



# School Libraries in Canada

An Online Journal of the  
Voices for School Libraries Network of the CLA



# IN



# BUSINESS



Resources for Learning and Teaching  
about Finance

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Volume 31, Number 1

# New School Library Standards Document Announcement

The Canadian Library Association (CLA) is pleased to announce the approval, by its Executive Committee, of a project generated from Voices for School Libraries Network through the CLA School Library Advisory Committee, to develop a new standards document for school libraries in Canada. This endeavour was a focal point of discussions by school library leaders and practitioners across Canada, at "Treasure Mountain II", a research retreat aligned with the CLA 2012 Conference in Ottawa.

The approved project proposal is not a re-write of *Achieving Information Literacy, 2003*, reprinted 2006, but a new document reflecting the present school library landscape and reaching into the next decade. CLA will publish the new document as an e-book, in English and French.

The project emphasizes nationwide participation, achieved primarily through provincial/territorial school library associations, in the formation of small volunteer writing committees that will contribute content based on a template to be shared in early 2013. The number of volunteer writers in the regions can differ, however the committee should as much as possible strive to represent an ideal school library "learning commons" team e.g. teacher-librarians, principals, library technicians, classroom teachers, parents, possibly students, and community librarians or other community representatives.

Provincial/territorial committees will review the content, along with the CLA School Library Advisory Committee and the CLA National School Library Standards Steering Committee (which include leadership from Voices for School Libraries Network) based on the following timeline:

- CLA Executive Council approves proposal – October 2012
- Invitations to participate sent to Provinces/Territories – December 2012
- Provincial groups formed – January 2013
- Writing Phase I – January-May 2013
- Editing Phase I – June-August 2013
- Writing Phase II – September-November 2013
- Edit II – Editors => SLN => CLA School Library Advisory – January 2014
- Launch e-book at CLA – May 2014

You may contact me for further information.

Judith Sykes

CLA National School Library Standards Contact/Project Co-ordinator

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January 23, 2013



The banner features the CLA logo (Canadian Library Association / Association canadienne des bibliothèques) on the left, a central photograph of the Winnipeg skyline with the Assiniboine River and the Assiniboine Bridge, and the Winnipeg Convention Centre logo on the right. Below the main title, contact information for the conference, trade show, and registration is provided, along with a list of photographers.

**CLA 2013 National Conference and Trade Show**  
Winnipeg, Manitoba : Winnipeg Convention Centre: May 29 - June 1, 2013

<b>Conference</b> Wendy Walton 613.232.9625 ext 302 <a href="mailto:wwalton@cla.ca">wwalton@cla.ca</a>	<b>Trade Show &amp; Sponsorship</b> Judy Green 613.232.9625 ext 322 <a href="mailto:jgreen@cla.ca">jgreen@cla.ca</a>	<b>Registration</b> Geraldine Hyland 613.232.9625 ext 301 <a href="mailto:ghyland@cla.ca">ghyland@cla.ca</a>	Photographs courtesy: Anthony Fernando   Brian Rudolph   Ernest Mayer   Winnipeg Convention Centre   Dan Harper ©2013
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The bottom of the banner contains a row of five small images: a historic building, the Winnipeg Convention Centre, a large illuminated building at night, a modern white building, and a street scene at night.



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**Contributors to *School Libraries in Canada* - Volume 31 Number 1**

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**Thank you to retired teacher-librarians  
Diana Gauthier and Helen Lee  
for their assistance with this issue.**

## **The Learning Commons in Business**

**Derrick Grose**  
**Teacher-Librarian**  
**Lisgar Collegiate Institute**  
**Ottawa-Carleton District School Board**

**In an era when corporate tax cuts are being given priority over public services, it may seem ironic for this journal to be talking about our school libraries and the learning commons being “in business.” However, we all have an interest in ensuring that today’s students, tomorrow’s voters, are financially literate. We have an interest in ensuring that they are well-informed, critical thinkers. We have an interest in ensuring that they are able to appreciate the true costs of cuts to public expenditures.**

**It would be foolish to challenge the wisdom of reducing waste in government (or anywhere else) but it is important not to equate public expenditures with waste. As Kira Vermond, the author of *The Secret Life of Money – A Kid’s Guide to Cash*, says in an interview later in this issue, “Spending money is not evil – but it’s important to think before you spend and make sure you’re buying something that will truly make you happy.” There may be public costs associated with a clean environment, reliable infrastructure, and well-staffed and well-equipped hospitals, schools and libraries, but these things contribute to human happiness, and money that is efficiently invested for such purposes is not wasted.**

**This issue of *School Libraries in Canada* is dedicated to helping ensure that students have the information that they will need when the time comes to apply their critical thinking skills to financial decisions. Even if our school libraries may not have large collections of recent resources on this subject on our shelves, we can direct our clients to the extensive collection of resources offered by The Bank of Canada, the Financial Consumer Agency of Canada and the Investor Education Fund, all contributors to this issue. When students are trying to decide whether or not to accept a piece of currency that doesn’t look or feel quite right and when they are trying to figure out how they are going to pay for college or university, they need practical information. It is hoped that this issue will help SLiC’s readers to direct them to that information.**

**There is what may seem to be a strange juxtaposition of articles about banking and finance with columns about Canada's First Nations, but these latter articles help to avoid an excessive focus on contemporary economics. Glen Lowry and Mike DeGagné's article from the Aboriginal Healing Foundation shares the stories of "voices that resonate with the depth of time, support, and love needed to imagine productive social change." While we are living in a culture that emphasizes values in dollars and cents, Waubgeshig Rice, the Ojibway author of *Midnight Sweatlodge*, speaks of the "spiritual, ecological, and familial relationship" that his people have traditionally had with the land. In doing so, he reminds us that not all value can be calculated in dollars and cents.**

**School libraries are in business. That business is helping students to access and comprehend multiple perspectives on complex issues so that they can develop a balanced understanding of their world and make decisions that will help them (and their neighbours) to find happiness. The real irony is that fiscally obsessed politicians, who should be responsible for the public good, would undermine schools and school libraries in their efforts to conduct this business.**

# **Money 101: free learning resources from the Bank of Canada**

**Josianne Roy and Caroline Roberts  
Bank of Canada**

**Can you imagine using the queen of hearts or the ace of spades to pay for your groceries? Bank notes weren't always the only form of money accepted. In the past, all kinds of objects have been used as money. In order for any form of currency to be successful it must be difficult to counterfeit and easy to use. As of 2011, new polymer notes started to come into circulation. Their security features are easy to verify and hard to counterfeit, helping us to stay ahead of counterfeiting threats.**

**The Bank of Canada's easy-to-use resources for teachers include lesson plans that can be delivered in your classroom. The topics including: money, polymer notes and how to protect oneself against bank note counterfeiting and identity crime. These lesson plans complement provincial curriculums and engage students in activities that encourage learning skills such as teamwork, communication, problem solving and responsibility.**

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## **Your new polymer Canadian bank notes**

**The Bank of Canada is the country's central bank and one of its responsibilities is to design, produce and distribute bank notes. Bank notes are an effective means of payment as long as people can use them with confidence. With this in mind, the Bank of Canada issues notes that are easy to verify and difficult to counterfeit.**

**With the recent switch from paper to polymer our new notes are the most secure ever issued by the Bank of Canada and among the most secure in the world. When the new \$20 note was issued in November 2012, it marked the third Canadian polymer note to enter circulation. The polymer \$100 was issued in November 2011, followed by the polymer \$50 in March 2012. The polymer \$5 and \$10 notes will be issued by the end of 2013.**

## **Why polymer?**

**The Bank of Canada changes its bank notes to help stay ahead of counterfeiting, which ensures Canadians use their bank notes with confidence. Canada now joins the ranks of about 30 other countries that**

use polymer notes, including Australia, New Zealand and Mexico.

## **We're on YouTube**

Learn more about our new bank notes by watching "The New \$20 Note" video at [www.bankofcanada.ca/banknotes/bank-note-videos](http://www.bankofcanada.ca/banknotes/bank-note-videos)

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## **Free educational resources available for teachers**

### **What is Money? Educational Kit (for grades 4 to 6)**

This kit teaches the functions and characteristics of money by using examples of historical currencies. Objects at one time used as money such as shells, cocoa beans and stones are considered, and, students learn that the fundamental principle of all currencies is having confidence in their value. In analysing the currencies used by different civilizations, students better understand today's currency. Each kit includes a lesson plan, currency information cards, a What is Money? chart and group worksheets. The program takes about one hour to deliver.



### **Fraud Prevention Kit (for grades 9 to 12)**

Developed in partnership with the Royal Canadian Mounted Police (RCMP), this kit, designed specifically for secondary school students, focuses on developing skills in communication, problem solving, responsibility, and job readiness. Students learn how to prevent losses due to bank note counterfeiting and identity crime, and acquire knowledge about counterfeit prevention and identity crime to better protect themselves, and their customers and employers against financial losses. They also gain a better understanding of the impact and consequences of these crimes, and the role they play in preventing and reducing them. Students who complete the lessons are awarded a certificate endorsed by the Bank of Canada, the RCMP, the Ontario Provincial Police and Sûreté du Québec. To be eligible for the certificate, certain mandatory lessons must be completed. The kit includes a teacher's manual, worksheets, a DVD entitled "Fighting Fraud

on the Front Lines," presentations and a quiz. The lessons range from 15 to 60 minutes each, totalling 8 hours if you choose to complete them all.



## **The Currency Museum**

Managed by the Bank of Canada, the Currency Museum offers programs for students and the general public that interpret Canada's monetary and economic heritage, increase public awareness of the Bank of Canada, and foster confidence in bank notes and the Canadian financial system. There are free programs and online resources available from the Currency Museum. Please see our contact details below to obtain further information.

## **Order your kit today**

To learn more about the Currency Museum and the teaching tools available from the Bank of Canada, we invite you to contact us.

### **Currency Museum**

**Web:** <http://www.currencymuseum.ca>  
**Email:** [museum-musee@bankofcanada.ca](mailto:museum-musee@bankofcanada.ca)  
**Call:** 613 782-8852

### **Teaching Tools**

**Web:** [www.bankofcanada.ca/banknotes/materials-download-order/schools](http://www.bankofcanada.ca/banknotes/materials-download-order/schools)  
**Email:** [education@bankofcanada.ca](mailto:education@bankofcanada.ca)  
**Call:** 1 888 513-8212

# **L'ABC de la monnaie : ressources pédagogiques gratuites de la Banque du Canada**

**Josianne Roy et Caroline Roberts  
Banque du Canada**

**Pouvez-vous vous imaginer payer vos courses, aujourd'hui, avec une reine de cœur ou un as de trèfle? Les billets de banque n'ont pas toujours constitué la seule forme de monnaie acceptée. En effet, des objets de toutes sortes ont autrefois servi de monnaie. Pour réussir à s'imposer, une monnaie doit être difficile à contrefaire et facile à utiliser. En 2011, de nouveaux billets en polymère ont été mis en circulation. Leurs éléments de sécurité sont faciles à vérifier et difficiles à contrefaire, ce qui nous aide à faire échec à la contrefaçon.**

**Simple d'utilisation, les ressources que la Banque du Canada met à la disposition des enseignants comprennent des leçons qu'ils peuvent donner en classe. Les sujets traités incluent notamment la monnaie, les billets de banque en polymère ainsi que les moyens de protection contre la contrefaçon des billets de banque et les crimes d'identité. Ces leçons sont complémentaires aux programmes d'enseignement provinciaux et appellent les élèves à participer à des activités qui favorisent l'acquisition de compétences telles que l'esprit d'équipe, la communication, la résolution de problèmes et le sens des responsabilités.**

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## **Les nouveaux billets de banque canadiens en polymère**

**À titre de banque centrale du pays, la Banque du Canada se charge notamment de la conception, de la production et de la distribution des billets de banque. Les billets de banque sont un moyen de paiement efficace, à condition que la population puisse les utiliser avec confiance. C'est dans cet esprit que la Banque du Canada émet des billets qui sont faciles à vérifier et difficiles à contrefaire.**

**Grâce à leur récente transition du papier au polymère, nos nouvelles coupures sont les plus sécuritaires jamais émises par la Banque du Canada et se classent parmi les plus sûres au monde. Au moment de son émission en novembre 2012, le billet de 20 \$ était la troisième coupure en polymère mise en circulation au Canada. Le billet de 100 \$ en polymère a été émis en novembre 2011, et celui de 50 \$, en mars 2012. Les coupures de 5 \$ et de 10 \$ en polymère suivront d'ici la fin de 2013.**

## Pourquoi le polymère?

La Banque du Canada modifie ses billets de banque pour faire échec à la contrefaçon et ainsi permettre aux Canadiens de les utiliser en toute confiance. Le Canada se joint à une trentaine d'autres pays émetteurs de billets en polymère, notamment l'Australie, la Nouvelle-Zélande et le Mexique.

