

# Time To Make Room

Jennifer Brown and Melanie Mulcaster



“Our role is to  
make room.”

**T**his message was repeated over and over again at Treasure Mountain Canada 5 (TMC5) and was echoed in the theme of this year’s papers: Culturally Relevant and Responsive School Library Learning Commons.

An initiative of the Canadian School Libraries (CSL) organization, TMC is described as:

...a biennial research symposium and think tank. TMC invites researchers, school library practitioners, educational leaders and policy-makers to move forward together and collaboratively explore ideas, inspire each other and build collective knowledge of the learning commons approach as part of sustainable school improvement ([sites.google.com/site/treasuremountaincanada5/introduction](https://sites.google.com/site/treasuremountaincanada5/introduction)).

This gathering offered both virtual and in-person opportunities for school library professionals all over Canada to share their knowledge and experiences in creating thriving and culturally relevant library learning commons in their schools and districts.

The fifth iteration was held this year in Winnipeg, Manitoba; we both had the honour of submitting papers and attending the Treasure Mountain Canada 5 in person.

Each paper is published virtually prior to the event so that participants can read, reflect and comment on the submissions. The event itself on Saturday October 21, 2017 was a gathering of about 40 people. The format of the day offered the chance to hear a variety of keynote-style messages and to gather in small table talks to discuss the work of those who contributed submissions. Some contributors participated virtually as well, which offered the entire group the chance to ask questions and provide additional feedback.

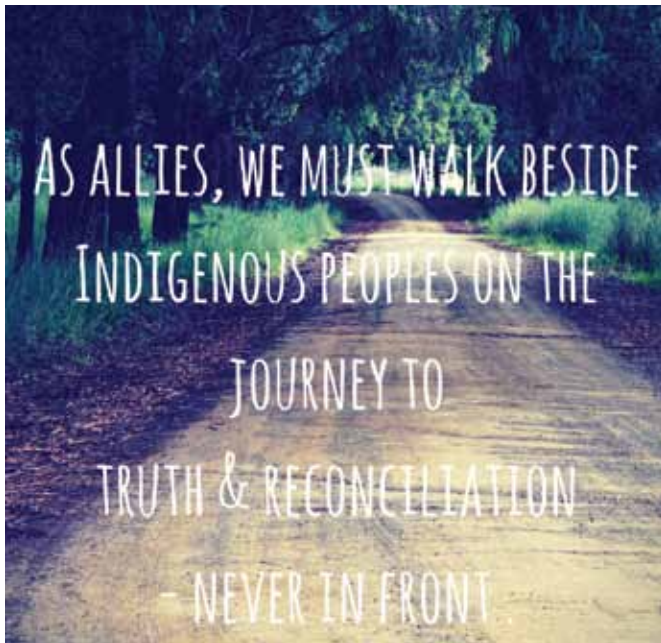
You can explore the many fabulous submissions at [sites.google.com/site/treasuremountaincanada5/home](https://sites.google.com/site/treasuremountaincanada5/home), but, we wanted to share some of our biggest “takeaways” from the experience.

## The Keynotes

### Honouring Our Path to Reconciliation

Camille Callison is a Librarian, Archivist, and Anthropologist who lives in Winnipeg and spoke with attendees about the work of the Canadian Federation of Library Association's Truth and Reconciliation Report: [cfla-fcab.ca/en/indigenous/trc\\_report](http://cfla-fcab.ca/en/indigenous/trc_report). Camille is from Tsesk iye (Crow) Clan of the Tahltan First Nation located in Northern B.C., Yukon, and Alaska. You learn more about Camille and her work on Twitter @CamilleCallison.

