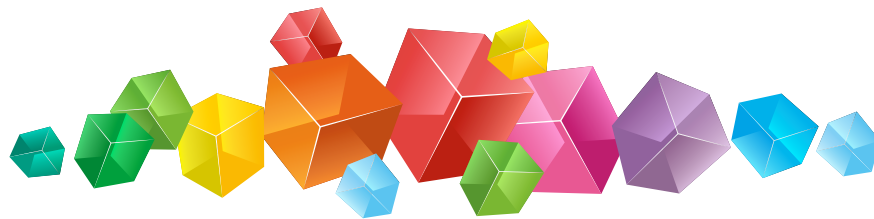
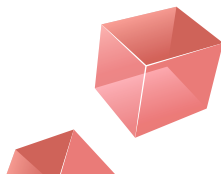
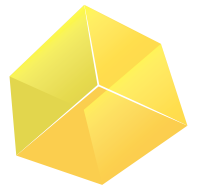
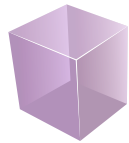
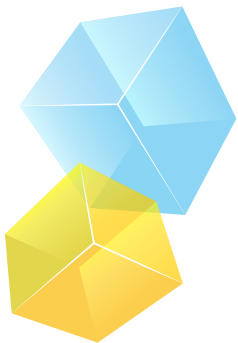
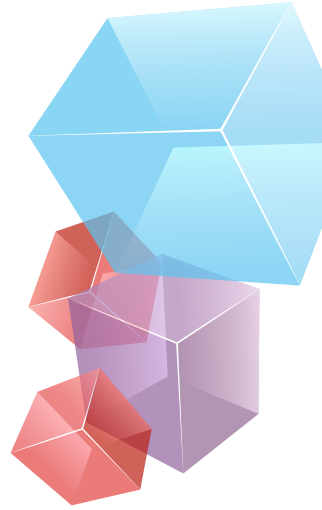
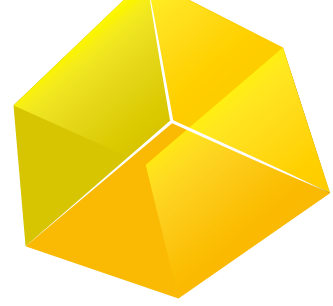




Serving Toronto's Children Ages Six to 12

# Toronto Public Library's Middle Childhood Framework





Serving Toronto's Children Ages six to 12

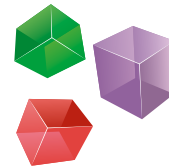
# Toronto Public Library's Middle Childhood Framework







# Table of contents



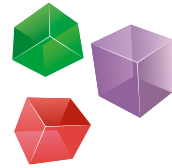
1. Executive Summary .....	1
2. Background .....	2
3. Vision, Mission, Principles and Objectives .....	4
4. Service Pillars .....	7
Joy of Reading .....	8
Literacy and Learning .....	10
Fun and Play .....	12
5. Middle Childhood Plan and Priorities for 2013 – 2014 .....	15
Collections .....	16
Re-imagined Physical and Virtual Spaces .....	17
Programs .....	18
Staff Training and Development .....	20
Technology .....	21
Assessment and Evaluation .....	22
Plan Support .....	23
Acknowledgements .....	25
Appendix A – Works Cited and Consulted .....	26
Appendix B – 2010 and 2012 Middle Childhood Program Survey Results .....	28







# 1. Executive Summary



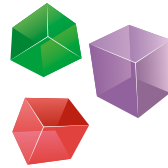
**THE MIDDLE CHILDHOOD FRAMEWORK** represents a new direction for Toronto Public Library (TPL) services to school-aged children six to 12 and their families. Building on the success of the Ready for Reading programs and services for the early years, the Middle Childhood Framework provides a blueprint for supporting the healthy growth and development of school-aged children as they transition into independent and self-reliant learners.

This report reviews the background of children's services and outlines a vision and mission for the initiative. Based on research, the Toronto Public Library Strategic Plan, the City of Toronto Middle Childhood Strategy, and three service pillars, the Middle Childhood Framework positions the library as a place and space that supports creativity, encourages discovery, celebrates the joy of reading and promotes self-directed learning for children ages six to 12.

This framework will examine current practices, services, programs and spaces for this age group and align them with the new vision and mission. As well, to support this process, a consistent system of assessment and evaluation will be developed and applied, along with quality standards and indicators.

Although the framework will span many years, this report has highlighted ten priorities for 2013 – 2014. These include creating an interactive component to TPL's online presence, expanding Grade 4 outreach, and developing Discovery Pods for children ages six to 12.

## 2. Background



**CHILDREN'S SERVICES** have been a cornerstone at TPL, since Yorkville Branch opened with a space for children and their teachers in 1907 and Lillian H. Smith was hired as the first children's librarian in 1912. Since then, services to children birth to 12 years old have continued to flourish and develop and children's collections, programs and spaces have remained integral to public library work.