## Venez nous voir sur YouTube

Pour en apprendre davantage sur nos nouveaux billets de banque, visionnez la vidéo *Le nouveau billet de 20 \$*, à l'adresse : [www.banqueducanada.ca/billets/billet-de-banque-videos](http://www.banqueducanada.ca/billets/billet-de-banque-videos).

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## Ressources pédagogiques gratuites à l'intention des enseignants

### Trousse éducative *Qu'est-ce que la monnaie?* (de la 4e à la 6e année)

Cette trousse présente les fonctions et les caractéristiques de la monnaie à l'aide d'exemples de monnaies utilisées à différentes époques, notamment les coquillages, les fèves de cacao et les pierres. Les élèves découvriront que toute monnaie repose sur un principe fondamental : les gens doivent avoir confiance dans sa valeur. L'examen des types de monnaie utilisés par différentes civilisations apporte aux élèves un éclairage des plus instructifs sur la monnaie en usage aujourd'hui. Chaque trousse comprend un plan de leçon, des cartes d'information sur la monnaie, un tableau *Qu'est-ce que la monnaie?* et des feuilles d'exercice en groupe. La durée du programme est d'environ une heure.



### Trousse de prévention de la fraude (de la 9e à la 12e année)

Conçue en partenariat avec la Gendarmerie royale du Canada (GRC), cette trousse destinée aux élèves du secondaire est axée sur l'acquisition de compétences liées à la communication, à la résolution de problèmes, au sens des responsabilités et à la préparation à l'emploi. Les élèves apprendront à éviter les pertes causées par la contrefaçon des billets de banque et les crimes d'identité. Les connaissances qu'ils acquerront sur ces sujets les aideront à mieux se protéger, eux-mêmes ainsi que leurs

clients et employeurs éventuels, contre les pertes financières. Les élèves comprendront mieux les conséquences de ces crimes et le rôle qu'ils peuvent jouer pour contribuer à les prévenir et à en réduire la prévalence. Au terme des leçons, les élèves recevront un certificat approuvé par la Banque du Canada, la GRC, la Police provinciale de l'Ontario et la Sûreté du Québec. Certaines leçons sont obligatoires pour l'obtention du certificat. La trousse comprend un manuel de l'enseignant, des feuilles de travail, le DVD *Échec à la fraude : à vous de jouer*, des exposés PowerPoint et un questionnaire. Les leçons ont une durée de 15 à 60 minutes chacune, pour un total de 8 heures.



## **Le Musée de la monnaie**

Le Musée de la monnaie Géré par la Banque du Canada, le Musée de la monnaie offre des programmes, destinés aux jeunes d'âge scolaire et au grand public, qui interprètent le patrimoine numismatique et économique du pays, font connaître le rôle de la Banque du Canada et entretiennent la confiance dans la monnaie et le système financier canadien. Le Musée offre des ressources en ligne et des programmes gratuits. Pour obtenir de plus amples renseignements, consultez la section ci-dessous où vous trouverez nos coordonnées.

## **Commandez votre trousse dès aujourd'hui**

Pour en apprendre davantage sur le Musée de la monnaie et les outils pédagogiques offerts par la Banque du Canada, n'hésitez pas à communiquer avec nous.

### **Musée de la monnaie**

Site Web : [www.museedelamonnaie.ca](http://www.museedelamonnaie.ca)

Courriel : [museum-musee@banqueducanada.ca](mailto:museum-musee@banqueducanada.ca)

Téléphone : 613 782-8852

### **Outils pédagogiques**

Site Web : [www.banqueducanada.ca/billets/materiel-information/ecoles](http://www.banqueducanada.ca/billets/materiel-information/ecoles)

Courriel : [education@banqueducanada.ca](mailto:education@banqueducanada.ca)

Téléphone : 1 888 513-8212

# What does it feel like to burn money?

Kira Vermond

"I truly believe that children understand much more than we give them credit for ..."



Kira Vermond - Journalist and Author

Kira Vermond writes for newspapers, magazines, the Internet and radio. Her recent book, *The Secret Life of Money – A Kid’s Guide to Cash* reflects the depth and breadth of her research in the area of finance and is a nominee for the Ontario Library Association’s Red Maple Award for non-fiction. She kindly agreed to answer some questions from *School Libraries in Canada*.

**SLiC** - On the jacket of *The Secret Life of Money – A Kid’s Guide to Cash*, we read that you first combined the world of money and writing in third grade when you created a kid’s magazine and sold subscriptions to your classmates. What inspired you to undertake such a venture?

**KV** - Wow, that’s a good question and to be honest with you, until I wrote this book, I’d completely forgotten about my first foray into publishing. That’s the wonderful thing about writing for kids though – it forces you to remember what it was like to be one. The good, the bad... and the weird. The magazine I created definitely fits the last category because of the way I asked to be paid.

Knowing my friends didn’t have money – I mean, we were eight, right? – I started accepting as payment anything cool they could find for me. Although some subscribers paid cash, others paid for the magazine in rocks, smelly stickers and markers. I remember another classmate gave me a stick with the bark ripped off.

**I didn't care though. I was writing and editing a magazine, and readers were paying for it... albeit in creative ways.**

**But back to your question: what inspired me to publish a magazine? I loved magazines! I still do.**

**Sadly, it only lasted one issue. This was before photocopiers hit the scene and I was writing them by hand and copying them with carbon paper. Really, it was a lost cause. My handwriting was just plain awful.**

***SLiC* - What was the subject of your kid's magazine?**

**Let's just say it was a general interest publication. I wrote jokes, some short stories about my class, and crafted word-finds and mazes. Kid stuff.**

***SLiC* - What inspired you to undertake the writing of *The Secret Life of Money – A Kid's Guide to Cash*?**

***KV* - It was more of a matter of being inspired to say yes when Owlkids came calling. I received an email from Jennifer Canham, the publisher, asking if I would consider working on the book. She'd just heard me on the CBC that morning and it reminded her that I was around. We'd worked together on a magazine in the past and enjoyed the experience.**

**But here's what she didn't know: I'd wanted to write kids' non-fiction for ages. I was just too busy writing for newspapers and magazines to go after that market. So when she emailed me, I was thrilled. I believe there was some pumping of fists in the air.**

***SLiC* - The book is amazingly comprehensive for its size, covering everything from the history of currency, to speculative bubbles and positive social action. What tidbit from the book strikes you personally as most interesting?**

***KV* - I loved talking to the gentleman from the Bank of Canada about what it was like to burn or shred old currency when it was past its prime. I mean, really, what does it feel like to burn money? It's something I desperately wanted to know.**

**I also enjoyed crafting the cartoon text about what happens when a whole country's economy falls apart. I won't say it was easy – the word count I had to work with was miniscule – but the research was fascinating.**

***SLiC* - What do you think is the most important lesson that a young reader can take away from reading the book?**

***KV* - Spending money is not evil – but it's important to think before you spend and make sure you're buying something that will truly make you happy. Not just happy for a couple of hours. We all have such a difficult time delaying gratification these days, so understanding what motivates**

you to buy and spend is crucial.

**SLiC** - The tone of the book is very conversational, kid-friendly and often playful. Was it a challenge to establish this voice after working in adult oriented media? How did you go about finding or developing this voice?

**KV** - Ha! Actually, that was the easy part. I'm a natural goofball so the voice you read in that book is really my natural writing voice. I actually have to work a lot harder to sound like an adult who writes for adults.

At the same time, I tried not to talk down to kids. I truly believe that children understand much more than we give them credit for, and if you write a book in a way that gives lots of context, they can figure out what you're getting at. That's our job as writers: to educate. I want to raise kids up through reading. I was writing about complex issues in this book, but I knew my readers would "get" them if I did my job well.

**SLiC** - What was the most enjoyable aspect of writing this book?

**KV** - Writing about a topic I love. Money is not the coolest topic on the planet, but it can be if you think about it in an honest way. People are so emotional about money. That fascinates me.

**SLiC** - What were the most influential or memorable books that you read as a young person? Why did they have such an impact on you?

**KV** - I used to read a lot of non-fiction, as well as fiction. There was this one book I took out from the library at least a dozen times. It was an almanac for kids from the U.S. I read about weather, volcanoes, Harry Houdini and poetry. It was that kind of book. I just loved all the factoids and history. The world made a lot more sense after I read it.

Fiction? I was a big Lois Duncan fan when I was twelve. All that paranormal mystery and girl angst. I moved around a lot, so the characters in books were my friends until I made real ones at each school. I was pretty shy though (I know, this shocks people now) so it took me a while to make friends. That meant every Thursday or Friday night my parents would take me to the public library and I would come home with an armload of books. I'd get through three or four by Sunday night. It kept me from being lonely.

**SLiC** - What reading do you treasure most in your adult life? Why?

**WR** - I start every Sunday with a cup of coffee and the *New York Times* magazine. I love good writing.

**SLiC** - What is your favorite computer application or piece of digital technology?

**WR** - My iPad. That's a hands down winner. When I'm walking around my kitchen watching a movie on Netflix, listening to a *This American*

**Life** podcast or reading an online magazine or book, I'm amazed. We are living in the future. I just can't get over it.

**SLiC** - We know that something about the time when you were in Grade Three sparked both the entrepreneurial and the creative spirit in you. What were the most inspirational aspects of school life for you in both elementary and high school?

**WR** - I was a pretty good student and loved school (which makes me wildly uncool, I know) so every day was an inspiration. But here's something I learned early: It's good to play by the rules in school and do what the teacher asks you to do. But it's even better when you push the envelope and use that project, assignment, essay or whatever as a jumping off point to create something that floats your own boat. Instead of a poster about the 1920's for history class, I'd write a play about that era and act it out. Instead of writing a newspaper article, I'd write the whole paper. School is about figuring out what you're interested in and exploring it.

**SLiC** - What memories do you have of school libraries in your elementary or secondary school years?

**WR** - I love libraries so I have loads of them: finding a book about Egyptian mummies before I was emotionally prepared to see the photos inside; listening to our school librarian reading *How to Eat Fried Worms* and *The Best Christmas Pageant Ever*, and laughing so hard I couldn't breathe; and finding a sunny spot near the window to do homework.