### Mel's Big Take Away



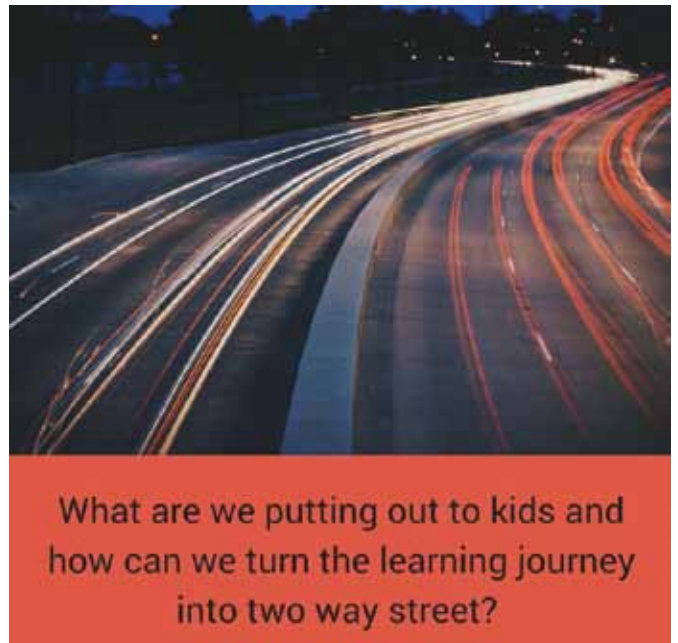
### Jenn's Big Take Away



### Virtual Learning Commons

David Loertscher and Carol Koechlin are experienced educators and renowned experts in the fields of school library learning commons, information literacy, and instructional design. Their key message addressed how physical learning commons spaces can be further supported and complemented with collaborative and interactive virtual environments. You can learn more about David's and Carol's visions of future forward school library learning commons by accessing [schoollearningcommons.info](http://schoollearningcommons.info).

### Mel's Big Take Away



### Jenn's Big Take Away

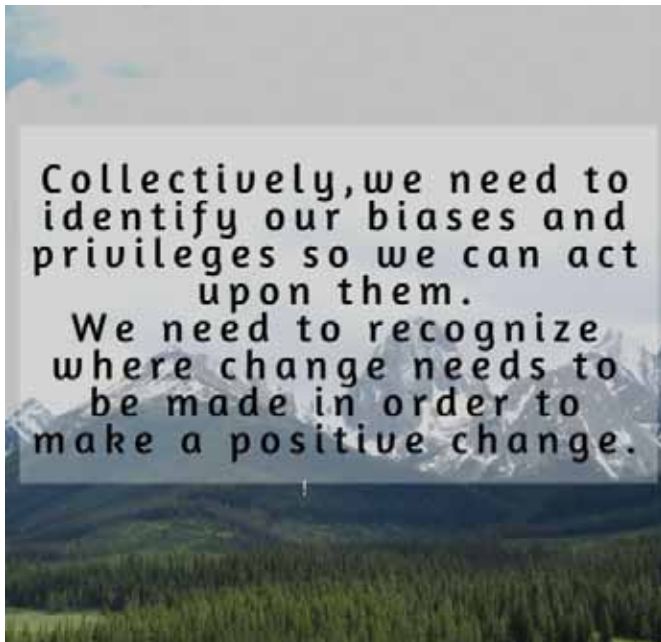


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### Theoretical Frameworks for Thinking about The Work Ahead

Dianne Oberg is a PhD Professor Emerita at the University of Alberta. After many years as classroom teacher and teacher-librarian, Dianne became a mentor to teacher-librarians across the country (including many of those attending the TMC event) as a team leader in the development of the university's Teacher-Librarianship by Distance Learning program.

#### Mel's Big Take Away



#### Jenn's Big Take Away



### Our Biggest Takeaways from the Entire TMC5 Experience

It is time to make room for everyone's voices in our learning commons.

It is time to recognize whose voice is present and whose voice is missing.

It is time to address the gaps in our collections in a way that respects and honours the contributions of all.

It is time create collections where students and staff can both see themselves reflected and gain a window into the lived experiences of others.

It is time to reflect honestly about our own beliefs and experiences around privilege and bias.

It is time to take a moment reflect on privilege: who has it and who does not in our learning environments?

It is time to examine our current practices in the learning commons.

It is time we catalogue texts in a manner that students and staff can access them using language regardless of their cultures.

It is time to have difficult conversations.

It is time to have these conversations in our classrooms, our staff rooms, our board meetings—anywhere and everywhere—virtually or face to face, in order to push learning forward.

It is time that we know and share our true history in order to understand our present and give us direction for the future.

The time to make room is now. ■

