

# The school library: one of 12 complementary educational services

## Education Act (EA)

- In addition to elementary and secondary school instructional services, the Act requires students to be provided with complementary educational services within the scope of the programs offered by school boards. (EA, section 1)
- The Act also requires school boards to establish a program for each one of the complementary educational services contemplated in the Basic school regulation except in matters coming under the jurisdiction of a minister other than the Minister of Education. (EA, section 224)
- As a result, schools must implement the programs of complementary educational services determined by the school board and approved by their governing board. (EA, section 88)
- School boards must, in turn, ensure that students receive the educational services to which they are entitled. (EA, sections 208 and 222)

## Basic school regulation (BSR)

- To ensure that educational practices match student needs, the Basic school regulation determines the four programs of complementary educational services that each school board must establish: support services, student life services, counselling services, and promotion and prevention services. (BSR, section 4)
- To ensure that the objectives of the four programs of services are met, the Basic school regulation lists the 12 services that must be provided. (BSR, section 5)

## Complementary Educational Services: Essential to Success

This document summarizes the legislative and regulatory requirements outlined above, and serves as a reference framework.

- It details the objectives and nature of the four complementary educational services programs the school boards must establish.
- It suggests ways to implement the programs.
- It explains the changes in approaches and methods that will be necessary to maximize student success.
- Among the complementary educational services listed are services for the use of the documentary resources of the school library.

## The key contribution made by school libraries to the new Québec Education Program

[The school's] educational activities create an environment in which students become familiar with their culture, pursue understanding of the world and the meaning of life and develop new ways of adapting to society. (Québec Education Program, Preschool Education, Elementary Education, p. 2)

- The Québec Education Program targets the development of **competencies**.

- The Québec Education Program defines a competency as a set of behaviours based on the effective mobilization and use of a range of **resources**. (*Ibid.*, p. 4)

- The concept of resources refers not only to everything that students have learned at school, but also to their experiences, skills, interests, etc. In addition to these internal or personal resources, students may rely on many external resources, such as their classmates, their teacher, **documentation**, etc. (*Ibid.*, p. 5)

- Students must have access to a range of literary and documentary resources of high quality (print and digital media, etc.) and to a variety of structured places for reading (school library, public library, bookstore, etc.). (*Action Plan on Reading in School*, January 2005)

## A school library allows students ...

To adopt a responsible approach to the broad areas of learning by using a range of high-quality sources of information and viewing them from a critical standpoint

To develop cross-curricular competencies:

- \* To use information
- \* To exercise critical judgment
- \* To use creativity
- \* To adopt effective work methods
- \* To use ICT
- \* To construct his/her identity

To develop subject-specific competencies in all subject areas. In order to develop these competencies, the use of documentary and literary tools is essential. In languages, in particular, the library plays a pivotal role, since students can consult books that will help them to develop the competency of appreciating the value of literary works.

## The school library: a learning laboratory for teachers and students



## Additional resources to guide discussions and actions for developing a school library

- Accredited bookstores
- Acquisition
- *Action Plan on Reading in School*
- Cataloguing
- Classification
- *Complementary Educational Services: Essential to Success*
- Computerization
- Development plan
- Library committee
- *Livres Ouverts* Web site
- Openness to the educational community
- Organizational methods
- Physical layout
- Québec Education Program
- Removal of outdated items
- Services documentaires multimédia inc. (SDM)

These tools will be available on the Web site of the Ministère de l'Éducation, du Loisir et du Sport ([www.mels.gouv.qc.ca](http://www.mels.gouv.qc.ca)) in the fall of 2005.



## Your school library...

### MEASURES TO IMPROVE ACCESS TO A RANGE OF LITERARY AND DOCUMENTARY RESOURCES AND TO A VARIETY OF STRUCTURED PLACES FOR READING

#### 1. ADDITIONAL RESOURCES

Greater access will be provided to varied and organized literary and documentary resources, which will make it possible to increase the number of quality documents available to young people. Thus the MELS and the school boards will give schools the support needed for the acquisition of new books for the students over a three-year period. Special emphasis should be placed on materials that will encourage boys to read.

#### 2. MATERIAL SUPPORT

Support for decision makers will help them provide students with conditions conducive to learning (support service for the use of the documentary resources of school libraries). It will include informing them of the different methods of organization used in school libraries in Québec (networking). Thus the MELS will produce and distribute a document providing a broad frame of reference for complementary services in relation to school libraries and will identify and disseminate effective ways of organizing school libraries that can be applied in other schools.