**SLiC** - Do you have other plans for work directed towards young audiences?

**WR** - I just finished writing a puberty book for Owlkids coming out later this year. I kid you not. It is such a cool book on such an important topic.

**SLiC** - What project are you working on at the moment?

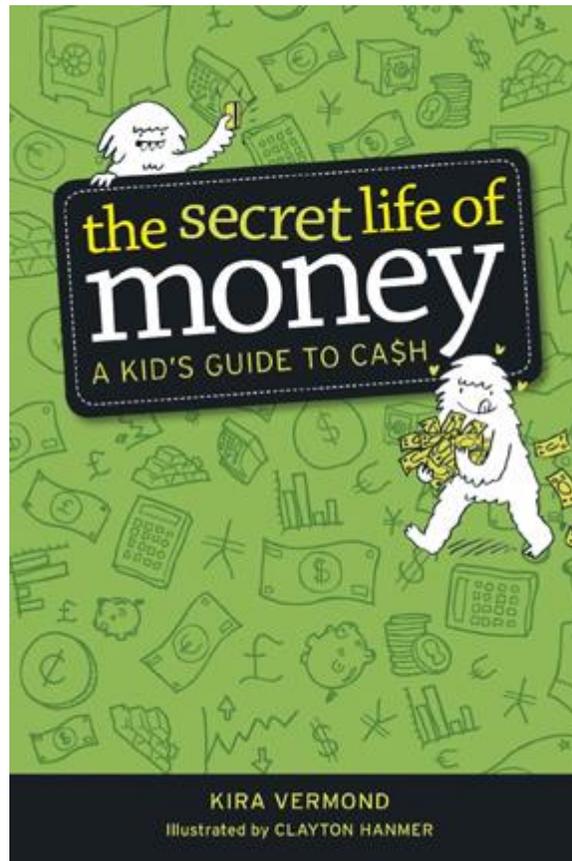
**WR** - Another book for kids, a slew of articles for *The Globe and Mail* and a fiction book for kids called, *Never Feed a Rabid Moose* (and other time tested camp advice). I have no idea if it will ever get published, but it's so much fun to write. I love my characters.

**SLiC** - Is there anything else you would like to say to all of the people working in Canada's libraries and their supporters?

**WR** - Thank you. From the bottom of my heart. Thank you. The work you do is important.

**SLiC** - Thank you very much for answering these questions and for writing an informative and entertaining book to help young people to become more conscious of the full significance of money in their lives.

Read more from [Kira Vermond](#) on the CBC's *Money Talks* page.



Kira Vermond's *The Secret Life of Money – A Kid's Guide to Cash* (ISBN: 9781926973180)

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## School Library Profile

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**Thank you to Theresa Heuchert, a library technician at M.C.Knoll School and at St. Michael's School in Yorkton, Saskatchewan for this school library profile. You are invited to submit your own school library for consideration to be featured in a future edition of *School Libraries in Canada*. The form is available at:**

**English - <http://clatoolbox.ca/casl/slicv27n1/profile.doc>**

**Français - <http://clatoolbox.ca/casl/slicv27n1/profil.doc>**



Photo Credit: Theresa Heuchert

**In total, the library at M.C.Knoll School and St. Michael's School serves 640 local students of whom approximately 125 are in a French immersion program in the separate school side of the building; the rest are in English programs. There are 326 students and 21 teachers at M.C. Knoll and 314 students and 23 teachers at St. Michael's. They are served by 1.5 library technicians working a total of ten hours per day. There are 26 000 books in the collection and two on-line public access catalogues. The schools have a diverse population with many new families from other provinces and from different cultures coming into Yorkton.**



Photo Credit: Theresa Heuchert

**"We have a very open concept library with huge windows viewing the outdoors from the library."**

**Our library is shared by the public school (M.C. Knoll) on one side of the building and a separate school (St. Michael's) on the other side of the building. We serve the French language at St. Michael's School as well as the English programs at both schools. Scheduling the two schools is difficult as the time schedules are off in the afternoon and therefore it seems like many classes are interrupted. In the back of our building, we have a city recreation centre which is used regularly for physical fitness etc. We have a very open concept library with huge windows viewing the outdoors from the library. At one time we may have 2 to 3 classes in the library if needed. When there is more than one class in the library at a time, it can be a challenge to keep students calm and on task. Scheduling both schools in our library space for whatever is needed at the time is probably our greatest triumph. In other words, making things work for everyone so that the school can function successfully. We also do interlibrary loans out of our school building to at least 30 other schools in the surrounding area. The most popular books are those selected for leisure reading; on any given day we have approximately 2,000 books in circulation during the school year. We are very proud of our volunteer program, staffed mostly by children, which helps with daily duties in the library. We have a "Before and After School Program" for child care run out of the library from Monday to Friday also.**



Photo Credit: Theresa Heuchert

Students do "get fired up over books" with 2000 books in circulation on any given day.

**Submit your school library profile for consideration for publication in a future issue of *School Libraries in Canada*.**

School Library Profile for School Libraries in Canada

Would you like other school libraries to see your school library? If so, please submit a school library profile for consideration for inclusion in a School Libraries in Canada (http://www.slc.ca/2013/06/06/school-libraries-2013/), the Canadian Association of School Librarians, on-line journal. We do not guarantee to include all other profiles in each different issue of the journal. We do have the authority of school libraries and the consideration they give across Canada. We also hope to share how much we have in common as we promote library and reading across the globe.

Submissions can be sent by email to [slc@slc.ca](mailto:slc@slc.ca) or mail to:

Debbie Goss  
215 Spring Garden Street  
St. John's, NL  
A1B 2X4

While all submissions will be considered, not all submissions will necessarily be published. It is not necessary to complete all items of the school profile and, if you prefer, you can submit the profile in separate form attachments.

Description of Community	
Country/Province	Contact Email
Grade Levels	Number of Students
Number of Teacher Librarians	Library Technicians
Type of Collection	Number of Computers
Special Programs	
Most Popular Books or Resources	

[School Library Profile \(.pdf\)](#)

[Profile.doc](#)

Profil d'une bibliothèque scolaire pour School Libraries in Canada

Vous aimeriez faire connaître votre bibliothèque scolaire auprès d'autres bibliothécaires? Si c'est le cas, veuillez envoyer le formulaire qui suit en fait parvenir à l'École d'été de la CAASL (http://www.slc.ca/2013/06/06/school-libraries-2013/), le bulletin en ligne de la Canadian Association of School Librarians. Nous ne pouvons pas garantir de publier tous les autres profils dans chaque numéro de la revue. Nous avons l'autorité de la CAASL et la considération qu'elle donne à travers le Canada. Nous espérons aussi partager comment nous avons en commun dans nos démarches professionnelles pour favoriser la lecture et l'acquisition de techniques de recherche.

Veuillez faire parvenir le profil de votre bibliothèque par courriel à [slc@slc.ca](mailto:slc@slc.ca) ou par courrier à:

Debbie Goss  
215 Spring Garden Street  
St. John's, NL  
A1B 2X4

Tous les profils seront examinés, mais ils ne seront pas nécessairement tous publiés. Il n'est pas obligatoire de remplir tous les cases de formulaire. À votre choix, vous pouvez soumettre votre profil sous forme séparée.

Nom de l'école	Adresse
Description de la collectivité desservie :	
Niveau de la province ou territoire	Adresse électronique de la province ou territoire
Niveaux enseignés	Nombre d'élèves
Nombre de bibliothécaires	Nombre de techniciens en bibliothèque
Type de la collection	Nombre d'ordinateurs
Programmes spéciaux :	
Livres ou ressources les plus populaires :	

[Profil d'une bibliothèque scolaire \(.pdf\)](#)

[Profil.doc](#)

# Helping students learn to manage their money — financial education resources for teachers and students

by **Lucie Tedesco**  
**Deputy Commissioner,**  
**Financial Consumer Agency of Canada**

Spending money is easier than ever. You can buy products using cash, credit, debit or prepaid cards, or even by using a smartphone. It seems like there are always new “must-have” items—electronic gadgets, sports equipment or funky clothes and accessories—and you can shop for and buy them online almost anytime, anywhere.

Before banking and buying went online, most transactions were paid by cash or cheque. The opening hours of banks, stores, restaurants and entertainment venues limited when and where you could access and spend your money. That has all changed. While new ways to pay bills, buy products and services and monitor expenses have made life more convenient, they have also made it harder to resist the urge to spend, and sometimes overspend.

The [Financial Consumer Agency of Canada](#) (FCAC), the federal government agency I represent, offers a number of free resources to help anyone who wants to learn more about managing their money and finding the products and services that best meet their needs.

With all the new technology available, it is even more important that people, especially young people, understand how to manage their money, as well as the costs, fees and responsibilities associated with financial products and services like cell phone contracts, student loans or credit cards. This is especially true for those who are preparing for their post-secondary life, whether they will be starting their first job or going on to post-secondary education or training, which might be done away from home.

## **Financial education programs**

To help Canadians who want to learn more about managing their money, FCAC has developed three free educational programs. It has also developed [training](#) programs for teachers and others to deliver these educational programs.

[The City](#) is a curriculum-based 11-module program aimed at high school students. It can be taught using a paper or computer-based approach. Schools across Canada use it in class, generally for students between 15 and 18. Topics include determining needs versus wants; income, expenses and budgets; fraud; credit and debt; and much more. The program includes

teacher lesson plans, handouts and optional home connections.

It is supplemented by an [online teacher training guide](#) that emphasizes key activities and financial concepts as well as a broad overview of The City. The program was developed by FCAC and the [British Columbia Securities Commission](#) in order to help educators teach young people the fundamentals of managing personal finances.

[Financial Basics](#) is a trainer-led workshop that introduces and explains basic financial concepts. Financial Basics helps develop money management skills for young adults. Targeted to those between 18 and 29, it is typically taught in colleges, universities and community organizations. However, it has also been used by high school teachers, and anyone can download or order its engaging and useful materials. It covers budgeting, saving, credit, investing, fraud prevention and financial planning.

The workshop resources, developed in partnership with the [Investor Education Fund](#), in collaboration with author and journalist Ellen Roseman, can easily be adapted for different age groups. Teachers and facilitators are provided with a Presenter's Manual which includes tips and guidance on presenting the content.

[Your Financial Toolkit](#) is an 11-module program that has been designed for adults to help them learn to manage their personal finances. The program covers budgeting, banking, saving, credit and debts, taxes, insurance, mortgages, investing, pensions, financial planning, protecting yourself against fraud and more. Toolkit users can work through the whole program or simply select the topics they want to learn about.

A [trainer's toolkit](#) includes activities for each module that can be done in a workshop setting, for trainers and facilitators who work in educational institutions, community organizations or within workplaces. Designed by FCAC, the Investor Education Fund and l'[Autorité des marchés financiers](#), *Your Financial Toolkit* helps Canadians become more capable and confident financial consumers.

**New online resource—[Teaching Children about Money](#)**  
(<http://www.fcac-acfc.gc.ca/eng/consumers/lifeevents/teachchild/index-eng.asp>)

The Agency has put together some great tips and information to help parents who are looking for ways to teach children about money. Many of these ideas, such as showing young children how many coins of a certain value it takes to equal another bill or coin, can also be used by teachers to help strengthen students' math skills.

#### **About FCAC**

The [Financial Consumer Agency of Canada](#) (FCAC) is an independent federal government body that oversees consumer protection measures as a regulator in the federally regulated financial sector. We also offer consumer education and financial literacy resources so that Canadians have the information and skills they need to make informed financial decisions and actively participate in the financial marketplace.

