curriculum Revisions
Section 63: Indigenous Education-Focused Collaborative Inquiry
Six Threads of Inclusive Design

**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?

**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, essays, and art 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
Step 1: Examining and reviewing our cataloguing practices

- Feedback from cataloguing staff
- Policy updates via email
- Minutes from cataloguing meetings
- Former manual
- Documents from internal website
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

- Outdated policies
- Missing or misrepresented voices and topics
- Terminologies
- Applying an instructional lens
Dakota Talks about Treaties

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.

Picture book or Non-fiction?
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* 306.76 BNE

- 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.
How to classify these in Dewey?

Missing or misrepresented voices and topics
TDSB policy documents

TDSB Equity Policy

TDSB Guidelines for the Accommodation of Transgender and Gender Non-Conforming Students and Staff
**Terminologies**

**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.
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)
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
Step 4: Identifying and Tackling Challenges
Authority control

- Work in progress
- Global changes are not always straightforward
"Authorized" heading: catalogue records should use this.

Cross-reference: public catalogue should lead you from this heading to the authorized heading. Catalogue records should not contain this heading.

This note explains the source of the authorized heading.
Controlled Vocabulary & Classification
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
- Complex conversations
- Easy solutions
- Identifying Community Stakeholders
- Developing questions based on technical capabilities
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?

Henry and Eileen Beaver live in Fort Smith, Northwest Territories. They 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.
New Cataloguing Manual

Online & dynamic

Chapter 5: Graphic novels, comics, and cartoons
Chapter 6: Folklore, fairy tales, nursery rhymes, etc. (398)
Chapter 7: French
Chapter 8: Bilingual, Multilingual, & Unilingual (excluding French)
Chapter 9: Literature
Chapter 10: Biographies
  Individual biographies & autobiographies
  Collective biographies
Chapter 11: Indigenous resources
Chapter 12: LGBTQ+ resources
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Key Learning

- Reflective and iterative process
- Complex and multi-disciplinary
  - Library and Instruction
- Challenging
- Ongoing
Questions or Conversation