

Project Work Plan

Student

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Project Title

Developing booklists to support the IBBY Collection of Books for Young People with Disabilities; Executing a book-making workshop

Organization

North York Central Library (NYCL)
Toronto Public Library

Supervisors

Leigh Turina

IBBY Collection Librarian
Youth & Children's Services

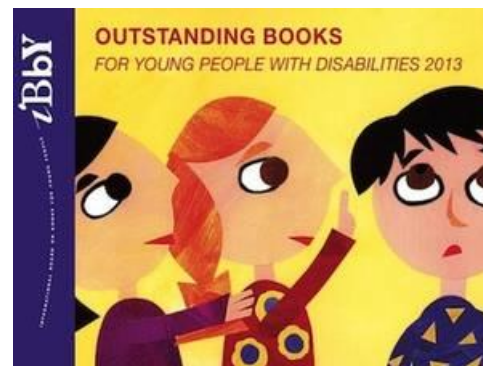
Sharon Moynes

Manager
Readers, Youth & Children's Services



Overview

In February of 2014, North York Central Library acquired the IBBY Collection of Books for Young People with Disabilities.

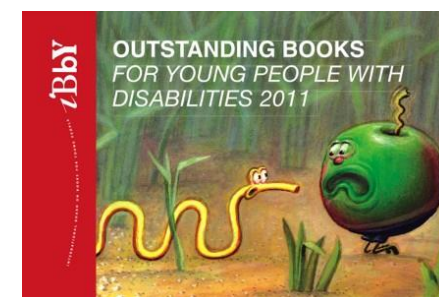


This is a non-circulation collection for and about children and youth with disabilities. The collection includes accessible items and tactile books in over 40 languages. The IBBY Collection is intended for children, youth, families, teachers, librarians, and online researchers. As a diverse, unique resource, the IBBY collection promotes inclusivity and advocates for accessible services in libraries.

Purpose

NYCL wishes to encourage use of the IBBY items, as well as connect the collection to items in the larger TPL circulating collection. This will be achieved through themed booklists, highlighting resources for and about particular disabilities or issues facing young people with disabilities. Research into previous bibliographies, how disabilities are addressed in Ontario curriculum, and on the characteristics of literature geared to children with disabilities will guide the creation of the booklists. The lists will be available online and in print, to support library patrons searching for materials on disabilities. The lists will also assist library staff in performing reader's advisory for patrons with disabilities.

NYCL also hopes to engage patrons young and old in creative making through arts and crafts programming. Inspired by the creative designs of the IBBY collection, this project will enable both children and adults to create their own tactile books and/or book art objects.



Project Components

1. Researching and producing booklists to support the IBBY collection on the following themes:

- Vision loss or print disability
- Developmentally delayed teens/adults
- Books to build empathy and support inclusion (for teens)

2. Executing a book-making workshop:

- Children: a one-hour workshop making short tactile books, approx. 20 people
- Produce report including recommendations for future workshops

Colleagues & Supervisors

My fellow practicum student, **Eva Athanasiu**, will be working on three different booklists and an adult book-making workshop. We will collaborate on developing the final workshop report, and share research for the booklists. We will communicate via e-mail and during shared shifts.

Throughout the project, reports will be given to supervisors **Leigh Turina** and **Sharon Moynes**. Shifts will occur on-site during regular TPL working hours, and thus communication will be in person and via e-mail.

Leigh and Sharon will reflect and report on the projects as part of their session about the IBBY Collection at the OLA SuperConference in 2015.

Timetables

Part 1: Booklists

Process	Due Date	Hours
Orientation, including introduction to collections and how to search the library catalogue	June 2, 2014	2
Consultation with Leigh about booklist parameters (number of items, audience, relevancy, annotations).	June 5, 2014	3
Contextual research regarding the characteristics of literature geared to different disabilities	June 10, 2014	5
Research Ontario curriculum, to determine at what level disabilities are discussed with students	June 10, 2014	3
First list: On-site research with the collection; reading and assessing IBBY books and circulating TPL books	June 12, 2014	10
First list: Write and submit first draft booklist to Leigh for review, along with four print items for book bag	June 19, 2014	3
First list: Revise booklist and submit final draft	June 24, 2014	3
Rest of lists: On-site research with the collection; reading and assessing IBBY books and circulating TPL books	July 2, 2014	20 10 hrs/list
First list: Write and submit draft booklists to Leigh for review, along with four print items for book bags	July 8, 2014	6
First list: Revise booklists and submit final drafts	July 15, 2014	5

