

The Power of Collaboration

A Policy Framework for Collaboration Among Learning Sector Library Partners to Enhance Library Services, Collections and Programs in Saskatchewan

THE OPPORTUNITY AND THE CHALLENGE

The Department of Learning and its sector partners believe that life in this century demands that all people in the province have the opportunity to develop the complex array of skills necessary to live, learn and work. This era is increasingly an information-based, technological (digital) and knowledge-oriented society. There is a growing sense of urgency about the need to improve literacy and essential skills at home, at school and in the community, and to embrace lifelong learning as a way of life. Although individual learning may vary depending on the populations served, all libraries -- public, school and academic, have a role to play in imparting information literacy, developing skills and contributing to lifelong learning. Decision-makers in libraries know that it is no longer enough to be resource providers and they are embracing their essential role as teachers and facilitators of learning.

American Library Association, "Libraries, Literacy and Learning in the 21st century"; American Libraries, August 2005 v36 i7 p (12).

The Department of Learning and its sector partners are coming together and identifying intersections between our goals and libraries' abilities to support them. The department and its sector partners have joined together as learning sector partners to develop this policy framework as a step toward achieving our vision for a sector that works collaboratively to facilitate lifelong learning, with literacy and essential skills the key goals. Together we are creating a model of collaboration to expand the roles that libraries can play to fulfill common goals of the sector.

The Department of Learning (created in April 2006) has a number of strategic directions and priority areas, encompassing early learning and care, pre-K to grade 12 schooling, public libraries and an arm's length Literacy Commission. One policy priority threaded among each of these areas is to enhance Aboriginal content perspectives in services and supports and to improve education outcomes for First Nations and Métis peoples. Another is to encourage new collaborative partnerships, which this document addresses.

There is presently untapped potential to create and share synergies and build on strengths among the department and its partners. Collaboration among different libraries can serve to enhance library services, address the limited resources available to support resource-based learning and increase capacity. As this policy document illustrates, there are many ways for learning sector partners to develop synergies and create new

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Information Literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations.
The Alexandria Proclamation, 2005
.....

Lifelong Learning enables individuals, communities and nations to attain their goals and to take advantage of emerging opportunities in the evolving global environment for shared benefit. It assists them and their institutions to meet technological, economic and social challenges, to redress disadvantage and to advance the well being of all.
ibid

opportunities -- a continuum of possibilities, from sharing information, to planning joint programs, to full integration and co-management at one location.

Evidence of current collaboration can be found across the sector. Examples include partnerships such as the Multitype Library Board and the Multitype Database Licensing Program which involves all types of libraries – public, school, college and university, or the proposed new partnerships in the community through SchoolPlus. Approximately 30 school and public libraries have attempted to partner by establishing joint facilities, with varying degrees of success throughout the province. This document will describe the current situation in the province and propose a model for collaboration in the sector that is much broader and inclusive.

This policy framework is also intended to reflect and respond to public interests and the needs of learning communities and for sector partnerships, to develop a common vision and goals in support of lifelong learning and literacy for all citizens.

The following vision, goals and principles for collaboration have been developed by a steering committee, initiated by the department in 2005, as a first step in enhancing a partnership. Please see Appendix 1 for a list of committee members.

VISION

Collaboration among learning sector partners contributes to synergies and effective ways for libraries to enhance opportunities for lifelong learning and literacy for all residents of Saskatchewan.

GOALS

Four goals have been identified for learning sector partners to achieve the vision:

- Equitable access to learning resources, information and knowledge content for all Saskatchewan residents.
- Through collaboration synergies are created to enhance capacity of the library system to support sector-wide goals such as literacy and lifelong learning.
- Collaboration fosters mutual understanding, respect and community within the current mandates of diverse publicly-funded library systems.
- Learning sector partners voluntarily support resource-sharing among library systems to ensure high quality collections, programs and services.

