Introduction...
The goal of the Teacher Resource Centre (TRC) is to provide users with resources and instructional support similar to those they would find in a small to medium-sized elementary school library. This goal is the guiding principle used to determine the collection available and services offered in the TRC.

Collection material available at the TRC includes books, periodicals and non-book materials suitable for use by or use with children enrolled in primary, junior and intermediate grades. Additionally, Ministry of Education curriculum documents (including support documents), Trillium List textbooks and learning materials, and locally produced curriculum support documents, commercially produced curriculum support documents, and teaching association produced curriculum support documents are also a part of the TRC collection. Some of these items are located in the TRC, while others (due to space limitations) are located in the main library, on the first floor, in the reference area.

Services available at the TRC include a workroom with laminators, consumables available for purchase, a paper-cutter, and Ellison die shape cutters.

Equipment available for use in the TRC includes a DVD/VHS viewing station and a CD-ROM/audio-cassette listening station.

Users requiring assistance conducting research or integrating research skills instruction into the curriculum, or who require advice regarding appropriate resources to use in their placement or to complete an assignment are encouraged to consult with the Education Librarian. The Education Librarian is available at the Reference Desk during regularly scheduled shifts, by appointment, or via telephone or email.

Providing resources and partnering with teachers to integrate information literacy skills into the curriculum is a significant responsibility of a school teacher-librarian. Because the goal of the TRC is to reflect the services and operation of a small to medium sized elementary school library, this is also a significant responsibility for the Education Librarian. The Education Librarian collaborates with Faculty of Education instructors, in order to ensure appropriate resources are available to support teacher-candidate’s coursework and practicum requirements. Additionally, the Education Librarian partners with teachers from the Faculty of Education and School of Health and Human Studies – ECE to teach information literacy skills, book-talk resources for specific audiences or about specific subjects, demonstrate resources and more.
Our second year...

Library staff reviewed input from faculty and students regarding the delivery of services and the collection during the TRC’s first year of operation. Based on this feedback, staff decided to provide unsupervised access to the TRC collection and services (with the exception of laminating service) during regular library operating hours.

The Education Librarian provided reference assistance in the TRC Monday through Friday from 11:00am – 1:00pm, during weeks when teacher-candidates were on-campus. Faculty of Education B.Ed. students and School of Health and Human Services – ECE students were encouraged to visit the library at that time and make use of the services and assistance available to them.

Additionally, the Manager of Access Services was able to schedule student assistance in the TRC to supplement the regularly scheduled staff coverage for laminating hours.
**A statistical picture...**

**Operating Hours (access, reference, laminating service)**

Unsupervised access to collection and services (excluding laminating service)

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8:00am – midnight</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:00am – midnight</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8:00am – midnight</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:00am – midnight</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00am – 9:00pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>10:00am – 6:00pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>10:00am – 6:00pm</td>
</tr>
</tbody>
</table>

Reference Hours (teacher-candidates on-campus)

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>11:00am – 1:00pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>11:00am – 1:00pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>11:00am – 1:00pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>11:00am – 1:00pm</td>
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<tr>
<td>Friday</td>
<td>11:00am – 1:00pm</td>
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<tr>
<td>Saturday</td>
<td></td>
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<tr>
<td>Sunday</td>
<td></td>
</tr>
</tbody>
</table>

Laminating Service Hours (teacher-candidates on-campus):

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8:00am – 10:00am</td>
</tr>
<tr>
<td></td>
<td>11:00am – 1:00pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:30am – 1:00pm</td>
</tr>
<tr>
<td></td>
<td>11:00am – 1:00pm</td>
</tr>
<tr>
<td></td>
<td>1:30pm – 3:00pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>11:00am – 1:00pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>11:00am – 1:00pm</td>
</tr>
<tr>
<td>Friday</td>
<td>4:00pm – 5:00pm</td>
</tr>
</tbody>
</table>

Laminating Service Hours (teacher-candidates on practicum):

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>6:00pm – 8:00pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>6:00pm – 8:00pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>6:00pm – 8:00pm</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
</tbody>
</table>
## Circulation (does not include reserve materials)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>136</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>401</td>
<td>403</td>
</tr>
<tr>
<td>October</td>
<td>343</td>
<td>1145</td>
</tr>
<tr>
<td>November</td>
<td>336</td>
<td>662</td>
</tr>
<tr>
<td>December</td>
<td>156</td>
<td>225</td>
</tr>
<tr>
<td>January</td>
<td>271</td>
<td>1285</td>
</tr>
<tr>
<td>February</td>
<td>281</td>
<td>868</td>
</tr>
<tr>
<td>March</td>
<td>661</td>
<td>514</td>
</tr>
<tr>
<td>April</td>
<td>364</td>
<td>342</td>
</tr>
<tr>
<td>Total Circulation</td>
<td>2813</td>
<td>5835</td>
</tr>
</tbody>
</table>