TOTAL HOURS: 60

MINIMUM COMPLETED

- One booklist each; ideally 2-3
- One workshop each and report*

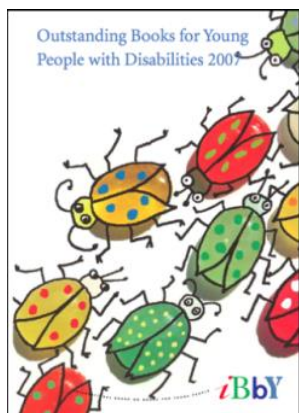
MAXIMUM COMPLETED

- 3-4 booklists each
- Two workshops and report*
- Optional extra tasks*

*See next page for timetable and more information on workshops and extra tasks

Accomplishment of Phases

Research: This phase is completed when I have prepared a brief report of the research and have supplied recommendations for the parameters and length of the booklists.



Booklists:

Accomplished when I have filled the required parameters of the booklists, as set out in consultation with Leigh, and when Leigh has approved the final versions.

Workshop: Accomplished when I have set a clear timeline for the day, prepared materials, and have an evaluation scheme. I am done this phase when I have run the workshop and the final report has been prepared with Eva and approved by Leigh and Sharon.

SCHEDULE: JUNE 2 – JULY 17

Tuesdays: 9:00 am – 3:00 pm

Wednesdays: 9:00 am – 3:00 pm

Thursdays: 9:00 am – 3:00 pm*

Adjustments will be made in schedule as needed to accommodate special events and workshops.

*Day both Eva and I will be working on-site.

Timetables (continued)

Part 2: Workshops and Extras

Process	Due Date	Hours
Studying examples of tactile books as well as instructional books and blogs to determine the type of format to use for each workshop	June 19, 2014	5
Plan the steps involved in making the book objects for each workshop, determine the materials and tools required, establish budget, develop evaluation scheme, and write up draft plan for Leigh's approval	June 26, 2014	7
Purchase materials	July 3, 2014	3
Advance preparation (cutting paper, preparing kits, and other steps as needed)	July 3, 2014	10
Set up and run workshops. Take pictures for use in PowerPoint and blogs.	July 10, 2014	5
Evaluate the workshop and prepare a report for use at the OLA SuperConference in 2015, including recommendations for future workshops	July 17, 2014	5
Set up displays in the IBBY glass display cases, highlighting both IBBY books and book objects created by patrons during workshops	Ongoing	5
Participate in extra IBBY-related tasks such as blogging, programming, and class visits (see below)	Ongoing	5

TOTAL HOURS: 45

OPTIONAL EXTRA TASKS:

- Revise IBBY PowerPoint presentation; produce book reviews for IBBY blog
- Produce flyer inviting families to use IBBY Collection in the summer, for use in schools
- Attend conferences and community events such as *People in Motion* and *Junefest*
- Summer Reading Club programming, including launch party and CNIB camp
- Class visits, outreach work, and helping with various other library programs

Major Decisions

In both parts of the project, understanding the needs and interests of the audience will be important to keep in mind throughout, so as to prepare thoughtful materials (booklists) and experiences (workshops), which will benefit library users and promote accessible resources and programming in a sensitive and effective manner.

Booklists

Age appropriateness: I will research Ontario curriculum to determine how disabilities are discussed in each grade. Combined with standard reading levels, as well as an understanding of how developmental and physical disabilities may affect the age appropriateness of books.

What to include: With Leigh, I will determine the number of items that should be included on a booklist, as well as whether to annotate. As the IBBY Collection is a multi-cultural resource, I may also consider whether to include non-English items. Curating will also be a large component of the task, such as in determining what items should be included and excluded based on quality and appeal, as well as choosing four books to include in a book bag for reference loan to teachers and parents.

