

PREPARED FOR: CENOVUS | JULY 2021

Supporting community connections and inspiring lifelong learning.

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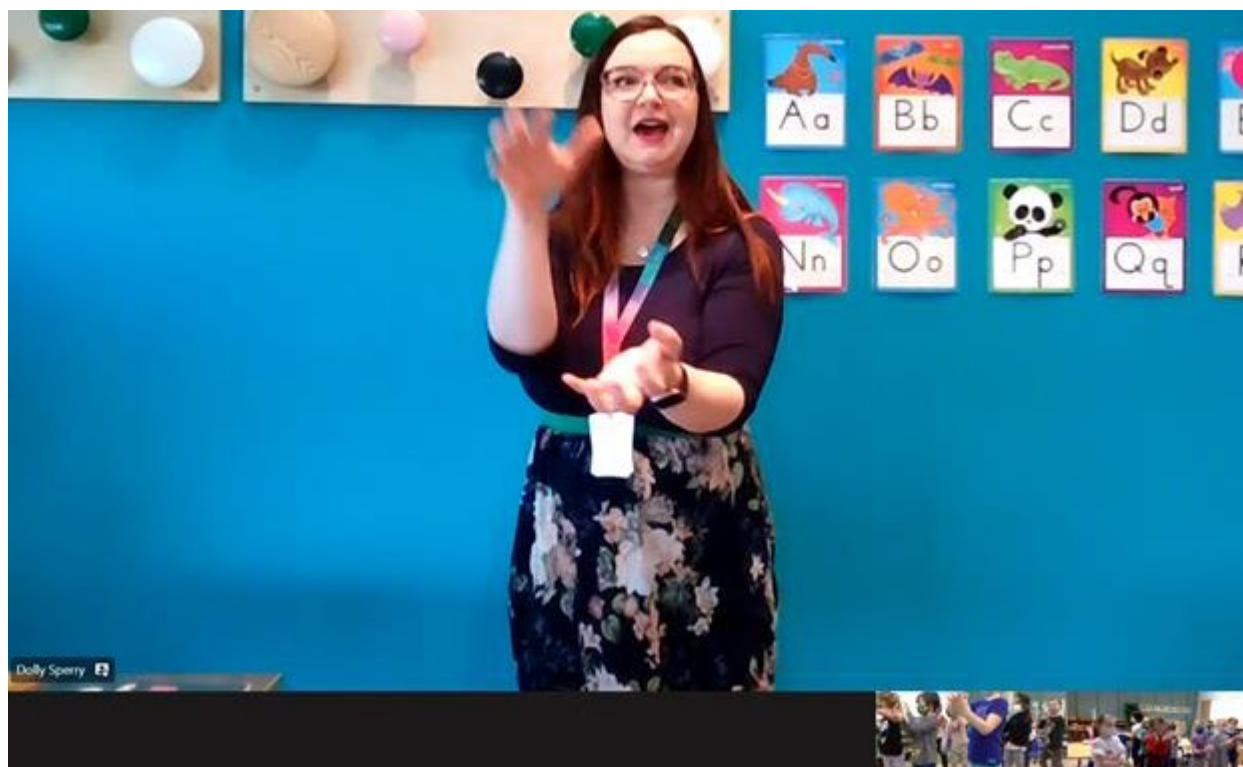


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Library staff delivering a French storytime

YOUR INVESTMENT

Thank you for your continued support of Library School, supported by Cenovus Energy. Your ongoing commitment to the program has been particularly impactful over the past year, as ongoing COVID-19 restrictions have required the Library to pivot to a virtual experience and revise the program to ensure that classes continue to receive a high-quality, immersive learning experience.

Please find the 2020-2021 program results, highlighted speakers and curriculum connections, testimonials and plans for the next year of Library School, supported by Cenovus, enclosed.

This program would not be possible without your support. Thank you for inspiring educators and the next generation, supporting community connections and fostering life-long learning.