## Purchase of consumable materials or use of laminators

**Term One**
- Paper: 23
- Laminating: 31
- Total: 54

**Term Two**
- Paper: 16
- Laminating: 17
- Total: 33

## Library as a place to meet – gate count

*(note: gate counter installed in mid-February 2008)*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>n/a</td>
<td>January</td>
</tr>
<tr>
<td>September</td>
<td>n/a</td>
<td>February</td>
</tr>
<tr>
<td>October</td>
<td>n/a</td>
<td>March</td>
</tr>
<tr>
<td>November</td>
<td>n/a</td>
<td>April</td>
</tr>
<tr>
<td>December</td>
<td>n/a</td>
<td>May</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2544</td>
</tr>
</tbody>
</table>
## The Collection - by the numbers (April 2008)

<table>
<thead>
<tr>
<th>Category</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture books</td>
<td>692</td>
<td>785</td>
</tr>
<tr>
<td>Fiction books easy-read, juvenile fiction, and young adult fiction</td>
<td>1084</td>
<td>1178</td>
</tr>
<tr>
<td>Non-fiction/Dewey (includes easy-read Dewey and student TRC reference books)</td>
<td>1793</td>
<td>1991</td>
</tr>
<tr>
<td>Trillium List, MOET curriculum documents and teacher resources to support MOET curriculum</td>
<td>847</td>
<td>1293</td>
</tr>
<tr>
<td>Non-book materials</td>
<td>155</td>
<td>233</td>
</tr>
<tr>
<td>Total items</td>
<td>4527</td>
<td>5480</td>
</tr>
<tr>
<td>Total unique titles</td>
<td>4266</td>
<td>4838</td>
</tr>
</tbody>
</table>
Workshops, partnering and programming...

Workshops
In the first semester, the Education Librarian offered the following optional workshops for teacher-candidates:

*Finding resources for your practicum (@ the TRC and beyond)*
Teacher-candidates were shown why to use broad keywords and Boolean Logic to find resources in the library catalogue, and why to use natural language search strategies to find resources using search engines like Google. They learned about the library’s Education Subject Guide, a pathfinder with links to books, databases, and websites that support their program. They also learned how to find resources from LRCs at local school districts and how to use media effectively when teaching.

*Finding resources for your assignments*
The four stages of the research process were reviewed, with emphasis on the second stage, finding and retrieving information. Teacher-candidates used the catalogue, an index, and a web portal to find information for a specific assignment.

Partnering
Teachers enrolled in AQ courses visited the library in the spring, summer and winter months. The Education Librarian reviewed the four stages of the research process, and demonstrated how UOIT library and school library resources, including Knowledge Ontario databases, could be used to complete their AQ course assignments and address many of the (inquiry and research) curriculum expectations in the courses they teach.

*French AQ – Part 1* (spring 2007)
*Anthropology, Psychology and Sociology AQ* (spring 2007)
*French AQ – Part 1* (winter 2008)
*Anthropology, Psychology and Sociology AQ* (winter 2008)

In the 2007/2008, the Education Librarian partnered with the p/j Core Curriculum/Language Arts teacher responsible for teaching 5/6 of the sections of this course.

*September’s presentation* addressed the following topics: the role of the teacher-librarian, book talks, Forest of Reading programs, finding articles for a course assignment, and a review of resources available to support the critical examination of a resource assignment.

In January, they modeled the interactions between a classroom teacher and school teacher-librarian as they partnered to plan a grade 4 social studies unit.
In February, they modeled the interactions between a classroom teacher and a school teacher-librarian, as they worked together to identify appropriate books for literature circles for a grade six class.

Additionally, the Education Librarian partnered with the p/j Core Curriculum/Math faculty, to provide instruction to teacher-candidates regarding the selection and use of children’s literature to support the p/j math expectations. Many of the students used resources recommended by Ann LeSage, Assistant Professor in the Faculty of Education.

Int/sr teacher-candidates with computer science specialization made the trek to the library in the fall. The Education Librarian’s presentation addressed the following topics: information literacy skills expectations in computer science curriculum documents, finding articles for your assignments, and computer science resources at UOIT.