The Agency's materials and hands-on tools are available free of charge in English and

French and can be found online. Many publications and tip sheets can also be ordered in a printed format, also free of charge. You can reach FCAC through FCAC's Consumer Services Centre by calling toll-free 1-866-461-3222 (TTY: 613-947-7771 or 1-866-914-6097) or by visiting our website: [itpaystoknow.gc.ca](http://itpaystoknow.gc.ca). You can also follow @FCACan on Twitter, YouTube, or LinkedIn.

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## **Aider les élèves et les étudiants à apprendre à gérer leur argent – des programmes éducatifs en matière financière conçus pour les enseignants et les élèves**

**par Lucie Tedesco,  
commissaire adjointe,  
Agence de la consommation en matière financière du Canada**

Il n'a jamais été aussi facile de dépenser de l'argent. En effet, vous pouvez payer vos achats avec de l'argent comptant, par carte de crédit ou de débit ou par carte prépayée, ou même avec un téléphone intelligent! Il semble y avoir toujours de nouveaux articles « essentiels » à acquérir – des gadgets électroniques, de l'équipement de sport ou des vêtements et accessoires branchés – que vous pouvez acheter en ligne à peu près n'importe quand, n'importe où.

Avant que les opérations bancaires et les achats ne deviennent possibles en ligne, la plupart des transactions étaient payées au comptant ou par chèque, et les heures d'ouverture des banques, des magasins, des restaurants et des lieux de divertissement où vous pouviez vous rendre et dépenser votre argent, étaient limitées. Mais tout a changé. Si les nouveaux moyens dont nous disposons aujourd'hui pour payer les factures, acheter des produits et des services, et suivre de près nos dépenses ont facilité notre vie, ils nous ont aussi rendu les choses plus difficiles lorsqu'il s'agit de résister à la tentation de dépenser, et parfois de trop dépenser.

**L'Agence de la consommation en matière financière du Canada** (ACFC), l'organisme fédéral que je représente, offre gratuitement diverses ressources pour aider ceux et celles qui veulent en savoir davantage sur la façon de gérer leur argent et de trouver les produits et les services qui répondent le mieux à leurs besoins.

Toutes ces technologies qui nous entourent aujourd'hui font qu'il est d'autant plus important pour les consommateurs, et en particulier les jeunes, de comprendre comment gérer leur argent, ainsi que les coûts, les frais et les responsabilités associés aux produits et aux services financiers, comme les plans de téléphone cellulaire, les prêts étudiants ou les cartes de crédit. Cela est d'autant plus vrai pour les élèves qui terminent leur secondaire et se préparent à décrocher leur premier emploi, à faire des

études postsecondaires ou à acquérir une formation, ce qui pourrait les amener à quitter le nid familial.

## **Programmes éducatifs en matière financière**

Pour aider les Canadiens qui veulent en savoir plus sur la façon de gérer leur argent, l'ACFC a mis au point trois programmes éducatifs qu'elle offre gratuitement. L'Agence a également élaboré des programmes de **formation** à l'intention des enseignants et des personnes qui dispensent ces programmes éducatifs.

**La Zone** est une ressource composée de 11 modules qui s'inspire d'un programme d'enseignement. Offerte aux élèves des écoles secondaires, elle peut être enseignée au moyen d'un format papier ou électronique. Dans tous les coins du Canada, des écoles l'utilisent en classe, généralement pour enseigner aux élèves de 15 à 18 ans. La Zone traite de sujets comme les besoins par rapport aux désirs, les revenus, les dépenses et les budgets, la fraude, le crédit et les dettes, et beaucoup d'autres encore. La trousse offerte comprend des plans de cours pour les enseignants, des documents à distribuer et des sujets de discussion à la maison (optionnel).

Le programme s'accompagne d'un **guide de formation en ligne pour enseignants**, qui met l'accent sur des activités et des concepts financiers importants et donne un vaste aperçu de La Zone. Il a été élaboré par l'ACFC et la **Commission des valeurs mobilières de la Colombie-Britannique** en vue d'aider les éducateurs à enseigner aux jeunes les rudiments de la gestion des finances personnelles.

**Finances personnelles : notions de base** est un atelier donné par des formateurs, qui présente et explique les concepts financiers de base. Cet atelier aide les jeunes adultes à acquérir des compétences en gestion de l'argent. Il s'adresse aux personnes de 18 à 29 ans, et est généralement offert dans des collèges, des universités et des organisations communautaires. Toutefois, des enseignants du secondaire l'ont également utilisé, et n'importe qui peut télécharger ou commander les documents attrayants et utiles préparés pour l'atelier. Il traite de l'établissement d'un budget, de l'épargne, du crédit, des placements, de la prévention de la fraude et de la planification financière.

Les ressources mises au point pour la tenue de l'atelier, élaborées en partenariat avec le **Fonds pour l'éducation des investisseurs** et en collaboration avec l'auteure et journaliste Ellen Roseman, peuvent être facilement adaptées à différents groupes d'âge. Les enseignants et les animateurs reçoivent un Guide de l'animateur, qui contient des conseils et des instructions sur la présentation du contenu.

**Vos outils financiers** est un programme en 11 modules conçu pour aider les adultes à apprendre à gérer leurs finances personnelles. On y aborde entre autres des sujets comme l'établissement d'un budget, les services bancaires, l'épargne, le crédit et les dettes, l'impôt sur le revenu, les

assurances, les hypothèques, les placements, les pensions, la planification financière et la protection contre la fraude. Les utilisateurs de cette *Boîte à outils* peuvent suivre le programme au complet ou choisir les sujets qui les intéressent.

Une **Trousse du formateur** prévoit des activités pour chaque module, pouvant se faire dans un contexte d'atelier, pour les formateurs et les animateurs qui travaillent dans des établissements d'enseignement, des organisations communautaires ou en milieu de travail. Conçue par l'ACFC, le **Fonds pour l'éducation des investisseurs** et l'**Autorité des marchés financiers**, la ressource *Vos outils financiers* aide les Canadiens à devenir des consommateurs de produits et services plus sûrs d'eux-mêmes et qui en connaissent davantage à cet égard.

**Nouvelle ressource en ligne - Sensibiliser les enfants aux questions d'argent** - <http://www.fcac-acfc.gc.ca/fra/consommateurs/evenementvie/sensibenfant/index-fra.asp>

L'Agence a réuni de précieux conseils et renseignements pour aider les parents qui cherchent des moyens de sensibiliser leurs enfants aux questions d'argent. De nombreuses idées sont proposées, par exemple montrer aux jeunes enfants combien il faut de pièces de monnaie d'une certaine valeur pour équivaloir à un billet ou à une autre pièce de monnaie. Par ailleurs, les enseignants peuvent s'en inspirer pour renforcer les compétences des élèves en mathématiques.

#### **À propos de l'ACFC**

L'**Agence de la consommation en matière financière du Canada** (ACFC) est un organisme fédéral indépendant qui surveille l'application des mesures de protection des consommateurs en tant qu'organisme de réglementation dans le secteur financier sous réglementation fédérale. L'Agence offre des ressources pour l'éducation et la littératie financières des consommateurs, de sorte que les Canadiens puisse posséder les renseignements et les compétences dont ils ont besoin pour prendre des décisions financières éclairées et participer activement au marché financier.

Les ressources et les outils pratiques mis au point par l'ACFC sont offerts gratuitement, en français et en anglais, et peuvent être consultés et utilisés en ligne. De nombreuses publications et fiches-conseils peuvent aussi être commandées en version imprimée, sans frais. Vous pouvez joindre l'ACFC par l'intermédiaire de son Centre de services aux consommateurs en composant sans frais le 1-866-461-2232 (téléscripteur : 613-947-7771 ou 1-866-914-6097) ou en visitant son site Web à l'adresse [sinformercestpayant.gc.ca](http://sinformercestpayant.gc.ca). Vous pouvez aussi suivre @ACFCan sur Twitter, YouTube ou LinkedIn.

# School Library Profile

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Thank you to Joanne Whitfield, the teacher-librarian at Kingston Collegiate and Vocational Institute in Kingston, Ontario, for this secondary school library profile. You are invited to submit your own school library for consideration to be featured in a future edition of *School Libraries in Canada*. The form is available at:

English - <http://clatoolbox.ca/casl/slicv27n1/profile.doc>

Français - <http://clatoolbox.ca/casl/slicv27n1/profil.doc>

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Photo Credit: Joanne Whitfield

KCVI is the oldest secondary school in Ontario, established in 1792. A highly academic school in the heart of the Queen's University campus, it offers applied, academic and IB programming. Focus programs offered at KCVI include Guitar Building and Radio. CKVI, a radio station operated by KCVI students, was the first high school radio station to be granted a license by the CRTC. In normal times we offer over 40 extra curricular teams, clubs and initiatives; everything from improv to nordic skiing to robotics to a knitting club. Our former students include Peter Milliken, former Speaker of the House, Simon Whitfield, Olympic gold medalist and John Ralston Saul, author.



Photo Credit: Joanne Whitfield  
**Memorial Wall**

The library has one teacher-librarian and one library technician. There are 23, 512 items in the collection including treasured documents from KCVI's long history. The library has 20 desktops, 20 laptops and 3 netbooks.

A program initiated this year is called, "What's the Big Idea?" After a number of years of putting up book displays that did engage students, I decided to take a different tack. This display features one big idea. Right now that big idea is Art. An interactive display asks three questions about Art: "What is art?", "Why do we create art?" and "Is this art?" In every case there is a place for students to explore the question and then to include their own ideas. There are QR links to many different kinds of art and to pages that provide more information about the art presented for their consideration. In addition we have created an art piece together. I asked students to write a short sentence to describe their lives right now and/or to take a picture of the place in the school that elicits some kind of emotion, good or bad, for them. Then we collaged these and created art pieces to be displayed in the library. A book display was created connected to this "Big Idea." Many classes have visited and responded to the display and classroom teachers report that it elicited excellent discussions. These classes include Philosophy, English, Art, Photography and Musical Theatre classes. As well, we've had an excellent response to the book display with a lot of those books being signed out. My most successful book display ever! The students in the Philosophy class were asked to choose the next big idea, and it looks like it will be either "Free Will" or "Compassion."



Photo Credit: Joanne Whitfield  
"Big Idea" Art Display

Our space was formerly a gymnasium converted in the 1960's to become the library, so it has the ceiling height of a gym as well as a mezzanine for quiet study. What is most distinctive is the number of historical artifacts and documents that surround us here. They include a memorial wall to KCVI students who lost their lives in World Wars One and Two, a display case featuring KCVI yearbooks which date back to 1917 and a hand written note produced in 1851 from a KCVI student to his teacher apologizing for some misbehaviour or other (some things never change!). The most popular books in the collection are works of YA literature especially anything by Cassandra Clare, Veronica Roth, Jodi Piccolt or Ellen Hopkins. Graphic Novels, especially those from The Walking Dead series, are very popular. One of the favourite

features of our library for our kids is our trivia board. Here they find a series of questions, the answers to which are all linked, so the last question is, "How are the answers to all these questions related?" I have quite a few students who rush down on a Monday to try the new trivia and a number of others who take on the challenge of creating the trivia questions for the next week.



Photo Credit: Joanne Whitfield  
Stairs in the K.C.V.I. Library

Our greatest challenges are Keeping up with technological changes with a public school budget, getting the kids into the non-fiction section for their academic research and getting kids to move past Wikipedia for that same research. This year has been the most successful for integrating citation and referencing into our Grade 9 program using Citelighter. We've added some metacognition in the process to help students think more deeply about their own use of information and the research process. This has resulted in the best results yet in a number of research based assignments. I think we may have figured out how to do this right.