PRINCIPLES

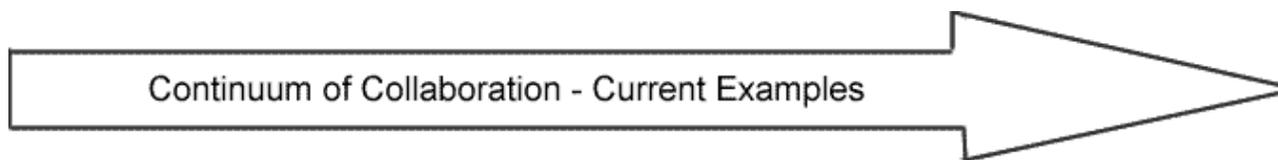
The following principles will guide the efforts of the learning sector toward achieving the goals and the vision:

- universal access;
- voluntary and mutually beneficial;
- respectful of the breadth and scope of missions and mandates of respective libraries;

- equity, respect for diversity, inclusive and respectful of First Nations and Métis perspectives;
- quality and excellence; and,
- consensus decision-making.

CURRENT CONTINUUM OF COLLABORATION

The following chart, the **Continuum of Collaboration** illustrates the current state of collaboration in the library sector in relation to a range of possibilities for collaboration.



Level at Which Collaboration Occurs	Incidental Cooperation	Informal Collaboration	Partnerships (Some Shared Functions and Services)	Co-Management (Formal Agreement, Delegated Powers)	Co-Governance (Shared Vision, (Enabling Legislation)
Province-wide e.g. Department of Learning, including the Provincial Library and the Literacy Commission; Department of Advanced Education; and Learning Sector Partners	SK Learning's Public Library and School Library Cooperation Group Shared education databases (Saskatchewan Teachers' Federation (STF), SIAST, Learning Resource Centre, Universities)	Library Services for Saskatchewan Aboriginal People Committee (LSSAP) /Aboriginal Storytelling Week Saskatchewan Public Access Network (SPAN) Willow Awards	CNet (K-12 Regional colleges and public library sectors) Multitype Database Licensing Program - all sectors		Multitype Library Board
Regional e.g. Regional Library, School Division, Northern Region, Tribal Council	Conversations between regional libraries and school divisions First Nations	Yorkton and Regina libraries are informally collaborating with their Regional Intersectoral Committees (RICs)	Joint libraries: School divisions/ PAGC /Wapiti/First Nations e.g. Red Earth, Shoal lake; and school divisions/ PAGC /PNLS/Band	Pahkisimon Nuye?áh Library System . (PNLS) agreement with Lac La Ronge Indian Band Community	

and regional libraries

(universal library cards)
e.g. Whitecap and Wheatland Regional Library

e.g. Montreal Lake facility with integrated public and school library, and regional college, e.g. Tisdale

Public library systems/School divisions pilot collaborative projects e.g. shared courier service, shared acquisitions

Regional colleges and Public library systems share one seat on the board of MEPP

Local

e.g. municipal, community, First Nations

First Nations school libraries open to the community

School/public library staff, share some programming, periodicals

Facilities: same building, some shared services, e.g. Gravelbourg, Yorkton

School library use of public system
[Gateway](#) for catalogue records.

(Parkland Regional College and a day care and a high school working with KidsFirst.)

Community schools with libraries e.g. [Balcarres](#), Dr. Brass in Yorkton

Saskatchewan Library Week and Willow Awards

At a local level, collaborations can be quite informal. [Saskatchewan Library Week](#) and the [Willow Awards](#) provide opportunities for class visits, promotion of library cards, sharing of information on units of study, and greater involvement in programs.

The MDLP Promotions committee established the www.mylibrary.sk.ca portal for all library services in the province.

Municipal Employees Pension Plan (MEPP)

Pahkisimon Nuye ?áh Library System and Lac La Ronge Indian Band

There is an agreement between the Lac La Ronge Indian Band and the [Pahkisimon Nuye?áh Library System](#) that has been in place since 1997. The agreement outlines the partners' intent to operate a combined public/school library known as the Senator Myles Venne School Public Library which is located in Senator Myles Venne School. The administering body of the library is named as the Senator Myles Venne School Committee.

Tisdale Community Library

The Tisdale Community Library Board is made up of members of the Northeast School Division, the Cumberland Regional College and the Tisdale Public Library Board. The shared agreement respects the original Public Library Board's mandate.

The Tisdale Community Library's mandate is to provide seamless service to anyone who comes into the library. Special activities include: preschoolers' story time; school aged students' resource based learning projects; and homework. Information literacy is encouraged by the teacher-librarian. The Wapiti Regional Library delivers interlibrary loans. After school hours, students have access to computers on the school network, while adults have access to [Community Access Program](#) (CAP) computers throughout the time the library is open. The combined access of school library hours and public library hours means that the library is open 12 hours most days with nine hours on Friday and four on Saturday. Elderly people, regional college students or recent immigrants use email. The library has ordered in a block of books in Russian.

