

***Sound Practices in Library Services to Aboriginal Peoples:  
Integrating Relationships, Resources and Realities***

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**Aboriginal Library Services Working Group  
Provincial/Territorial Public Library Council (PTPLC)**

**ABORIGINAL LIBRARY SERVICES SOUND PRACTICES SURVEY**

## **1. Introduction**

This document is the outcome of a request made at the June, 2006 meeting of Deputy Ministers responsible for public libraries who tasked the Provincial/Territorial Public Library Council (PTPLC) with creating a Working Group to look at best practices and outcome measures and create an action plan for Ministers. In the summer of 2008, the Aboriginal Library Services Working Group (hereafter referred to as the Working Group) conducted a survey of selected national, provincial and territorial library departments, and public and First Nations libraries on reserves regarding the current state of library services to Aboriginal peoples with particular focus given to the presentation of current sound practices among all participating organizations. The survey was designed to report to provincial and territorial governments on two aspects of library services to Aboriginal peoples currently available in Canada:

- Sound government practices that support Aboriginal library services in that province or territory or at the national level; and
- Sound local or regional practices that identify models which others may be interested in for the purposes of replicating (with appropriate and relevant modifications) in their community, province or territory.

The survey questions and results have been compiled and are reported in three separate tables for each of the three survey questions (see Appendices 2-4). The response by Library and Archives Canada is reported in a separate document (Appendix 5). This report was drafted by the Working Group and writer consultant between November, 2008 and June, 2009 when it was presented to PTPLC for approval.

## **Terminology**

Two key terms used throughout this document have been reviewed and definitions provided by individual members of the Working Group, have been adopted for this report as follows:

2.1 **Aboriginal people(s)** is a collective name for the original peoples of North America and their descendants. The Canadian Constitution (the *Constitution Act, 1982*) recognizes three groups of Aboriginal peoples – Indians, Métis and Inuit. These are separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.<sup>1</sup>

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<sup>1</sup> For further information refer to The Constitution Act (1982) at <http://laws.justice.gc.ca/en/const/index.html> and to the Indian and Northern Affairs Canada Words First document found here [http://www.ainc-inac.gc.ca/pr/pub/wf/index\\_e.html](http://www.ainc-inac.gc.ca/pr/pub/wf/index_e.html).

Unless otherwise indicated or differentiated, the use of the term Aboriginal peoples is used inclusively in this way throughout this report.

**2.2 Sound Practices** - On the basis of research and input from Library and Archives Canada, the Working Group has decided to replace the term “best practices” with “sound practices”:

*“The goal [of a Sound Practice] is to present and promote creative, successful and sustainable solutions to social problems in order to build a bridge between empirical solutions, research and policy”<sup>2</sup>*

### **What is a Practice?**

Before examining the concept of Sound Practice, it is important to first define the term ‘practice’. A practice is an “action rather than thought or ideas”;<sup>3</sup> it can be used to describe a technique, strategy, procedure, methodology, or approach.<sup>4</sup> In addition, the term can designate a program or activity<sup>5</sup>.

### **What is a Sound Practice?**

A standard definition of Sound Practice (SP) does not exist. Rather, the concept generally assumes the meaning and usage most suitable to the organization or to the context to which it pertains. A Sound Practice is akin to a Best Practice – both are practices that are effective, efficient and are consistent in producing high quality results. The term ‘sound’ was chosen over ‘best’ in that the implicit meaning it carries is more suitable in an Aboriginal context. The term ‘sound’ implies an examination or exchange of ideas whereas ‘best’ can be interpreted as a hierarchical term.

Generically, a Sound Practices statement describes what is known about a subject and takes into account lessons learned by trial and error and through sound research. Ideally, a Sound Practice is developed through several steps including needs assessments, implementation, review, and evaluation, to name a few. A fundamental aspect of Sound Practice is its ability to adapt and to grow; it is a continuous process in which feedback and evaluation are necessary.<sup>6</sup> Once a Sound Practice has been successfully implemented, it can be employed

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<sup>2</sup> Information and Learning Network. (2007). *Concept of Best Practices*. Retrieved September 5, 2007 from <http://www.iln-best.org/page.php?nr=5>

<sup>3</sup> Practice. (2007). *Cambridge Dictionaries Online*. Retrieved September 6, 2007 from <http://dictionary.cambridge.org/define.asp?key=101628&dict=CALD> Practice. (2007). *Business Dictionary Online*. Retrieved October 2, 2007 from <http://www.businessdictionary.com/definition/practice.html>

<sup>4</sup> Practice. (2007). *Business Dictionary Online*. Retrieved October 2, 2007 from <http://www.businessdictionary.com/definition/practice.html>

<sup>5</sup> US Department of Health and Human Services. Administration for Children and Families. (2007). Identifying and Promoting Promising Practices. *Intermediary Development Series*. Retrieved September 10, 2007 from [http://www.acf.hhs.gov/programs/ccf/resources/gbk\\_pdf/pp\\_gbk.pdf](http://www.acf.hhs.gov/programs/ccf/resources/gbk_pdf/pp_gbk.pdf)

<sup>6</sup> VISITASK. (2007). Best Practices. *Project Management Training and Resources*. Retrieved September 6, 2007 from <http://www.visitask.com/best-practice-g.asp>

by other similar institutions and/or can be used as a model against which the potential of promising practices can be measured and compared.

### **Sound Practices for Public Libraries with Aboriginal users**

From an Aboriginal perspective, a Sound Practice is a non-hierarchical construct, learned through frontline experience and utilizing Aboriginal socio-cultural insight, ingenuity, intuition and knowledge. In addition, it recognizes “the variety of unique cultural and situational environments that characterize Aboriginal communities.”<sup>7</sup>

### **3. Relationships as Context**

Personal relationships are the foundation of First Nations, Inuit and Métis cultures, histories and heritages. These relationships are understood as forming the basis of all teaching and learning, cultural preservation and celebration, consultation and decision-making. Relationships are present in all aspects of communication, in storytelling and dialogue, in families, workplaces and in communities. Relationships are built through trust and are sustained and valued most importantly through face-to-face communication; decision-making occurs through these relationships and shared dialogue, and often entails consultation with community elders. Many survey respondents noted the primacy of these relationships in creating and sustaining their library services to Aboriginal peoples. This cultural value and its related practices must be recognized and respected by any non-Aboriginal individuals, organizations, governments and communities who are participating in the development of library services to Aboriginal peoples from any jurisdictional perspective.

### **4. Multiple Realities**

Within the widest lens of understanding Aboriginal peoples in Canada, there exist diverse histories, languages, cultures, geographies, political and social structures. In this context of the development and provision of library services to Aboriginal peoples in provinces and territories, these diversities must be recognized as manifesting multiple realities that preclude firm or simplistic categorization of policy issues or solutions for all Aboriginal peoples. For example, the fact that Métis peoples’ access to public education systems came only in 1944 almost certainly influences their approaches to the development and use of their local public library services. There are many other types of “realities” confronting Aboriginal peoples (e.g., access to clean water and safe housing in some communities) and whatever these may be, they inevitably also influence the priorities and evolution of library services in particular

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<sup>7</sup> Thoms J. M. (2007). *Leading an Extraordinary Life: Wise Practices for an HIV prevention campaign with Two-Spirit men*. Toronto: *Two-Spirited People of the First Nations*.  
*Sound Practices section of this document prepared by: Aline Joly and Gilbert Deschamps, Library and Archives Canada*

regions, communities, and jurisdictions across the country. Some major differences particularly relevant to library services are highlighted here to enrich understanding of the subsequent discussion in this report.

A clear distinction can be recognized between geographically northern and territorial survey responses and geographically southern, provincial and local library responses to these survey questions. This geographical distinction must be acknowledged as influencing the context for the proposed policy framework because it influences how the responses are presented within this policy document. As reported by NWT for example, “we do not distinguish between Aboriginal library services and other library services” and further “remote northern communities have a very different reality from larger communities.” First Nations, Inuit and Métis peoples are often not differentiated from non-Aboriginal peoples for purposes of library services in northern communities including northern areas of some provinces and in conjunction with their tremendous geographical isolation, services are developed exclusively at the community level but always supported by the territorial governments who provide the policy direction and supporting resources if available. In general, the maritime provinces also do not differentiate their library services to Aboriginal peoples, but provide library services for all residents of their respective provinces. “New Brunswick public libraries are available for all residents in the province.”

This approach is in contrast to the choices by some southern communities where historically and legislatively there has been a clear shared responsibility from provincial and municipal governments. In the case of northern Saskatchewan, the provincial government has historically and in practice, funded public libraries differently than the south. In the north, public library board on-reserve receive provincial government funding, through the Pankisimon Nuyeh?ah Library System (PNLS) specific to their community. Whereas, in the south, First Nations communities are expected to fund local services (salaries and books) in the same way that local municipalities are expected to fund local services.

Another way that multiple realities exist and should be recognized is in how library services to Aboriginal people are structured, funded, designed and delivered differently on and off reserves among the provinces. In northern Saskatchewan for example, public libraries, including on-reserve libraries, receive provincial matching funding. Libraries in the south are funded primarily through grants from urban and rural municipalities and are not eligible for provincial funding. Reserve libraries in the south are also not eligible for provincial funding. The ten library systems (regional and municipal), not local libraries, receive funding that is directly targeted to library collections, programs and services for all residents of their jurisdictions.

This means that while library services developed specifically for Aboriginal peoples may not be reported, by no means should this suggest that these library systems are not serving the needs of Aboriginal peoples. The question that may be more relevant for urban and rural public library systems is, “Are we meeting the library services’ needs to Aboriginal peoples within our existing range of services and/or how can we strengthen these relationships?”

Among the many jurisdictions participating in the provision of library services to Aboriginal peoples, Library and Archives Canada is one organization within this spectrum with a specific pan-Canadian mandate:

- *To preserve the documentary heritage of Canada for the benefit of present and future generations;*
- *To be a source of enduring knowledge accessible to all, contributing to the cultural, social and economic advancement of Canada; and*
- *To facilitate in Canada cooperation among communities involved in the acquisition, preservation and diffusion of knowledge.*<sup>8</sup>

Perhaps more than among non-First Nations, Inuit and Métis communities and populations, the development and delivery of library services to Aboriginal peoples in all areas of Canada take distinct cultural paths that reflect local design and that meet local needs. “No one community will be the same as the other” (MB). Multiple realities can be acknowledged in many different ways.

## **5. Fundamental Principles**

One of the three survey questions asked all respondents to identify the principles they believe are fundamental to working with Aboriginal peoples to develop library services. Some respondents indicated there were no specific principles respecting library services to Aboriginal peoples, but rather that these services were offered within a broader framework and set of principles which guided all government departments. In other instances, fundamental principles were enunciated both at the level of individual libraries, and by the respective library departments of some provincial and territorial governments. Endorsement of these principles does not, in every instance, indicate that they are already realized. These principles serve as guiding values that can continually strengthen practices (e.g., more work can always occur to ensure equitable access to library services).

While acknowledging the existence of multiple “realities”, it is also clear that all jurisdictions<sup>9</sup> embrace similar fundamental principles respecting the provision of library services to Aboriginal peoples as follows (in priority order):

### ❖ Ensuring equitable access

Library services to Aboriginal peoples is available to every resident of every community, including all individuals who reside on First Nations reserve lands, who will have access to the full range of existing public library services.

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<sup>8</sup> Retrieved from <http://www.collectionscanada.gc.ca/about-us/012-204-e.html>

<sup>9</sup> In this document, the term jurisdiction may be used to refer to any or all levels and types of governmental and First Nations organizations. For example, provincial and territorial government departments, regional libraries, municipal or territorial public libraries, First Nations libraries, band councils, etc. Where necessary, specific descriptions (e.g., First Nations libraries) are used in specific contexts to differentiate among the various organizational participants involved in the provision of library services.

“There should be equality of access regardless of location. That does not mean that every community must have a public library facility but people should be able to avail themselves of library services, whether it be books by mail, electronic services, rotating stocks, etc.”(NF).

❖ Community driven

The inspiration and leadership for library services to Aboriginal peoples should be visible first and foremost in the communication, commitment and action of members of the local community.

“Libraries work best when someone in the community is passionate about them and works to support them. In small communities one person can make a tremendous difference” (NWT).

❖ Inclusive

Library service to Aboriginal peoples is inclusive of all individuals in all geographic areas, provinces and territories, both on and off reserve lands.

❖ Respect for diversity and flexibility

All approaches to library services to Aboriginal peoples value and respect diversity in visions and actions in every local community.

“We have gone into seven communities and helped to start community libraries. Each community is different and has different strengths and needs”(NWT).

❖ Built on partnership and sharing

Library service to Aboriginal peoples is strengthened through resource-sharing and partnerships.

“Province wide resource-sharing through inter-library loans”(ON).

❖ Enabling empowered communities

“Libraries work best when someone in the community is passionate about libraries and works to support them. In small communities, one person can make a tremendous difference. We only start libraries in communities where there is demonstrated support and people are excited about the project. This is not something that can be generated externally.” (NWT)

Lillooet Area Public Library book bus (BC)

❖ Supporting successful learning

Library service to Aboriginal peoples fosters literacy and success for learners of all ages. “A homework club at a branch library (in partnership with an Aboriginal youth service group and a local high school)” (MB).

## 6. Framework for Library Services to Aboriginal Peoples in Canada

### 6.1 Libraries as Aboriginal Knowledge Centres

The proposed framework – the library practice wheel<sup>10</sup> - is designed to conjure an idea of a library that functions more as a community's knowledge gathering place than like the traditional municipal lending library. Borrowing from the Australian conceptualization of libraries as indigenous knowledge centres, which are characterized as “breathing places ... that keep our culture strong for our children ... they look after our traditions, songs, language, stories and artwork ... bringing back the things that guide us today for the future ... combining a meeting place for traditional business with modern library services”<sup>11</sup> this practice wheel when imagined in its fullest, most innovative form, would ideally help First Nations, Inuit and Métis communities imagine their libraries as designed, organized and perceived by their community members as their own 21<sup>st</sup> century culturally relevant and engaging knowledge centres. Such centres would support First Nations, Inuit and Métis languages, cultures, and heritage through the availability library collections, programs and activities and also through local leadership and values that embrace equitable access through empowered communities.

Because Aboriginal literacies, cultures and learning and knowledge practices are historically rooted in interpersonal relationship, shared activity and story-telling, print culture may not necessarily share the same privilege or relative importance as it has in other types of public library communities. And because public libraries as institutions are themselves being challenged by their communities to expand their services beyond this more traditional and historical British and North American print focus, they are also striking a new balance of services among collections, programs, outreach and learning, social interaction and information and communication technologies. An opportunity for the strengths of these two

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<sup>10</sup> The practice wheel construct is derived from the *medicine wheel*, an archaeological artifact identified as structures of stones or “tipi rings” and common in many areas of Western Canada. The whole structure looks like a wagon wheel lain-out on the ground with the central cairn forming the hub, the radiating cobble lines the spokes, and the surrounding circle the rim. The “medicine” part of the name implies that it was of religious significance to Native peoples. Source: Royal Alberta Museum

<http://www.royalalbertamuseum.ca/human/archaeo/faq/medwhls.htm>

The medicine wheel has been incorporated symbolically into First Nations’ cultures and is described by Powless (2004:3), “The medicine wheel is often used in many First Nations cultures to describe the life cycle and to represent inter-connectedness as it occurs throughout a lifetime. The medicine wheel also provides a conceptual framework for understanding a First Nations view of education. The Sacred Circle or medicine wheel is divided into four directions (north, south, east, and west) representing, among other matters, the winds; the different kinds of peoples on the earth; the four aspects of humanness (emotional, physical, mental, and spiritual); the four stages of life (newborn, childhood, adulthood, and elder); the four elements (fire, water, wind, and earth); and, the four seasons (spring, summer, fall, and winter).” Source: *The New Agenda: Building Upon the History of First Nations Education in Ontario* <http://chiefs-of-ontario.org/PageContent/Default.aspx?SectionHeadlineID=192>

<sup>11</sup> Refer to State Library of Queensland <http://www.slq.qld.gov.au/about/who/orgchart/ils/ikc>

lifelong learning traditions to be powerfully realized in the concept of the Aboriginal Knowledge Centre is in a sharper focus.

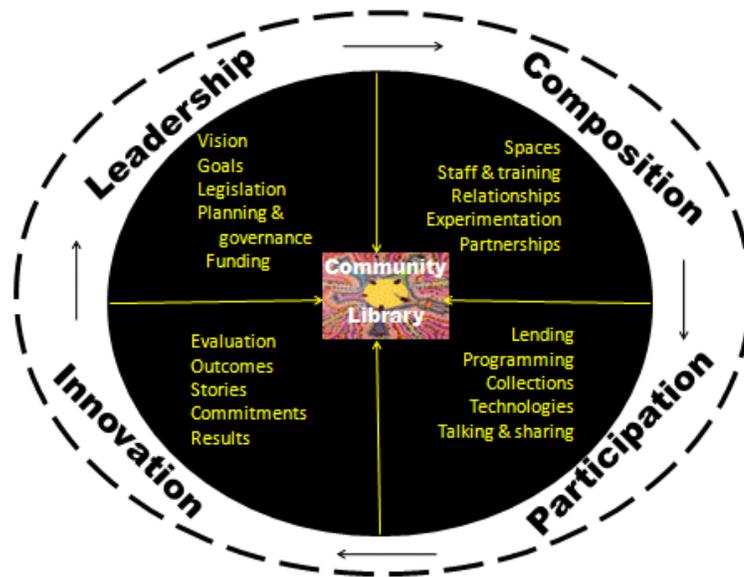
## **6.2 Using the Library Practice Wheel**

This framework of a practice wheel represents both a holistic vision and a process for the provision of library services to Aboriginal peoples in Canada. It is constructed using current practices already employed in various jurisdictions and recognized as sound within this context. The framework is organized around four dimensions or quadrants that constitute an integrated whole representing a symbol of an “ideal” of library services to Aboriginal peoples in a given jurisdiction whether that is a province, territory, First Nations reserve, urban, rural community or library system serving Aboriginal peoples. In order to develop policies (governments) and deliver services (local communities) – in order to achieve a necessary balance – elements in all four quadrants must be engaged together. If not, there will be an imbalance: activities, services and policies will not be meeting their functional objectives and policies and services will be in a misalignment.

As noted in Section 3 personal relationships are highly valued in the development and provision of library services to Aboriginal peoples and these relationships form the backbone of this practice wheel. The activities that make up each dimension depend on the pre-existence of these relationships among many individuals – community leaders, library users, citizens, policy makers and their respective organizations.

Figure 1 below visually depicts the wheel and identifies the four critical dimensions and their elements. Elements of organizing library services include policies, processes, activities, and services that when put in place together, would constitute an ideal or fully established library service. These dimensions and their elements are relevant to both library policy makers and community leaders.

Figure 1 – Library Practice Wheel



(artwork by Leah Dorion - Saskatchewan Aboriginal Storytelling Month)

Within each of these four dimensions, specific elements that enable these activities are included. These elements include policies, services, resources and processes. All of these elements should also be based on the appropriate fundamental principles for the provision of library services to Aboriginal peoples as articulated in section 5. All jurisdictional levels are implicated in each of these dimensions; that is, no one level of government nor one local or national library or organization is seen as being solely responsible for any one of these dimensions or activities.

These four practice dimensions apply both in the context of government policy making and in the context of the local community, on or off the reserve, rural or urban, in northern and southern Canada. This means that any provincial or territorial government, any urban or rural municipality, or any First Nations, Inuit or Métis councils or leaders should be addressing themselves to all of these primary elements in realizing library service to Aboriginal peoples.

This practice wheel is intended as a conceptual guide. As such, each jurisdiction (e.g., province, territory, First Nation) is asked to reflect on each dimension and the various elements within each dimension and conduct a self-evaluation. The key question to be answered in each quadrant is “Do we have the necessary and sufficient structures, resources and processes in place to offer appropriate and meaningful library services to members of our community(ies)?”

In recognition of the need for diversity and flexibility for local communities and larger geographical and jurisdictional areas, the elements noted within each thematic dimension are intended to be descriptive and suggestive rather than prescriptive and normative.