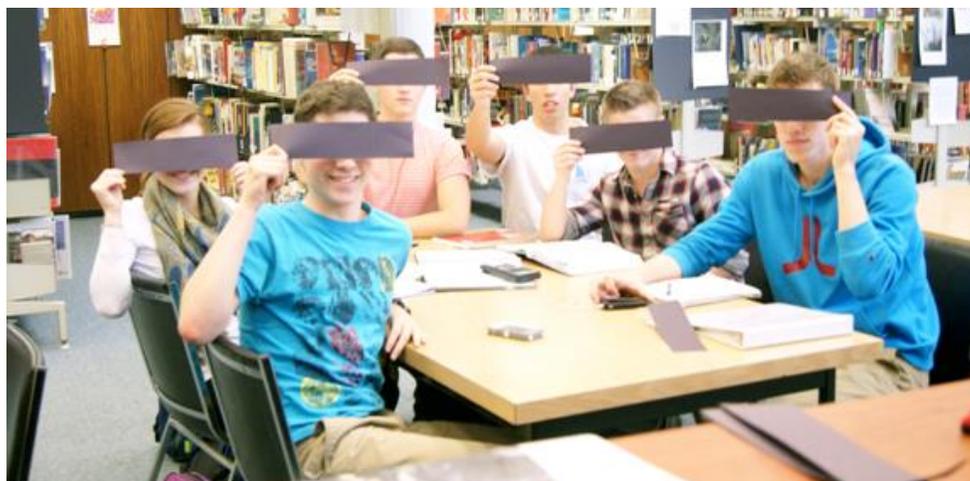


Photo Credit: Joanne Whitfield  
My Period D Spare Crew, lots of chemistry, physics and calculus going on.

# **La littératie financière, un atout pour la vie : enseigner aux élèves à gérer efficacement leur argent**

**par Chris Allum**  
**Fonds pour l'éducation des investisseurs**

**Les élèves qui sont actuellement au primaire ou au secondaire ont un avenir financier complexe devant eux.**

**Des frais de scolarité élevés, des dettes d'études à rembourser et un marché du travail plus concurrentiel représentent tous des enjeux avec lesquels les jeunes adultes doivent composer. Ils s'efforcent d'avoir une bonne situation financière, mais l'augmentation du coût de la vie et des taux d'intérêt ainsi que la hausse du prix des maisons peuvent les empêcher d'atteindre une qualité de vie semblable à celle des générations précédentes. De plus, compte tenu du vieillissement de la population au Canada, la retraite pourrait s'avérer très différente pour les jeunes d'aujourd'hui comparativement à celle de leurs parents.**

**Pour que les jeunes adultes de demain réussissent à relever ces défis, ils doivent acquérir le plus tôt possible, tant à la maison qu'à l'école, de bonnes compétences en gestion financière.**

## **Une compétence essentielle qui fait souvent défaut**

**La littératie financière, c'est-à-dire la capacité d'utiliser les connaissances financières pour prendre des décisions au quotidien, est une compétence essentielle qui, malheureusement, manque chez les Canadiens de tous âges.**

**Même si certains soutiennent qu'il revient aux parents d'inculquer de bonnes habitudes financières à leurs enfants, des études récentes montrent que la plupart des adultes canadiens ne sont pas bien préparés pour transmettre ces compétences. Une étude menée par le Fonds pour l'éducation des investisseurs (FEI) en 2012 a révélé qu'en Ontario, un tiers seulement des adultes (36 %) obtiennent une note de passage en ce qui concerne leurs connaissances financières et l'application de ces connaissances à des scénarios réels.**

**Ce n'est pas non plus nécessairement à l'école que les élèves acquièrent les compétences financières dont ils ont besoin. L'an dernier, dans le cadre d'une étude réalisée par le FEI sur la littératie financière des jeunes, sept élèves du secondaire sur dix en Ontario ont affirmé qu'il était important d'apprendre à gérer leurs finances. De plus, sept élèves sur dix (69 %) étaient d'avis que leur école devrait les renseigner sur la gestion de**

l'argent. Cependant, seulement un quart d'entre eux (26 %) estimaient que leur école remplissait bien ses fonctions dans ce domaine.

Bien que les finances personnelles soient enseignées à l'école partout au pays (le sujet fait partie du programme scolaire de quelques provinces), il n'y a pas de norme nationale pour l'éducation financière. Les enseignants qui ne disposent pas d'un programme structuré en matière de finances personnelles, et même ceux qui en disposent, ont besoin d'outils pour atteindre les résultats d'apprentissage escomptés. Les élèves doivent aussi avoir accès à des ressources pertinentes. Les bibliothécaires des écoles peuvent grandement aider les enseignants et les élèves à trouver les ressources dont ils ont besoin.

### **Inspirer le savoir financier**

Depuis 2000, le FEI met au point des outils et des programmes pour aider les élèves à mieux se préparer à prendre les décisions financières qui seront nécessaires à l'âge adulte. À ce jour, le FEI a présenté gratuitement des ateliers sur la littératie financière à près de 11 000 enseignants en Ontario et, par le fait même, a aidé un nombre considérable d'élèves.

En ce qui concerne l'éducation financière, le FEI a toujours eu pour objectif de rendre intéressant un sujet complexe comme les finances personnelles. À cette fin, il conçoit des outils qui répondent à différents besoins en apprentissage, qui s'adressent aux élèves dans leur propre langage et qui associent la gestion des finances aux intérêts des élèves ou aux décisions que ceux-ci seront appelés à prendre dans un avenir rapproché. Ces ressources traitent d'une grande variété de questions financières et sont offertes en divers formats, notamment des plans de leçons et des activités en classe intéressants, des questionnaires et des calculatrices pratiques, et des vidéos informatives et divertissantes.

Voici certaines ressources utiles que les bibliothécaires peuvent proposer aux enseignants et aux élèves.

- [www.InspirezLeSavoirFinancier.ca](http://www.InspirezLeSavoirFinancier.ca) – Ce site Web destiné aux enseignants comprend :

- o plus de 40 plans de leçons qui sont conçus en fonction du programme scolaire de l'Ontario et qui peuvent être intégrés à diverses matières, y compris l'histoire, les arts, les affaires et les mathématiques;
- o des outils interactifs qui renforcent l'apprentissage en classe et qui aident les élèves à apprendre les éléments de base de la gestion financière, comme un tableau chronologique sur l'histoire de l'argent et un questionnaire sur les cartes de crédit et de débit.

- [www.GerezMieuxVotreArgent.ca](http://www.GerezMieuxVotreArgent.ca) – Ce site Web primé pour l'éducation des consommateurs contient des outils aidant les élèves à apprendre des concepts financiers et à les mettre en pratique, par exemple :

- o le [\*Match monétaire mental\*](#), un jeu-questionnaire interactif qui met à

**l'épreuve les connaissances financières, fournit des ressources pour approfondir l'apprentissage et permet de faire des concours avec des amis; o des outils et des calculatrices qui facilitent la prise de décisions financières, comme une feuille de calcul pour un budget étudiant, une calculatrice des frais liés aux études universitaires et une calculatrice de dettes d'études; o des vidéos qui enseignent de façon amusante divers concepts financiers tels que l'utilisation d'une carte de crédit et les coûts associés à la possession d'une voiture.**

**Enseigner la littératie financière dans les écoles est un des moyens les plus efficaces de s'assurer que les adultes de demain auront les compétences nécessaires pour bien gérer leurs finances dans une économie de plus en plus complexe. En mettant des ressources en matière d'éducation financière à la disposition des enseignants et des élèves, le FEI favorise grandement l'acquisition de ces compétences.**

### **Apprendre en s'amusant grâce au programme Rire et s'enrichir**

Le rire est sans doute le meilleur des remèdes, mais il constitue également un bon moyen de surmonter les obstacles à l'apprentissage. Le FEI coparraine le programme Rire et s'enrichir, qui vise à enseigner divers concepts comme l'épargne, l'établissement d'un budget, la gestion des dettes et l'investissement. Les présentations du programme, qui sont données dans les écoles aux élèves de la fin du secondaire, sont réalisées par des comédiens reconnus à l'échelle nationale. Ceux-ci utilisent des scénarios réels auxquels les élèves peuvent s'identifier. Des pièces d'un dollar et de deux dollars sont même distribuées afin de renforcer l'apprentissage. Les présentations sont offertes gratuitement, en français et en anglais, dans l'ensemble du pays. Des plans de leçons complétant les présentations figurent sur le site [www.GererSonArgent-RireSenrichir.ca](http://www.GererSonArgent-RireSenrichir.ca).

**Chris Allum est la spécialiste en matière d'éducation du Fonds pour l'éducation des investisseurs, un organisme sans but lucratif qui fait autorité dans le secteur de la littératie, de l'éducation et de la recherche financières. Elle travaille depuis plus de dix ans avec des enseignants pour intégrer l'apprentissage des finances personnelles en salle de classe.**

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## **Building financial literacy: helping students learn money skills for life**

**By Chris Allum  
Investor Education Fund**

**Today's elementary and high school students face a complicated financial future.**

**High tuition fees, the impact of student debt and a more competitive**

labour market all combine to make life challenging for average young adults starting out. As they work to establish themselves financially, the rising cost of living, higher interest rates and escalating housing prices may stand in the way of achieving a quality of life similar to that of previous generations. And as Canada's population ages, retirement may look very different for this generation than it does now.

For tomorrow's young adults to successfully face these challenges, they need to learn good money management skills as early as possible – both at home and in school.

### **An essential – and lacking – life skill**

Financial literacy – the ability to apply financial knowledge in real-life decision-making – is an essential life skill that is lacking in Canadians of all ages.

While there's an argument to be made that it's a parent's job to teach good money habits to their kids, recent studies show that most Canadian adults aren't well-equipped to pass on these skills. A 2012 Investor Education Fund (IEF) study found that in Ontario alone, only a third (36 per cent) of Ontarian adults get a passing grade on their financial knowledge and its application to real-life scenarios.

Students aren't necessarily learning the money skills they need at school, either. Last year, IEF's Youth Financial Literacy study found that in Ontario, seven-in-ten high school students said that learning about managing their finances was important. Another seven-in-ten (69 per cent) believe that their school should provide them with information about managing money, but only a quarter (26 per cent) think their school is doing a good job in this area.

While personal finance is taught in classrooms throughout the country – and the topic is on the school curriculum in a handful of provinces – there is no national standard for financial education. Teachers who don't have the structure of a personal finance curriculum– and even those who do – need teaching tools to help them meet appropriate learning outcomes. While students may be interested in the topic, they need more access to resources that will help them learn. School librarians can play a key role in helping both teachers and students find the resources they need.

### **Inspiring financial learning**

Since 2000, IEF has developed tools and programs to help students better prepare for the financial decisions they'll face as adults. We've delivered free financial literacy workshops to nearly 11,000 teachers in Ontario and helped countless students as a result.

Our approach to financial education has always been to make a complex subject like personal finance meaningful by designing tools that meet different learning needs, speak to students in their language and make

money management relevant to students' interests or decisions they're likely to make in the near future. These resources span a wide variety of financial topics as well as formats – from lesson plans and classroom activities, to quizzes and calculators that help students put their learning to work, to videos that inform and entertain.