**IN 2006**, TPL created Ready for Reading for the early years to focus service more strategically on early literacy. Ready for Reading is a research-based approach to early literacy with consistent application across the system. Based on the American Library Association's Every Child Ready to Read, Ready for Reading has been adapted to reflect the values of Toronto Public Library and the Toronto experience. This initiative has enhanced collections, spaces and programs for children birth to five, and intentionally involves parents and caregivers.

As a result, Ready for Reading has helped parents and caregivers build critical early literacy skills in their children through fun everyday activities. These skills will help children become not only successful readers, but lifelong learners as well. Ready for Reading provides parents and caregivers with information they need to help their children build pre-reading skills, which in turn helps create lifelong learners. Ready for Reading was developed with the intent of not only educating but also empowering parents as their child's first and most important teachers. The Ready for Reading brand has gained wide community recognition and the program has made great strides in extending

the library's reach, inside our branches and beyond, in our role as early literacy experts. Toronto Public Library is now a key player in supporting early literacy in the city of Toronto.

In 2009, TPL's Children and Youth Steering Committee (CYSC) recognized the need to use a similar approach in establishing and promoting services for school-aged children, ages six to 12. This age group is referred to as "Middle Childhood." Research shows that developmentally there are two distinct age groups within the Middle Childhood designation, six to nine and 10 to 12 (Pascal 8-9). CYSC wanted to establish a clear path for library programs and services to help children transition from their earliest years to their school-aged years and later to the teenage years, so that library services support the growth of children through to adulthood. Additionally, library programs and services should be tailored for each of the age groups within Middle Childhood.

An inventory was done in 2010 and again in 2012 to identify TPL middle childhood programs. The survey results showed a wealth of high quality individual branch programs offered throughout the system but also revealed little consistency regarding





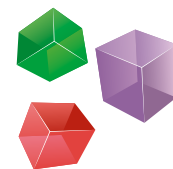
the number, quality and variety of programs across the city. (See Appendix B for inventory results.)

The CYSC conducted an environmental scan of the research available on Middle Childhood—how children at these ages learn, what supports are needed and what is being done in other library systems for this age group. Two half-day planning sessions were conducted to review the research and discuss ways TPL can respond to the needs of this age group. (See Acknowledgements for a list of participants.)

At the same time, the City of Toronto was engaged in the process of developing a Middle Childhood Strategy Framework which was produced in May 2009. This framework called on the City to develop focused “high quality programs for children between the ages of six and 12 that are available in out-of-school time and that incorporate the interests of these children in order to help them transition from early years into adolescence” (City of Toronto 2009 1-2). The City has since produced the Toronto Middle Childhood Strategy (2012), Toronto Middle Childhood Implementation Plan (2013) and Toronto Middle Childhood Guiding Principles (2013), which help guide the library’s work, ensuring that we remain a key player and partner in serving children as they grow.

**TPL’S MIDDLE CHILDHOOD FRAMEWORK** builds on the work done by the City of Toronto and connects to the current TPL Strategic Plan 2012 – 2015 ([torontopubliclibrary.ca/about-the-library/strategic-plan](http://torontopubliclibrary.ca/about-the-library/strategic-plan)). The strategic plan concepts of Read, Learn, Create and Deliver are strongly reflected in the Middle Childhood Framework. The library’s strategic goals that have direct impact on this initiative are listed below:

1. Champion the joy of reading and connect readers, authors and creators.
2. Support readers in building print literacy skills as an essential foundation for future achievement, especially for children at critical stages in their development.
3. Provide easy access to the world’s knowledge through collections in a range of formats.
4. Enable self-directed learning and skills development to support Torontonians through all life’s stages and journeys, including transitions from home to school, school to work, and work to second careers and retirement, encouraging a better quality of life.
5. Help learners of all ages build information and digital literacy skills to access and use technology and information successfully.
6. Incorporate new and emerging technologies into virtual library services and make them available anywhere/any time.
7. Animate library branches with inspired architecture and design, wired work spaces and audience focused zones that accommodate collaborative work, co-creation and independent study.
8. Promote and provide pathways to Toronto’s culture through resources, services and programming.



# 3. Vision, Mission, Principles and Objectives

## Middle Childhood Vision

**TORONTO PUBLIC LIBRARY WILL BE** recognized as a leader in supporting the development of happy, confident and successful children with solid foundations to support them and their families as they grow and develop independence and cognitive and social skills. TPL will support the transitions from early childhood through middle childhood and into the teenage years.