General explanations of each of these dimensions are given. The key elements of each quadrant concept are then listed with selected sound practices provided from survey responses to illustrate these elements.

### **6.2.1 Leadership**

This dimension calls upon jurisdictions to exercise leadership in the provision of library services to Aboriginal peoples. It addresses the formal or structural elements that are necessary to establish and provide an on-going organizational context for provision of library services to Aboriginal peoples at both the governmental and/or local levels.

For example, a province that is establishing library services to First Nations, Inuit and Métis peoples needs to articulate a vision, identify goals and objectives, and give consideration to funding, legislation and governance mechanisms for establishing services. A territorial government provides leadership in the form of facilitation and leadership delivered through government library services.

A First Nations, Inuit or Métis community or other municipality that is interested in establishing library services needs to articulate a vision, identify goals and objectives and then work with their province to determine the funding, legislation and governance mechanisms that can support the establishment of the service. A municipality that is interested in establishing a targeted set of services for Aboriginal peoples might consider developing a strategic plan that addresses vision, goals, objectives and some statements on funding if appropriate.

For Aboriginal peoples on reserves, however, their inability to tax their members puts a unique constraint on their ability to raise funds in support of library services. This constraint reinforces the argument for sustaining structured leadership at the local level to develop library services.

By virtue of their formal participation and leadership, all communities join their respective regional, provincial, territorial and finally national library networks and in this way leverage access to a much broader system of library services than is only available locally. Within the Canadian public library landscape, there are many types of networks both formal and informal that exist for example along dimensions of geography (any provincial library association), type of library (e.g., Canadian Association of Public Libraries, Ontario Association of Small Public Libraries), type of library users (e.g., Working Together) or special projects, (e.g., Gates Foundation Library Program, TD-Summer Reading Program). These networks provide invaluable relational knowledge sharing, occasional access to resources and services, and opportunities for on-going learning and sharing among peers.

It is anticipated that as more Aboriginal peoples and communities evolve their library services at their community levels through this type of local leadership and participation,

their libraries will also be strengthened and so too will the related provincial and territorial library networks. Strong local leadership will also enable greater equitable access to library services.

### ***Elements of “Leadership” and selected Sound Practices***

*A. Vision and goals include a statement of purpose, attainable goals; elders are consulted or named as advisors; addresses needs of particular jurisdictions only;*

- ➔ Recognizing difference and local needs in NWT - We have gone into seven communities and helped to start community libraries. Each community is different and has different strengths and needs. In some communities, a person has been hired to run the public library. In others, the library runs on volunteers, adult and/or student volunteers. For us, it has been important to recognize that there is no one solution, and that imposing any sort of uniform policies is inappropriate. We do expect that funds are spent in a responsible manner, but apart from that, try to build flexibility into our systems. (NWT)
- ➔ A best practice was happening in Wapiti when the Aboriginal Governance Administrator, along with the librarian from the First Nations University of Canada, and a local Elder, went out to do cultural awareness and sensitivity training. In addition, headquarters and branch staff had the opportunity to attend a staff development workshop designed to increase understanding and awareness about Aboriginal people in the vicinity of their region. This training was designed to assist staff and board members in understanding why Aboriginal people are reluctant to use library branches programs and services. The historical chronology of institutionalization was examined and staff and board members were provided with advice as to what they could do to develop a more welcoming atmosphere and attitude. (SK)
- ➔ The Regina Public Library system, Saskatoon Public Library system, and the Wapiti Regional Library system have all relied heavily on Aboriginal Elders to guide them in their development of appropriate programs and services. (SK)

*B. Funding models such as provision of operating grants or staff supplements are in place;*

- ➔ Ontario First Nations bands living on reserve that pass band council resolutions to support a public library in their community, submit this information to the Ministry to be eligible to receive a per capita based public library operating grant. To continue to receive this on an annual basis, they must submit their completed annual surveys of public libraries to the Ministry indicating they have operated a public library during the past year, and an audited financial statement covering library revenue and expenditure. This latter can be for the library or as part of the band's audit.

First Nations Public Library Operating Grants are \$1.50 per capita based upon on reserve populations. This amount can help lever other investments. For instance, funding is available for First Nations public library salary supplements of \$13,000 each for 50 First Nations public libraries to help support library staff's salary. This funding is administered on a province-wide basis, by the Ontario Library Service – North (OLS-N) on behalf of the Ministry.

By virtue of their receipt of Ministry operating support for their library operations and services, First Nations public libraries are well positioned to receive other investments. These have included federal Community Access Program (CAP), and CAP youth support, and ServiceOntario funding to improve access to government information and services at public libraries. The Ministry has also received year-end funding from a business tax program, and this has resulted in the disbursement of family literacy grants from the Ministry to all First Nations public libraries. In addition, First Nations public libraries are eligible for grants from the Ontario Trillium Foundation. (ON)

- The Government of Saskatchewan provides ongoing grant funding to public library systems to support resource sharing. In 2003, provincial grants to library systems increased by \$250,000 to ensure universal access to public libraries for First Nation residents and to implement the recommendations of the Minister's Advisory Committee. This funding is a sound practice because it was established as part of the ongoing resource sharing grants to public libraries (not as separate one-time funding) and the amount increases annually at the same rate as public library grants. The purpose of this funding is to provide universal access to public libraries for all citizens, including First Nations, people living on reserve, and to implement the recommendations of the Minister's Advisory Committee report. (SK)
- Ontario's Aboriginal organizations receive project funding from the Ontario Ministry of Culture's Ontario Trillium Foundation. This includes grants to Métis organizations, and to First Nations public libraries. Métis, First Nations, and Inuit people living in municipalities including cities are included in the per household count that is used for Ministry public library operating grant formulas for all Ontario municipal public libraries. (ON)

*C. Legislation provides an equitable and inclusive structural framework;*

- Saskatchewan legislation includes three clauses that may be regarded as sound practices:
  - 1) Universal access - every resident of Saskatchewan is entitled to borrow books and other materials from any public library in Saskatchewan. In 2003 a regulation, that defined a resident of Saskatchewan to exclude a resident of a First Nation, was repealed. On-reserve residents can now access off reserve public library services without an agreement with their band or payment of a fee.

2) Agreements and Representation – The Public Libraries Act, 1996 enables library systems to enter into agreements with First Nations for the provision of on-reserve library service and makes provision for First Nation representation on library system boards.

3) Direct Service to First Nations – the act mandates the northern library system to serve First Nations directly, including the provision of grants to First Nation libraries. (This provision only applies in the north which is a federated library system, and not for the rest of the province, which is organized into library regions for the purpose of delivery of library service).

*D. Planning and governance as a process for ongoing administration and decision-making;*

- A Saskatchewan Minister's Advisory Committee on Library Services for Aboriginal People was created in 2001 to look at issues that prevent Aboriginal people from using public library services. This Cabinet-approved Advisory Committee had more than fifty percent First Nation and Métis people within its membership. The committee's report, *Information is for Everyone*, which has 46 recommendations that reflect the results of the province-wide consultations, is a sound practice. One of the recommendations in the report was to review progress on the implementation of the recommendations. A working group, the Committee on Aboriginal Library Services (CALs), with representation from each of the ten public library systems in Saskatchewan, and led by the Provincial Library's Aboriginal Library Coordinator and Director of Public Library Services, was established to review progress and continue implementation of the recommendations. (SK)
  
- Library and Archives Canada conducted an internal survey in May 2006 to identify the key elements that ought to form the basis of strategic planning and policy development for Aboriginal heritage initiatives. Based on the input and feedback provided by 30 representatives from various Sectors, a number of recommendations were put forward in the *Whiteduck Report on the Aboriginal Heritage Initiatives*. (LAC)
  
- Community dialogues to initiate planning and conversation around library services to Aboriginal peoples are organized (ON, SK, MB) - In 2004, Ontario's First Nations public library community expressed concern at the level of service they were receiving, including through correspondence to the Ministry of Culture. Concerns included the closing of the Ontario Library Service-North Thunder Bay office that resulted in some staff lay offs. To respond to concerns and learn of ideas for improvements, the Ministry hired a facilitator with experience and empathy working with First Nations people. Well-attended Dialogue sessions were held with First Nations public library community representatives in 2005 and 2006. The Ministry was well-informed by the Dialogues, and reports were shared with the First Nations public library community. (ON)

- The Edmonton Public Library's (AB) *Report of the Task Force on Library Services for Aboriginal Peoples (2005)* provides a comprehensive road map for any large urban library system interested in developing its library services to Aboriginal peoples.
- Albert Branch Library Advisory Committee (Regina Public Library) for inclusive and representative decision-making and community partnership. (SK)

## 6.2.2 Composition

This dimension describes the activities needed to build libraries at the local community levels. Key to this activity is the provision of spaces, human resources and the use of partnerships and experimentation as organizational approaches.

For example, a province or territory could provide funds such as a staffing supplement or other resources and expertise that support local communities in organizing the infrastructure and human resources to provide library service in particular community. A First Nations, Inuit or Métis community or a municipality may provide funding, staff training, and opportunities for on-going community consultation as they develop their library services. Communities may initially begin with pilot projects and experimentation using different types of partnerships with other community agencies to develop viable services. Learning through experimentation and partnership is valued.

### ***Elements of “Composition” and selected Sound Practices***

A. *Spaces – physical spaces are available, accessible and dedicated to library activities;*

- The Aboriginal Reading in the Round space is a prominent feature of the Millennium Library of the Winnipeg Public Library. The space benefits from the flexibility of having different sections within the Library provide staffing support for programming initiatives. This space is a sound practice because it created a high-profile and heavily used programming space within the main branch of a Library system that is informed by Aboriginal cultures; the interaction of non-Aboriginal individuals and groups with a space is informed by Aboriginal cultures; the space highlights an extensive collection of Aboriginal Children's resources; (MB)

B. *Staffing - knowledgeable staff are in place; cross-cultural training is available;*

- In 2005, the Public Library Services Branch (PLSB) awarded a grant to the British Columbia Library Association's First Nations Interest Group. The grant was used to develop an online course on Aboriginal Reference and Information Sources, which was first delivered in the Fall of 2007 as part of the Community Library Training Program (CLTP), a web based distance

education program delivered by the PLSB. The program is open to staff and volunteers from BC public libraries and Aboriginal organizations. The course outline is available at: <http://www.bcpl.gov.bc.ca/lbs/cltp/courses.html#302>

- First Nations Public Library Consultants provide expertise and leadership Ontario Library Service-North and Southern Ontario Library Service (SOLS) receive Ministry funding to hire a total of three First Nations public library consultants to provide First Nations public libraries with support for their education and training needs. Among other work, the consultants orient new public library staff to library services and administration, provide training and education, including through spring and fall gatherings and conferences, and assist library staff to complete annual survey of public libraries and other provincial requirements. (ON)

*Library Science Trainee Program:* The former National Library of Canada (NLC), now Library and Archives Canada (LAC), introduced the program in 1988 as a special measure to recruit and train Aboriginal people for Librarian positions. To qualify, candidates had to possess an undergraduate degree and meet the entrance requirements of a Master of Library Science or Master of Library and Information Science degree. As of 2002, nine Aboriginal people had been hired through the program. Of these nine recruitments, five continue to be employed at LAC. The Program went under review in 2003 and has not been reestablished with the development of the new institution, Library and Archives Canada. (LAC)

- Southern Ontario Library Services (SOLS) has worked to make its own “Excel” program of educational courses for library staff lacking masters or library technician qualifications, more First Nations-friendly. This has included use of an Excel graduate of First Nations background to be an Excel mentor. (ON)

*C. Relationships – priority is placed on face-to-face consultation and communication; elders are consulted where appropriate;*

- In Northern communities, relationships are much more important than someone’s position. In remote communities, email and phone communication can be spotty and difficult. It is only through multiple in-person visits that relationships can be developed. It is important to develop trust so that library organizers will ask for help when they need it. This means visiting as needed, responding to queries and being appropriate. (NWT)
- The Lillooet Area Public Library (BC) has a long history of working with the St’at’imc communities it serves. More recently, in 2005, members of the BCLA First Nations Interest Group and the Public Library Services Branch helped to facilitate a consultation with representatives from St’at’imc communities, Tribal Council, Lillooet Learns and the Library. This led to a commitment to implement a book bus that now

*D. Partnerships with community groups, schools, elders, other libraries build community support for library services and add capacity and flexibility to the services being offered;*

- ➔ Because of distance and demographics, all Manitoba public libraries are encouraged to establish library service through funding from two or more local governments. Aboriginal communities with small populations, limited public space, and infrastructure are encouraged to regionalize with existing public libraries in their area. In many cases, regional library service will build upon pre-existing local government and band council partnerships for emergency and educational services. (MB)
- ➔ For example, just before arriving in one community to help organize the library, a local teen committed suicide. The people we had been planning to work with were instead occupied in trying to prevent a copycat. Instead of sitting in the library with us, they needed to rush off when someone reported that the community had lost track of another teen. In that community, it was three years before a grand opening of the library was held. But it was fantastic and well attended. (NWT)

*E. Experimentation is a valuable approach;*

- ➔ *School partnerships and pilot projects as experimentation* - Wé koqmaq Elementary School, Whyccomagh (NS) - On a monthly basis, from October through May, Library staff take library services directly to the elementary school. The East Coast Regional Library (ECRL) Assistant arrives with an assortment of books and materials available for loan for a 1-month period. The Assistant is provided with classroom space and internet connectivity in the school allowing the classes to visit the mobile library, browse the traveling collection, and borrow materials. There are no fines attached to this service, and parents and the school are not responsible for lost materials, although children may be prohibited from borrowing more materials if there are outstanding materials above a certain guideline. Within the last year, a review of the program was conducted. The school administration was pleased with the effectiveness and the efficiency of library services offered to the school and both parties are in agreement that the library services should continue if ECRL funding allows. A new school is being built and they have assured us that ECRL will be welcome to continue the visiting library service in the new building.
- ➔ Peguis First Nation Public Library (MB) - A project spearheaded by the Superintendent of Education with support of the Chief and Council, much of the

groundwork provided by staff of the Education department as well as the public library librarian. Planning for the library involved library champions as well as advisors to develop a proposal plan for library services. Delivering library services evolved in several aspects since this library is the first of its kind in the Province, they continue to expand services and develop standard library policies. Funding has been primarily through the First Nation Board of Education to provide building space (later a renovated library building), staffing, in-kind support, furnishings, etc. The Province provided funding based on the set guidelines through the one-time establishment grant, collection development and matching per capita grants. Staffing was at the local level of hiring a teacher-librarian to the position at the very beginning of the project. A group of community volunteers supports the sole staff member.

- *Volunteer-based Service at the Princess White Dove Library (Winnipeg, MB)* – The community initiated library created, managed and sustained outside of the Winnipeg Public Library using volunteer base to deliver service, does not require identification to borrow materials, no late fees or fines.

### **6.2.3 Participation**

This dimension addresses the library services and activities which are offered directly to individuals and community groups, at the community level. It describes the range of activities that might be available both in libraries on and off reserves. Participation in this sense is understood as local jurisdictions initiating efforts to build the relationships with their community members, their local governments and their provincial and territorial partners that are necessary to then develop and implement core library services including accessible collections, relevant programming, and provision of information and technology services. The question of how best to raise funds to provide sustained support for Aboriginal library services should also be addressed through this dimension examining how elders and other community members participate in their libraries' on-going service developments.

In this area provinces/territories and local municipal boards (city and regional libraries) have a responsibility to create the structures and to provide the venues and resources that support and ensure a community needs based approach for their off-reserve library services. In libraries on reserves, provision of collections, staff, and a range of programs and services is the responsibility of the local library leaders and community participants. These services require ongoing input from and participation of local community members in order to stay relevant and meaningful to library users. For example, Library and Archives Canada builds and maintains extensive collections in the area of Aboriginal heritage and these collections are available within the national network of resource sharing and ILL. As an urban example where the importance of building library relationships through shared planning and participation is in evidence, the Thunder Bay Public Library recently undertook a major initiative to improve their services for Aboriginal People (see Appendix 3 for details).

## ***Elements of “Participation” and selected Sound Practices***

### ***A. Access to resources through lending;***

- ➔ Flexibility is required when interacting with patrons one-on-one: the Library made the decision to not require identification in order to borrow materials (the circulation system is not automated), in addition to their being no late fees or fines of any kind. (MB)
- ➔ On a regular basis, a delivery of books and materials is brought directly to the school for a 6 week loan period. Once the books are delivered to the school, teachers distribute to the children from grades Primary-Grade 6. Books are then collected at the end of the 6-week period when another loan is dropped off and the collected books returned to Headquarters. School personnel are encouraged to maintain contact with library staff and evaluate the program on an ongoing basis. (NS)

### ***B. Culturally relevant and integrated programming based on community partnerships where appropriate;***

- ➔ *First Nations Public Library Week (ON)*  
Ontario Library Service-North helps in many ways, including the development of promotional material, layouts, logos, coordination of committees, and the facilitation of a teleconference June to March; the oversight committee was born out of First Nation Library Advisory Committee. Committees are taking on knowledge keeper theme. Library launch committees invite MP, MPP, chief in council, local libraries and schools to attend. Long term partnerships include provincial territorial organizations. A First Nations Community Reads program is made possible through a partnership with Heritage Canada. OLS-N donates funding to help host FNPLW if the host community is in the north (the host site rotates each year between south and north Ontario). FNPLW started in 2002 and the initiative is well appreciated.
- ➔ *First Nations Public Library Conference (ON)*  
OLS-N looks at common needs in terms of training librarians to identify what First Nations public library staff would like to see for the conference. A conference planning team that includes First Nations public library staff promotes networking before, during and after the conference. The conference includes an exchange of ideas – what is working, what is not; libraries are recognized and take ownership for their projects; the conference has grown to a province-wide initiative. OLS-N subsidizes travel to the conference, this is particularly important for small communities. Vendor area has grown in last five years; corporate sponsorship has expanded. The broader First Nations community knows of the conference

and that it is a good place to be (ranging from a booth presence, to a presenter, to a sponsor (e.g. Lieutenant Governor's Office re Club Amick initiative; Ojibway-Cree Cultural Centre). OLS-N uses its website and aboriginal newspapers to promote conference. The conference has been going on for over 15 years. SOLS is a major partner; other partners include SIRSI; book-dealers, consortium purchasing arises out of partnerships. Long term outcomes include: building in confidence; longer term core of librarians, turnover reduced. Supporting First Nations libraries as history keepers through preservation and repositories (ON)

- ➔ *Annual Film Festival (Minister's Award in 2006)*  
Featuring locally made films is held during First Nations Public Library Week and is in partnership with the Culture and Research department. Locally made films (Chippewas of Mnjikaning FNPL, ON)
  
- ➔ *Fraser Valley Regional Library Aboriginal Library Services Award Winners (BC)*  
FVRL was recognized by the British Columbia Library Association in 2009 for their First Nations library service initiatives. Some of their programs included *Aboriginal Voices* featuring authors Richard van Camp, Nicola Campbell and Larry Loyie. This event attracted 379 people to 8 readings and *First Nations Communities Read* – This BCLA program was launched at the Langley City Library in October 2006 and featured Larry Loyie and Constance Brissenden. The program was designed to encourage family literacy and intergenerational storytelling in addition to promoting the publication and sharing of Aboriginal experiences. In May and June 2008, to celebrate National Aboriginal Day, FVRL is cooperating with Capilano College's Indigenous Independent Digital Filmmaking Diploma Program to present films in eleven of our libraries. Students of the IIDF program will present and discuss their short films to audiences of high school classes as well as the general public. FVRL received a grant of \$2,400 from BC Hydro in sponsorship of the Aboriginal Film Festival. This outreach to the children and families is a good connection, to welcome and introduce them to the library.
  