Some helpful resources for librarians to share with teachers or students include:

- [www.InspireFinancialLearning.ca](http://www.InspireFinancialLearning.ca) – this teacher-focused website includes:

- o more than 40 lesson plans designed to fit the Ontario curriculum, which can be integrated into a variety of subjects, including history and the creative arts as well as business and math

- o Interactive tools that reinforce classroom learning and help students learn the building blocks of money management, such as a debit or credit quiz and history of money timeline

- [www.GetSmarterAboutMoney.ca](http://www.GetSmarterAboutMoney.ca) – an award-winning consumer education website with tools that can help students learn financial concepts and put them into practice, such as:

- o [The Cranial Cash Clash](#), an interactive trivia-style game that tests your financial knowledge, provides you with resources for learning more and allows you to compete with friends

- o [Tools and calculators](#) to help with financial decision-making, such as a student budget worksheet, university cost calculator and student debt calculator

- o [Videos](#) that teach financial concepts – like credit card use or the cost of car ownership - in a fun and entertaining way.

Teaching financial literacy in schools is one of the most effective ways to ensure that the next generation has the skills they need to navigate an increasingly complex economy. Helping to make financial education resources available to teachers and students can help to make a significant difference.

### Laugh and learn with Funny Money

Laughter may be the best medicine, but it's also an effective way to break down learning barriers. IEF co-sponsors the Funny Money program, which uses school assemblies to teach senior high school students about saving, budgeting, debt management and investing. Presentations are delivered by nationally-recognized stand-up comedians, who use real-life scenarios that students can relate to. They even give away loonies and toonies to help reinforce learning. Funny Money is delivered nationally in English and French, for free. Lesson plans to complement the presentation are also available through [www.GetSmarterWithFunnyMoney.ca](http://www.GetSmarterWithFunnyMoney.ca).

## . . . stories made me feel comfortable . . .

### Waubgeshig Rice

"It can be hard growing up as an Aboriginal person in this country, and stories are an effective way for us to share these experiences and learn from them.."



Waubgeshig Rice - Journalist and Author

Waubgeshig Rice is a broadcast journalist and writer, originally from Wasauksing, Ontario. His 2011 short story collection *Midnight Sweatlodge* explores the process of healing and the historical, political and social challenges that haunt First Nations peoples. During a busy week covering the "Idle no more" protests in Ottawa and reporting on meetings between leaders of the Federal government and some of the leaders of Canada's First Nations, he generously found the time to discuss books and aspects of his work and his life with *School Libraries in Canada*.

**SLiC** - You say your father is from the Ojibway nation and your mother is from the Canadian nation. What do you see as the most important cultural influence for you of each of your parental cultures?

**WR** - The connection to land and community was the biggest cultural influence from my Anishinaabe side. Growing up on a reserve taught me how important land and communal living were to culture. From my Canadian side, it was exposure to life outside the rez that really helped me move forward in modern Canada. I was able to seek out new experiences in non-Native Canada without major culture shock because I was very familiar with that world.

**SLiC** - What is the most significant difference between the two cultures?

**WR** - That's a really hard question to answer. When I think of my families on either side, the only major difference was location, really. I learned about love, respect, and other crucial family values from each, and they were really positive influences. I'm a little hesitant to pinpoint what exactly sets the cultures apart because I don't want to place the values of

one over the other. But in the most general sense, you could say the most significant difference between the cultures is the connection to land. It's something that is highly revered in Anishinaabe culture. It's a spiritual, ecological, and familial relationship. The basis of language and ceremony lies in the land and the relationships people form with it.

**SLiC** - What is the significance of "Midnight" in the title of your short story collection *Midnight Sweatlodge*?

**WR** - When traditional ceremonies were outlawed by the Indian Act, people in my community were forced to find ways to keep them going. Pow wows and sweatlodges were illegal, and Indian Agents ensured they didn't take place on reserves. Sweats were always held at all times of the day, but when an Indian Agent found a lodge in operation in Wasauksing, he would break up the ceremony. So my ancestors started conducting them exclusively at night, when the agent wouldn't be enforcing Indian Act laws in the community. It's a tradition that's carried on up to today. "Midnight Sweatlodge" refers to the common modern practice of holding these ceremonies at night.

**SLiC** - Why did you choose to use the sweatlodge as the frame for presenting narratives built around a variety of issues ranging from land claims and domestic violence to political corruption and substance abuse?

**WR** - The sweatlodge is a ceremony and venue for sharing and healing. It's a safe, familiar place where people can gather and talk about the difficulties, challenges, and successes in their lives. In many First Nations cultures, it represents a womb, and its purpose is to get you closer to Mother Earth in order to heal. When I decided to pursue getting a collection of short stories published, I wanted to find a way to tie them all together. Because the stories I selected dealt with a lot of the unique challenges faced by First Nations youth, I wanted to give the characters in the story an opportunity to find healing.

**SLiC** - Before turning to fiction, you wrote a couple of works of non-fiction. What inspired you to write *Drum Making* (2000) your guidebook for young readers exploring the roots of the Anishinaabe hand drum?

**WR** - I was fortunate to grow up learning how to make hand drums from my father. He does workshops across the province where he instructs participants how to make them, and provides the key traditional teachings behind the process. One workshop many years ago was for Ningwakwe Learning Press. They were so inspired by the session they approached him about doing a book about it. Because I was a budding writer, they offered the project to me. It was a a very fulfilling challenge.

**SLiC** - More recently, you have written a biography, *Laughter is Good Medicine: Don Burnstick* (2009). Why did you choose to write a biography of a comedian?

**WR** - After that experience with Ningwakwe, they approached me a few years later about another potential project. I lived in Winnipeg at the time, and so did Don. I was also a big fan of his, so they figured it was a natural fit. It was a really fun project to do. I interviewed him a few times and went to some of his shows for the material. Needless to say it was a pretty funny book to write.

**SLiC** - As a writer, what did you like best about working on each of your books?

**WR** - The hand drum making book was great because it was a refresher on a pretty important traditional practice that I loved doing growing up. The Burnstick book was funny and very inspirational - Don has a pretty great story of overcoming some serious adversity to achieve the success he has today. *Midnight Sweatlodge* was the culmination of a labour of love that lingered since my teen years. It was very difficult to string together with the sweatlodge narrative but I'm glad it worked out in the end.

**SLiC** - You are active in new media. From a writer's point of view, what do you value most in blogging, tweeting and other forms of on-line expression?

**WR** - Blogging is hugely valuable in providing an outlet to keep writing. No matter what, any chance to write will help hone your skills. I look at each blog post as an essay/op-ed/analysis. I don't want to write just anything, I want to write something of value and sound composition and argument that will resonate with people. When done well, blogging can be a very viable outlet. From there, Twitter, Facebook, and other social media can help share these writings and get valuable feedback. They're great for sharing ideas and finding ways to improve as a writer.

**SLiC** - What are the advantages for you, as a writer, in writing a book in comparison with writing as a journalist in either conventional or new media?

**WR** - I think to be a good storyteller you need a diverse set of tools and a variety of outlets to tell stories. Any opportunity to write in different media can only strengthen your skills across the board. While the formats and styles are different across media, you can learn a lot about the essence of storytelling by practicing each. I often equate it with swinging a baseball bat or a golf club. You use a lot of the same muscles, but in different ways for different outcomes. The basic motion is there, but you have to tweak them in order to accomplish what you're trying in that particular media. So writing creative fiction makes me a better journalist, and vice versa.

**SLiC** - What kind of reading do you enjoy the most? Why?

**WR** - I enjoy Aboriginal literature the most. My favourite authors are people like Richard Wagamese, Joseph Boyden, Lee Maracle, Louise Erdrich, Richard Van Camp, Sherman Alexie, and Thomas King. I enjoyed reading books by these authors especially as a youth because they wrote

about experiences I could relate to as an Aboriginal person. From growing up on the rez to embarking out into the "white" world, these stories made me feel comfortable with my position because I learned that others went through them too. It can be hard growing up as an Aboriginal person in this country, and stories are an effective way for us to share these experiences and learn from them. That's what Aboriginal literature did for me.

**SLiC** - If you could recommend one book for every child to read, what would it be? Why would you choose that book?

**WR** - *Where the Wild Things Are* is a classic!

**SLiC** - If you could recommend one book for every teenager to read, what would it be? Why would you choose that book?

**WR** - *The Lesser Blessed* by Richard Van Camp. Any Aboriginal kid who went to a predominantly non-Native high school can relate to it. It's about some of the unique struggles facing Aboriginal teens in a community in the far north. It's very powerful.

**SLiC** - What memories do you have of school libraries in your elementary or secondary school years?

**WR** - We didn't have a library in my community of Wasauksing for many years, so for school field trips we would go to the public library in nearby Parry Sound once a month. It was like a whole new world for me. I couldn't believe that I had so many great books at my disposal. I would get lost in the stacks and it opened my eyes to so many different stories and cultures. It really exposed me to the wider world of literature and those field trips are some of my fondest memories. A library eventually opened up in Wasauksing, and it continues to be a great resource for the children there today.

**SLiC** - What was the best news report you did in 2012? What made it your best story of the year?

**WR** - Covering the Idle No More movement towards the end of the 2012 was definitely the most memorable. I can't pinpoint a specific story from that coverage as my "best", but it was pretty monumental for me to be part of the biggest Indigenous movement in modern history, and be able to document some of it.

**SLiC** - Are you working on a new book? What is it about? What drew you to this subject?

**WR** - I'm currently working on a full-length novel. It's about how an Anishinaabe family in a northern Ontario community deals with a violent tragedy. I decided to write about it because it's sadly something many families have dealt with. How people cope with these tragedies often

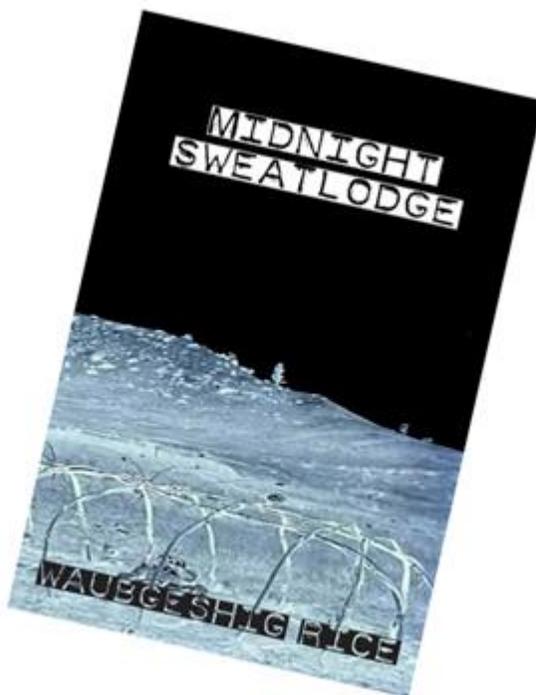
defines them. This story follows each family member on their path to healing and spiritual reconciliation.

**SLiC** - Is there anything else you would like to say to all of the people working in Canada's libraries and their supporters?

**WR** - Keep supporting your libraries! They provide portals into the wider outside world and we need to keep encouraging children and youth to visit them.

**SLiC** - Thank you for agreeing to share your experiences, ideas and, during this very busy week, your time!

Visit Waubgeshig Rice's blog and read his short story "Todd Van Poppel" at <http://www.waub.ca/>.