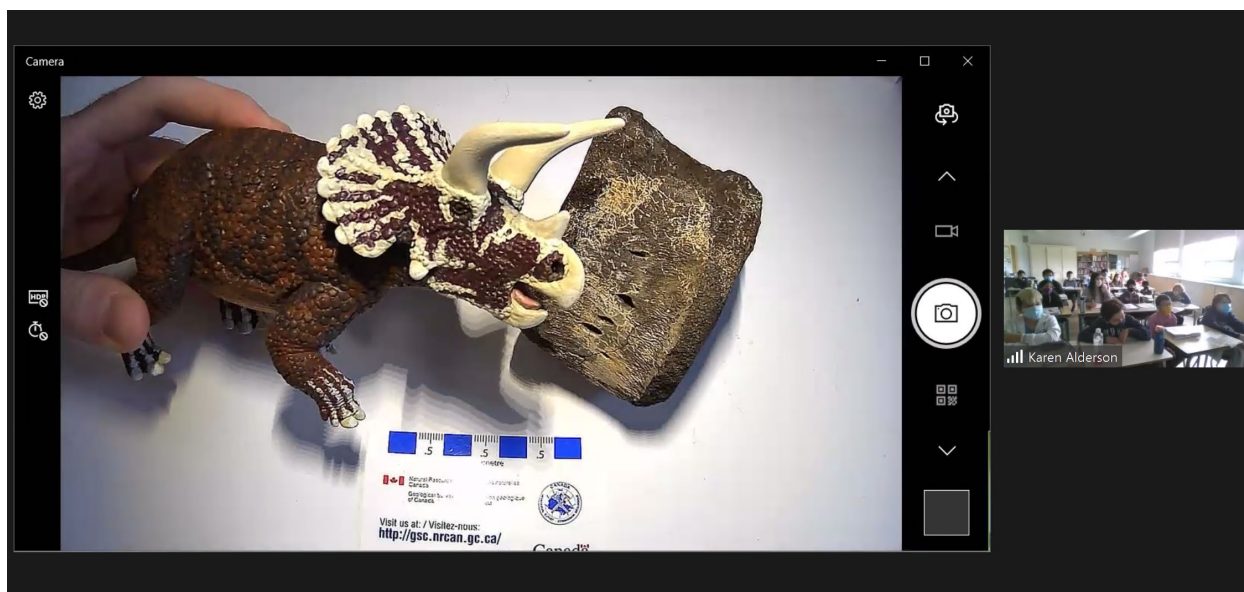
2020-2021 PROGRAM RESULTS

- 26 classes initially accepted
- 13 classes requested to defer to 2021-2022. *About half of these deferrals were requested early in the school year and the other half trickled in over the remainder of the year as the situations in schools, closures, and increasing school board restrictions were put into place. (All Campus Calgary/Open Minds sites saw varying numbers of deferrals this year).*
- 13 remaining classes participated
- Grades ranged from Grade 1-Grade 8
- 7 schools represented
- 328 student participants
- 22 community experts

Participating schools included:

- R.T. Alderman School (Maple Ridge, SW)
- Father Scollen School (Temple, NE)
- Westmount Charter School (University Heights, NW)
- Tuscany School (Tuscany, NW)
- St. Philip School (Parkland, SW)
- Queen Elizabeth School (West Hillhurst, NW)
- Richmond School (Richmond, SW)





RESPONDING TO COVID-19 CONSTRAINTS

In early August 2020, the Government of Alberta announced its School Plan for Fall 2020, which indicated that field trips would not be permitted. Initially, Campus Calgary/Open Minds received permission from both CBE and CCSD school boards to bring Coordinators on-site to facilitate learning, and brainstorming began to imagine what a week-long experience onsite at a school might entail. Shortly after the school year began, CBE announced that no visitors would be permitted on-site, which meant revisiting what a fully virtual experience might look like. In mid-November, it was determined by the Executive Leadership at the Library that no school visits would be permitted and by early December, CCSD also announced it would no longer allow visitors onsite.

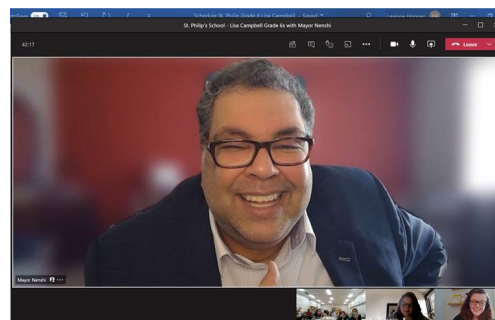
In collaboration with other Campus Calgary/Open Minds site coordinators, the Library began to prepare for week-long virtual Library School experiences. We also provided alternative program options to participating classes:

- Eight out of the 13 classes participated in a traditional week-long format.
- Two classes from R.T. Alderman School opted for a year-long experience in which they participated in roughly two shorter sessions each month from October to June.
- The remaining three classes had experiences that varied between just over a week to a few months long. This accommodation was necessary due to the needs of the class. For example, Westmount Charter students were in a virtual classroom and could only participate for an hour each day. Library School adapted to provide shorter sessions over a longer period of time to ensure that the depth and rigor of the program was maintained.