The three rows indicate the levels of collaboration: province-wide, regional and local, including local governance bodies such as municipalities and First Nations at the local level. The columns of the chart illustrate the degree of collaboration, ranging from incidental cooperation and informal collaboration, to partnerships established to share some functions; then to much more formal arrangements such as co-management; and finally to co-governance, the latter example being established in legislation.

The Continuum of Collaboration provides a matrix of examples of the current state.

Local Level

At the local level First Nations schools are opening their school libraries for use by the community.

Regional Level

At the regional level, public library systems and school divisions are developing partnerships for joint initiatives to develop library collections, programs and services.

Provincial Level

The Department of Learning created funding for pilot projects and funds have been awarded to seven projects to-date. Awards are based on fostering partnerships using shared visions and goals, delivering more effective library services to students and extending capacity and/or saving costs for one or both of the Learning sector partners.

Interestingly, some of the informal connections are the strongest. Moreover, the learning sector partners are at different starting points along the continuum and moving forward is the key.

Examples of collaboration and partnerships

Some examples of informal collaboration at the regional level are the Regional Intersectoral Committees' (RIC) of Regina and Yorkton involvements with their respective public libraries.

An example of formal collaboration at the regional level and inter-provincially is the Pahkisimon Nuye ?áh Library System project to assist working library staff in school and public libraries within the Northern Lights School Division #113, Creighton School Division #112, Ile à la Crosse School Division #111, Prince Albert Grand Council (PAGC), Meadow Lake Tribal Council schools, Pahkisimon Nuye ?áh Library System, and northern community public libraries to improve their basic skills in preparation for undertaking college courses resulting in a library training program certificate. The project also included a family literacy training component called *Come Read With Me*. The participants require these certificate

courses to provide effective library services to the students, teachers and communities within Northern Saskatchewan. The project built on previous literacy projects of Northlands College, where the techniques of portfolio development and Prior Learning Assessment Recognition were introduced to people in Northern Saskatchewan.

Additional partners included Northlands College, Red River College (based in Manitoba), the Northwest Nations Education Council and the funding partner, the Saskatchewan Literacy Commission.

An example of informal collaboration at a province-wide level would include the Library Services for Saskatchewan First Nations and Métis People Committee (LSSAP) and their Aboriginal Storytelling Week Program.

A more formal example of a partnership at the provincial level is the Multitype Database Licensing Program (MDLP) which includes all learning sector partners at the table. The MDLP is a province-wide program in which libraries pool funds to purchase bulk access to electronic information resources - magazines, journals, newspapers, directories, reference books, and other information resources.

An example of co-management is the Pahkisimon Nuye ?áh Library System (PNLS), where there is a formal agreement between the northern public library system and the Lac La Ronge Indian Band. There is only one presently known example of the most formal collaborative arrangement, co-governance -- the Multitype Library Board, which was enabled through legislation.

IDEAL STATE OF COLLABORATION AMONG LIBRARIES: VISION

The ideal state for collaboration among libraries that this policy framework promotes would be broader than any one of the current examples in the existing continuum of collaboration. An ideal state is predominantly a concept, based on the principles described in this document.

The ideal model is the nature of the relationship between organizations that may not have similar mandates, but do share some common purposes, some shared goals and can develop a shared vision. The ideal model does not specifically refer to facilities or space although it may include joint space.

Partners:

- Are committed to working together to improve outcomes for individuals and to enhance our communities.
- Work together based on relationships of mutual understanding and trust, and their commitment to learners leads to new and innovative ways of doing things that can take precedence over barriers such as jurisdiction. Flexibility is needed to make this work.
- Monitor and evaluate on an ongoing basis that leads to continuous improvement of outcomes.

Partners also recognize that the relationship with learning sector partners is only one of the partnerships for public libraries, just as it may be only one of the relationships for schools. Public libraries have

An ideal state of collaboration involves a common vision, principles and goals with a clearly articulated and shared commitment, within the scope of the mandates of the collaborating interests. A relationship between two or more agencies exists in which the parties share mutual commitments, resources, decision-making, monitoring and evaluation responsibilities. (Adapted from Swan and Morgan, 1993)

a legislated relationship with municipalities and as creations of municipalities have strong links to many community organizations such as museums, art galleries, local history groups, genealogy groups, day cares, to name a few.