Waubgeshig Rice's short story collection, *Midnight Sweat Lodge* (ISBN: 9781926886145)

# **The Learning Commons Landscape**

**by Donna Grove**  
**Learning Leader in Elementary Gifted Education Program**  
**Calgary Board of Education**

## **Introduction**

**The school library learning commons needs to be the anytime, any pace and any place that students and teachers access for information, collaboration and knowledge building that they need as learners. The world of learning has shifted and will continue to change. The time is now to witness and partake of the reinvention of school libraries in Alberta schools and across Canada.**

**As new technologies evolve to engage learners, promote learning, and provide access to information at an astonishing rate, the learning commons under the guidance of a trained teaching professional is critical. In fact, many school libraries appear to be trapped in a time box of tradition due, in part, to a lack of service by a qualified lead teacher. Is yours one of them? My experience as a trained teacher-librarian and Alberta Initiative for School Improvement (AISI) library consultant has been in schools where there is little to no leadership in the library. The traditional school library has often needed its collection weeded, reorganization of the physical space and dialogue with school staff about the way the school library is utilized for learning. Out with scheduled book exchange times every Tuesday at 10:30 am. Goodbye to student assignments that simply require them to regurgitate facts. It is time for critical inquiry, flexible scheduling, creative use of the physical space blended with 24/7 access to virtual databases and other quality resources for learning and teaching. These new reforms are not just about the library. A new, transformative culture for learning needs to prevail throughout the school, beginning with transitioning the school library physically and, more importantly, philosophically to a learning commons. I believe that the emerging direction of what school libraries in the 21st century will strive toward is to be part of a whole school learning commons.**

**What is the current context of learning and the school library learning commons in your school? In your school district? What is currently being done to support students, allowing them access to dynamic and engaging learning spaces that will enable them to be productive, participatory citizens in this new global century? Is your school library currently a warehouse of print resources and digital equipment? It is time to rethink, redesign and reimagine the library and the school.**

## **Students**

**At the forefront of my thinking is to consider that the learning commons is a philosophy, not simply a place in the school. Let's look at four proposed**

facets of a learning commons. Consideration for the students and their needs is the priority in decision-making. All students in the school would develop personalized strategic toolkits that they will require as a foundation to becoming lifelong learners. It is clear in much of the research that today's students are exposed to emerging literacies and require authentic opportunities to develop strategies enabling them to manage and engage with copious amounts of information. Our students require further strategies for interacting with multiple formats of resources allowing them to create new information for themselves while reflecting upon their learning processes. Assessment, both for and of learning is a critical and necessary part of teacher planning. Students in schools today are becoming consumers, collaborators and producers of information (Farquharson, 2009). With a collaborative planning process between a teacher and a learning commons lead teacher in place, students have access to "just in time" teaching that fosters a community of learning (Koechlin, Zwaan & Loertscher, 2008). These authentic learning opportunities link students to their communities and the global world, once again, creating that sense of transparency and access to learning beyond the classroom.

### **School Staff**

If one believes that the new learning commons is not just a place but also an integral part of the school learning culture, then the second facet is the need to examine the ways the adults in the school learn. In your school, how has your staff expanded their professional knowledge and practice? Historically, many teaching professionals have accessed their learning from site-based professional development, systemic learning opportunities, yearly teacher conventions or professional conferences. Current trends of practice are moving to an action research model involving a professional learning community. Action research is founded in a belief that there is expertise within one's own school and school system with an added advantage of a local focus aimed at school improvement. The staff must deepen their professional knowledge of inquiry, critical thinking and developing their own personal toolkits for technology use and knowledge of effective, quality resources for learning. Critical thinking and inquiry are central to student and teacher learning (Farquharson, 2009; Koechlin et al., 2008; Loertscher & Diggs, 2009).

### **The Physical & Virtual Landscape**

Simultaneously, the third element of the transition of the landscape needs to occur. The physical space of the school library learning commons and the classroom need to transition into flexible, engaging learning spaces under the modeling of a teaching professional. The landscape of the learning commons is not really new. Schools have worked to keep up to the ever-changing world of information as best they can. What is new, however, impacts the existing school library and its users. It is about the conceptual notion of a learning commons both physical and virtual. The visionaries, Carol Koechlin and David Loertscher, identify two clear aspects of the new learning commons that are both the physical space and a

virtual space (Koechlin, Rosenfeld & Loertscher, 2010; Loertscher et al, 2008; Loertscher, 2008). Students will need and have ready access to both, 24 hours a day and 7 days a week. The physical space needs to be a flexible learning environment that is open and serves multiple purposes during the school day (Bentheim, 2010; Loertscher, 2008; Loertscher & Diggs, 2009). Koechlin et al. (2008) view the learning commons as a space where students are actively engaged with emerging technologies. Alongside the physical learning commons within the school is the equally important virtual space. This is a way to extend resources and access beyond the walls of the school (Loertscher, 2008). He describes this virtual space eloquently as a “giant, ongoing conversation and a warehouse of digital materials” (Loertscher, 2008, p.47). Beyond the space what else defines a learning commons?

What about the other spaces in and around the school? What about the classrooms? How are they arranged to meet the personalized learning needs of all students? What about the outdoor natural spaces? Many schools today are creating environmental learning gardens on their grounds. These too need to be considered as integral parts of the learning commons philosophy. Do your teachers and students access a local public park or the community at large? Do you have access to an Open Minds program such as what is available in Calgary? The thirteen Campus Calgary and Open Minds sites include the Calgary Zoo, Fire School, Cross Conservation, The University of Calgary, Glenbow Museum to name a few. These authentic community sites allow students and teachers to be involved in unique, one week visits to engage in hands-on learning, observing and reflecting to foster attitudes and understandings of cultural awareness, community responsibility, and stewardship (Campus Calgary Open Minds, 2012). Taking into consideration the physical community at large expands the concept of a learning commons well beyond the school library learning commons walls. It allows students opportunities to grow and learn as individuals within their own world.

## **Leadership**

To enable and action these ideas into your school requires one more idea. The final aspect of the shift of school libraries to learning commons is about leadership. It is apparent that this shift requires two levels of leadership, that of the administration within the school, and the leadership skills of a learning commons lead teacher. Sullivan (2010) speaks of Malcolm Gladwell's three rules of change in her work. They include connecting people, understanding the data and then salespeople are needed to promote the change. This is exactly what the learning commons needs. It brings together stakeholders in the school to move forward. Like any other change, mission and vision are needed to set a path for this journey (Koechlin et al., 2008; Bentheim, 2010). Instead of everyone in a school working in isolation, the learning commons success is hinged on collaboration of teams. The learning commons lead teacher requires this collaboration to enable a shift to a student-sided focus (Loertscher & Diggs, 2009). The administration collaborates and supports these

**collaborative teams.**

**The teachers collaborate with the learning commons lead teacher ensuring that students in the school are the central focus of the work. Koechlin et al. (2008) clearly defines this role as one who “turns the age of information into the age of understanding, critical thinking and learning to learn” (Koechlin et al., 2008, p. 6). In doing so, the role of the learning commons lead teacher transforms to a coach and leader versus one who is responsible for direct teaching of library or information skills. Their knowledge of curriculum is extensive and they play a critical role in the cultural shift of the school. (Loertscher & Diggs, 2009)**

## **Challenges**

**So if this is what a learning commons requires, what possibly could challenge this change? Due to the fact this concept is new, there is limited work on the issues. Both Koechlin and Loertscher (2010) are honest in their understanding of the work and role of the learning commons lead teacher alongside the administration to transform the traditional concepts of an "institution." Koechlin and Loertscher (2010) described three possible issues. First, that many schools are still in a traditional mindset which makes it harder to move forward. Secondly, libraries have seen both major budget cuts and staffing cuts which have affected the ability to be progressive in the work. Finally, Loertscher explains that the curriculum delivery in the class is often separate from the school library learning commons. Each of these three issues would have a direct impact in the implementation of a learning commons philosophy in a school. However with leadership, experience and wisdom of those who have done the work first to provide a guide of sorts, anything is possible.**

## **Alberta Perspective**

**In Alberta, there is an increasing movement to transform school libraries to learning commons. Alberta Education (2010) has drafted a new policy document awaiting the government review and approval. Each of the learning commons identifiers discussed above and within the literature are addressed in some way in this draft document. This includes the student inquiry and creation of new knowledge, student access to qualified library professionals, and the physical and virtual spaces. It references the role of the principal as a member of the school library services professional learning team and this team is tasked with creating a school library learning commons plan (Alberta Education, 2010). This forward thinking document is clear in its direction toward learning commons.**

## **Checklist**

**The place to start is where you are right now. An analysis of your school and your stakeholders' thoughts is a good place to begin this transformational journey. Consider the following questions. Many of us are well aware of the “sense of tone” that individual schools project. It is that “feeling” you get when you walk into a school. It is evident the moment**

**when anybody walks into your building. When someone walks through your school, what evidence exists that your school is nurturing 21st century learners toward becoming productive active global citizens? Is there evidence of inquiry? Critical thinking? Are students actively engaged with a wealth of technological resources? Are tasks in the learning environment authentic? Is there evidence of multiple formats of resources?**

**You may wish to consider the following questions as you begin to think about the transition of your school library learning commons and school.**

School	<p>What is your school's mission and vision?          Who are your learners?          What are the current identified needs of your learning community?          Specifically your learner needs?          Where are the gaps in your academic achievement as indicated by use of standardized tests?          Do you have a school website?          Staffing?</p>
Learners	<p>Size of your school?          Student population demographics?          English Language Learners?          Special Education Needs?          Learner support?</p>
School Library/ Learning Commons	<p>What is the current status of your library staffing?          Who leads the instructional component?          Collection size – number of volumes? Types of resources available?          How is the library currently being used?          Access for students? Staff?</p>
Technology	<p>Which computer platform(s) do you use and support?          What server technology is in use and how is it set-up for community access?          What access is there in the Learning Commons?          Is there classroom access?          Assistive technology use? How and what?          What tools are available? – scanners, digital cameras, video, green screen, e-readers, mp3, iPods, iPads?          How is technology funded in your school?          What district support does your school access?          Is there a school website?          Is there a learning commons website?</p>
Resources	<p>What is your annual budget for the learning commons? Classroom resources? Curriculum resources? Online databases?          Use of district or provincial databases for digital content?</p>
Digital Citizenship	<p>Does your school have a digital citizenship plan?          Is this in line with your district policy?          What work is being done for students about information literacy? Digital literacy?</p>
Inquiry	<p>What does inquiry look like within your school?          Is there a common understanding of inquiry?          How is it connected to your provincial/state curriculum?          How is the Learning Commons used to support this learning?</p>
Access to community resources	<p>How does your school utilize the community at large?          How is learning communicated to your family community?          Does it involve technology and print access?</p>
	<p>What do you believe is missing at this time?          What solutions would you suggest?</p>

**(Adapted from a variety of resources including Asselin, Branch & Oberg, 2003; Koechlin,**

## Conclusion

Schools are at a turning point. To meet the complex and ever-changing needs of students and to keep up with the information age, a learning commons philosophy is needed right now! A learning commons is more than just a place, it is a way of being. The learning commons "supports a school-wide culture . . . fostering "habits of mind" (Koechlin et al, 2008, p.6). Sullivan truly sums it up by saying, "Will school libraries fuel the growth of 21st century learning or will they wither. . .?" (Sullivan, 2010, p.1). She is correct. Withering is not an option. Students need to be empowered to become lifelong learners building an ongoing strategic toolkit that begins in kindergarten. Educators cannot be shy about embracing the "new" way of doing things. School staffs need to work together to seize the opportunity to bring together the very best of what we know about our learners and the very best of the available resources to meet philosophically and in reality in the learning commons.