- ➔ Sioux Lookout Public Library held a major event for the 100<sup>th</sup> Anniversary of Treaty #9 in which Library and Archives Canada loaned the original treaty to be displayed in the library (guarded as part of the ceremony by Mounties) – there were educational discussions and learning around the history of the treaty and what it meant for all groups. It was very well attended.(ON)

C. *Diverse, relevant and high quality collections;*

- ➔ Library and Archives Canada identified Aboriginal materials as a key direction in the LAC Collection Development Framework, published in 2005 as follows: "LAC recognizes the contributions of Aboriginal peoples to the documentary heritage of Canada, and realizes that, in building its collection of these materials, it must take

into account the diversity of Aboriginal cultures, the relationship the Government of Canada has with Aboriginal peoples, and the unique needs and realities of Aboriginal communities. The development of a national strategy will be done in consultation and collaboration with Aboriginal communities and organizations, and will respect the ways in which indigenous knowledge and heritage is preserved or ought to be preserved and protected within or outside of Aboriginal communities.” (LAC)

- Aboriginal Heritage Initiatives / Library and Archives Canada developed a web presence and launched the *Aboriginal Resources and Services* web portal in 2003. The portal features a Directory of Aboriginal authors, newspapers, and other resources; a number of frequently asked reference questions with corresponding resources and/or tools; and it links LAC online resources, bibliographies, digital projects and web exhibitions containing Aboriginal content and perspective. (LAC)
- In Saskatchewan, the creation of a living document containing contact and biographic information of various Aboriginal program facilitators, storytellers, crafters, and artists, has been compiled to address the gap in knowing where and how to find the resource people to deliver the appropriate programs. The list is used mainly for the Aboriginal Storytelling program; however, more and more branches are utilizing the list as they begin to confidently build their Aboriginal programming up. Several other documents have been written that speak about how to encounter First Nation culture in the most positive and productive way, beginning with the practice of respectful inclusion. Information on smudging, protocol, feasts, and the Round Dance, have been made available to those in the library systems, who require the information as it pertains to their programming and events. (SK)
- *Our Voices, Our Stories: First Nations, Métis and Inuit Stories of Yesterday and Today*. This web exhibition will feature a selection of First Nations, Métis and Inuit stories and legends from the published collections of Library and Archives Canada including excerpts from reserve collections of other published materials, art work and photographs. The exhibition will celebrate Aboriginal storytellers through a unique digitization of audio recordings of selected storytellers, each representing different Aboriginal cultural heritage and language groups. (LAC)
- Working in partnership with the the Société Makivik to digitalize periodicals in Inuktituk (QC)
- Working with First Nations communities to organize training sessions on how to preserve records and archival materials (QC)

- Programs delivered by the BaNQ including working with the Wapikoni Mobile to present films made by First Nation Communities and working with LandInsight Festival to organize programs and exhibitions related to First Nation culture (QC)
- An exhibition entitled *Where are the Children? Healing the Legacy of the Residential Schools* was developed by Library and Archives Canada in partnership with the Aboriginal Healing Foundation/Legacy of Hope Foundation and others in 2004 to create a legacy of hope and recognize the survivors of residential schools. (Curator: Jeff Thomas, Iroquois/Onondaga of Six Nations of the Grand River) This exhibition later evolved into a travelling exhibition currently making its way across Canada and also available in part, online as a web exhibition hosted by the Legacy of Hope Foundation. (LAC)
- Pickering Public Library sends books and other items to Chippewas of Georgina Island First Nation Public Library to expand its collection. (ON)

D. *Availability of Information and communication technologies including public internet access;*

- *Joint Automation Server Initiative (ON)*  
The goal of this program is to get all library records and collections and digital collections on-line (including all digital images). The reason for this is that most library patrons are connected on-line and so find it easier to access the library through the internet because they are working. Partners include the local heritage organization which hosts cultural events (such as beading classes), the local television station, Holy Cross Church, Land Claims, the Family Health Center and Youth Center. All partners help out in different areas (for example, The Family Health Center offers babysitting classes at the library). All partners' records will be available on-line along with those of the library. provides for automated records for library users and includes other partners' records made available (Wikwemikong FNPL, ON)
- *Broadband high speed internet access in all First Nations Public Libraries (ON)*  
Since 1999 the Ministry has had a Connectivity fund available for public and First Nations public libraries to promote optimal public Internet access services over broadband telecommunications. SOLS administers this funding for the Ministry, province-wide. SOLS has actively promoted the availability of Connectivity to the First Nations public library sector. As a result of this, as of 2007-08, Connectivity helps 46 First Nations public libraries to acquire high speed broadband telecommunications

*E. Ongoing dialogue, communication and informal relationships with community members;*

- ➔ Visits as Sound Practice - the provincial Aboriginal Library Coordinator also arranges visits to First Nations for the staff in regional libraries. She is accompanied by the Head of the Albert Library, who explains what her library does to serves its patrons, almost all of whom are Aboriginal. (SK)
- ➔ Regular visits to clients; once a year or more to all First Nations communities with public libraries; helps them to get online with SIRSI. Ojibway-Cree Cultural advisers have accompanied staff. Better educated and trained library staff; personal relationships of OLS-N staff and relationships with communities developed; sharing why library is there; builds relationships with band council and organization. Outcomes include, OLS-N gains a good idea in terms of a sense of librarians' priorities, community priorities, e.g. is library in forefront, in strategic plan, community based networking. (ON)

#### **6.2.4 Innovation**

This dimension describes the activity of identifying sound practices, of evaluating pilot projects, of evaluating programs and activities to assure quality in the services offered and to determine how library services should evolve in local communities and from a larger provincial / territorial or regional perspective. The main activity of this dimension is evaluation and documentation of performance outcomes with the goal of continuously developing services.

Based on the survey responses, provinces and territories are in widely differing stages of development of their library services to Aboriginal peoples. With fifty First Nations libraries currently operating and a team of Aboriginal library consultants available to provide training and operational advice and support to all libraries, Ontario clearly has the most mature or developed structure and services for Aboriginal peoples both on reserves and in municipal libraries.

Because of the relatively smaller populations of Aboriginal peoples residing in Quebec, these jurisdictions do not have distinct legislation and services for First Nations, Inuit or Métis peoples. Through the leadership of the Bibliothèque et Archives nationales du Québec, with financial support of the Ministry of Culture and in partnership with Quebec First Nation communities, a diverse and comprehensive range of library programs addressing all local, regional areas within the province is currently being developed.

As noted previously, the maritime provincial governments, like their territorial counterparts, do not differentiate their library services to Aboriginal peoples but instead note as in the case of New Brunswick, that "Public library service is available to all residents of the

province as per the NB *Public Libraries Act*. This includes Aboriginal peoples. Any person living in NB can visit a public library, utilize public services and obtain a provincial library card.” In the case of Prince Edward Island, they note that “the Aboriginal community is small on PEI compared to other provinces. Public libraries on PEI serve all Islanders including aboriginal community. There are no public libraries on First Nations reserves or specific Aboriginal Library Services.”

Survey responses from Western provinces, however, suggest that there are different historical and current factors influencing levels of development of library services to Aboriginal peoples.

Saskatchewan has a sound policy framework in place based on a consultation process from 2001. Their on-reserve libraries participate in regional library systems; with its long history and unique participatory advisory committee, the Albert Branch of the Regina Public Library remains a model for urban library services for Aboriginal people across the southern areas of the country. Notably, despite having much larger populations both on and off reserve, the western provinces are in quite different stages of development.

Manitoba has just completed a major strategic plan which recognizes the need for development of library services targeted to Aboriginal peoples. While Alberta has legislative provision for the development of libraries on reserves, funding support is separate from this process and establishment of First Nations libraries is still preliminary. According to their survey response, British Columbia does not yet have a distinct legislative framework supporting library services for First Nations people on reserves.

Based on these diverse levels of development at the provincial and territorial government levels and based on differing histories, it is difficult to make comparative or evaluative statements about library services for Aboriginal people across these geographic jurisdictions. It also cannot be said that because there are many libraries in First Nations communities established in Ontario, that there are no improvements or enhancements that could still be introduced. Evaluation and innovation are ongoing activities.

In general most of the local community libraries and provincial government statements that described outcomes of library service do not provide clear evidence to support their respective claims of successful outcomes. For example, although “more participation”, “better dialogue” or “improved literacy” could be understood as being successful outcomes for library services in these communities, the methods for determining these quantitative and qualitative assessments are not given. In order to continue to evolve library services both on and off reserves, it is essential that performance baselines are set so that future evaluations can be assessed beyond their immediate occurrence at a given time and in a

particular context. No significant sound practices emerge from the survey responses that address evaluation of outcomes or evaluation of innovations in services.<sup>12</sup>

## **Elements of Innovation and Selected Sound Practices**

### *A. Record and evaluate outcomes in a larger evaluation context; set evaluation baselines and targets balancing qualitative and quantitative approaches;*

- ➔ Quality assurance – Resources for program development and implementation are endorsed by the provincial Aboriginal Library Services Committee and the Saskatchewan Indian Cultural Centre (SK)

### *B. Regular reporting and storytelling building commitment and relationship among individuals and community groups;*

- ➔ Creation of Report Templates as Sound Practice - Library systems are required to submit a report each year indicating how they used the Aboriginal funds and the difference it has made. A template of questions is under development, making it easier for directors to provide comparable information. Asking what worked the best is a starting point, especially to as it leads to discussion of outcomes. (SK)
- ➔ Aboriginal Heritage Initiatives / Library and Archives Canada conducted an investigation in November 2005 on the appropriateness of aboriginal content, use of terminology, stereotypes, and overall presentation of aboriginal peoples at 30 of the Canadian Culture Online Projects developed for LAC's website. The findings and recommendations were presented in the Whiteduck Report entitled *Evaluation of Web Content Report, Library and Archives Canada. (LAC)*
- ➔ Chippewas of Georgina Island First Nation Public Library goes to Pickering Public Library to share information and talk about First Nations culture. (ON)
- ➔ From the Sioux Lookout Public Library on evaluation of initiatives: There has been a huge increase in library card holders, many of whom are First Nations. There has been an increase in literacy among First Nations patrons. (ON)

### *C. Innovate based on performance results – building on successes and seeking other sound practices;*

All of the work conducted for this survey including the definition of sound practices, the completion and compilation of the survey responses by all participants, and finally the analysis and recommendations emanating from this

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<sup>12</sup> For a comprehensive understanding of measurement and evaluation strategies for library services, refer to Matthews (2007) *Evaluation and Measurement of Library Services*.

survey constitute innovation and lay the foundations for building on the past and seeking new sound practices in future. This report could be used as a baseline for evaluation; it could be reviewed and consideration given to conducting another survey at some point in the future.

## **7. Next Steps in the Development of Library Services to Aboriginal Peoples**

This report has discussed many aspects of library services to Aboriginal peoples as they were noted by respondents to the Sound Practices Survey. Following from this analysis and discussion, including the suggested framework for action (the practice wheel), there are a number of potential next steps or actions which could be taken by the relevant interested communities, governments, and agencies. These actions may be reviewed for their applicability in individual provinces and territories and adapted according to these jurisdictional contexts.

From a developmental perspective, a critical next step for all participants is to review and then reflect on the fundamental principles articulated here and to further reflect on these library stories and practices *always within the frameworks of their multiple realities*.

In turn, the single recommendation of the Provincial/Territorial Public Library Council (PTPLC) is that committee is that provincial and territorial governments engage in further discussions and approach the Federal government about initiatives that could result in a better quality of Aboriginal library services. This could include dialogues with federal departments or organizations responsible for public infrastructure funding programs, education, training and capacity building, libraries and archives and Aboriginal affairs.

Finally, these are other actions that may be reviewed by specific governments, communities and individuals:

*... For all jurisdictions involved in library services to Aboriginal peoples  
(e.g., regions, communities, governments, libraries, councils) →*

- Explore opportunities for inter-provincial and territorial staff training and knowledge sharing at government, local, regional and municipal community levels ideally through face-to-face meetings such as a conference or symposium.
- Demonstrate sustained support of Aboriginal peoples' commitment to the historical, cultural and functional primacy of relationships expressed through dialogue, listening, and teaching in all planning and provision of library services to Aboriginal peoples.
- Review and where appropriate to the jurisdiction, adopt the fundamental principles presented in this report to guide future developments of their library services to Aboriginal peoples.

- Investigate appropriate performance measures and accountability frameworks that may be relevant in provision of library services to Aboriginal peoples;
- Recognize the importance of cross-cultural training for all organizations who participate in development and provision of library services to Aboriginal peoples;
- Consider local contexts to identify and, if relevant, implement processes to encourage the education, training, recruitment and on-going support of First Nations, Inuit and Métis peoples in all types of library staff and leadership roles within their organizations and communities. This could include consideration of the need or relevance for workplace readiness programs such as cross-cultural training opportunities to facilitate optimal Aboriginal and non-Aboriginal workplace relationships and consideration of the role of elders in the provision and evolution of library services.

... *For provincial and territorial governments* →

- Review the feasibility of drafting policy statements respecting how library services to Aboriginal peoples both on reserves and in municipalities are to be served, notwithstanding different histories and legislative approaches to their public library services.
- Conduct periodic planning studies using this framework to indicate where existing gaps in their structures and services exist and how they might recognize the framework dimensions of leadership, composition, participation and innovations in their activities accordingly.

... *For regions and municipal libraries* →

- Consider the feasibility of undertaking a planning process for library services to Aboriginal peoples drawing guidance from the Edmonton Public Library sound practice.

... *For Library and Archives Canada & Bibliothèque et archives nationales du Québec* →

- Recognizing its unique national role, *Library and Archives Canada* could continue to provide leadership to the national library community in all areas of collection development and services to Aboriginal peoples including creation of materials, access, preservation and archival collection, with emphasis on development of digital collections. In recognition of its unique role in Quebec, however, the *Bibliothèque et archives nationales* du Québec could continue to provide a similar leadership within Quebec.

## 8. Conclusion

This document reports on the survey of selected national, provincial and territorial library departments, and public libraries and First Nations libraries on reserves regarding the current state of library services to Aboriginal peoples with particular focus given to the presentation of current sound practices among all participating organizations. The survey was designed to report to provincial and territorial governments on library services to Aboriginal peoples currently available in Canada from the perspectives of these provincial and territorial governments and from the local or regional community perspectives.

Following an introduction and definition of key terms from an Aboriginal perspective, this report characterizes the various jurisdictional contexts and their multiple realities which influence their structures, processes and decisions regarding provision of library service to Aboriginal peoples. Seven fundamental principles are articulated which represent the core values and beliefs that must be respected in the continuous evolution of library services to Aboriginal peoples in all jurisdictions in Canada. From these fundamental principles, a framework of the “practice wheel” is introduced and consists of four quadrants: leadership, composition, participation and innovation. Within each quadrant the critical elements of these processes are named, described in organizational terms, and selected sound practices reported from the survey and which enact these elements, are then provided for illustrative purposes. The wheel is designed to function as a whole – that is, provision of library services to Aboriginal peoples by any government, community or organization, must incorporate each of these elements in order to function effectively.

Evaluation of current library services to Aboriginal peoples is the area where the greatest challenges and opportunities for creativity, collaboration and discussion are needed, in order that these services can continue to develop and be innovative. Consensus on measures which are appropriate and meaningful for the wide range of interests represented by participants in these library services has not yet been attained. By focusing attention here, new sound practices in all areas of service provision will almost certainly evolve.

The report concludes with a summary of potential next steps and identifies areas where more development is suggested and areas of sound practice that could be relevant to all governments and communities.

## Appendix 1

### ABORIGINAL LIBRARY SERVICES SOUND PRACTICES SURVEY Aboriginal Library Services Working Group, Provincial/Territorial Public Library Council (PTPLC) May 22, 2008

#### Background

The Aboriginal Library Services Working Group is a sub-committee of the Provincial/Territorial Public Libraries Council (PTPLC). The June, 2006 meeting of Deputy Ministers responsible for public libraries tasked PTPLC with creating a Working Group to look at best practices and outcome measures and create an action plan for Ministers.

#### Terminology

**Aboriginal people(s)** “Aboriginal people” is a collective name for the original peoples of North America and their descendants. The Canadian Constitution (the *Constitution Act, 1982*) recognizes three groups of Aboriginal peoples – Indians, Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs. For further information please use this link to Indian and Northern Affairs Canada Words First document found here: [http://www.ainc-inac.gc.ca/pr/pub/wf/index\\_e.html](http://www.ainc-inac.gc.ca/pr/pub/wf/index_e.html).

#### Purpose of the Survey

The purpose of this survey is to elicit sound practices from the provinces and territories on sound practices in two key areas:

1. Sound government practices that support Aboriginal library services in that province or territory.
2. Sound local or regional practices that identify models which others may be interested in for the purposes of replicating (with appropriate and relevant modifications) in their community, province or territory.

#### Scope of the Survey

The focus of the survey will be on public library services to Aboriginal peoples (First Nations living on and off-reserve, Métis and Inuit). This includes planning, delivering, and funding public library services. Information regarding school libraries is to be included if the school library provides public library services.

Members of PTPLC will be asked to respond to the following questions by August 31, 2008.

Question directed to provinces/territories/LAC: *What contribution or sound practice has the provincial/territorial/federal governments (LAC) made to the improvement of Aboriginal library services?*

This may include, but is not limited to: the method of consulting with and involving First Nations and Métis people in government policy development and decision-making; funding; published policy frameworks, including documents or reports which speak to goals to which the province or territory is committed to working toward; the creation of advisory groups to departments/ministries/branches.

Question directed to individual communities or regional libraries: *Does your community use a model(s) of sound practice? Please explain and identify partnerships to achieve the services.*

This may include, but is not limited to: planning, delivering, funding, staffing and resourcing public library services. Please describe programs or activities which you believe represent a sound practice and provide reasons.

Question: *What principles are fundamental to working with Aboriginal people to develop library services?*

Responses are to be sent to the Chair of the Aboriginal Library Services Working Group, Joylene Campbell, [jcampbell@library.gov.sk.ca](mailto:jcampbell@library.gov.sk.ca). Please be advised that responses will be shared with members of the Working Group as soon as possible.

## **Process**

The Working Group will compile the results and share them with all members of PTPLC and LAC. The Working Group respects the right of each of the provinces/territories/Library and Archives Canada to determine their own process to seek out examples of Sound Practices. The Working Group also notes the importance of personal contacts and relationships to get informed survey results from First Nations and Métis people. A suggestion is to gather information that is no more than one page in length for each sound practice.

## **Sound Practices**

On the basis of research and input from Library and Archives Canada, the Working Group has decided to replace the term “best practices” with “sound practices”:

*“The goal [of a Sound Practice] is to present and promote creative, successful and sustainable solutions to social problems in order to build a bridge between empirical solutions, research and policy”<sup>13</sup>*

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<sup>13</sup> Information and Learning Network. (2007). *Concept of Best Practices*. Retrieved September 5, 2007 from <http://www.iln-best.org/page.php?nr=5>

## What is a Practice?

Before examining the concept of Sound Practice, it is important to first define the term 'practice'. A practice is an "action rather than thought or ideas";<sup>14</sup> it can be used to describe a technique, strategy, procedure, methodology, or approach.<sup>15</sup> In addition, the term can designate a program or activity<sup>16</sup>.

## What is a Sound Practice?

(prepared by: Aline Joly and Gilbert Deschamps, Library and Archives)

A standard definition of Sound Practice (SP) does not exist. Rather, the concept generally assumes the meaning and usage most suitable to the organization or to the context to which it pertains. A Sound Practice is akin to a Best Practice – both are practices that are effective, efficient and are consistent in producing high quality results. The term 'sound' was chosen over 'best' in that the implicit meaning it carries is more suitable in an aboriginal context. The term 'sound' implies an examination or exchange of ideas whereas 'best' can be interpreted as a hierarchical term.

Generically, a Sound Practices statement describes what is known about a subject and takes into account lessons learned by trial and error and through sound research. Ideally, a Sound Practice is developed through several steps including needs assessments, implementation, review, and evaluation, to name a few. A fundamental aspect of Sound Practice is its ability to adapt and to grow; it is a continuous process in which feedback and evaluation are necessary.<sup>17</sup> Once a Sound Practice has been successfully implemented, it can be employed by other similar institutions and/or can be used as a model against which the potential of promising practices can be measured and compared.

