

Truth and Reconciliation: Curating School Library Resources To Support The New Curriculum

At the recent OLA conference, we had the opportunity to present the topic of Truth and Reconciliation: Curating School Library Resources to Support the New Curriculum. When we considered where to start our talk, we decided it made sense to go back to the beginning of our own learning journey. While we present a high school example, the process and resources can be applied to any grade.

The Journey

It all started with a pilot project for the new Grade 11 English course, now called Understanding Contemporary First Nations, Métis and Inuit Voices, and developed into a teacher and learning commons informationist collaboration and a shared, deep-learning experience that has helped inform and structure teacher professional development, teacher/library collaborations, and the development of subject-specialties within the district library staff team.

To truly honour the intent of the Truth and Reconciliation Commission's Calls to Action, planning the new course required a deep dive into the curriculum and an understanding of the resources required to support the learning. We — teacher and learning commons informationist — sat down together, reviewed the curriculum and began to unpack what was being asked and what might be in our existing collection to fulfill the expectations.

Evaluation and Review Sites for Children's Literature

Oyate. *How to Tell the Difference: A Guide for Evaluating Children's Books for Anti-Indian Bias*: oyate.org/index.php/resources/41-resources/how-to-tell-the-difference

Debbie Reese. *American Indians in Children's Literature*: americanindiansinchildrensliterature.blogspot.com

We started reading and making connections. We talked about how it is crucial that the truth remain the central point of Indigenous education. We asked a lot of questions such as: how do you teach that? What is the curriculum asking us to look at? What do the specific expectations say? What do we need to teach that? We also learned that in Indigenous culture, there are multiple text forms and lots of ways to access these. We did a lot of wondering!

At this point in the journey, we brought in our library colleague for her help and insight. There was so much to learn, we couldn't do it alone. The more knowledge and understanding you can build, the better.

We read articles and consumed critically-evaluated social media for a wide range of differing viewpoints to understand topics from all perspectives. We took online courses, explored webinars, and discovered local cultural centres where we met elders and knowledge keepers to further our learning. We read books like *Shi-Shi-Etko* by Nicola Campbell, *The Reason You Walk* by Wab Kinew, fiction and non-fiction by Richard Wagamese, Lee Maracle, and Eden Robinson. We consulted lists such as, *From Sea to Sea to Sea: Celebrating Indigenous Picture Books*, from IBBY Canada (ibby-canada.org/wp-content/uploads/2018/11/FromSeaToSeaToSea_Ibby_Catalogue_Final_Digital.pdf). We also sought opportunities to attend cultural competency training offered by our school board. Throughout our learning, we collected resources and contacts that would help us to curate our own school library learning commons collections.

Curation and Evaluation of Resources

Everyone wants that one book, the "one stop shop" to teach a course. Through our learning, we came to understand that there is no "big book" for Indigenous education. We had to think outside the box to collect and curate resources that represented authentic Indigenous text forms. To do this, we knew we needed more specific collection guidelines than those used for our regular collections, and these guidelines needed to come from, and reflect, Indigenous voice.

The supplemental guidelines also impacted our purchasing