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**Donna Grove has over 20 years experience as a teacher-librarian in both rural and urban school districts in Alberta. She has been an Alberta Initiative for School Improvement Library Consultant (AISI) and an AISI Learning Leader on a 21st Century Learning Project. She is currently a Learning Leader in a Gifted Education elementary school program with the Calgary Board of Education. She has just completed a Master of Education (School Administration) program with Gonzaga University. Her capstone project is on Transforming School Libraries to Learning Commons.**

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## **Voices that resonate with the depth of time, support, and love needed to imagine productive social change**

**Glen Lowry and Mike DeGagné  
Aboriginal Healing Foundation**

**Speaking My Truth: Reflections on Reconciliation and Residential School is a collection of works that focus on an extremely dark period in Canada's relationship with First Nations, Inuit and Métis peoples. Taking its title from Garnet Angeconeb's powerful story about learning to forgive his abuser, this selection of fifteen first-person narratives looks at this violent history through the lens of Residential School Survivor experiences, and it charts a path forward that begins with respect for their knowledge and**

insights. Explaining “how difficult” his journey to forgiveness was, Angeconeb suggests that “[i]t takes time and a great deal of support and love to reach that point” (27). *Speaking My Truth* brings together voices that resonate with the depth of time, support, and love needed to imagine productive social change and, eventually, justice.



*Speaking My Truth: Reflections on Reconciliation and Residential School*. Eds. Shelagh Rogers, Mike DeGagné, Jonathan Dewar, Glen Lowry. Ottawa: Aboriginal Healing Foundation, 2012. Paperback, 256 pgs. ISBN print 978-0-9881274-2-5 / electronic: 978-0-9881274-3-2

Comprising a selection of texts from the Aboriginal Healing Foundation's (AHF) three-volume Truth and Reconciliation series, this collection presents readers with a range of approaches to difficult questions of Reconciliation among Aboriginal and non-Aboriginal people in Canada. The First Nation, Inuit, Métis, and non-Aboriginal writers collected here propose various ways into the difficult intergenerational and intercultural conversations that must take place as we—as individuals and communities—come to terms with the legacies of the mental, physical, and emotional abuse produced by Canada's Residential School system. This new scholastic edition of *Speaking My Truth* builds on the success of the AHF's earlier Book Club Edition and seeks to provide high school and university educators with a resource for generating understanding and much-needed debate around this painful topic. With a revised, updated selection of essays, this new edition also includes "Selected Documents of Reconciliation and Apology from Canadian Government and Churches," which are referenced by different texts—including Drew Hayden Taylor's response to Prime Minister Harper's June 2008 Apology, "Cry Me A River, White Boy"—and which provide context for the volume.



**One text among others, *Speaking My Truth* adds important voices to the discussions of Aboriginal sovereignty and the federal government's responsibilities in relation to the Indian Act, Treaty Rights, and the devastating social violence faced by First Nation, Inuit, and Métis communities, whose members are disproportionately represented among negative statistics on poverty, education, chronic disease, abuse, and violence against women. This collection strives to help readers to creatively and courageously face the deep, complicated history of Canada's Residential School system and potential for Truth and Reconciliation among Aboriginal and non-Aboriginal peoples. We hope that as readers work through the texts of *Speaking My Truth*, some of which will raise difficult emotions, they will have an opportunity to reflect on the impact of this system on generations of Residential School Survivors, their children and grandchildren, and on how the knowledge of this experience might inform or transform thinking toward a more equitable future.**

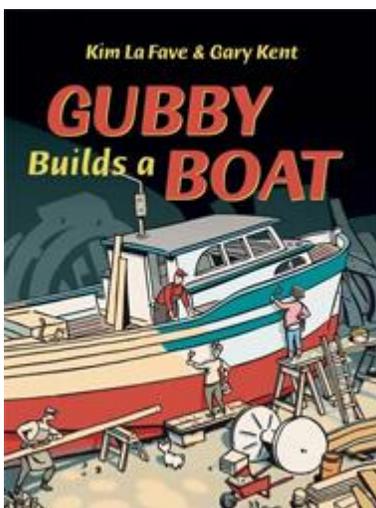
**Garnet Angeconeb reminds us, "When you're ashamed of your own history, you deny—that's also what has happened on the part of the government and churches. What it all boils down to is respect. Denial is damaging and disrespectful, not healing. Our new relationships have to be built on respect" (31). The new relationships—the personal and collective transformations they entail—will require significant effort. We take power from Angeconeb's concluding gesture: "May we all find the strength, warmth, and support to be able to speak our truths" (32).**

**The AHF will provide copies of *Speaking My Truth* free of charge. Individual readers, study groups, educators are invited to visit <http://speakingmytruth.ca> to order copies and to share feedback. The complete 3-volume Truth and Reconciliation series is available online, with individual chapters formatted for download. An electronic version of *Speaking My Truth* will be available early in 2013. The website also provides information and links to educational resources from the Legacy of Hope Foundation's *100 Years of Loss - The Residential School System in Canada*, an Edu-Kit for Residential School curriculum. We hope these resources will support dialogue, and look for input from readers and educators on how we might continue to respect the healing vision of Residential School Survivors while honouring their contribution to transforming Canada toward a more socially just society.**

## Publishers recommend . . .

**Publishers are invited to submit the title of one work of fiction and/or one work of non-fiction by a Canadian author or illustrator, published in the last year, that they would consider a "best book" or a "neglected gem." Let *School Libraries in Canada* know about recent works to satisfy the needs and interests of school library patrons from kindergarten to senior high school. Send a .jpg image of the cover art, a 50-100 word factual blurb and the publication information to [sliceditor@gmail.com](mailto:sliceditor@gmail.com) by April 27 for the Spring 2013 issue.**

### Fiction



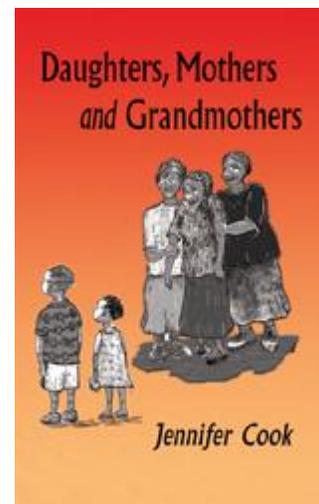
*Gubby Builds a Boat*  
by Gary Kent; illustrated by Kim La Fave  
Harbour Publishing, 2012.  
32 pp.; Ages 6-10; ISBN 9781550175912

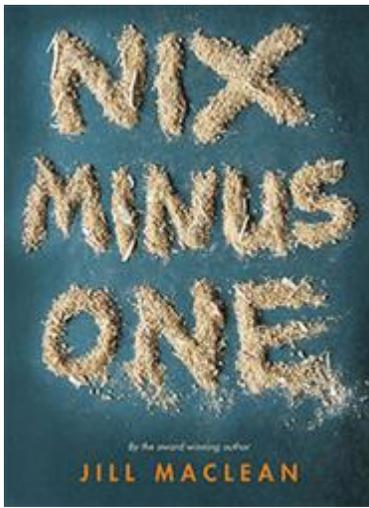
This follow-up to *Fishing with Gubby* continues the adventures of Gubby, a commercial salmon fisherman, whose beloved old boat, the *Flounder*, is worn out. He commissions a Japanese-Canadian boat builder to build him a new one. The story follows the stages of building a boat from selecting plans to preparing the wood to laying the keel to final finishing and launching.

This graphic novel-style book documents the rich traditions of the Japanese-Canadian fishing community and transports the reader to a golden age of boat construction when craftsmen passed their skills down through the generations.

*Daughters, Mothers and Grandmothers*  
by Jennifer Cook  
Ottawa: Baico Books, 2012.  
145 p. Ages 15+. ISBN 9780796923653.

*Daughters, Mothers and Grandmothers* is a story of courage. Set in a small town on the edge of the Kalahari Desert in South Africa, two teenagers, Canadian Lydia and South African Mandisa, find there is AIDS in the family. At first the girls have fallen out over a boy, but soon become good friends as Lydia helps Mandisa look after her younger siblings, who run away into the desert rather than going to Soweto with their grandmother. Help comes from a group of African grandmothers, who are raising their own orphaned grandchildren, and from a San nomad (bushman) in an abandoned desert village haunted by lost spirits. This is a bitter/sweet story with a happy ending about the AIDS pandemic in Sub-Saharan Africa. Part of the proceeds go to the Stephen Lewis Foundation's projects helping grandmothers and their orphaned grandchildren in Africa.





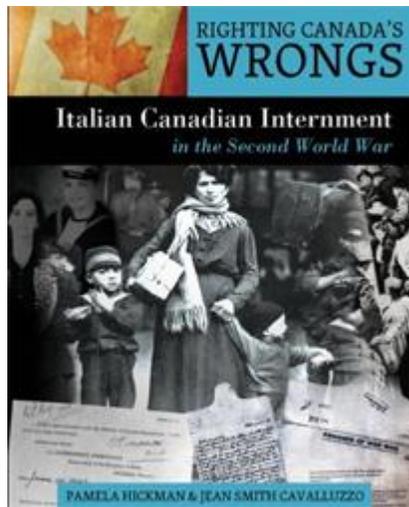
*Nix Minus One*  
by Jill MacLean  
Toronto: Pajama Press, 2013  
296 p. Young Adult ISBN 9781927485255

Fifteen-year-old Nix Humbolt is growing up but, he has learned it is best to keep a low profile. Lonely and introverted, he is happiest in his father's woodworking shop, where he builds exquisite boxes and tables. The only battles Nix fights are on his Xbox - until the day he finds the guts to fight for Swiff Dunphy's neglected dog. Then Nix's spirited older sister, Roxy, pursues a guy who is seriously toxic, and even Nix can see that she is headed for disaster and there is nothing he can do to stop it.

## Non-Fiction

*Italian Canadian Internment in the Second World War*  
by Pamela Hickman and Jean Smith Cavalluzzo  
Lorimer, 2012  
111 p. ISBN 9781459400955 .

Under the War Measures Act, about 700 Italian Canadians were imprisoned in Internment Camps, mainly in Ontario and New Brunswick, during World War II. Using historical photographs, paintings, documents and first person narratives, *Italian Canadian Internment in the Second World War* offers a full account of this episode in Canadian history including the eventual apology by Prime Minister Brian Mulroney and his admission that the internment was wrong. Extensive background information is provided on the contributions of Italian Canadians to the nation's history .



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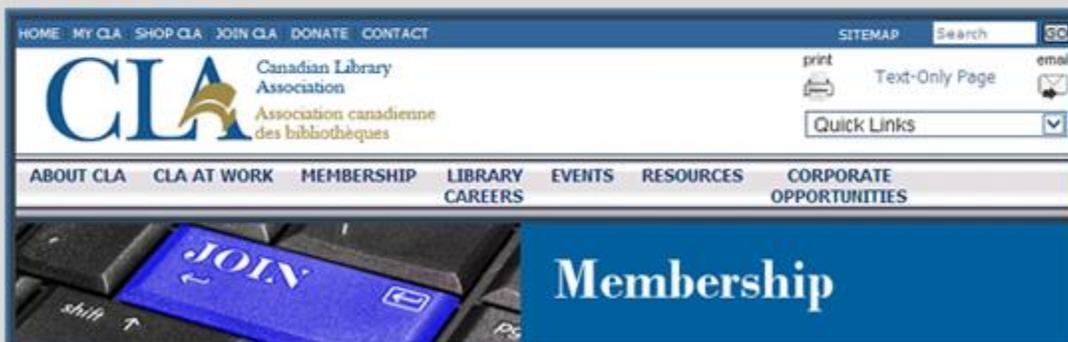
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