The Education Librarian also partnered with the ECE curriculum II instructor. Together, they reviewed with students tools for finding and using picture books in the ECE classroom, as well as criteria to consider when evaluating picture books for use with young children.

Programming

Forest of Reading
Books nominated for the Ontario Library Association’s Forest of Reading program were purchased and added to the TRC collection in late December. A flyer inviting interested Durham College and UOIT students to join the weekly meetings was emailed to all Faculty of Education students via WebCT Vista, posted in the Faculty of Education, mailed to the ECE faculty representative, and posted on the ECE student bulletin board. Unfortunately, there was not regular attendance at these sessions.
New Equipment and Resources...

Locks were purchased for the laminators. These were purchased after a decision was made to leave the room open and unsupervised during regular library operating hours, effective the 2007/08 academic year. Access to the collection and self-serve equipment (eg. dies) would be freely available to users, while cabinets with consumables, cupboards with expensive Lego kits, and the laminators would be kept locked during hours when the TRC was not staffed.

Several new dies were added to the collection in June 2007. A square, circle, star, clock set, paper-bag farm puppet set, skeleton and organ set, dolls, seasonal set, holiday set, and other shapes were added, along with a shelving unit in which to house them.

New picture book shelves and an additional non-fiction shelving bay were purchased from Carr-McLean in June 2007. Delivery and installation were completed in early October.

A considerable quantity of picture books was purchased to support the p/j math curriculum. Copies of the Blue Spruce, Silver Birch, Red Maple, White Pine nominees for 2008 were added. An order for approximately 150 new titles recommended by various reviewing sources was submitted, received, and processed (eg. Canadian Children’s Book News, Our Choice, Quill and Quire, National Council of Teacher’s of Math).
**PMI and recommendations...**

It is especially satisfying that the items identified as “minuses” in the 2006/07 report have been addressed, and are now reflected in the “plus” side of the recommendations. Items that were “minuses” in 2006/07 that are now “pluses” have been starred.

**Plus...**

- *hours – the TRC is accessible during all library operating hours.
- partnering
  - *With School of Health and Human Studies – ECE
  - With p/j language arts and math instructors
  - With AQ instructors
- *staffing
  - the TRC is staffed by the Education Librarian for two hours, each day the teacher-candidates are on-campus
  - the Manager of Access Services was able to schedule student assistants in the TRC to provide extended laminating services access to teacher-candidates
- technical services staff made numerous detailed customized enhancements to item records and item packaging to ensure the exceptional access and maintenance of the collection

**Minus...**

- due to space limitations, not all TRC resources are shelved in the TRC. Some of the curriculum resources continue to be shelved in the main library in the reference area.
- partnering with i/s faculty continues to be problematic

**Interesting...**

- the TRC continues to be a Faculty of Education “community meeting space”

**Recommendations**

- encourage faculty to integrate use of collection resources into assignments
Changes on the horizon...

The TRC, which occupies space within the main library on the main Durham College/UOIT campus located at 2000 Simcoe Street in Oshawa, includes a special collection of curriculum, textbooks, government documents, kits, posters, juvenile fiction and non-fiction, picture books and specialized equipment. The main library includes a collection of periodicals and books to support research in the field of education. Media Services, located in the Gordon Wiley Building, includes a selection of education dvds and videocassettes. These resources will be moving to the new Faculty of Education facility in downtown Oshawa during summer/fall 2008. The education-related collection and services currently available in the main library collection and Media Services, as well as the entire TRC collection and services, will become part of the new Education Library, which will be housed on the main floor of the building.

This will provide staff with the opportunity to provide access to the majority of the library's education resources and services from one location. Staff at the Education Library will serve primarily Faculty of Education instructors and students, and thus will likely acquire familiarity with the B. Ed. curriculum, students, instructors, and library collection. The Faculty of Education will be especially well-served by the library and library staff because of this move.

Upon completion of the move, it will be important to draft a Collection Development Plan for the new Education Library, and identify the TRC collection and services as a special collection within that library.

Respectfully submitted by:

Susan Pratt,
Education Librarian
Appendix A

Collection Development Plan
Teacher Resource Centre

General Information

The Collection Development Plan for the Teacher Resource Centre sets out the role of the collection and related services within the context of the college and university’s policies and goals, and the Collection Development Policy for the overall library collection, including the general education collection. It identifies specific types of materials to be collected and housed in the Teacher Resource Centre, rather than the general library collection.