SPEAKERS AND SPACES

Architecture and Human-Centered Design

Rob Adamson from DIALOG and one of the lead architects in the design of the Central Library spoke to Grade 5 students about the process that went into designing the Central Library, including the importance of public consultation and the natural inspiration that inspired features like the entryway.



Lisa Hardy, Facilities Design Lead, Calgary Public Library, spoke to Grade 5 students about how the Library engages in human-centered design thinking and empathy in order to create spaces and programs for our community. Lisa shared techniques that students can use to strengthen their empathy and to collect data that will enable them to participate in human-centered innovation.

Mary Graham, Assistant Manager Service Delivery, Calgary Public Library, shared the importance of empathy and imagination when creating spaces and programs at the Library and helped students to understand that failure is okay while sharing examples of when the Library made mistakes when designing spaces or programs.

Indigenous Elders and Storytellers

Nearly every week, students engaged with Indigenous Elders and/or Storytellers and Knowledge Keepers. A highlight from early in the year was immersing students in a genuine oral storytelling experience as we navigating technological constraints.

Elder Treffrey Deerfoot could only join using a cell phone, and as the students were only able to utilize Google Meets as their virtual classroom, the Program Coordinator held her phone up to the microphone of her computer. Luckily, the students could hear him perfectly! It was a delightfully 'low-tech' solution for what became a deeply impactful conversation for students as Treffrey spoke about the importance of hope in maintaining resilience.

Elder Evelyn Goodstriker spoke to Grade 6 students about governance structures in the Kainai Nation and how the Kainai Nation has responded to the COVID-19 Pandemic.

Jared Tailfeathers from the Indigenous Services Team at Calgary Public Library spoke to students in Grade 3/4 about Indigenous music.

Livia Manywounds from the Indigenous Services Team at Calgary Public Library spoke to multiple groups in Grades 3,4,5,7, and 8 about Indigenous Placemaking at Central Library, which was accompanied by a live tour of the art installations.

Deeply Connecting Students to Past and Present

Shaun Hunter, Calgary Public Library Historian in Residence (Fall 2020), spoke to Grade 1 and Grade ¾ students about a local historical figure and writer named P.K. Page. Page was highlighted due to her propensity to keep journals and tell stories. Shaun also spoke to Grade 5 students about the power of maps to tell us stories about where we live. The students were so engaged and asked her numerous questions about historical places within their own communities. The presentation was so popular we asked Shaun to record it. It now lives on the Calgary Public Library YouTube channel and has been viewed by additional Library School participants and has also been shared with other Campus Calgary/Open Minds school groups.

Cory Gross, Calgary Public Library Historian in Residence (Spring 2021), shared 4 billion years of history in about 40 minutes with students in Grades 3, 4, and 5. Using the Table of Formations, Cory walked students through “what’s under Calgary” to help us understand its history through different geological and historical periods. Sharing artifacts such as teeth from a baby mammoth and a T-Rex ensured students were highly engaged.

Calgary’s Story, the local history collection at the Central Library, came to life in new ways for students through virtual tours and personalized research that included newspaper articles, photos, development maps, and other artifacts to connect students to the history of their school and home communities. Students were given photocopies of these artifacts dating back to the early 1900s for hands-on exploration, and some classes went on Century Home tours in certain communities, researched and planned by the Library School Coordinator. One group of students even had the opportunity to speak with the owner of the house who shared the history of the home, as well as information about the significance of some of the trees in their community and their connection to historical events.

Connecting Students to Key Community Experts

One of the benefits of a virtual experience was expanded opportunities to speak to various community experts.

Mayor Naheed Nenshi joined Grade 6 students to discuss how the City of Calgary responds to crisis and engages in conversations around resilience. “Will you run for Mayor again?” proved to be a popular question!