## Sound Practices for Public Libraries with Aboriginal users

From an Aboriginal perspective, a Sound Practice is a non-hierarchical construct, learned through frontline experience and utilizing Aboriginal socio-cultural insight, ingenuity, intuition and knowledge. In addition, it recognizes "the variety of unique cultural and situational environments that characterize Aboriginal communities."<sup>18</sup>

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<sup>14</sup> Practice. (2007). *Cambridge Dictionaries Online*. Retrieved September 6, 2007 from <http://dictionary.cambridge.org/define.asp?key=101628&dict=CALD> Practice. (2007). *Business Dictionary Online*. Retrieved October 2, 2007 from <http://www.businessdictionary.com/definition/practice.html>

<sup>15</sup> Practice. (2007). *Business Dictionary Online*. Retrieved October 2, 2007 from <http://www.businessdictionary.com/definition/practice.html>

<sup>16</sup> US Department of Health and Human Services. Administration for Children and Families. (2007). Identifying and Promoting Promising Practices. *Intermediary Development Series*. Retrieved September 10, 2007 from [http://www.acf.hhs.gov/programs/ccf/resources/gbk\\_pdf/pp\\_gbk.pdf](http://www.acf.hhs.gov/programs/ccf/resources/gbk_pdf/pp_gbk.pdf)

<sup>17</sup> VISITASK. (2007). Best Practices. *Project Management Training and Resources*. Retrieved September 6, 2007 from <http://www.visitask.com/best-practice-g.asp>

<sup>18</sup> Thoms J. M. (2007). Leading an Extraordinary Life: Wise Practices for an HIV prevention campaign with Two-Spirit men. Toronto: *Two-Spirited People of the First Nations*.

## Appendix 2

### Aboriginal Library Services Sound Practices Survey

#### Question #1 – What contribution or sound practice has the provincial/territorial/federal governments (LAC) made to the improvement of Aboriginal library services?

This may include, but is not limited to: the method of consulting with and involving First Nations and Métis people in government policy development and decision-making; funding; published policy frameworks, including documents or reports which speak to goals to which the province or territory is committed to working toward; the creation of advisory groups to departments/ministries/branches.

<b>AB</b>	<p>The province carried out a needs assessment of aboriginal communities to identify public library service needs, assess readiness for service and identify service barriers. The report has been filed but has not been released.</p> <p>A funding component for aboriginal library service was included in the Public Library Development Initiative Funding that was released in 2007. This has resulted in a development project on the Sturgeon Lake Reserve where library service is being established. It is still in the development phase.</p>
<b>BC</b>	<p>As stated on the Ministry of Aboriginal Relations and Reconciliation homepage (<a href="http://www.gov.bc.ca/arr/">http://www.gov.bc.ca/arr/</a>)</p> <p>“This Ministry is leading the way to build new relationships with Aboriginal people, founded on reconciliation, recognition and respect. We negotiate treaties and other agreements to create economic certainty over Crown land and resources, and to improve the lives of Aboriginal people.”</p> <p>Highlights of government initiatives to build a new relationship and close the socio-economic gaps between Aboriginal and other British Columbians are detailed in the New Relationship with First Nations and Aboriginal People link:</p> <p><a href="http://www.gov.bc.ca/arr.newrelationship/publications.html">http://www.gov.bc.ca/arr.newrelationship/publications.html</a></p> <p>Other documents that provide useful references are: Culturally Responsive Guidelines for Alaska Public Libraries</p> <p><a href="http://www.akla.org/culturally-responsive.html">http://www.akla.org/culturally-responsive.html</a></p> <p>IFLA/UNESCO Public Library Manifesto, 1994</p>

	<p><a href="http://www.ifla.org/VII/s8/unesco/eng.html">http://www.ifla.org/VII/s8/unesco/eng.html</a></p>
<p><b>MB</b></p>	<p>In May 2006, the province of Manitoba released a strategic review of public library service in Manitoba in consultation with the library community and the Aboriginal and Métis Communities. Of the 22 recommendations <i>in Reaching Our Vision: Providing High Quality, Sustainable Public Library Services</i>, direction for aboriginal services included changes to the Public Libraries Act to allow provincial services to federal lands (Recommendation 5); an aboriginal task force (Recommendation 6); and a provincial Aboriginal Library Consultant (Recommendation 7).</p> <p><b>Best Practice: Aboriginal Library Establishment</b></p> <p>The province is treating aboriginal communities in a similar manner as municipalities. Band Councils must:</p> <ol style="list-style-type: none"> <li>1. Provide a band resolution to establish library service</li> <li>2. Provide evidence of funds available from the community to support public library service under the regulations of the Public Libraries Act.</li> <li>3. Follow all regulations of the public libraries act regarding hours of operation and resource sharing (Interlibrary Loan)</li> <li>4. Establish a public library board responsible for the governance, staffing, and facility for the public library</li> </ol> <p>The establishment process requires the local community to be knowledgeable and committed to making a public library that will suit the needs of their residents. Success of the library is the responsibility of the local residents. Residents will also understand the services they can expect in other public libraries.</p> <p><b>Best Practice: Technology</b></p> <p>Recommendation 15 of <i>Reaching Our Vision</i> advised that all public libraries require high speed internet access for public and staff access, and z39.50 compliant integrated library software. A grant in 2006/2007 provided an opportunity for rural public libraries, including a pilot project on Pequis First Nation, to reach these standards. A new annual technology grant will encourage sustainable technology in all public libraries including aboriginal libraries.</p> <p><b>Best Practice: Staff Training</b></p> <p>Like other public libraries, staff from aboriginal public libraries are encouraged to attend training events and conferences organized by the Public Library Services Branch.</p> <p>Intensive on site consultation is required to guide the community on the operations of a public library, basic working, autonomy, and responsibilities of the public library board.</p>

	<p><b>Best Practice: Regionalization</b></p> <p>Because of distance and demographics, all Manitoba public libraries are encouraged to establish library service through funding from two or more local governments. Aboriginal communities with small populations, limited public space, and infrastructure are encouraged to regionalize with existing public libraries in their area. In many cases, regional library service will build upon pre-existing local government and band council partnerships for emergency and educational services.</p> <p>Aboriginal communities are required to provide representatives to the regional public library board under the regional model described in the Public Libraries Act. Inter-community communication, collaboration, and capability building is encouraged through this model.</p> <p><b>Best Practice: Third Party Library Service Authority</b></p> <p>Pilot projects are being implemented with training centers in the community. Staff and facilities for the library are supplied by the training partner. Public Library Services Branch provides a seed collection and recommendations on agreements between the training authority and the band to ensure compliance with the Public Libraries Act. The province contributes funding in compliance with the regulations under the Public Libraries Act.</p> <p>A third party may have the financial resources and expertise that is not locally available. The third party “seeds” the interest in public library service for the community by providing a joint-use facility.</p> <p>Multi-use facility construction is encouraged by the province and made a priority under provincial capital grants.</p> <p><b><u>Individual or Regional Library Responses</u></b></p> <p><i>Does your community use a model(s) of sound practice? Please explain and identify partnerships to achieve the services.</i></p> <p>Libraries in Manitoba’s Aboriginal communities are operating on pilot-project status where the main partners in each project are an education-based authority such as the Superintendent of Education/School Board or the local training centre. There are no definite partners at this time but envisioning the partners would generally be the community library champions, local government, education authorities, and schools</p>
<p><b>NB</b></p>	<p><b>Public library service is available to all residents of the province as per the NB Public Libraries Act. This includes aboriginal people. Any person living in NB can visit a public library, utilize public services and obtain a provincial library card.</b></p> <p><b>There have been no consultations, frameworks, documents or reports written by NBPLS regarding the issue of library services for aboriginal people.</b></p>

<b>NF</b>	<p>In terms of library services we are not aware of any contribution or sound practice by the province relating to Aboriginal Library Services. We have a total of 28,065 aboriginals but we do not have any public libraries in aboriginal communities although some libraries do serve small diverse aboriginal populations. Responding to the needs of the aboriginals has been discussed but minimal activity has taken place in the area of library services.</p> <p>This is something which has been discussed but not actioned.</p>
<b>NS</b>	<p>Thank you for the opportunity to provide input to the Aboriginal Library Services Working Group of the Provincial and Territorial Public Library Council. Eastern Counties Regional Library provides service to the counties of Inverness, Richmond, and Guysborough in the Province of Nova Scotia. In addition to our 7 branches, the library serves 9 locations through a traveling Libr@ry Link service, offers Books by Mail, Household delivery, and online services. There are 2 First Nation communities located in our service area, Waycobah and Chapel Island. We have partnered with elementary schools located in these aboriginal communities to offer library services; one through school visitation and the other through a block loan delivery. The books and materials for the schools are chosen with the specific interests of the aboriginal children in mind (i.e. sports, nature, aboriginal culture, etc.) in order to best meet the needs and reading levels of the children.</p>
<b>NUN</b>	<p>Since the Territory of Nunavut was created approximately 8 years ago Nunavut Public library Services have been in a state of flux mainly due to the relocation of our headquarters from Iqaluit to Baker Lake in 2003. This has resulted in a very high turnover in professional staff. Since my arrival here 15 months ago the main goals of the organization have been to foster services at the branch level and develop the operational stability needed to begin long-term planning and policy development. Areas of interest include guidelines for Contribution Agreement administrators, development of culturally appropriate early childhood literacy resources, and the development of Inuit languages reading materials for youth.</p> <p>To the extent it is possible we are working with the Nunavut literacy Council and partner organizations in communities to deliver the best quality of public library services possible. As a largely southern institution containing primarily southern materials there are many barriers to Inuit peoples using public libraries. At the same time the small number of Inuit languages speakers makes publishing these materials difficult. Young people use libraries for the Internet and computers but there is little interest in the written resources they contain from any Nunavummiut. These challenges mean that within the next few years NPLS will have to develop a strategy to bring a broader cross-section of Nunavut's communities into public libraries.</p> <p>The key to all this is consultation with other stakeholders in the literacy and education community. We are developing those connections but at the same time I am apprehensive that so many of the players are government of quasi-government officials that we are in effect building what might be a latter day Ministry of Truth, to coin a phrase from Orwell, no matter how well intentioned we might be.</p>

<b>NWT</b>	<p>In the NWT, we do not distinguish between Aboriginal library services and other library services. We do not have the same Reserve/non-Reserve issues that the Provinces have. Part of this is due to our population being 50% Aboriginal.</p> <p>In the last three years, the territorial government has funded seven new libraries in communities previously without public library services.</p>
<b>ON</b>	<p><b>MINISTRY OF CULTURE – FIRST NATIONS PUBLIC LIBRARY SOUND PRACTICES</b></p> <p><b>First Nations Public Library Development program – operating grants; salary supplement grants; First Nations public library consultants</b></p> <p><b>First Nations Public Library Operating Grants and Salary Supplements</b></p> <p>First Nations bands living on reserve that pass band council resolutions to support a public library in their community, submit this information to the Ministry to be eligible to receive a per capita based public library operating grant. To continue to receive this on an annual basis, they must submit their completed annual surveys of public libraries to the Ministry indicating they have operated a public library during the past year, and an audited financial statement covering library revenue and expenditure. This latter can be for the library or as part of the band’s audit.</p> <p>First Nations Public Library Operating Grants are \$1.50 per capita based upon on reserve populations. This amount can help lever other investments. For instance, funding is available for First Nations public library salary supplements of \$13,000 each for 50 First Nations public libraries to help support library staff’s salary. This funding is administered on a province-wide basis, by the Ontario Library Service – North (OLS-N) on behalf of the Ministry.</p> <p>By virtue of their receipt of Ministry operating support for their library operations and services, First Nations public libraries are well positioned to receive other investments. These have included federal Community Access Program (CAP), and CAP youth support, and ServiceOntario funding to improve access to government information and services at public libraries. The Ministry has also received year-end funding from a business tax program, and this has resulted in the disbursement of family literacy grants from the Ministry to all First Nations public libraries. In addition, First Nations public libraries are eligible for grants from the Ontario Trillium Foundation.</p> <p><b>First Nations Public Library Consultants</b></p> <p>OLS-N and Southern Ontario Library Service (SOLS) receive Ministry funding to hire a total of three First Nations public library consultants to provide First Nations public libraries with support for their education and training needs. Among other work, the consultants orient new public library staff to library services and administration, provide training and education, including through spring and fall gatherings and conferences, and assist library staff to complete annual survey of public libraries and other provincial requirements.</p>

### **Our Way Forward Strategic Plan**

In 2004, the Ontario First Nations public library community, working with the OLS-N and SOLS created its own strategic plan “*Our Way Forward*”. This strategic plan was assisted by Ontario Ministry of Culture Library Strategic Development Fund (LSDF) support.

### **Connectivity**

Since 1999 the Ministry has had a Connectivity fund available for public and First Nations public libraries to promote optimal public Internet access services over broadband telecommunications. SOLS administers this funding for the Ministry, province-wide. SOLS has actively promoted the availability of Connectivity to the First Nations public library sector. As a result of this, as of 2007-08, Connectivity helps 46 First Nations public libraries to acquire high speed broadband telecommunications.

### **Dialogues**

In 2004, Ontario’s First Nations public library community expressed concern at the level of service they were receiving, including through correspondence to the Ministry of Culture. Concerns included the closing of the Ontario Library Service-North Thunder Bay office that resulted in some staff lay offs. To respond to concerns and learn of ideas for improvements, the Ministry hired a facilitator with experience and empathy working with First Nations people. Well-attended Dialogue sessions were held with First Nations public library community representatives in 2005 and 2006. The Ministry was well-informed by the Dialogues, and reports were shared with the First Nations public library community.

### **Aboriginal Services – off reserve**

Ontario’s aboriginal organizations receive project funding from the Ontario Ministry of Culture’s Ontario Trillium Foundation. This includes grants to Métis organizations, and to First Nations public libraries. Métis, First Nations, and Inuit people living in municipalities including cities are included in the per household count that is used for Ministry public library operating grant formulas for all Ontario municipal public libraries.

### **Outcomes**

Enabled by Ontario’s investment in First Nations public libraries, and initiatives such as Dialogues and ongoing communication, a number of outcomes have been assisted:

- A flourishing First Nations public library community of approximately 50 First Nations public libraries
- Confident First Nations public library staff able to advocate on behalf of their public libraries and their sector
- Operating, salary supplement, and other funding support

- Good two way communication between the Ministry and First Nations public libraries
- A First Nations public library strategic plan that is being implemented, particularly through its Advocacy goals
- Broadband high speed public Internet access services at First Nations public libraries
- ServiceOntario access to government information and services through Ontario's network of First Nations public libraries
- First Nations Public Libraries have applied for and received recognition through the Ministry of Culture's Public Library Service Awards, awarded at the annual Public Library Awards banquet at the Ontario Library Association's annual Super Conference
- Greater Ministry understanding of First Nations public library community needs, including for building capital infrastructure support, and a knowledge of federal assistance and how this is invested by bands
- Métis organizations can apply for and receive funding from the Ministry's Ontario Trillium Foundation.

### **Partnerships**

Partnerships include the following organizations:

- Ontario Library Service agencies (OLS-N; SOLS);
- Ontario Ministry of Aboriginal Affairs (OMAA)
- Ontario Ministry of Northern Development and Mines (MNDM)
- Ontario Ministry of Government Services (MGS)
- Ontario Trillium Foundation

**ONTARIO LIBRARY SERVICE-NORTH** Rita Chiblow and Leanne Clendening Notes from phone interview

### **First Nations Public Library Conference.**

- OLS-N looks at common needs in terms of training librarians to identify what First Nations public library staff would like to see for the conference. A conference planning team that includes First Nations public library staff promotes networking before, during and after the conference.
- The conference includes an exchange of ideas – what is working, what is not; libraries are recognized and take ownership for their projects; the conference has grown to a province-wide initiative.
- OLS-N subsidizes travel to the conference, this is particularly important for small communities;
- Vendor area has grown in last five years; corporate sponsorship has expanded;
- The broader First Nations community knows of the conference and that it is a good place to be (ranging from a booth presence, to a presenter, to a sponsor (e.g. Lieutenant Governor's Office re Club Amick initiative; Ojibway-Cree Cultural Centre));
- OLS-N uses its website and aboriginal newspapers to promote conference
- The conference has been going on for over 15 years
- SOLS is a major partner; other partners include SIRSI; book-dealers, consortium purchasing arises out of partnerships.
- Long term outcomes include: building in confidence; longer term core of librarians, turnover reduced.

**Other sound practices:**

- Regular visits to clients; once a year or more to all First Nations communities with public libraries; helps them to get online with SIRSI
- Ojibway-Cree Cultural advisers have accompanied staff
- Better educated and trained library staff; personal relationships of OLS-N staff and relationships with communities developed; sharing why library is there; builds relationships with band council and organization;
- Outcomes include, OLS-N gains a good idea in terms of a sense of librarians' priorities, community priorities, e.g. is library in forefront, in strategic plan, community based networking.

**Local mini workshops**

- Two focus groups for north
- Programming; policy development
- Community support
- Workplan development had not been used but was introduced as a tool
- Skills development - why work plan is important re professional and performance reviews
- Leadership used to identify where \$ would be spent e.g. for First Nations Public Library Week (FNPLW)
- Workshops in communities others travel to learn from experience, community, library
- Builds knowledge of other communities and helps them know what they can achieve

**Provincial approach**

- Our Way Forward Strategic Plan: OLS-N applied for funding and helped the First Nations public library community achieve plan
- The plan focused on what people could develop in their community
- OLSs are trying to support plan implementation;
- Advocacy Kit and DVD are products that have been implemented;
- Eye opener has helped libraries do own advocacy
- Communities getting stronger
- Infrastructure expanding; library becoming part of bigger facilities
- Speak up for First Nations Libraries; ensure there is a knowledge of what they do;
- Advocacy initiatives have included the involvement of high profile individuals; elders, artists, politicians speak up; year long campaigns enhance outreach to support FNPLs
- Message is now out there to the federal government.
- SOLS had surplus from advocacy training
- Sheri Mishibijima of Wikwemikong FNPL went to Chiefs Conference to staff a display booth

**Challenges communities facing**

- 134 First Nations on reserve communities in Ontario; 50 have libraries
- Favourable response
- Pushed forward to AFN conference
- Resolution to conference, one passed in 04
- Looking at new resolution acknowledging First Nations public libraries
- Leadership to lobby feds

#### **Librarian Advisory Committee (LAC) meetings are changing**

- Feedback from community; where goals are at client networking and training during spring conference, fall session
- More services
- Two face to face meetings annually
- Networking meetings
- Service based structure
- The OLS-N is supporting libraries as repositories, history keeper, ongoing preservation e.g. Nipissing First Nation Public Library
- Forestry and land mgmt dept forwarding documents, digital format; newspapers, elders group video and audio recorded in the native language, as knowledge base is diminishing
- OLS-N is looking for funding
- Weaving libraries into social fabric of communities

#### **First Nations Public Library Week (FNPLW)**

- Ongoing initiative OLS-N supports
- OLS-N helps in many ways, including the development of promotional material, layouts, logos, coordination of committees, and the facilitation of a teleconference June to March; the oversight committee was born out of FN LAC (see above)
- Committees are taking on knowledge keeper theme
- Cross promotion
- Library launch committees invite MP, MPP, chief in council, local libraries and schools to attend
- Long term partnerships include provincial territorial organizations; First Nations Community Reads through a partnership with Heritage Canada
- OLS-N donates funding to help host FNPLW if the host community is in the north (the host site rotates each year between south and north Ontario);
- FNPLW started in 2002; the initiative is well appreciated.

#### **Communications**

- Keeping communities apprised of what is happening at provincial level
- List Serve helps libraries communicate; others join as well; province wide
- Now more FNPL staff are trained in website development; there are also more opportunities for them to get someone to do website with their content;

#### **OLS-N First Nation Public Library consulting capacity**

- OLS-N has restructured First Nations consulting services so that one consultant works with capacity development, one on library skills development.

#### **Ontario Library Association (OLA) Super Conference attendance**

- OLS-N subsidises OLA Super Conference attendance including FNPL representatives; this helps those who would not normally be able to attend. The initiative is shared with OLA
- A College Diploma for small libraries and FNPLs is being looked into.