One important feature of an ideal model of collaboration is the articulation of clearly defined roles.

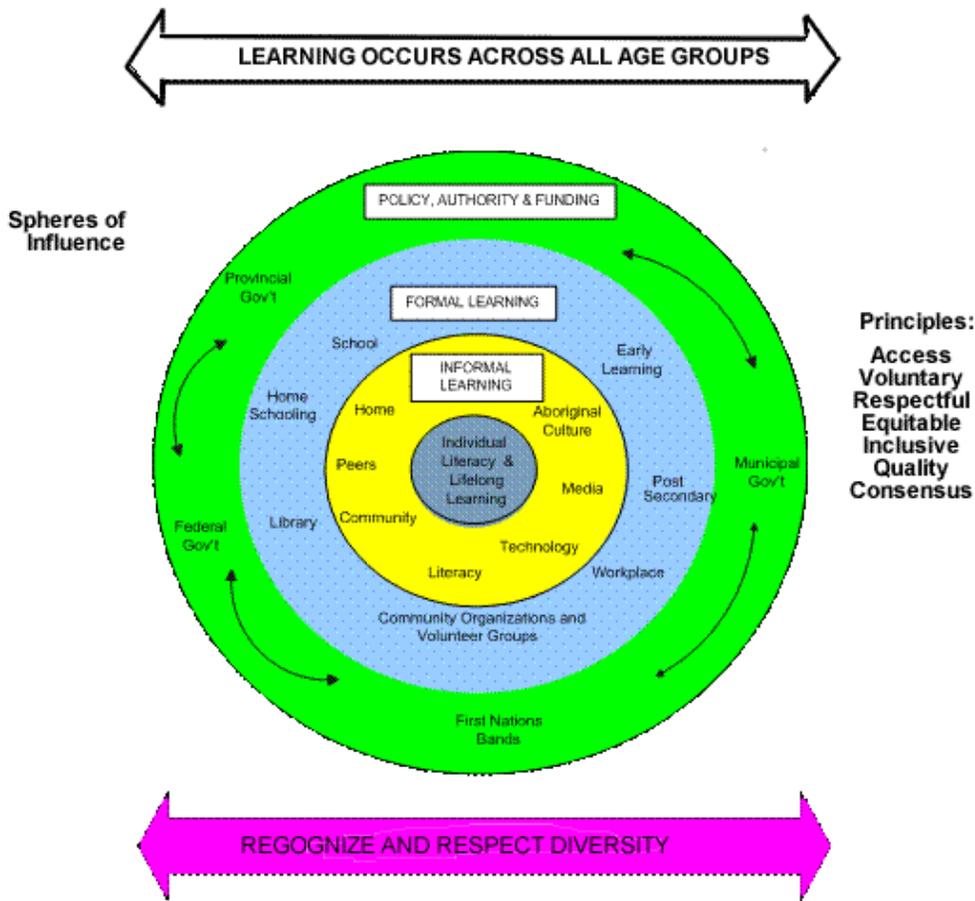
Roles of learning sector partners:

1. open and supportive of change;
2. demonstrate leadership by thinking of new possibilities for partnerships;
3. committed to networking (with parents, children and the larger community);
4. committed to developing collaborative partnerships;
5. build on knowledge of the community, its needs, its resources and capacity to support change;
6. develop a culture of a larger library community; and,
7. evaluate each partnership and the partnership's ability to achieve desired outcomes.

Roles of the Department of Learning:

1. demonstrate leadership by facilitating collaboration and co-management and supporting ongoing planning activities and the development of a shared vision;
2. commit to removing barriers to collaboration that exist in legislation and explore the possibility of developing new legislation, as the need emerges;
3. support activities among learning sector partners as they move toward the model of collaboration that makes the most sense in a particular situation and location in the province;
4. facilitate the development of new structures as they are needed, for example, funding, governance and technology;
5. develop sample agreements in relation to a particular situation as well as facilitate the development of model agreements that potentially could serve other places;
6. build technology supports such as CommunityNet and Gateway;
7. document information and research results; and,
8. monitor and evaluate outcomes e.g. Continuous Improvement Framework. Articulating key needs in literacy along the lifelong learning age continuum, from early learning, to K-12, to adults and the elderly, and how libraries can help to serve these needs; etc.