Councillor Druh Farrell was also eager to share with students as both a City Councillor and Library Board Member. She spoke to students in Grades 5, 7, and 8 about placemaking, building feminist spaces, density, human scale city design, and the importance of pollinators in our city. She thoughtfully gifted each group with a classroom set of wildflower seeds with an emphasis on native species.

Leanne Squair, who works on the Advisory Committee on Accessibility at the City of Calgary, spoke to students about how the City in general and the Calgary Public Library endeavour to create safe and accessible spaces for everyone in our communities.

Kelsey Brown from the Mustard Seed’s SEED School spoke with Grade 8 students about homelessness in Calgary and ‘defensive architecture’ and the ways in which we can create

welcoming, non-judgmental spaces for anyone who may find themselves experiencing homelessness.

Janet Stewart, Program Manager, Woods Homes, works with the Calgary Public Library to provide the Community Wellness Desk. Janet spoke to students in Grade 5, 6, 7, and 8 about mental health, empathy, the history of Woods Homes and the Community Wellness Desk. Her sessions sparked a lot of conversation around eliminating stigma and also elicited practical questions about how to access mental health services either as a student or on behalf of a friend or family member.

Suzanne de Courville Nicol, Consultant at La Cité 2031, shared the Francophone history of Calgary with Grade 1 students in French immersion, which was accompanied by a virtual tour of Rouleauville Square, the Francophone heart of Calgary.

Dolly Sperry, Library Experience Facilitator, held a French storytime for the same Grade 1 students to highlight the diversity of services available at the Calgary Public Library.

How We Tell Stories Using Visual and Performing Arts

Decidedly Jazz Danceworks provided thoughtful and engaging virtual sessions for Grade 1 and Grade 3/4 students, connecting key moments to students' understanding of themselves in the past, present, and future. Using descriptions provided by the teachers, the artists thoughtfully connected movement to classroom values and culture and made space for student voices in each session.

Jordan Wieben, Children's Artist in Residence, Calgary Public Library, shared his craft and techniques with students in Grades 1, 3, 4, and 5 through guided sketching workshops, strengthening student confidence in a key skill utilized in journaling practice throughout the school year.

Alberta Rose Williams/Ingniq, Indigenous Artist in Residence, Calgary Public Library, led students in Grade 4 and 5 in a bookbinding workshop that focused on repurposing materials and environmental stewardship while also sharing information about her Inuit Culture.

A representative from CSpace kindly spoke to students while on an walking tour of their community that took them past the artspace and shared the importance of art in the Calgary community and how the space has been repurposed.

Caring for the Land and Natural Spaces in Calgary

Grade 5 students from R.T. Alderman School utilized empathy to engage in community-based innovation projects, including how we can take care of nature at the local level.

Bow Habitat shared information about marshes, invertebrates, and the importance of keeping our water systems clean.

Meagan Dyck from City EcoAction School spoke about naturalizing spaces across Calgary and how individuals and the City of Calgary can work to support pollinators in our communities.

ALBERTA CURRICULUM CONNECTIONS

The list below highlights some of the ways Library School, supported by Cenovus Energy, supports the Alberta's programs of study.

- Analyzing historical artifacts from the Calgary's Story collection
- Observing architectural renderings from the journal of one of the lead architects of the Central Library
- Empathy walks through picture books
- Close looking at Public Art
- Showing understanding of a topic, story, or expert session with loose parts representations
- Active listening and visual scoring
- Creating zines to reflect on learning
- Book binding
- Dancing with Decidedly Jazz Danceworks



Expanding Professional Learning

In addition to the annual Campus Calgary/Open Minds Spring In-service, Summer Workshop and Fall Pedagogy Evening, Library School also provided professional learning opportunities for educators in the following ways:

- Leanne Hooper, Library School Site Coordinator and Carolyn Ryder, Calgary Public Library's Local History Librarian, spoke to roughly 60 educators at the Calgary Teacher's Convention to provide techniques for engaging students in exploring local history and accessing library resources.
- Library School hosted one of the monthly professional learning sessions for all teachers participating in the Campus Calgary/Open Minds program in 2020-2021. Daniel Pelton, Composer in Residence at Calgary Public Library, led educators through a workshop on Active Listening and Visual Scoring.
- Leanne Hooper was a panel presenter at [Beyond the Classroom Conference 2021](#), which led to opportunities to support pilot programs in other cities.