#### **Principles behind sound practices**

- Capacity building to provide support for libraries revenues to expand, look at programming, resource development,
- Difference between FNPL and public libraries – FNPLs have no tax based revenue;
- Consultation – principle behind services; more consultation than with other libraries
- Respect for uniqueness of FNPLs
- Recognition of culture; FNPLs need to get together and talk
- Face to face interaction even more important
- Large geographical gaps
- Communities have own characteristics that drive library e.g. how they see education; if more reactionary, the library is pushed back to back of priority list
- OLS-N makes sure FNPLs are priorities
- Goal to have more trained librarians
- Getting more trained as library and info technicians
- Getting trained library staff to stay in community
- Repository project can complement that.
- Public recognition for awards for FNPLs
- FNPLs have been nominated for awards such as Ministry of Culture Public Library Service Awards;
- OLS-N recognizes FNPL staff who presents Advocacy Kit to leaders such as band leaders.

**SOUTHERN ONTARIO LIBRARY SERVICE**

Patty Lawlor

**Sound Practices**

Many Southern Ontario Library Service (SOLS) sound practices are partnerships made over the years that have furthered First Nations public library services.

These include the SOLS First Nations Consultant selectively collecting books from the Ontario Arts Council (OAC) or arranging CBC's Canada Reads material to be shared with First Nations public libraries. SOLS has written funding applications such as to the Ministry of Culture's Library Strategic Development Fund (LSDF) for funding in support of the First Nations public library community, and has actively sought out partnerships and has partnered with the Coca Cola Foundation, and Department of Canadian Heritage. Successes include the First Nations Community Reads program that included a touring program and aboriginal author promotion. Mariposa in the Schools is an arts programming partnership that delivered arts programming at public libraries, and included a book give-away for Grade 1s as part of First Nations Public Library Week celebrations.

Southern Ontario features a First Nations Public Library Committee with its own chair and executive, the community sets the agenda and SOLS provides secretarial services.

Day to day consulting work includes library orientation and training, and support to help First Nations public library staff to successfully complete the Ministry of Culture's Annual Survey of Public Libraries.

Libraries helping Libraries is a successful program by which First Nations public libraries partner with municipal public libraries. The latter, aware of their counterpart's needs, and in possession of collection and other profiles, provide quality duplicate copies and select weeded material to help First Nations public libraries develop their collections. There are now three or four formal partnerships working. In addition, SOLS helped Grey County libraries de-select quality duplicate copies during a group automation process, and ensured neighbouring First Nations public libraries received the material.

Successful sound practices include support for the First Nations public library strategic plan "Our Way Forward", as well as two follow-up Advocacy projects, all three of which received LSDF support from the Ministry and grant writing support from SOLS.

SOLS has advised the previous Lieutenant Governor, James Bartleman of aboriginal background, about his Lieutenant Governors initiatives in support of literacy and libraries.

SOLS has worked to make its own "Excel" program of educational courses for library staff lacking masters or library techniques qualifications, more First Nations-friendly. This has included use of an Excel graduate of First Nations background to be an Excel mentor.

	<p>Both OLS agencies have helped public libraries create First Nations Public Library Guidelines, building on the success of existing municipal public library guidelines.</p> <p>SOLS has consulted with the Ministry on First Nations public library governance issues, for instance, the issue of “board” or “band” as the main administrator responsible for public library services. SOLS supported Ministry efforts to achieve community input from its Dialogues, (see Ministry of Culture sound practices).</p> <p><b>First Nations Public Library Gatherings</b></p> <p>The First Nations Public Library Committee helps drive the community’s spring and fall gatherings, and plans sessions. In recent years, the spring gathering has been combined into the OLS-North led First Nations Public Library Conference for all of Ontario. SOLS provides support including attracting speakers for the Gatherings.</p> <p><b>First Nations Public Library Week</b></p> <p>This week was started in 2000. The intent was to promote the library to the community and to enable librarians to feel good about the services they provide. The week has grown to be more sophisticated, with major launch events, invited key guests such as the Lieutenant Governor, and professionally designed posters and promotional material.</p>
<b>PEI</b>	No specific response to this question provided.
<b>QC</b>	<p>Public libraries in Québec are the responsibility of municipalities.</p> <p>In addition, Québec’s Ministry of Culture, Communications and the Status of Women finances a national network of public library services, the BIBLIO Network, which serves more than 740 municipalities with populations of under 5,000. The main services offered are the borrowing of documents, interlibrary loans, group activities and turnkey promotions and consortium access (CAREQ) to databases.</p> <p>Some First Nations communities, such as the Mashteuiatsh reserve in the Saguenay-Lac-Saint-Jean region, are a part of the BIBLIO Network.</p> <p>The Ministry has also come to agreements with First Nations concerning culture, and some of these agreements are related to library services. This is the case, for example, in the Québec City region, where the agreement with the Huronne-Wendat Nation includes the organising of “Reading Days.”</p> <p>For its part, Bibliothèque et Archives nationales du Québec (BAnQ) has organised a number of events in partnership with First Nations groups, including presenting the Wapikoni travelling film series, meetings-workshops with First Nations authors and illustrators and</p>

	<p>exhibitions such as “Dialogue with a savage” in collaboration with Land InSights. Every year, BAnQ participates in the First Peoples festival.</p> <p>On the BAnQ portal, there are also stories online in Inuktitut. Other stories, in Cree, are to be added in the fall.</p> <p>Although there is at present no national strategy or library program specifically for First Nations communities, in its three year plan for 2006-2009, Bibliothèque et Archives nationale du Québec, has a plan to develop services offered to First Nations communities. This includes an inventory of the public library services currently provided and consultation with these communities to evaluate their needs in this matter. To date, a portrait of First Nations communities has been prepared and the inventory of library services is in the process of being completed.</p>
<p><b>SK</b></p>	<p>The Province of Saskatchewan has worked on improving library services for First Nations and Métis people and sees sound practices in the following areas:</p> <ul style="list-style-type: none"> <li>• policy development</li> <li>• consultations with First Nations,</li> <li>• legislation,</li> <li>• funding, and</li> <li>• staffing.</li> </ul> <p><b>1.1 Policy Development</b></p> <p>A Minister’s Advisory Committee on Library Services for Aboriginal People was created in 2001 to look at issues that prevent Aboriginal people from using public library services. This Cabinet-approved Advisory Committee had more than fifty percent First Nation and Métis people within its membership. The committee’s report, <i>Information is for Everyone</i>, which has 46 recommendations that reflect the results of the province-wide consultations, is a sound practice.</p> <p>One of the recommendations in the report was to review progress on the implementation of the recommendations. A working group, the Committee on Aboriginal Library Services (CALS), with representation from each of the ten public library systems in Saskatchewan, and led by the Provincial Library’s Aboriginal Library Coordinator and Director of Public Library Services, was established to review progress and continue implementation of the recommendations.</p> <p><b>1.2 Consultation</b></p> <p>The Minister’s Advisory Committee consulted broadly with First Nation communities in Saskatchewan, through directors of education,</p>

band councils and other community members, as well as with Tribal Councils and the Federation of Saskatchewan Indian Nations.

The CALS group provides a mechanism for ongoing consultations with public library systems and works to develop policies to address barriers faced by Aboriginal people.

### **1.3 Legislation**

Saskatchewan legislation includes three clauses that may be regarded as sound practices:

- 1) Universal access - every resident of Saskatchewan is entitled to borrow books and other materials from any public library in Saskatchewan. In 2003 a regulation, that defined a resident of Saskatchewan to exclude a resident of a First Nation, was repealed. On-reserve residents can now access off reserve public library services without an agreement with their band or payment of a fee.
- 2) Agreements and Representation – *The Public Libraries Act, 1996* enables library systems to enter into agreements with First Nations for the provision of on-reserve library service and makes provision for First Nation representation on library system boards.
- 3) Direct Service to First Nations – the act mandates the northern library system to serve First Nations directly, including the provision of grants to First Nation libraries. (This provision only applies in the north which is a federated library system, and not for the rest of the province, which is organized into library regions for the purpose of delivery of library service).

### **1.4 Funding**

The Government of Saskatchewan provides ongoing grant funding to public library systems to support resource sharing. In 2003, provincial grants to library systems increased by \$250,000 to ensure universal access to public libraries for First Nation residents and to implement the recommendations of the Minister’s Advisory Committee. This funding is a sound practice because it was established as part of the ongoing resource sharing grants to public libraries (not as separate one-time funding) and the amount increases annually at the same rate as public library grants. The purpose of this funding is to provide universal access to public libraries for all citizens, including First Nations, people living on reserve, and to implement the recommendations of the Minister’s Advisory Committee report.

### **1.5 Staffing**

The Minister’s Advisory Committee also recommended that the Provincial Library create full-time permanent positions for persons of Aboriginal ancestry to act as central coordinators. A position was established in 2005 and is currently occupied by Nina Wilson, whose people are from the Kahkewistahaw and Whitebear First Nations in south eastern Saskatchewan. In her central coordination role, Nina provides advice and information regarding Aboriginal library services development such as:

- **Creation of Report Templates as Sound Practice** - Library systems are required to submit a report each year indicating how they used the Aboriginal funds and the difference it has made. A template of questions is under development, making it easier for directors to provide comparable information. Asking what worked the best is a starting point, especially to as it leads to discussion of

	<p>outcomes.</p> <ul style="list-style-type: none"> <li>• <b>Resources as Sound Practice</b> – The creation of a living document containing contact and biographic information of various Aboriginal program facilitators, storytellers, crafters, and artists, has been compiled to address the gap in knowing where and how to find the resource people to deliver the appropriate programs. The list is used mainly for the Aboriginal Storytelling program; however, more and more branches are utilizing the list as they begin to confidently build their Aboriginal programming up. Several other documents have been written that speak about how to encounter First Nation culture in the most positive and productive way, beginning with the practice of respectful inclusion. Information on smudging, protocol, feasts, and the Round Dance, have been made available to those in the library systems, who require the information as it pertains to their programming and events.</li> <li>• <b>Quality Assurance as Sound Practice</b> - Each library system has been offered suggestions and resource lists for program development and implementation that has been endorsed by the Library Services of Saskatchewan Aboriginal People’s committee and the Saskatchewan Indian Cultural Centre.</li> <li>• <b>Visits as Sound Practice</b> - the provincial Aboriginal Library Coordinator also arranges visits to First Nations for the staff in regional libraries. She is accompanied by the Head of the Albert Library, who explains what her library does to serves its patrons, almost all of whom are Aboriginal.</li> </ul>
<b>YUK</b>	<p>Yukon does not have separate Aboriginal library services. There are no reserves in Yukon although there are communities with a predominant First Nation population. Yukon’s First Nation population is predominately Athapascan. Most Yukon First Nations have signed land claims and self government agreements to manage their own affairs. Agreements include protocols for government to government consultations.</p> <p>The Yukon Public Library System provides service to all Yukoners through a network of community libraries and a central library in Whitehorse. Local library boards are responsible for operating libraries outside of Whitehorse. Boards are encouraged to include aboriginal representation in their membership as well as to recruit staff from the local First Nation.</p> <p>Public Libraries Branch liaises with local governments including First Nations to promote library services and when initiating changes. Yukon Government encourages employment opportunities for people of Aboriginal descent through various action programmes.</p>
<b>LAC</b>	Survey response included separately

## Appendix 3

### Aboriginal Library Services Sound Practices Survey

**Question #2 –Does your community use a model or sound practice? Please explain and identify partnerships to achieve the services.**

This may include, but is not limited to: planning, delivering, funding, staffing and resourcing public library services. Please describe programs or activities which you believe represent a sound practice and provide reasons.

<p><b>AB</b></p>	<p>2. <b>The community</b> question is still limited. Edmonton Public Library has done the most work on an aboriginal service policy and has established an aboriginal library coordinator who is working with aboriginal organizations in the community. Report is available online. <a href="http://www.epl.ca/EPLMaster.cfm?id=RECENTLYPUBL0001">http://www.epl.ca/EPLMaster.cfm?id=RECENTLYPUBL0001</a></p>
<p><b>BC</b></p>	<p>The Lillooet Area Public Library has a long history of working with the St’at’imc communities it serves. More recently, in 2005, members of the BCLA First Nations Interest Group and the Public Library Services Branch helped to facilitate a consultation with representatives from St’at’imc communities, Tribal Council, Lillooet Learns and the Library. This led to a commitment to implement a book bus that now takes library and other community services to the reserves and other distant communities in the area. For further information about the Lillooet book bus see: <a href="http://lillooet.bclibrary.ca/about/news/book-bus-history-and-more">http://lillooet.bclibrary.ca/about/news/book-bus-history-and-more</a></p> <p>The Fraser Valley Regional Library established an Aboriginal Services Project Team in 2006 to help promote and develop library services in consultation with Aboriginal communities. Activities to date have included cross-cultural training sessions for staff; focus group discussions with First Nations community representatives; and a festival, partnering with literacy programs for adults and children, an artist in residence program and National Aboriginal day celebrations.</p> <p>The Vanderhoof Public Library officially opened its Mary John Collection on January 26, 2008. The collection of approximately 800 books on Aboriginal topics was developed with the active support of the local First Nations community to commemorate the respected Saik’uz Elder Mary John. For details see; <a href="http://vanderhoof.bclibrary.ca/services-programs/the-mary-john-collection">http://vanderhoof.bclibrary.ca/services-programs/the-mary-john-collection</a></p> <p>As a partner in the “Working Together Project,” Vancouver Public Library staff helped to develop and document strategies that help meet two main objectives: (1) to use a community development approach to build connections and relationships in the community; and (2) to identify and investigate systemic barriers to library use. <i>The Working Together; Community-Led Libraries Toolkit</i> developed by project staff details many strategies and examples that are appropriate for working with Aboriginal communities, including those in urban settings. A downloadable PDF for the 145-page toolkit is available at :</p>

	<a href="http://www.librariesincommunities.ca/">http://www.librariesincommunities.ca/</a>
<b>MB</b>	<p><b>Overview of Aboriginal Library Services</b>  Winnipeg Public Library’s services with Aboriginal peoples living in Winnipeg include the following:</p> <ul style="list-style-type: none"> <li>• <i>Aboriginal Reading in the Round</i> space at Millennium Library (main branch)</li> <li>• Resource collections – highlighted at select system branches, including the Millennium Library</li> <li>• Website content – links to resources, select content on Teen website</li> <li>• Homework club at a branch library (in partnership with an Aboriginal youth service group and a local high school)</li> <li>• Mobile library service in 2 city neighbourhood with high percentages of Aboriginal residents</li> <li>• National Aboriginal Day programming</li> <li>• Select programming throughout the year</li> </ul> <p><b>Aboriginal Reading in the Round</b></p> <p>The <i>Aboriginal Reading in the Round</i> space is a prominent feature of the Millennium Library (Winnipeg Public Library’s main branch).</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• <i>consultation</i> with Aboriginal stakeholder groups, including focus group sessions</li> <li>• space and shelving was designed by a young Aboriginal design student, based on feedback garnered by focus group sessions</li> </ul> <p><b>Delivery</b></p> <p>- a <i>holistic</i> approach to library service that allows Aboriginal-themed programming and a collection to inform and reinforce one another  -a <i>flexible</i> approach to service delivery enables the space to be utilized for diverse programming offerings – include those for a range of ages, as well as a range of cultural groups</p> <p><b>Funding/Resourcing</b></p> <ul style="list-style-type: none"> <li>• a <i>flexible</i> funding model was used to support the space which included private funding and public recognition of a sponsor</li> </ul> <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>• the space benefits from the <i>flexibility</i> of having different sections within the Library provide staffing support for programming initiatives</li> </ul> <p><b>Why should the above be considered “sound practices”?</b></p> <ul style="list-style-type: none"> <li>• the creation of a high-profile and heavily used programming space within the main branch of a Library system that is informed by Aboriginal cultures;</li> <li>• the interaction of non-Aboriginal individuals and groups with a space informed by Aboriginal cultures;</li> <li>• highlighting an extensive collection of Aboriginal Children’s resources;</li> </ul>

- the engagement with the Library by a range of Aboriginal stakeholder groups which laid the foundation for future partnerships.

## **PRINCESS WHITE DOVE LIBRARY**

*Question directed to individual communities or regional libraries: Does your community use a model(s) of sound practice? Please explain and identify partnerships to achieve the services.*

### **Overview of Princess White Dove Library**

The Princess White Dove Library is not part of the Winnipeg Public Library system. The space began as a project initiated by a community member who then approached the City of Winnipeg for support. The project was initiated in 1999 and since that time has operated at various levels of capacity. The Library was re-opened in February, 2008.

### **Planning**

- planning for the Princess White Dove Library is accomplished by *consulting* community-based organizations via membership in an “integrated team” that acts as the decision-making body for the neighbourhood centre that houses the Library
- the above consultation provides the Library with input regarding both its collections, its hosting of programmes or use of its space by practitioner groups, and its general operations (e.g., open hours)
- the Library also benefits from *consultation* with key staff members in other division of the Community Services department who also work in the neighbourhood

### **Delivering**

- *flexibility* and *holistic* thinking are key to service delivery at Princess White Dove Library
- establishing open hours for the Library requires the ability to be flexible with respect to volunteers’ own schedules as well as the needs of community members and community groups
- flexibility is required when interacting with patrons one-on-one: the Library made the decision to not require identification in order to borrow materials (the circulation system is not automated), in addition to their being no late fees or fines of any kind
- *holistic thinking* is also required when interacting with patrons and volunteers one-on-one: an individual’s life circumstances, including safety, transportation and housing situation may all require consideration
- service delivery in the space also occurs through *partnerships*: a current partner is a Tots and Families group that uses the Library on a weekly basis. The group facilitates a story time session and parents check out books and use the Library as a space to socialize.

### **Funding/Resourcing**

- the Library has applied for and received grants (both from community organizations and the federal government) to support general operations (supplies), programming (honoraria) and collections
- the Library benefits from collections (second-hand) donated by Winnipeg Public Library; these collections are donated and vetted by criteria established by the Outreach Librarian
- the Library benefits from the in-kind staff support from the Winnipeg Public Library, two divisions of the City of Winnipeg’s Community Services Department: Volunteer Services and Recreation Services (facility support)

**Staffing**

Community volunteers

- the Library benefits from the expertise and support of the Winnipeg Public Library's Outreach Librarian; this arrangement is made possible by a *flexible* approach to library service delivery.

**Why should the above be considered sound practices?**

- an eagerness on the part of community organizations to partner with the Library;
- the high levels of comfort that community members feel when in the Library;
- the attractiveness of the Library space to children.

***What principles are fundamental to working with Aboriginal people to develop library services?***

- The fundamental principle necessary for success when working with Aboriginal peoples to develop library services is respect – respect for Aboriginal individuals as whole human beings, and respect for the autonomy of Aboriginal groups and organizations, including their potential as partners in library service development.
- A library system's respect for Aboriginal peoples should be based on an understanding of the historical circumstances experienced by Aboriginal peoples (including the diversity of those experiences), and on a recognition of the diversity found within and among Aboriginal populations currently living in Canada. This diversity is demonstrated by ranges found within all the following factors: education levels; socio-economic levels; engagement with traditional Aboriginal cultures; knowledge about traditional Aboriginal cultures; political engagement; political persuasion; and cultural tastes and preferences, generally.
- The presence of respect for Aboriginal peoples has a mutually reinforcing relationship with the service delivery themes of consultation and partnership, and it makes possible the themes of flexibility and holistic thinking.

**PEGUIS FIRST NATION PUBLIC LIBRARY**

A project spearheaded by the Superintendent of Education with support of the Chief and Council, much of the groundwork provided by staff of the Education department as well as the public library librarian.

- Planning for the library involved library champions as well as advisors to develop a proposal plan for library services.
- Delivering library services evolved in several aspects since this library is the first of its kind in the Province, they continue to expand services and develop standard library policies.
- Funding has been primarily through the First Nation Board of Education to provide building space (later a renovated library building), staffing, in-kind support, furnishings, etc. The Province provided funding based on the set guidelines through the one-time establishment grant, collection development and matching per capita grants.
- Staffing was at the local level of hiring a teacher-librarian to the position at the very beginning of the project. A group of community volunteers supports the sole staff member.