IDEAL MODEL OF HOW LEARNING OCCURS



The ideal model of collaboration recognizes

1. Learning occurs across all age groups (including seniors).
2. Policy frameworks, funding and authority come from a range of sources: federal, provincial, First Nations Bands and municipal.
3. Lifelong learning is delivered by formal institutions, community organizations and volunteer organizations.
4. Informal learning occurs in a number of venues and is influenced by a number of factors.
5. Lifelong learning is the core or focal point of this policy.
6. Diversity of individuals and communities.

This diagram depicts a model of how learning occurs and articulates the spheres of influence in an individual's literacy and lifelong learning development. The model recognizes that individual learning occurs throughout life across all age groups. It recognizes and respects diversity such that all ages and all cultures feel welcome and supported. These concepts are indicated by the blue and pink arrows that extend across the continuum.

Individual Learner (mauve)

The model depicts the learner at the centre, surrounded by spheres of influence, some closer and some more removed from the individual. The focus is on the individual at the centre and the core of this policy framework is to improve outcomes for individuals in terms of literacy and lifelong learning.

Informal Learning (yellow)

The next circle is the realm in which most individuals learn on a daily basis. Informal learning occurs in a number of venues and is influenced by a number of factors, including the home and family, peers, community, the media, cultures (their own and others' cultures) and technology.

Formal Learning (blue)

Both formal and informal learning occurs by the more formal delivery systems in the next outer circle, such as, centres for early learning, the school (or home school), post-secondary institutions, the workplace, the library and the community. It is the formal learning delivery system that is the sphere of influence over which the learning sector partners have the most influence.

Governance Structures (Green)

The outer circle (in green) illustrates how various governance structures influence the sector, via developing policies and programs, providing funding and establishing authority. As stated earlier, the ideal model is based on the principle that meeting needs takes precedence over jurisdiction. Both partners may need to contemplate giving up some authority or decision-making power for it to work. Arrows link the components to illustrate the collaborative nature of the model.

NEXT STEPS TOWARDS ACHIEVING THE VISION

The steering committee recognizes that this policy framework is only a first step toward improving the capacity of the system of libraries and ultimately improving outcomes for learners. More work needs to be done to carry the momentum the steering committee has started. With this in mind the committee proposes the following options to guide next steps:

Options

- **A symposium**

To develop a culture of a larger library community based on the ideal model of collaboration, as partners we should continue to hold discussions on the changing role of libraries, and generate ideas and new possibilities based on partnering. We have already started relationship building and developing trust, and this relationship could be expanded.

The committee suggests holding a workshop or symposium for learning sector partners and other potential partners to enhance the capacity of libraries to support literacy and lifelong learning. Invitations could be extended to stakeholders and interest groups, including the new Literacy Commission and groups interested in strengthening First Nation libraries. The symposium could include developing an environmental scan and sharing good practices and could be broad enough to include a discussion on how libraries can help with career development and other human resource development strategies.

- **Develop objectives in relation to specific projects**

As mentioned previously in this document, the steering committee suggests that as a next step towards implementing a policy framework, learning sector partners establish more specific objectives that relate to the vision and shared goals. The objectives would be in relation to specific projects.

These next steps could lead to the development of a longer-term plan for action.

- **Longer term financial support to expand opportunities for collaboration**

Another option is that the Department of Learning (and potentially the Department of Advanced Education and Employment) could enhance funding for pilot projects to facilitate possibilities for collaboration among learning sector partners, as provincial funding permits.