Library School was delighted to connect Cenovus Employees to key Library resources with a presentation from Raphael Leung, Calgary Public Library's Librarian on Call.

TESTIMONIALS

STUDENTS

"Incredible! (sic)" – Grade 1 student upon seeing an image of the Memorial Park Library

"I used to think empathy wasn't important, but now I see that it's really important for designing for others." – Grade 5 student.

"Thank you for all of your amazing activities and techniques. Your teachings have made me learn there are multiple ways to journal and take notes." – Grade 5 student.

"I learned 1 more thing than what you taught us. I learned how to make friends with new teachers in literally one day!" – Grade 5 student.

"I have so much fun analyzing paintings and statues books and being more curious in general. You taught me to look closer because it's not just a painting or a statue or even just a simple story it's way more the item; it has a story a deep one hidden inside and you helped me find it." – Grade 5 student.

"I have never been to the Central Library before but after all of your tours I am so excited to go in person![...] I learned a lot from these sessions and most of the time I felt like I was really in the library." – Grade 5 student.

TEACHERS

"I was able to experience some concrete journalling techniques that would work well for this age group as well as some extension activities that we did not get to during our session that can definitely be used after Library School to support continued learning in Social Studies about the community."

"While I always knew about many of the wonderful resources that the Calgary Public Library has, it was really unique to engage a diverse group of students with these resources. I felt there is so much that is accessible to multi-levels of economic status that I am also thinking of ways to support that in my classroom."

"This experience has supported my teaching this year by providing a solid and thorough understanding of stories and showing the students that where ever we look we can find a story. Through observation and curiosity, when we take our time there is a lot we can learn about our surroundings. Seeing the importance of storying telling as well as increasing the curiosity one has within themselves."

"I would like to continue to take my class on a community walk at least once a week for the rest of the school year. We will also continue looking closely at stories. Taking our time and looking beyond what we see at first glance."



“I believe students discovered new ways to approach learning, through observation and journaling in the moment. I also liked the concept map (daily re-cap, as it shows students how to reflect back on their learning) for making stronger connections.”

“Students engagement increased during our time that we virtually spent at the library. All students had many questions, I often found that we did not have enough time to answer all of them.”

“Many students felt that the Calgary Public Library is a bridge with the community and the community at large. They felt it was a safe environment and there is no limit to their quest for information.”

“The students had a great understanding of what went into building the library, the value of not only the cost of the building but also the value of having a library for the community and the partnerships that go with that.”

“I feel that it has really enhanced the students understanding of community. This really came out during our community walks. The students were really interested in the homes, and art they saw while walking through the community.”

“I feel the importance that knowing everyone has a story to tell, every place has a story. It is important that we take our time, look, notice and wonder. When we do this we can see beyond the surface.”

“I would say the highlight of the week would include talking to the special guest, hearing about the library's history and going on the community walks. The students really enjoyed the walk where we looked closely at Century homes.”



Students exploring the top of the Giuffre Family Library

LOOKING AHEAD

Library School has currently accepted 22 classes for the 2021-2022 school year. 11 of these classes come from those who asked to postpone their 2020-2021 experience.

With an anticipated start date of late October, we are hoping that students will be able to return to the Central Library and the Cenovus Classroom. However, due to the precarious nature of this pandemic, all accepted participants are prepared for a virtual experience.

Library School hosted a virtual Spring In-service on June 10, 2021 to orient new participants to the program. This included an interview with a participating teacher from the 2020-2021 school year who could emphasize the value of the virtual experience.

Over the summer, we will be preparing for the upcoming year by training additional staff to assist with administration and facilitation of the program. Currently, one staff member has been assisting with the creation of the Weekly Newsletter, a resource we use to share journaling techniques, book recommendations, and updates on the latest and greatest from the Library.

While transitioning the program to the virtual environment over the past year, we certainly learned that it is by far the easiest to bring students to the Central Library! Despite the challenges of creating a virtual week-long experience for students, this year has revealed the value of this program and the importance of developing and maintaining relationships, inspiring curiosity, and connecting students to their community and the role that the Library plays within the community.

Thank you, Cenovus, for providing us with this unique opportunity to build relationships with students, teachers, and families as we seek to provide exceptional and transformational learning opportunities. Your continued support will ensure that another year of students will be able to participate in this transformational learning experience—one that they will remember throughout their lives.