**NISHICAWAYASIIK CREE NATION BRANCH LIBRARY**

	<p>The Thompson Public Library, Nishichawayasihk Cree Nation (NCN), and the Atoskiwin Training and Employment Centre of Excellence (ATEK) developed a partnership to pilot the first on reserve branch library.</p> <ul style="list-style-type: none"> <li>• Sharing the same formula and partnerships as a municipality joining a regional library, with TPL providing training, administrative support, and library materials, NCN providing per capita funding and ATEK providing the library staff.</li> </ul>
<b>NB</b>	Not applicable. NB public libraries have not targeted aboriginal people as a specific outreach group. NB public libraries are available for all residents in the province.
<b>NF</b>	Because there are no public libraries in aboriginal communities, we are not aware of any community models which are used. There are a small number of volunteer libraries which exist in the aboriginal communities but they are not well supported and not formally recognized from a provincial and government perspective. We do provide discards and donations to the volunteer libraries on a periodic basis but that is an informal agreement.
<b>NS</b>	<p><b>Wé koqmaq Elementary School, Whycomagh, Nova Scotia</b></p> <p>On a monthly basis, from October through May, Library staff take library services directly to the elementary school. The ECRL Library Assistant (LA) arrives with an assortment of books and materials available for loan for a 1-month period. The LA is provided with classroom space and internet connectivity in the school allowing the classes to visit the mobile library, browse the traveling collection, and borrow materials. There are no fines attached to this service, and parents and the school are not responsible for lost materials, although children may be prohibited from borrowing more materials if there are outstanding materials above a certain guideline.</p> <p>The LA is a frontline staff member who works directly with school staff, encouraging ongoing dialogue on how to best deliver, enhance, and improve the service. The program is continually evaluated by management staff and changed as necessary to accommodate the needs and interests of the school community.</p> <p>Within the last year, a review of the program was conducted by the Chief Librarian and Manager of Outreach Services who met with school administrators to discuss the program. The school administration was pleased with the effectiveness and the efficiency of library services offered to the school and both parties are in agreement that the library services should continue if ECRL funding allows. A new school is being built and they have assured us that ECRL will be welcome to continue the visiting library service in the new building.</p> <p>In addition to the school services, a mobile Libr@ry Link site is offered in the village of Whycomagh once a month at the Whycomagh Education Centre.</p> <p><b>Mikmawey Elementary School, Potlotek (Chapel Island), Nova Scotia</b></p> <p>In early 2008, after a needs assessment consultation with school administrators, ECRL implemented a block loan program with the school. On a regular basis, a delivery of books and materials is brought directly to the school for a 6 week loan period. Once the books are delivered to the school, teachers distribute to the children from grades Primary-Grade 6. Books are then collected at</p>

	<p>the end of the 6-week period when another loan is dropped off and the collected books returned to Headquarters. School personnel are encouraged to maintain contact with library staff and evaluate the program on an ongoing basis.</p> <p>In addition to the school services, there is a public Library Link site located in St. Peter's, a community located approximately 10 km. away, that has open hours once a month.</p> <p><i>Note: Although there are public library link sites under the direction of Eastern Counties Regional Library that are close to the aboriginal communities, our library staff tell us these sites are generally not visited by members of the aboriginal community. This has been discussed with school administrators at Wé koqmaq but to date, a workable solution has not been found to expand library services within the aboriginal communities.</i></p>
<b>NUN</b>	No specific response to this question provided.
<b>NWT</b>	<p>We do not use a model of sound practices. New libraries have been started using a joint-use facility. A community group such as local government, band or District Education Authority is funded to provide public library service using the existing school library. NWT Public Library Services works to train local hires as well as strengthen the existing library. NWT Literacy Council was hired initially to provide training in literacy programming. Partnerships exist in different communities with community governments, bands, District Education Authorities, local literacy groups and schools.</p>
<b>ON</b>	<p><b>WIKWEMIKONG FIRST NATION PUBLIC LIBRARY</b></p> <p>Sheri Mishibijima, CEO</p> <ol style="list-style-type: none"> <li>1. Automation System through JASI (Joint Automation Server Initiative) <ul style="list-style-type: none"> <li>• The goal of this program is to get all library records and collections and digital collections on-line (including all digital images).</li> <li>• The reason for this is that most library patrons are connected on-line and so find it easier to access the library through the internet because they are working.</li> <li>• Partners include the local heritage organization which hosts cultural events (such as beading classes), the local television station, Holy Cross Church, Land Claims, the Family Health Center and Youth Center.</li> <li>• All partners help out in different areas (for example, The Family Health Center offers babysitting classes at the library).</li> <li>• All partners' records will be available on-line along with those of the library.</li> </ul> </li> <li>2. Children's Summer Reading Program <ul style="list-style-type: none"> <li>• Summer Reading program at the library that includes more library patrons from different demographic groups.</li> <li>• Major partner is TD Bank which funds the Summer Reading Program.</li> <li>• Human Resources and Social Development (HRDC) are also a partner in that they provide funding for extra staff during the Summer Reading Program</li> </ul> </li> </ol>

**Outcomes**

- There is a dramatic increase in patronage to the library because of the programs offered.
- New patrons are always coming through the library doors.
- More patrons are accessing library services and information on-line.
- The TD Summer Reading Program has attracted more boys to the library in the last 2 years – a group that has, in the past, been difficult to attract to the library.

**ALDERVILLE FIRST NATION PUBLIC LIBRARY**

Eileen Simpson, CEO

**Early Years Programs**

- In partnership with local town's Early Years Center from October to May.
- Programs for parents and children including crafts, First Nation stories.
- Helps children to socialize and learn native language (native and non-native students).
- Early Years Center provides funding for lunch for program attendees.
- Library makes use of the learning-center building.

**First Nation Public Library Week**

- Also in partnership with the Early Years Center as well as the Historical Committee.
- Events include square dancing lessons at school for kids during the day and for adults in the evening.

**Outcomes**

- People come to the library especially for First Nations material.
- Native and non-native learning.
- Library patronage remains steady.

**BIG GRASSY FIRST NATION PUBLIC LIBRARY**

Kitty Gale, CEO

**Provision of Internet Access**

- Library is located within a school with which it shares staff resources.
- Library and school have partnered to provide Internet access to patrons and students.
- Because of partnership with school, the library has access to more grants programs which are available to the school.
- Benefits for both the library and the school.

**Service Ontario**

- Library provides access to Service Ontario.
- Library patrons are able to access important government services such as birth certificates, driver's licences etc.
- The Chief and council are partners with the library on many initiatives and meet regularly.

- The library wishes to meet with their partners more often.

**Outcomes**

- More young people are coming into the library as a result of the increased Internet access.
- The library is looking for more ways to attract older patrons and seniors.
- Idea of establishing a volunteer board that can create policies.

**GARDEN RIVER FIRST NATION PUBLIC LIBRARY** Irene Gray, CEO

**Parent and Tot Program**

- In partnership with local Wellness Center.
- Department and library staff presentations on healthy babies and children’s health.
- Different themes and additional presentations by Sault Sainte Marie Public Library (example: Cooking theme).
- A healthy lunch is provided.
- Attendees get a library card if they don’t have one.

**Summer Reading Program**

- In partnership with TD bank.
- Mostly for kids.
- Some activities for adults such as women’s drumming group or beading group.
  - Kids receive a “passport” in which they log every book they finish.

**Outcomes**

- New people are always coming to the library as a result of the programs offered.
- More kids are reading during the summer.

**CHIPPEWAS OF GEORGINA ISLAND FIRST NATION PUBLIC LIBRARY** Karen Foster, CEO

**Collection Development and Information Sharing**

- Partnership with Pickering Public Library which earned a Public Library Service Award.
- Pickering Public Library sends books and other items to Chippewas of Georgina Island First Nation Public Library to expand its collection.
- Chippewas of Georgina Island First Nation Public Library goes to Pickering Public Library to share information and talk about First Nations culture/
- Chippewas of Georgina Island First Nation Public Library staff go into communities of Keswick and Georgina (Public Libraries) for storytelling, traditional beading classes and history talks during First Nations Public Library Week; this involves Girl Guides training (up to 75 people participated).

**Joint Services**

- A sharing community created between all services on the island such as health, police, chief and council.
- Information on partner services available at the library.
- Events held at library, such as beading, are used for informal social times for attendees which allows for quiet contemplation and support.

**Outcomes**

- Everyone in the community is more in touch and involved as a result of the above programs.
- Understanding of First Nations culture beyond the First Nations library as a result of activity in other communities.

**GREATER SUDBURY PUBLIC LIBRARY**

Mary Searle, Librarian

**First Nations**

- The library liaises with the local Friendship Centre, Community College, and Laurentian University re their courses on or for First Nations, and collects material that supports courses that is also of general interest to the public.
- The library maintains regular contact with publishers of First Nations material to update the library's collections.
- The library develops displays for June 21 National Aboriginal Day, covering collections, services, information on people, and has included a focus on First Nations veterans of the world wars. One time the veterans came to the library.
- The library has offered to provide an orientation on library services, to the Friendship Centre.

**Métis**

- The library serves a large francophone population and provides collections and services in the French language.
- The library helps Métis people to research their genealogy.

**Outcomes**

- People can find First Nations information and collections at the library, including some curriculum support material.
- Métis people are able to successfully research their genealogy.

**KENORA PUBLIC LIBRARY**

Erin Roussin, CEO

**Programs**

- 50% of library patrons are First Nations or Métis.
- The library holds regular programming, such as after school programs.
- Library strives to accumulate First Nations materials for the collection whenever possible. Many acquisitions through grants.
- There is no French programming but, there are French language collections.
- Internet access provided for all library patrons.

**First Nations and Métis**

- The library works with the local Ontario Early Years Center which has a room in the library – Early Years Center patrons make extensive use of the library.
- The library partners with the new school (Pope John Paul School), 50% of its students are First Nations or Métis. The school runs a series of night programs which are all run by First Nation students and in which the library’s children’s librarian is a major participant.
- The local Community Foundation supports the library in acquiring materials for the collection and programming.
- Library also partners with the local bank which supports library programs.

**Outcomes**

- Programming is made available to Métis and First Nations library patrons who make up approximately 50% of the population.
- As a result of programming and various partnerships, more First Nations and Métis people come into and make use of the library, its programs and its services such as Internet access.

**CHIPPEWAS OF MNJIKANING FIRST NATION PUBLIC LIBRARY**

Barbara Lewis, CEO

**First Nation Public Library Week (FNPLW)**

- Library holds a huge week-long, “multi-generational” event.
- Entire community involved: kids, teens, adults and seniors.
- Annual Film Festival (Minister’s Award in 2006) featuring locally made films is held during FNPLW and is in partnership with the Culture and Research department.
- There is a big launch event for the week and a dinner.
- The school next door partners with the library with members of the music program participating in events.

**Partnership with Research and Culture Department**

- Various groups involved in events organized by Research and Culture such as Social Services, educational institutions and the Seniors Center.
- Events include smoke trail exhibition and demonstration dance group.
- Library also brings the school and seniors center together with students reading a featured book to seniors and helping them create artwork.
- Partnership with Georgian College; college shares database with the library and has a reciprocal borrowing agreement.
- Aboriginal Studies students at the college use the library.

**Outcomes**

- Many partners brought together in the community.
- The Ojibwa language is spoken.
- More kids make use of the library.
- There is wider borrowing from the library.

## **SAULT STE. MARIE PUBLIC LIBRARY**

Heather Moodie, Head of Public Services

### **Programs**

- The library has a wide variety of Outreach Programs to First Nations patrons; reasoning behind this is that people are more open and comfortable in their own environment, that this nurtures relationships between the library staff and patrons.
- Free Internet is a big draw for all groups to the library, including First Nations and Métis patrons.

### **First Nations**

- Family Story Time: as part of this program, library staff give 45 minute programs that include plays and books as well as crafts that are related to First Nations Culture; after the program, library staff have lunch with the parents and children and this nurtures the relationship between the community and the library.
- Story and Craft Hour: this program, given by the librarian, is intended for ages 6-12 and uses age-appropriate materials, including felt stories in which the kids get involved in creating the story.
- The library is also involved in celebrations for National Aboriginal Day.
- The library partners with the Garden River First Nation to put on a Health and Wellness Fair in which the library has a booth every year which is very successful; information on health and wellness is made available by the library.
- The library partners with the local Indian Friendship Center and the Family Literacy Coalition to maintain an open dialogue and get more people in the library.
- The library is also involved in the “Kids First” Early Childhood Development Conference and provides information related to this topic.

### **Métis**

- The library has been approached by the local Métis population of Sault Ste. Marie which has requested culturally-sensitive books related to Métis and First Nation culture for ages 4-18. A collection of 75 books (all reviewed beforehand) has been accumulated and continues to expand and be shared. Learning and literacy needs continue to be met (in English).

### **Outcomes**

- In the long term, more new patrons will begin to frequent the library.

### **Comments:**

Sault Ste. Marie Public Library believes in **Listening** to the needs of First Nations and Métis patrons; **Meeting** them in their own environment; and **Learning** about the traditions of First Nations and Métis (examples: Oral storytelling; felt board).

\* It was indicated that the library provides a safe place for First Nations and Métis patrons in the downtown area of the city.

## **SIoux LOOKOUT PUBLIC LIBRARY**

Gwen MacDonald, CEO

- 50-70% of the population is First Nation and as a result a major portion of library patrons are First Nations people.

**First Nations**

- The library's children's librarian makes frequent visits to the early years center and local day care where they give a Story Time program.
- The library also provides an After School program in which oral traditions are addressed with the use of felt boards and other means.
- Programs and information are provided to First Nations patrons on a regular basis, including to the local First Nations school.
- The library always makes an effort to enlarge its collection of First Nations materials, ensuring the highest quality of adult, YA and children's materials.
- The library advertises programs and events in local First Nations publications in the surrounding area.
- The library provides help and advice to more northern libraries, also sending them books of high quality.
- From time to time, the library undertakes some projects with the local Friendship Center.
- A major event was the 100<sup>th</sup> Anniversary of Treaty #9 in which the Archives of Canada loaned the original treaty to be displayed in the library (guarded as part of the ceremony by Mounties) – there were educational discussions and learning around the history of the treaty and what it meant for all groups. Very well attended.
- The library also had a residential school display in partnership with Timmins PL which sent materials.

**Outcomes**

- There has been a huge increase in library card holders, many of whom are First Nations.
- There has been an increase in literacy among First Nations patrons.

**THESSALON UNION PUBLIC LIBRARY**

Sharon Couvillon, Acting CEO

**First Nations and Métis**

Library serves a higher population of Métis and First Nations

The library hires a summer student sponsored by a Sault Ste Marie-based Métis organization (two summers in a row). The student researches area history, including First Nations and Métis history of the area.

**Collections**

Collection: attempts to have a fuller collection appropriate to patrons of all backgrounds.

**Programming**

No targeted programming is provided for any particular population, by this small public library.

**Outcomes**

The public is satisfied with public library programs and services

**THUNDER BAY PUBLIC LIBRARY**

Tina Tucker, Director of Community Development

12 to 15% of Thunder Bay's population is Aboriginal, and this population is growing. The Ontario Minister of Culture visited Thunder Bay Public Library (TBPL) in January 2008 and the library discussed its Aboriginal services with her, answering her questions in this area. TBPL engages the Aboriginal community with outreach, community programs and services. The library compiled a list of Aboriginal service actions to address its 2006-08 strategic plan. Aboriginals include First Nations, Inuit and Métis.

TBPL is submitting a Public Library Service Awards application for its Aboriginal services, in 2008 for the Public Library Service Awards that are announced at the 2009 Ontario Library Association's Ontario Public Library Awards banquet.

### **Sound Practices / Partnerships**

The following is a list of initiatives undertaken by TBPL:

#### [Aboriginal Initiatives @ Thunder Bay Public Library](#)

The Library incorporated the following goal into its 2006-2008 Strategic Plan based on input from the Aboriginal community: To forge and strengthen partnerships with Thunder Bay's Aboriginal community to broaden access to information and learning and to give voice and profile to their rich cultural heritage.

The library has undertaken a number of activities in the last two years to begin addressing the goal:

- All staff has participated in Cultural Awareness Training to learn more about Aboriginal culture and traditions.
- Collection development has focused on collecting works by Aboriginal authors and artists, including new books, CDs, DVDs and more. The library has done this in co-operation with Native-owned distributors and producers who have reviewed and approved of the material they make available.
- The library issued a Request for Proposal for a new and original Aboriginal artwork which has now been installed at the Brodie Library
- The library has created a comfortable reading area at the Waverley Library with artwork, comfortable seating and a carpet which reflects Aboriginal culture and influences - new books and other materials with Aboriginal themes are displayed in this area before moving into relevant collection areas
- The library has participated in National Aboriginal Day and First Nations Public Library Week. The library provides celebrations each year and is a member of the National Aboriginal Day planning committee for Thunder Bay. Last year, in response to the committee's wanting community programs to proceed the actual day's celebration at Mount McKay, the library provided Aboriginal storytelling, displays of materials, crafts for children and a puppet show written by a local Aboriginal teen for school classes who visited the library.
- The library has developed booklists which list new items the library has purchased by Aboriginal authors and artists.
- The library has established relationships with local Aboriginal organizations and communicates with them on a regular basis.
- The library has established an advisory panel of local Aboriginal people who meet to provide input into library programs and services. The group was initiated when two library users (who are Aboriginal) contacted the library and expressed interest in starting an advisory group.
- The library has actively encouraged Aboriginal people to apply for library positions so that TBPL's workforce begins to reflect the diversity of the city's communities. The library has been successful in hiring Aboriginal people at many levels in its organization.
- The library endeavours to include Aboriginal people in its web and print publicity to support the view that the library is for everyone

and used by everyone.

- The library has added links to Aboriginal community groups and other relevant sites on the library's web site. Fort William First Nation has linked back to TBPL site from their web site.
- The library received a grant to hire a summer student to focus on establishing connections with the Aboriginal community and to plan programs for children and adults with Aboriginal themes. This resulted in an excellent contact list and a series of programs for children and adults which the library delivered during the winter of 2006.
- The library continues to provide library cards to residents of Fort William First Nation at no cost (this is beyond the library's mandate of providing library service to residents of the City of Thunder Bay).
- TBPL established a monthly program - A Storytelling Circle - to encourage sharing and learning across cultures.
- TBPL has hosted public readings for local and nationally-recognized Aboriginal authors for children, such as Ruby Slipperjack and Larry Loyie.
- In 2007, the library had a sponsorship from Native-owned Wasaya Airlines which made it possible to ship library books selected by TBPL librarians throughout the school year for an English-learning class at MaryAnn Aganash Memorial School on the Reserve at Kingfisher Lake. The children from grades 3 and 4 sent photos and wonderful thank-you letters about this positive initiative and seemed to progress very quickly in their reading ability.
- TBPL participated in the Lieutenant Governor's book project which saw donated books sent to Northern reserve communities.
- The reference department has offered to do on-site presentations to the students of Dennis Franklin Cromarty High School (for Aboriginal students) that are specific to the needs of these students.
- TBPL continues to serve on the Diversity Thunder Bay Committee. "Diversity Thunder Bay consists of groups and organizations concerned about the issues of diversity and racism in Thunder Bay, Ontario. Members have cooperated over the years on a variety of initiatives and committees."

#### **Outcomes**

- Hiring practices include hiring to reflect community and successfully placing Aboriginals in TBPL jobs; the library sends job advertisement and application information to agencies that serve Aboriginals.
- The library will continue to reach out to the Aboriginal community in Thunder Bay and are encouraged by the success the library has seen so far. Each and every day, The library see many Aboriginal people of all ages in the library using the computers, checking out materials, attending programs and accessing library services.

#### **Principles**

- Staff needs to have a knowledge of, and empathy for, Aboriginal culture. Therefore all staff have taken cultural awareness training; Confederation College's Aboriginal college provided the training;
- This reinforces the need to understand Aboriginal culture, background, and history. This has helped to overcome barriers, and helps staff understand where people are coming from.
- TBPL has followed the principle to make Aboriginal feel comfortable and welcome in the library. The library believes in giving voice to Aboriginal culture and heritage as part of its mandate.
- The library is for everyone and used by everyone.

**TIMMINS PUBLIC LIBRARY**

Judy Heinzen, CEO/Librarian

**Programs**

- The library holds is regular programming, such as Story Hour or Craft Evenings, in both French and English.
- Special events/displays are open to all, in both languages, including First Nations and Métis.