The Teacher Resource Centre includes books, periodicals, and non-book materials suitable for use by or use with children enrolled in junior kindergarten through to grade 12.

Books and non-book materials (other than periodicals) are accessible via the library’s catalogue. Additional books may be requested through Inter-library Loan.


Mission Statement

To supply a sufficient quantity of quality materials to assist Faculty of Education instructors and teacher-candidates in meeting curriculum expectations; specifically, to provide instructors and teacher-candidates with examples of exemplary and authentic learning materials, teaching aids, and teacher resources that are appropriate for classroom use with primary/junior level students.

Where appropriate, to supply a sufficient quantity of materials to be used as samples of exemplary resources for resource-based learning at the secondary level.
Values

The following statements are common to both the Durham College and UOIT Values Statements. They are included in the Collection Development Policy, as they will be considered when purchasing materials and helping patrons access our collection.

Integrity: we will be honest and accountable
When providing research assistance, we will strive to provide the best service possible from within our collection, and advise patrons when access to resources beyond our collection are required for complete, accurate, or exhaustive research.

Respect for the individual: we will treat everyone with dignity
We will respect all learners, and provide information in a variety of formats, to address all learning styles.

Educational justice: we will champion our learners, including those who face diverse challenges
Consideration will be given to the various access challenges faced by our learners, whether through distance from the physical library, learning disabilities, or physical disabilities.

Purpose

The purpose of the Teacher Resource Centre is to support teacher-candidates in two ways: as a demonstration elementary school library, that reflects best practices in administration, organization, and instruction at school libraries; and with a collection that provides teacher-candidates with examples of resources suitable for use with instructional methods supported by the Faculty of Education.

Users

The Teacher Resource Centre is accessible to all staff and students at Durham College and UOIT. Faculty of Education instructors and teacher-candidates may use all resources and services available at the centre. Items identified as available for circulation may be borrowed by all Faculty of Education instructors and teacher-candidates.

Short Term Goals

- Participate in the design of a new Education Library, to be located in the Faculty of Education building in downtown Oshawa, to house the current collection and services presently available in the TRC.
Ensure all like resources are shelved together for ease of use and access (eg. integrate items currently located in location Curriculum – TRC and items currently located in Education – Reference)

**Long Term Goals**

- Investigate partnerships with surrounding school districts regarding additional collections
- Ensure that all p/j and int/sr teacher-candidates curriculum includes a minimum of one partnering unit with the Education Librarian

**Responsibility for Materials Selection**

The Education Librarian is responsible for selecting materials to be added to the collection. Advice and opinions are sought and accepted from experts in the field (eg. Faculty of Education instructors, other Education Librarians, book reviews). All recommendations receive final approval from the Associate Librarian – Collections.

**Selection Criteria**

Materials are selected after a careful consideration of the following criteria:

- consistency with the education goals of the university;
- suitability of the subject, style, and language to the intended programs and audience;
- stature/significance of the author and/or publisher;
- quality, factual accuracy, bias, integrity, stimulating presentation, imagination, and creativity;
- instructional, intellectual, aesthetic, literary and social merit;
- cost, readability, currency, organization of content, and physical and technical quality;
- anticipated demand and availability elsewhere;

Additional criteria that are considered include:

- program needs of students in the Faculty of Education;
- the development of the existing collection;
- Canadian content;
- statistics (usage statistics of materials in each subject classification);
- curriculum (new and forthcoming curriculum that requires support);
- reviews from such periodicals as: *Booklist, School Library Journal, Educational Leadership, Phi Delta Kappan, Learning and Leading with Technology,* etc.
The selection of materials on controversial issues is directed towards maintaining a balanced collection representing various views of the school community.

**Formats Collected; Level of Coverage**

The following formats and types of materials are collected for addition to the Teacher Resource Centre: periodicals, books, reference materials (textbooks, curriculum documents), teaching related media and kits.