Workshops

Age appropriateness: By consulting NYCL children's librarians, studying tactile books in the IBBY collection, and researching previous similar workshops and children's craft books, I will determine the skills required for and appropriate to children's book-making.

Final report: The final report will include recommendations for future workshops. In preparation, I will also have to determine the best way of evaluating the outcomes of the workshops.

Challenges

Though I have experience working in public libraries as well as in reader's advisory for young patrons, I have never created bibliographies nor developed library programming. The primary challenges faced are related to the steep learning curve involved.

High

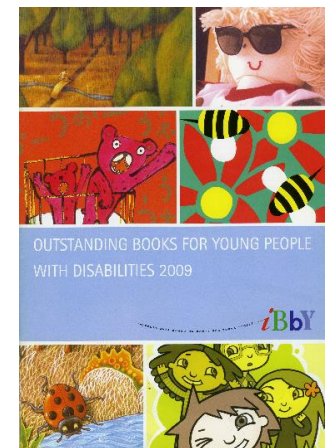
Understanding disabilities: Having little personal experience with physical or developmental disabilities, it will be a challenge to understand what resources are best for patrons with disabilities and well suited as tools for teachers and parents. This challenge can be overcome through thorough research and discussion with Leigh and other children's librarians. Attending the extra workshops and conferences will allow me to connect with experts in the field and with individuals with disabilities.

Book selection: Evaluating books for age appropriateness and suitability to booklist topics is another challenge that can be addressed through research and training with Leigh.

Prioritization and scheduling: With a lot to accomplish, time management will be critical to this project. Additionally, as Eva and I have differing work schedules outside the practicum, there may not be many days when we are both on-site. Outlining the timetable and expectations with Leigh, Sharon, and Eva in advance will be vital to making sure goals are realized.

Knowing when tasks are completed:

One of my personal challenges in school and work is identifying when to move on from the research phase. Seeking advice from my supervisors will aid in this, as well sticking firmly to due dates.



Medium

Workshop budget: As I have not run a craft workshop before, it may take some trial and error to determine what materials will fit into the budget. Seeking advice from experienced librarians will help, as will thorough price comparison before shopping.

Dependence on others: The workshop will require collaboration with other library employees. Again, communication about expectations, schedules, and deadlines will help coordinate tasks. The workshops also need attendees, which can be acquired through promotion and outreach.

Low

Unexpected time off: If I fall sick or need time off, much of the work can be done from home. I will need to be sure to keep up constant communication via e-mail or phone to re-allocate tasks or adjust expectations, if necessary.

Interpersonal challenges: Once again, clear and thoughtful communication and establishing expectations in advance can help head off any interpersonal challenges before they begin. Coming to shifts cheerful and refreshed will help create a pleasant work environment.



EXPERIENCE GAINED

Children's librarianship

Creating bibliographies

Program planning,
execution and evaluation

Research

Marketing and outreach

Special collections

Report writing

Organizational Culture

Personal & Professional Goals



My eventual ambition is to be a children's and youth librarian in a public library system. Though I have worked in a public library before, I have not had the opportunity to delve deeply into project work, or in developing programming or workshops. This experience at Toronto Public Library will afford me insight into working closely with others in a children's department, and allow me to learn more about TPL as an organization and workplace.

My academic background is in literature, and I am passionate about the belief that reading and interacting with books in all their forms can have a profound impact on young lives. Learning more about resources for children and youth with disabilities and the parents, teachers, and researchers who work with them, will be invaluable to my growth into a librarian who advocates for access for all. Creating booklists that link library resources to school curriculum and user needs will be critical to my future work as a public librarian. I hope to participate in the extra outreach work, as library promotion and advocacy are other skills I am keen to learn, having helped build an iSchool MOOC on the subject.

As someone interested, though inexperienced, in maker culture, the book-making workshops will provide insight into the library's role in promoting creativity and a do-it-yourself ethos. My future goals require knowledge of building a program from scratch, and I am eager to learn the stages of this process from planning and budgeting to execution and evaluation. Preparing the report for OLA 2015 is yet another vital new experience, and will expose my work with TPL to a wider audience.