**First Nations**

- The library liaises with the local Native Friendship Centre which brings groups to the library to be shown around so they can become familiar with the library; The Friendship Center is also encouraged to bring in their childcare groups to make use of the library.
- The library partners with the Ojibwas-Cree Cultural Center who uses the library display cases for information; library patrons are also encouraged to use the Ojibwas-Cree Cultural Center's own library and vice-versa.
- Library has helped a local First Nation student enrolled in library studies (Library Information Studies Technology - LIST) – the student completed her job placement at the library.
- Library partnered with the Alpha Plus Literacy Center of Toronto on a program entitled “Linking Literacy in Libraries” in which First Nation, Métis, English and French adults attended adult learning sessions available in French and English.

**Métis**

- Partnership with the Métis Nation of Ontario which has a permanent birch bark canoe display at the library – classes given on making a birch bark canoe – library acquires videos and other resources that have to do with making birch bark canoes for the collection.
- Métis Nation of Ontario childcare group is always invited to come and make use of the library.

**Outcomes**

- French and English programming is made available to Métis and First Nations library patrons.
- As a result of programming and various partnerships, more First Nation and Métis people are come into and making use of the library.

**TORONTO PUBLIC LIBRARY (TPL)**

Maggie Gosselin, Area Manager (most of downtown part of Toronto)

**Programs****Aboriginals – mainly First Nations**

Toronto Public Library (TPL) provides a number of programs for First Nations but not especially for Métis. People who are Métis may receive public library services as part of the francophone community or along with First Nations in some cases where Métis live in housing complexes shared with First Nations.

**Sound Practices**

Two TPL branches, Spadina, and North York Central have focus collections for native people. The Spadina Branch is located next door

to a major aboriginal centre that works with the TPL and its Spadina Branch on joint programming and collection development. TPL's collection serves the aboriginal community and people studying aboriginal people and culture. Collections include material in different aboriginal languages

TPL completed an informal in-house study on its aboriginal services in 2007, through an informal gathering of information from agencies TPL works with.

Malvern Branch works with a native transitional housing complex adjacent to the Malvern branch. TPL typically links up with existing services e.g. Housing, Council Fire agencies near Parliament branch. First Nations communities TPL works with are diverse, challenging and challenged communities, and can be hard to connect with and provide services.

There are barriers to acquiring public library cards. TPL works with Neighbourhood Action Teams in thirteen high need Toronto communities, working with community partners.

TPL's Cedarbrae branch provides a literacy based after school program for children aged 7 to 12 at Gabriel Dumont Non-Profit Housing Corporation that has about 87 units. Residents may include Métis as well as First Nations. A TPL librarian works offsite there, together with a native worker to help gain trust. The program is 6 weeks. The library helps children with literacy and homework assistance that it was already helping at the public library, but through a 6 week program at their housing complex.

TPL staff provided a program with 16 story times for Wigwamen Housing Complex. The Spadina and Malvern branches provided cultural based programs e.g. drumming. These were successful and well attended, especially at Spadina. At Spadina, a summer reading party was conducted in a laneway between the library and the neighbouring native centre. These organizations also cooperated through joint art displays.

TPL donates select withdrawn material to different First Nation centres, and a First Nations school. TPL works with Homeless shelters for native people to help facilitate them getting library cards. For example, Wychwood branch works closely with a native residence, Native Men's Residence (Na-Me-Res) and a youth residence to try and enable native people to acquire public library cards. The branch also helps people from the residences to acquire Internet skills and use the Internet.

Other TPL partners include Native Child and Family Services, and University of Toronto First Nations housing / student association.

Principles behind TPL's services for aboriginals include developing a new strategic plan for 2008. Previously TPL has established collections, understood needs and used relationships such as between Spadina branch and the native centre next door; and focus groups with natives at Spadina branch. TPL received good feedback from focus groups on services and delivery methods. TPL's collections provide hard to get material. Service principles include access to information, equity of access, a place to come, the provision of access to computers and newspapers.

Programs are coordinated with Aboriginal Day or Week in June but are also held throughout year.

	<p><b>Outcomes</b>  TPL has no specific information re program evaluation. TPL staff sees results from its reading outreach programs. The library feels it is effectively supporting reading and knowledge of the public library and its services. Results are apparent, particularly to staff at Spadina, Wychwood, and Parliament branches. People feel welcomed, and acquire public library cards. It can be hard to reach youth; seniors are seen more often. An exception involved a big cultural programs at Spadina to celebrate the branch's 75<sup>th</sup> anniversary. A Native rapper came for this. The program promoted aboriginal culture, and attracted youth and people of all ages.</p>
<b>PEI</b>	<p>Answer: The Aboriginal community is small on PEI compared to other provinces. Public libraries on PEI serve all Islanders including aboriginal community. There are no public libraries on First Nations reserves or specific Aboriginal Library Services.</p>
<b>QC</b>	<p>This may include, but is not limited to: planning, delivering, funding, staffing and resourcing public library services. Please describe programs or activities which you believe represent a sound practice and provide reasons.</p> <p>Although it is not yet complete, the inventory of public library services shows that there are very few public library services provided to First Nations communities. Some activities have been noted, but the information available at this time does not allow us to determine if they constitute sound practice.</p>
<b>SK</b>	<p><b>2.1 Building Relationships</b>  Library systems value consultations with First Nation Bands and Métis communities. In 2003, many regional library systems met with the First Nation bands in their areas, to inform them of the changes in legislation and to discuss efforts to improve programs and services. Currently, efforts are being made to visit as many bands as possible.</p> <ul style="list-style-type: none"> <li>• 90% of the bands within the Wapiti Regional Library system were visited within the past three years and this was accomplished by hiring an Aboriginal Governance Administrator to assist in enhancing services for Aboriginal people and to address the recommendations from the Minister's Advisory Committee.</li> <li>• Two bands within Lakeland Library Region have been visited and encouraged to become involved in the local libraries closest to them.</li> <li>• The Southeast Regional Library system has also visited 90% of the bands within its region. CALS members often accompany their directors and Provincial Library staff to on-reserve consultations. All visits are designed to inform the First Nations about public library services, to invite band members to use public libraries, to discuss changes in the way library services have developed since 2001, and to initiate discussions about future library service.</li> <li>• Some of the region libraries are working on literacy and early learning initiatives with the bands; other regional libraries focus on visits with band schools, and other regional libraries work at building connections with band councils. There have also been efforts at the regional level, to exchange information with the First Nation bands, and to express the regional library system's welcome to any band member to become a part of the regional or local library board.</li> </ul> <p><b>2.2 Partnerships</b></p>

The Saskatchewan Provincial Library endorses the development of services and programs through partnerships between the public library systems and First Nations and Métis people. A number of libraries have been involved in the relationship-building process with the bands within their boundaries such as:

- The Saskatoon Public Library co-hosted a Round Dance with the White Buffalo Youth Lodge;
- All ten public library systems participate in the annual Aboriginal Storytelling program, sponsored by LSSAP, the Parkland Regional Library and a number of funding bodies.
- The Regina Public Library system, Saskatoon Public Library system, and the Wapiti Regional Library system have all relied heavily on Aboriginal Elders to guide them in their development of appropriate programs and services.

### **2.3 Input to the Decision Making Process**

- Regional Library systems currently have one position on their executive committee designated for Aboriginal representation. This position is responsible for assisting the public library system in decision-making at the regional level.
- The Alberta Library Committee, a guidance body for the Alberta Branch, is unique in Canada. Members of the Alberta Library Committee have a strong voice in staffing, materials selection, and program planning and they try to ensure that there are First Nations or Métis people on the committee to rely on for input into what they want to do in regards to Aboriginal programs and services.
- The Saskatoon Public library established an Aboriginal Library Services Advisory Committee to recommend ways of developing stronger ties with the Aboriginal community, to identify barriers and ways to overcome them, and to explore new innovative services for Aboriginal people. The Advisory Committee was one of the keys to the success of the first Round Dance any public library system has ever hosted.

### **2.4 Planning Services as Sound Practice:**

- The creation of the CALS committee has become a province wide planning committee, in the area of public libraries.
- Planning has been taking place with the LSSAP committee, the CALS committee, and
- Saskatoon Public Library's Aboriginal Advisory Committee to assist in planning library services for Aboriginal people in the city.
- The Regina Public Library works closely with one particular Elder in implementing culturally appropriate events.
- Planning that is acceptable and respectful of Aboriginal protocol, is practiced with the mentioned committee's, making the events successful and enjoyable.
- The Round Dance hosted by White Buffalo Youth and the Saskatoon Public library, received guidance in its planning for the event, from sources outside the library community. Most of the reliance was on the First Nations Elders, the Saskatoon Public School Aboriginal liaison, the City of Saskatoon Finance Department, and other Aboriginal organizations that held Round Dances in the past.

### **2.5 Staffing as Sound Practice:**

Hiring of First Nation and Métis staff is a sound practice. Several of the systems wish to hire an Aboriginal Coordinator at the regional level to assist in moving forward with the public library enhancement for Aboriginal people, but cannot due to lack of funding.

- Lakeland, Wapiti and Southeast are the three public library systems that have hired Aboriginal Library Coordinators, at least on part-time or term basis. This has proven to be a constructive and positive means to carry out implementation of the recommendations.

	<p>However, at present, only one of those three remains, due to lack of funding.</p> <ul style="list-style-type: none"> <li>• Saskatchewan has an example of a local branch staff member who is First Nation, from Meadow Lake. She has been instrumental in identifying and implementing best practices, when it comes to enhancing public library services for Aboriginal people in her community. As well as delivering the best practices for her area, and educating the public library system about the needs of the Aboriginal people around them, in terms of public library service.</li> <li>• Staff Education – the Pahkisimon Nuyeyáh Library System in northern Saskatchewan has worked with a number of agencies, employing distance education techniques, to provide library technician training for library staff in their home communities.</li> </ul> <p><b>2.6 Fund-raising as Sound Practice:</b></p> <p>A number of library systems have applied for, and received, one-time federal, provincial, or other organization’s grants that they have used to assist with programs and services. Extending programs by seeking one-time grant funding is a sound practice. For example, an annual Aboriginal Storytelling Program is funded in part, through the provincial grants as well as funding from local business and Indian and Northern Affairs Canada. However, it would be a better practice if the program could have sustained funding.</p> <p><b>2.7 Programs and Service as a Sound Practice:</b></p> <ul style="list-style-type: none"> <li>• Delivery of cultural awareness training to public library staff and board members as well as provide representation within the Aboriginal population.</li> <li>• Continual updates that inform First Nations about the services and programming relating to Aboriginal people in their areas.</li> <li>• Conversational Cree Classes and other programming of specific interest such as Health Care Issues for First Nations people at the Saskatoon Public Library</li> <li>• Lakeland delivered a brochure of what is available as well as what is happening at the local library, to the local First Nation communities around North Battleford.</li> <li>• Saskatoon Public Library takes storytelling to the city’s parks in the summer time, particularly to the areas with a high concentration of Aboriginal people thus reaching out to children who may not be regular users of the library.</li> <li>• Parkland Regional Library offers literacy programming through a community library that serves 3 bands. The early literacy program focuses on teaching parents how to read with their young children.</li> <li>• Albert Library is an inner-city branch that serves a significant population that is of Aboriginal ancestry. The library offers an extensive collection of adult and juvenile items that focus on Aboriginal peoples. The Library also offers programming that develops knowledge and understanding of the diverse cultural groups in Regina, while highlighting the Aboriginal community. Examples of such programs are : Aboriginal Crafting Circles, beading projects, and making Sweat Lodge dresses and Pall Bearer arm bands. The Aboriginal collection includes fiction, non-fiction, multiple formats and Cree language materials. Albert Library also has a regular library collection.</li> </ul>
<b>YUK</b>	<p>Yukon Public Libraries promotes use of the library system by First Nations people through:</p> <ul style="list-style-type: none"> <li>• Resources in Yukon’s aboriginal languages</li> <li>• Displays of Yukon archival and related materials</li> <li>• Storytelling, oral history and similar programmes</li> <li>• Storytimes and other children’s programmes with First Nations themes</li> </ul>

	<ul style="list-style-type: none"><li>Partnerships with the Yukon Literacy Coalition and other local groups e.g. Family Literacy Day, Dolly Parton Imagination Library, Yukon Storytelling Festival</li></ul>
<b>LAC</b>	Survey response included separately

## Appendix 4

### Aboriginal Library Services Sound Practices Survey

#### Question #3 – What principles are fundamental to working with Aboriginal people to develop library services?

<b>AB</b>	<p>Clear policy. Is the province committed to providing this service? Is it prepared to establish a partnership. Readiness. Is the service a priority to the intended group? How has the need been expressed? Appropriateness. Which library service responses (from PLA) are the most relevant for aboriginal communities and how will the policy/service reflect these services?</p>
<b>BC</b>	<p>As stated on the Ministry of Aboriginal Relations and Reconciliation homepage (<a href="http://www.gov.bc.ca/arr/">http://www.gov.bc.ca/arr/</a>)          “This Ministry is leading the way to build new relationships with Aboriginal people, founded on reconciliation, recognition and respect. We negotiate treaties and other agreements to create economic certainty over Crown land and resources, and to improve the lives of Aboriginal people.”</p> <p>Highlights of government initiatives to build a new relationship and close the socio-economic gaps between Aboriginal and other British Columbians are detailed in the New Relationship with First Nations and Aboriginal People link:  <a href="http://www.gov.bc.ca/arr/newrelationship/publications.html">http://www.gov.bc.ca/arr/newrelationship/publications.html</a></p> <p>Other documents that provide useful references are:</p> <p>Culturally Responsive Guidelines for Alaska Public Libraries  <a href="http://www.akla.org/culturally-responsive.html">http://www.akla.org/culturally-responsive.html</a></p> <p>IFLA/UNESCO Public Library Manifesto, 1994  <a href="http://www.ifla.org/VII/s8/unesco/eng.html">http://www.ifla.org/VII/s8/unesco/eng.html</a></p>
<b>MB</b>	<p><b>What principles are fundamental to working with Aboriginal people to develop library services?</b></p> <ul style="list-style-type: none"> <li>• Individuality of each community makes them unique, no one community will be the same as the other.</li> <li>• Respect for each communities concerns and decisions regarding all aspects of library services regardless of population size.</li> <li>• Awareness of political arena’s, with the differing sectors of aboriginal governance its important to be aware of who is the head of these governing bodies and what are the high topics of their agendas.</li> </ul> <p><i>*Without rewriting the submission by NWT, the fundamental principals are shared by Manitoba.</i></p>
<b>NB</b>	<p>- Respecting federal/provincial role and responsibilities for providing services to Aboriginal people</p>

	<ul style="list-style-type: none"> <li>- Consulting with aboriginal people to determine their expectations for library service and what public libraries can do with available and/or additional resources to better meet their needs</li> </ul>
<b>NF</b>	<ol style="list-style-type: none"> <li>1. There should be equality of access regardless of location. That does not mean that every community must have a public library facility but people should be able to avail of library services, whether it be books by mail, electronic services, rotating stocks, etc.</li> <li>2. The service should be free.</li> <li>3. To the maximum extent possible there should be a good selection of materials in all languages.</li> <li>4. Library services, in predominately aboriginal communities, should either be governed by aboriginals or have the library boards and staff which are representative of the people they serve.</li> <li>5. National associations/networks should be formed to enable the transfer of aboriginal materials, through ILL, to maximize access to resource</li> </ol>
<b>NS</b>	No specific response
<b>NUN</b>	The key to all this is consultation with other stakeholders in the literacy and education community. We are developing those connections but at the same time I am apprehensive that so many of the players are government of quasi-government officials that we are in effect building what might be a latter day Ministry of Truth, to coin a phrase from Orwell, no matter how well intentioned we might be.
<b>NWT</b>	<p>a) Recognize difference – We have gone into seven communities and helped to start community libraries. Each community is different and has different strengths and needs. In some communities, a person has been hired to run the public library. In others, the library runs on volunteers, adult and/or student volunteers. For us, it has been important to recognize that there is no one solution, and that imposing any sort of uniform polices is inappropriate. We do expect that funds are spent in a responsible manner, but apart from that, try to build flexibility into our systems.</p> <p>For example, when a library calls with a problem, I try to give them a few different options so that they can determine what would work best in their situation. In one case, the library staff person was concerned that many people forgot their cards and she kept having to make up new ones. I was able to suggest a variety of solutions, from keeping the cards in the library to charging for new cards. She was able to think about it, discuss it with the library committee and come up with a solution that would work best for her.</p> <p>b) Community champions – Libraries work best when someone in the community is passionate about libraries and works to support them. In small communities, one person can make a tremendous difference. We only start libraries in communities where there is demonstrated support and people are excited about the project. This is not something that can be generated externally.</p> <p>c) Relationship building – In Northern communities, relationships are much more important someone’s position. In remote communities, email and phone communication can be spotty and difficult. It is only through multiple in-person visits that relationships can be developed. It is important to develop trust so that library organizers will ask for help when they need it. This means visiting as needed, responding to queries and being appropriate.</p> <p>d) Representative staff – It helps to have staff that people can relate to due to similar backgrounds or life experiences. In my case that</p>

	<p>means staff whose families are from the North, or who have lived in the North a length of time. Half the people in my office are Aboriginal. The others have lived in the North over 15 years. This is assisted by the government Affirmative Action Policy whose goal is to achieve a Public Service that is representative of the population served. All staff are given opportunities to visit community libraries, and provide support and training. My goal is that everyone working in or running a community library finds someone on our staff that they feel they can call for help.</p> <p>e) Reality based – In our smaller communities, there are a number of issues that complicate provision of library service. Remote northern communities have a very different reality from larger communities. The pace is much slower and complicated with serious social issues and low literacy levels. Resources are limited and specialized items (such as for crafts) may have to be ordered in. It is important to recognize this and realize that other factors affect the community. It can take a long time to complete tasks and problems may arise that have nothing to do with library organizers but can have tremendous impacts.</p> <p>For example, just before arriving in one community to help organize the library, a local teen committed suicide. The people we had been planning to work with were instead occupied in trying to prevent a copycat. Instead of sitting in the library with us, they needed to rush off when someone reported that the community had lost track of another teen. In that community, it was three years before a grand opening of the library was held. But it was fantastic and well attended.</p>
<p><b>ON</b></p>	<p>Principles for Ontario Ministry of Culture support for First Nations public library services, and for library services for aboriginal people living in municipalities reflect those that underpin the Ministry’s support for public libraries in general and include:</p> <ul style="list-style-type: none"> <li>• Inclusiveness</li> <li>• Respect for diversity</li> <li>• Equitable access to information</li> <li>• Province-wide resource-sharing including through inter-library loans</li> <li>• Strong, empowered communities</li> <li>• Success for students</li> </ul> <p>OLS – North</p> <p><b>Principles behind sound practices</b></p> <ul style="list-style-type: none"> <li>• Capacity building to provide support for libraries revenues to expand, look at programming, resource development,</li> <li>• Difference between FNPL and public libraries – FNPLs have no tax based revenue;</li> <li>• Consultation – principle behind services; more consultation than with other libraries</li> <li>• Respect for uniqueness of FNPLs</li> <li>• Recognition of culture; FNPLs need to get together and talk</li> <li>• Face to face interaction even more important</li> <li>• Large geographical gaps</li> <li>• Communities have own characteristics that drive library e.g. how they see education; if more reactionary, the library is pushed</li> </ul>