For questions or comments on this document and to discuss ways to advance collaboration among partners to develop library services, collections and programs in Saskatchewan please contact:

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SK S4P 2C8

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APPENDIX 1

Steering Committee Members

A Steering Committee of Learning sector partners included representatives from the following areas:

Learning Sector Partners:

- Saskatchewan School Board Association (SSBA, Lois Smandych)
- Saskatchewan Library Trustee Association (SLTA, Isabelle Butters)
- Saskatchewan Teachers' Federation (STF, Deanna Gruending)
- League of Educational Administrators, Directors and Superintendents (LEADS, Dolores Wagner Owens)
- Public Library Director, Parkland Regional Library (Deidre Crichton)

Department of Saskatchewan Learning:

- Assistant Deputy Minister, Gillian McCreary
- Provincial Library (Joylene Campbell, Marilyn Jenkins, Kathie Tenold)
- Policy and Evaluation Branch (Sharon Markesteyn)
- First Nations and Métis Education Branch (Darren McKee)
- Instructional Resources Unit (Delee Cameron, Judy Nicholson)
- Programs Branch (Ernie Lipinski)
- University Services and Adult Learning Development Branch (Robin Adeney)
- Children's Services Unit (Sharon Yuzdepski)
- Regional Directors (Wayne Back)
- Regional Superintendents of Curriculum and Instruction (Daryl Arnott)

APPENDIX 2

Library Links and Contacts

Chinook Regional Library <http://www.city.swift-current.sk.ca/chinook/chinook.htm>

Lakeland Library Region <http://www.lakeland.lib.sk.ca/>

Palliser Regional Library <http://www.lakeland.lib.sk.ca/>

Parkland Regional Library <http://www.parkland.lib.sk.ca/>

Southeast Regional Library <http://www.southeast.lib.sk.ca/>

Wapiti Regional Library <http://www.panet.pa.sk.ca/>

Wheatland Regional Library <http://www.wheatland.sk.ca/>

Pahkisimon Nuye?áh Library System <http://www.pnls.lib.sk.ca/>

Regina Public Library <http://www.reginalibrary.ca/>

Saskatoon Public Library <http://www.saskatoonlibrary.ca/>

Saskatchewan School Library Association http://www.stf.sk.ca/prof_growth/ssc/ssl/

Saskatchewan Library Association <http://www.lib.sk.ca/sla/>

Saskatchewan Library Trustee Association (SLTA) <http://www.lib.sk.ca/slta/>

Saskatchewan Teachers' Federation (STF)
http://www.stf.sk.ca/html/teaching_resources_main.htm

Saskatchewan School Boards Association: <http://saskschoolboards.ca/>

League of Educational Administrators, Directors and Superintendents (LEADS) <http://www.sasbo.com/LEADS.html>

Federation of Saskatchewan Indian Nations <http://www.fsin.com/>

Department of Saskatchewan Learning

Saskatchewan Libraries Website <http://www.lib.sk.ca/>

Saskatchewan Learning Resource Centre
http://www.lib.sk.ca/Rex9/Detail.CFM?Addresses.Library_ID=338

Curriculum and E-Learning Branch Website
<http://www.learning.gov.sk.ca/Curriculum-ELearning>

Evergreen Curriculum Learning Resources
<http://www.learning.gov.sk.ca/Curriculum-ELearning>

Saskatchewan's Advanced Education Institutions (not including Private Vocational Schools)

University of Regina <http://www.uregina.ca/library/>

University of Saskatchewan <http://library.usask.ca/>

Gabriel Dumont Institute (GDI) <http://www.gdins.org/GDILibrary.shtml>

First Nations University of Canada (FNUC) <http://www.firstnationsuniversity.ca/>

Carlton Regional College <http://www.ctrc.sk.ca/>

Cumberland Regional College <http://www.cumberlandcollege.sk.ca>

Cypress Hills Regional College <http://www.cypresshillscollege.sk.ca/>

Lakeland College <http://www.lakelandc.ab.ca/>

Northlands College <http://www.northlandscollege.sk.ca/>

Northwest Regional College <http://www.nwrc.sk.ca/>

Southeast Regional College <http://www.southeastcollege.org/>

Parkland Regional College <http://www.parklandcollege.sk.ca/>

Prairie West Regional College
http://www.sasked.gov.sk.ca/reg_col/prairie_west/pwrchome.html

Saskatchewan Institute of Applied Science & Technology (SIAST) <http://www.siastr.sk.ca/>

SIAST - Palliser <http://www.siastr.sk.ca/palliser/>

SIAST - Wascana <http://www.siastr.sk.ca/wascana/>

SIAST - Kelsey <http://www.siastr.sk.ca/kelsey/>

SIAST - Woodland <http://www.siastr.ca/woodland/>

American Library Association, "Libraries, Literacy and Learning in the 21st century";
American Libraries, August 2005 v36 i7 p (12).