*Specifically…*

**Textbooks**
- Trillium list of approved textbooks for grades one through twelve; textbooks approved for classroom use in local districts

**Curriculum**
- MOET produced, locally designed and commercially produced curriculum and support documents for junior kindergarten through grade twelve

**Exemplary children’s and young-adult fiction and non-fiction**
- Samples of children’s and young adult’s fiction and non-fiction, including reference books and periodicals, that are appropriate for use with resource-based learning instruction, that support MOET elementary curriculum student learning expectations, as well as a limited number of resources to support secondary school resource based learning instruction

**Media/Ephemera/Realia/Kits**
- Samples of media resources (VHS, DVD) appropriate for use in placement classrooms

See also *Memberships, Inter-Library Loan and Partnerships* below

- Samples of ephemera (posters, flashcards, etc.) and realia (globes, models, etc.) appropriate for use in placement classrooms

- Samples of kits (Lego Robotics kits, math manipulatives) appropriate for use in placement classrooms

In addition to the resources available at the Teacher Resource Centre and the university library, teacher-candidates are encouraged to use their host school’s library resources, central board office resources (eg. audiovisual materials), or public library resources.
English-language materials are purchased for addition to the collection. While the place of origin for the majority of material in the Teacher Resource Centre is Canada or the United States, items that originate in other countries are added as applicable.

Materials added to the collection are generally current (published within the past five years), unless historic perspective, classic texts, or older core works are required to provide users with necessary information about the topic.

See also Memberships, Inter-Library Loan and Partnerships below.

**Memberships**

The Education Librarian is a member of various library-related organizations, and attends association meetings regularly to keep up-to-date with trends and issues in education, including resources and research.

As a member of the Ontario Library Association (SIG Ontario School Library Association), the Education Librarian has access to and knowledge about current issues and trends in the field of education as it relates to both elementary, secondary and post-secondary schools and institutions.

Through membership in ELSOR (Education Libraries Sharing of Resources), staff and students have access to ILL (Inter-library loan) services at members’ libraries. These include the OCT (Ontario College of Teachers) library, the CEA (Canadian Education Association) library, the OSSTF (Ontario Secondary School Teachers’ Federation) library, as well as Toronto area school district Professional Libraries.

Through membership in OTELA (Ontario Teacher Education Librarian Association), staff and students have access to ILL services at members’ libraries. These include Education Libraries at universities in Ontario granting Bachelor of Education degrees leading to certification through the OCT.

**Inter-library Loan**

In addition to ILL privileges between member organizations in OTELA and ELSOR, UOIT students and staff enjoy ILL privileges from RACER/OCUL members (other publicly funded universities in the province, and CISTI). Students are also able to identify sources of materials found in public libraries, and may ILL these items through their local public library.
Partnerships

The Campus Library, together with the Faculty of Education, has a partnership with the Durham District School Board/Durham Catholic District School Board, to allow access to the districts’ Media Library. This partnership provides instructors and teacher-candidates at the Faculty of Education with the right to use Media Library resources in Durham area schools and/or in UOIT classrooms, for instructional purposes. The library catalogue is accessible at http://media.durham.edu.on.ca

Maintenance/Weeding/De-selection

Where practical and feasible, bindings on books in the collection are reinforced before they are circulated. Damaged materials are repaired or withdrawn and replaced (where appropriate).

The collection is weeded throughout the year. Items are weeded to relieve crowded shelves and make room for new acquisitions, to discard outdated, superseded, and useless materials, to enhance user satisfaction, prevent the dissemination of out-of-date and/or inaccurate information, and to ensure the continued usefulness of the collection.

The criteria used for weeding an item from the collection include:

- accuracy of the information included
- bias
- presentation
- organization of content
- relevance of the item to the subject
- relevance of the item to the courses being taught
- historical importance
- age of the work
- citation in bibliographies/current curriculums
- frequency of use
- availability of similar titles/newer titles/in other formats/elsewhere
- physical condition

De-selection (Including Challenges to Materials)

The Education Librarian strives to provide a variety and range of learning materials and services to meet the needs of the students and faculty served by the library.

Items are weeded when out-of-date, inaccurate, of poor quality, or when no longer of use. Teachers, students, or others in the school community may
recommend materials for de-selections. If the Education Librarian, in consultation
with the Associate Librarian, Collections agrees that the item(s) no longer
supports the Collection Development Policy, the item will be removed.

Donations

The Education Librarian welcomes donations of materials that meet the selection
criteria guidelines listed above, and retains the right to use donated materials as
deemed appropriate. This includes weeding and selling donated materials when
no longer of use to patrons. All donations are subject to the policies and
guidelines noted in the Campus Library Gifts and Donations Procedure.

Evaluation

The collection is reviewed periodically to determine:
• its usefulness to the school community
• how it compares with other universities’ curriculum resource centres for
teacher-candidates, and how it compares with local school districts’
elementary school libraries, including:
  o scope of collection
  o use of materials
  o use of services
  o depth of collection
  o staffing
  o budget
  o etc.

Revised: 29 April, 2008