	<p>back to back of priority list</p> <ul style="list-style-type: none"> <li>• OLS-N makes sure FNPLs are priorities</li> <li>• Goal to have more trained librarians</li> <li>• Getting more trained as library and info technicians</li> <li>• Getting trained library staff to stay in community</li> <li>• Repository project can complement that.</li> <li>• Public recognition for awards for FNPLs</li> <li>• FNPLs have been nominated for awards such as Ministry of Culture Public Library Service Awards;</li> <li>• OLS-N recognizes FNPL staff who presents Advocacy Kit to leaders such as band leaders.</li> </ul> <p>Thunder Bay PL</p> <p><b>Principles</b></p> <ul style="list-style-type: none"> <li>• Staff needs to have a knowledge of, and empathy for, Aboriginal culture. Therefore all staff have taken cultural awareness training; Confederation College’s Aboriginal college provided the training;</li> <li>• This reinforces the need to understand Aboriginal culture, background, and history. This has helped to overcome barriers, and helps staff understand where people are coming from.</li> <li>• TBPL has followed the principle to make Aboriginal feel comfortable and welcome in the library. The library believes in giving voice to Aboriginal culture and heritage as part of its mandate.</li> <li>• The library is for everyone and used by everyone.</li> </ul>
<b>PEI</b>	No specific response
<b>QC</b>	<ul style="list-style-type: none"> <li>• Services based on a solid analysis of community needs.</li> <li>• Dialogue with communities.</li> <li>• Programs and activities adapted to the context.</li> <li>• Services accessible to everyone, in outlying areas and in cities.</li> <li>• Free services.</li> </ul>
<b>SK</b>	<p><b>3.1 Communication:</b></p> <p>There are several modes of communication that declare the intention to enhance public library services for Aboriginal people, with the most important one being face-to-face key message delivery. Visits have been scheduled for various systems and the First Nations around them, to deliver key messages from the public library system on their programs and services. Lakeland and the Pahnkisiimon Nuyeháh Library System have created reports that detail progress made on the 46 recommendations from the Minister’s Advisory Committee as well as some of the initiatives and solutions to assist in building relationships with First Nation people, on and off, reserve.</p> <p><b>3.2 Staff and Board Participation:</b></p>

	<p>Since recommendations to hire a Provincial Aboriginal Library Coordinator have been fulfilled, the training for public library staff and board members has increased and has become more consistent with training such as the following:</p> <ul style="list-style-type: none"> <li>• Cultural Awareness Sensitivity Training;</li> <li>• Understanding the Complexities of Tribal Councils and First Nation Bands;</li> <li>• The Importance of Relationship Building;</li> <li>• Public Libraries: Practical Usage for First Nations;</li> <li>• Collection Recommendations and Historical Chronology; and</li> <li>• Traditional Aboriginal Protocol.</li> </ul>
<b>YUK</b>	<ul style="list-style-type: none"> <li>• Cultural and language sensitivity</li> <li>• Awareness of First Nations issues and concerns</li> <li>• Importance of oral traditions</li> <li>• Recent history of literacy and “formal” education</li> <li>• Self-government responsibilities</li> </ul>
<b>LAC</b>	Survey response included separately

## Appendix 5

### LIBRARY AND ARCHIVES CANADA

#### Response to PTPLC Aboriginal Working Group

#### Sound Practices Survey of Aboriginal Heritage Initiatives

June 2009

#### STRATEGIES / FRAMEWORKS / GUIDELINES:

##### A) *Strategies:*

- *Library Science Trainee Program:* The former National Library of Canada (NLC), now Library and Archives Canada (LAC), introduced the program in 1988 as a special measure to recruit and train Aboriginal people for Librarian positions. To qualify, candidates had to possess an undergraduate degree and meet the entrance requirements of a Master of Library Science or Master of Library and Information Science degree. As of 2002, nine Aboriginal people had been hired through the program. Of these nine recruits, five continue to be employed at LAC. The Program went under review in 2003 and has not been reestablished with the development of the new institution, Library and Archives Canada.
- In 2002, the former National Library of Canada designated one FTE position and established the Aboriginal Resources and Services Office as one in a series of initiatives to focus and enhance the way in which Aboriginal resources and services were developed and promoted by the National Library. This position would provide a recognizable focal point and face for activities both internally and externally. Such a focus was seen as vital both to the management and development of National Library programs related to Aboriginal collections and services and to the advancement and coordination of future initiatives with the Aboriginal community.
- With the development of the new institution, Library and Archives Canada, the focus was broadened to include archival resources and services with an office, Aboriginal Heritage Initiatives (AHI), and then situated within the Strategic Office, now situated within the Programs Branch. AHI's current mandate is to provide advisory services and support to programs; to serve as a focal point for the management and development of library and archival initiatives; and, to advance Aboriginal needs and interests, through research and in consultation, collaboration or partnership with Aboriginal communities.
- LAC has a designated full-time equivalent, Aboriginal Archivist position, within the Canadian Archives and Special Collections Branch and applied dedicated resources to support acquisitions through the Legal Deposit Act and collections of foreign Canadiana, all within the Documentary Heritage Division.

## **B. Policy Frameworks, Guidelines:**

- LAC identified Aboriginal materials as a key direction in the *LAC Collection Development Framework*, 2005.

### *“Aboriginal Materials*

LAC recognizes the contributions of Aboriginal peoples to the documentary heritage of Canada, and realizes that, in building its collection of these materials, it must take into account the diversity of Aboriginal cultures, the relationship the Government of Canada has with Aboriginal peoples, and the unique needs and realities of Aboriginal communities. The development of a national strategy will be done in consultation and collaboration with Aboriginal communities and organizations, and will respect the ways in which indigenous knowledge and heritage is preserved or ought to be preserved and protected within or outside of Aboriginal communities.”

Source: [http://intranet/lac-bac/framework\\_e.pdf](http://intranet/lac-bac/framework_e.pdf)

- Aboriginal governance sites are identified as a focus in the *Digital Collection Development Policy*, 2006

#### 4.1.4 Focus of LAC Web Site Selection and Acquisition

“When harvesting of a large web domain is performed, all websites within that domain are captured. This ensures complete coverage of a defined web domain (e.g. .gc.ca) on a specific date / time frame.

However, when websites are captured individually, within the context of acquisitions priorities and plans, LAC targets certain types of sites, as follows:

(e) Government websites (federal, provincial and territorial, aboriginal, municipal).”

Source : <http://www.collectionscanada.gc.ca/collection/003-200-e.html>

- *Strategic Choices for Realizing LAC Vision* – An internal policy document published on the Intranet November 2006

### *“Strategic Choice*

II. LAC will increase the relevance and accessibility of LAC collections and expertise to Canadians outside the National Capital Region.

To make the documentary heritage of Canada known, LAC will focus on activities which demonstrate the relevance and increase the accessibility of its collections to Canadians beyond the NCR.

Results of these choices in 2-4 years:

LAC has an institution wide approach to making its collection relevant to multi-cultural and aboriginal groups...”

Source: [http://intranet/lac-bac/corporate\\_documents\\_e.asp](http://intranet/lac-bac/corporate_documents_e.asp)

## CONSULTATIONS:

- LAC staff participates at various events/conferences or gatherings and uses these events as venues to host community informal focus groups or meetings in order to solicit feedback and provide information on Aboriginal policy developments or initiatives.
- LAC hosted a nationwide consultation in March 2003 involving 25 leaders in Aboriginal library and archival services to identify universal issues, to discuss those issues, to formulate and prioritize objectives and to offer solutions on how these objectives might be achieved. LAC subsequently published a *Report and Recommendations of the Consultation on Aboriginal Resources and Services* in 2004 which has since been distributed to approximately 700 organizations across Canada and also made available online at the Aboriginal web portal.  
See: <http://www.collectionscanada.gc.ca/aboriginal/020008-5010-e.html>
- LAC conducted interviews with staff in May 2006 to identify the key elements that ought to form the basis of strategic planning and policy development for Aboriginal heritage initiatives. Based on the input and feedback provided by 30 representatives from various Sectors, a number of recommendations are put forward in the *Whiteduck Report, Aboriginal Heritage Initiative Report, Library and Archives Canada*. (Internal document)
- Since 2002, an Aboriginal Circle (internal consultation committee) with representation from the various Sectors has been sustained within the old and new institution. The role of this Committee is to provide a forum for the exchange of information, to consult on integrative projects and discuss issues or initiatives, internal or external to LAC that impact Aboriginal peoples and their documentary heritage with respect to LAC mandate.

## RESEARCH / INVESTIGATIONS / ASSESSMENTS:

- AHI/LAC conducted an investigation in November 2005 on the appropriateness of aboriginal content, use of terminology, stereotypes, and overall presentation of aboriginal peoples at 30 of the Canadian Culture Online Projects developed for LAC's website. The findings and recommendations were presented in the *Whiteduck Report, Evaluation of Web Content Report, Library and Archives Canada* (Internal Document).
- AHI/LAC conducted an investigation in March 2006 on the accessibility of published genealogical resources, as well as, terminology used at the LAC website for the purpose of identifying gaps in searching aboriginal ancestry through this access point. The results and findings of this investigation were presented in the *AborCom Report, Aboriginal Genealogy at the Library and Archives Canada* (Internal Document).
- LAC conducted a national survey on Aboriginal library and archival services in March 2008. The purpose of the survey was to develop a general inventory of Aboriginal libraries and archives in Canada, on and off reserve and gather information on location, staffing, collections, special programming, etc. The data and summary are presented in the *Mi'kmwesu Management Report, Aboriginal Libraries & Archives Survey* (Internal Document).
- LAC conducted a public opinion research analysis in May, 2009. The research intended to provide LAC with an in-depth understanding of audience needs to aid the continued development of

relevant programming that renders LAC and its collection more visible and accessible. Targeted groups include First Nations, Métis and Inuit persons or organizations. The findings are presented in a draft report, *Program Theme and Web User Interface*, Library and Archives Canada (Internal Document).

#### **FINANCIAL / IN-KIND SUPPORT:**

- The National Archival Development Program (NADP) provides financial assistance to Canadian archives and related organizations to increase their capacity to preserve and make accessible unique archival materials about Canada and Canadians.

One of the Program Objectives of the NADP is to: “increase the representation of Aboriginal peoples and under-represented ethno-cultural groups in Canada's archives among others in support of archival development across Canada.”

For information on projects funded.

See: <http://www.collectionscanada.gc.ca/archives/042-200-e.html>

- AHI/LAC continues to provide in-kind support to the development of aboriginal libraries and archives as needed. One example of this support is The *Kahnawake Library Project*. LAC assisted a First Nation Library in Quebec with information and on the development of their new library. A number of librarians also volunteered to work with and assist community members toward cataloguing 8000 resources for their new library. Other in-kind supports include staff providing thematic workshops, orientation seminars to LAC collections and services, as well as input to guides, such as the *Aboriginal Archives Guide* published by the Association of Canadian Archivists when requested.

#### **ACCESS TOOLS / GUIDES:**

- In 2005, the Canadian Genealogy Centre/LAC published an online guide to support genealogical research of Aboriginal peoples called *Researching Your Aboriginal Ancestry at Library and Archives Canada*.

See: <http://www.collectionscanada.gc.ca/genealogy/022-607.002-e.html>

- In 2006 – 2007, the Children's Literature Services/LAC produced *Read Up On It*, a publication that showcased Aboriginal stories, in print and online, making a rich part of Canadian literature better known to children and teenagers. Some of the books provide bilingual texts, pairing French or English with a Native language such as Inuktitut, Gitksanimax or Cree.

See: <http://www.collectionscanada.gc.ca/read-up-on-it/015020-060000-e.html>

#### **WEB PRODUCTS:**

- ***Aboriginal Resources and Services web portal***. AHI/LAC developed a web presence and launched the site in 2003. The portal features a Directory of Aboriginal authors, newspapers, and other resources, a number of frequently asked reference questions with corresponding responses and/or tools to support research linking LAC online resources, bibliographies, digital projects and virtual exhibitions containing Aboriginal content and perspective.

See: <http://www.collectionscanada.gc.ca/aboriginal/>

- ***Our Voices, Our Stories: First Nations, Métis and Inuit Stories of Yesterday and Today.*** This web exhibition features a selection of First Nations, Métis and Inuit stories and legends from the published collections of LAC including excerpts from reserve collections of other published materials, art work and photographs. The exhibition will celebrate Aboriginal storytellers through a unique digitization of audio recordings of selected storytellers, each representing different Aboriginal cultural heritage and language groups.
- ***Aboriginal Sound Recordings - Music and Song,*** web exhibition features a selection of First Nations, Métis and Inuit music from the published music collection of LAC - portions of which will be in Aboriginal languages. The exhibition will feature a variety of digitized music from the early to mid-twentieth century. The music will be comprised of traditional to contemporary selections, created by Aboriginal artists and record companies, as well as CBC North Radio.
- ***Project Naming.*** The goal of this project is the [identification](#) of Inuit portrayed in some of the [photographic collections](#) of Library and Archives Canada (LAC) in Ottawa. It is a collaborative, [ongoing initiative](#), amongst Nunavut Sivuniksavut, Nunavut's Department of Culture, Languages, Elders and Youth and LAC. See: <http://www.collectionscanada.gc.ca/inuit/index-e.html>
- ***Indian Affairs Annual Reports 1864 – 1990.*** This digitized collection contains the full text annual reports for the departments and branches responsible for Indian Affairs from 1867 to 1990. It is an excellent source for treaty or genealogy research. See: [www.collectionscanada.gc.ca/indianaffairs/index-e.html](http://www.collectionscanada.gc.ca/indianaffairs/index-e.html)
- ***Treaties, Surrenders and Agreements.*** An extensive, but not a complete, collection of historic Canadian Indian treaties, land surrenders, and related agreements (ITS). See: [www.collectionscanada.gc.ca/archivianet/treaties/index-e.html](http://www.collectionscanada.gc.ca/archivianet/treaties/index-e.html)
- ***Red and Black Series.*** The Department of Indian and Northern Affairs' administrative records of Aboriginal people from 1872 to the 1950s. See: [www.collectionscanada.gc.ca/archivianet/red-black/index-e.html](http://www.collectionscanada.gc.ca/archivianet/red-black/index-e.html)
- ***Naskapi-Cree Lexicon.*** This lexicon represents a landmark in the advancement and preservation of the Naskapi language. It is expected to serve as an aid to the education of children as well as an important documentation of language. See: <http://www.collectionscanada.gc.ca/naskapi/020011-125-e.html>

## PUBLIC PROGRAMMING

### A. Visitor Services

On demand, AHI /LAC provide orientations and tours to Elders, Chiefs, Senators and other dignitaries from First Nations, Métis and Inuit Communities and Schools/Colleges as well as national and international delegations.

▪ **Public Outreach**

AHI/LAC participates, makes presentations or provides workshops and/or sessions at a number of events, gatherings and professional association conferences. Examples of these include:

- Walking in Both Worlds, Manitoba Teachers Librarians/Association
- Indian Claims Commission Annual Workshop
- National Aboriginal Achievement Foundation Career Fair
- Algonquian College Native Studies Students
- Elders of Nunavut and members of the Government of Nunavut
- Ontario Public Libraries, First Nations Libraries North and South
- British Columbia Library Association Conferences, Native Peoples Interest Group
- Saskatchewan Library Association/Library Services To Saskatchewan Aboriginal Peoples Committee
- Honokwe (House of Stories) Gathering
- Gathering to Celebrate Treaty 10 and the Issuance of Métis Scrip
- Okanagan Nation Alliance Tribal Council
- Métis National Council National Research Team
- International Indigenous Librarians Forum
- International Forum on Children's Literature
- Association of Canadian Archivists, Special Interest Section on Aboriginal Archives (SISAA)
- Canadian Library Association, Native People's Interest Group

▪ **On-site Exhibitions:**

- *Contributions of Aboriginal People* was developed in conjunction with the launch of the AHI web portal and the National Aboriginal Achievement Foundation (NAAF) Awards held in Ottawa in 2003. This exhibition showcased the Aboriginal award recipients, retrospectively over 10 years, and samples of their works.
- *Where are the Children? Healing the Legacy of the Residential Schools* was developed in partnership with the Aboriginal Healing Foundation/Legacy of Hope Foundation and others in 2004 to create a legacy of hope and recognize the survivors of residential schools. (Curator: Jeff Thomas, Iroquois/Onondaga of Six Nations of the Grand River) This exhibition later evolved into a travelling exhibition currently making its way across Canada and also available in part, online as a web exhibition hosted by the Legacy of Hope Foundation. See: <http://www.wherearethechildren.ca/en/about.html>
- *Saskatchewan Scenes* Exhibition was developed with Aboriginal content in celebration of Saskatchewan's 100<sup>th</sup> Anniversary in 2005 (Curator: Marie-Louise Perron, Métis of Saskatchewan)
- *Spirit and Intent: Understanding Aboriginal Treaty Making* was developed in 2007 and featured a large selection of treaty documents and artifacts dating from the 1600s to the 1990s. LAC collections, including original treaties, wampum, medals and associated records in partnership with Canadian cultural institutions. (Co-curator: John Burrows, Chippewa of Nawash First Nation)

**D. Off-site Exhibitions:**

Since 1999, LAC has loaned the numbered Treaties 2, 7, 8, and 9, for brief exhibition periods, to other cultural institutions, located usually near the treaties' original signing sites, on behalf of the First Nations groups that wished to have their treaty on display, for a specific occasion, cultural event or ceremony.

**E. Public Events (examples):**

- Aboriginal Awareness Week (annual)
- National Aboriginal Day (annual)
- Host or co-host book launches (examples):
  - *Hidden in Plain Sight: the Contributions of Aboriginal People*
  - *The Encyclopedia of Native American Music*
  - *When the Spirit Dances*

**F. Promotion and Marketing (examples):**

- In 2003, AHI/LAC developed a brochure *Aboriginal Resources and Services* and poster for distribution to promote LAC aboriginal resources and AHI services. These were distributed to approximately 4,000 aboriginal linked library, archival and educational organizations and cultural centers across Canada to publicize LAC aboriginal resources and AHI services.
- LAC provides media and press releases on some programming activities.
- AHI/LAC has placed ads in aboriginal newspapers or magazines and public radio stations.

## Appendix 6

### **Selected References to Documentary Evidence of Sound Practices in Provision of Library Services to Aboriginal Peoples**

Best Practices in Library Services for Aboriginal Peoples in Saskatchewan  
[http://www.ifla.org/IV/ifla74/papers/118-Lee\\_Crichton-en.pdf](http://www.ifla.org/IV/ifla74/papers/118-Lee_Crichton-en.pdf)

British Columbia Community Library Training Program  
<http://www.bcpl.gov.bc.ca/lcb/cltp/courses.html#302>

Edmonton Public library – Library Services to Aboriginal Peoples Report  
<http://www.epl.ca/EPLMaster.cfm?id=RECENTLYPUBL0001>

First Nations Libraries and Librarianship – Guide to online resources  
[http://www.library.ubc.ca/xwi7xwa/fn\\_lib.htm](http://www.library.ubc.ca/xwi7xwa/fn_lib.htm)

First Nations Public Library Week  
<http://www.sols.org/ministryprojects/firstnations/FNPLW/index.htm>

Improving & Delivering Effective Library Services for Aboriginal Peoples in Saskatchewan  
[http://www.worlib.org/vol12no1/sinclair\\_v12n1.shtml](http://www.worlib.org/vol12no1/sinclair_v12n1.shtml)

Information is for Everyone (2001)  
<http://www.lib.sk.ca/staff/minaboriginal/ablib/ablibfinal.html>

Library and Archives Canada – Aboriginal Peoples portal  
<http://www.collectionscanada.gc.ca/aboriginal/>

New Relationship with First Nations and Aboriginal People  
<http://www.gov.bc.ca/arr.newrelationship/publications.html>

Our Way Forward: An Advocacy Tool Kit Guide for Ontario First Nation Public Libraries (2006)  
[http://www.ourwayforward.ca/Downloads/First\\_Nation\\_Advocay\\_Kit.pdf](http://www.ourwayforward.ca/Downloads/First_Nation_Advocay_Kit.pdf)

Reaching our Vision (MB)  
[http://www.gov.mb.ca/chc/pls/pdf/reaching\\_our\\_vision30may06.pdf](http://www.gov.mb.ca/chc/pls/pdf/reaching_our_vision30may06.pdf)

Report and Recommendations of the Consultation on Aboriginal Resources and Services (2003)  
<http://www.collectionscanada.gc.ca/obj/020008/f2/020008-7000-e.pdf>

Thunder Bay Public Library – OLA Award Nominee 2009  
<http://www.tbpl.ca/internal.asp?id=87&cid=2233>

Third Generation Public Libraries  
[http://www.culture.gov.on.ca/english/library/Newman\\_study\\_English.pdf](http://www.culture.gov.on.ca/english/library/Newman_study_English.pdf)

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