## Middle Childhood Mission

**TORONTO PUBLIC LIBRARY IS A VITAL PARTNER** in nurturing healthy development in children ages six to 12 by instilling curiosity, critical thinking skills and a lifelong love of reading and learning. Innovative programs, inspired collections, intriguing spaces and enthusiastic and well-trained staff all contribute to providing exciting learning opportunities and welcoming destinations for children and families from diverse communities across our city.

## Guiding Principles

**IMPLEMENTATION OF THIS VISION** will be guided by the following principles which align with the City of Toronto Middle Childhood Strategy:

1. Middle Childhood years are developmentally important for children in building critical thinking and learning for life success.
2. Programs, spaces, collections and staff are coordinated and reflect the ideals of high quality, equity and inclusion.
3. Developmental needs of children are reflected in physical and virtual spaces that are safe, fun and inclusive, and that emphasize self-directed, interest-driven learning.
4. Childhood transitions are actively supported through programs and services that develop resiliency and independence.
5. Quality standards and indicators are established for all programs and services, incorporating ongoing evaluation.
6. Families are welcomed and encouraged to help build a community in the library that supports literacy, growth and learning.



## Objectives

**THE MIDDLE CHILDHOOD VISION**, mission, guiding principles and TPL Strategic Plan have shaped the following key objectives:

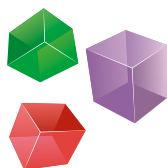
1. Develop unique, innovative programs, services and collections, both physical and virtual, that are fun, promote critical thinking skills and explore different literacies.
2. Animate spaces for the Middle Childhood years that inspire creativity, encourage discovery, promote the joy of reading and incorporate technology.
3. Attract more children to the library through outreach and by promoting the library as an important recreational out of school destination of choice for children and their families.
4. Strengthen existing partnerships and develop new ones leveraging the power of collaborative programming and service opportunities for children and families.
5. Position TPL as an essential player in the healthy development of children ages six to 12 by raising the profile of its Middle Childhood Framework as a key pillar of the library's core services, and supporting consistent high quality program delivery and messaging.
6. Extend the library's professional expertise by encouraging staff to become animators, facilitators and Middle Childhood champions, and supporting these new roles with innovative training and tools to help them apply their existing expertise in this new environment.
7. Participate in and contribute to ongoing research and knowledge exchange regarding the Middle Childhood Strategy led by the City of Toronto.



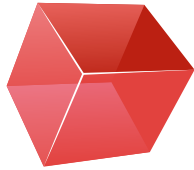




## 4. Service Pillars



**CHILDREN BETWEEN THE AGES OF SIX AND 12** have a wide range of developmental needs. In examining the research, best practices and programs that currently exist for this age range, three main service concepts emerged: Joy of Reading, Literacy and Learning, and Fun and Play. These service pillars will provide the organizational framework to articulate to parents, children and stakeholders the value of programs and services that the library is best positioned to deliver. The pillars will also form the framework staff use to consistently plan, deliver, communicate and evaluate high quality programs and services for children ages six to nine and 10 to 12, and their families.



## Joy of Reading make reading fun

**READING IS AN IMPORTANT** part of Canadian life, not just as a source of lifelong pleasure or as a creative or cultural pastime; reading is fundamental. Reading is the foundation of learning. It increases emotional intelligence and helps people understand opinions, ideas and experiences. It is the joy that children find in reading that will encourage the continued use of reading as a portal to lifelong learning.

Reading for pleasure has always been a foundation of the public library experience. Being able to make the joy of reading an intentional part of programming for children in the middle childhood years has never been more critical than now.

“In February 2012, EQAO reported that ‘the percentage of Grade 3 students who said they like to read has dropped from 75% in 1999 to 50% in 2011.’”

Since 1999, the Education Quality Accountability Office (EQAO) has conducted surveys attached to a standardized reading test for children in Grades 3 and 6. In February 2012, EQAO reported that “the percentage of Grade 3 students who said they like to read has dropped from 75% in 1999 to 50% in 2011, while the percentage of Grade 6 students who said they like to read has fallen from 63% to 50% during the same period.” (Jackson 1). For many children, as reading instruction has intensi-

fied, reading enjoyment has declined. The enjoyment of reading that children experience in these critical years of development is a strong indicator of future reading success. As well, research shows that “engaged” readers are also more likely to be socially and civically engaged (Guthrie 403-424).

The Toronto Public Library is uniquely positioned to support Toronto readers of all ages by offering broad and ready access to books and reading in a variety of formats, expertise that supports literacy and literary exploration and a wide range of reading programs that introduce and promote the joy of reading to all Torontonians. The library is a place where the joy of reading can come alive for children ages six to 12 and be a part of their lives, regardless of their reading comprehension level, while at the same time having an impact on their overall reading success.

Stephen Krashen, noted researcher in the area of education and reading, indicates that for every five self-selected reading experiences a child has, their reading score increases by one level (Krashen 2004 9). It is the ability to self-select material that makes the public library unique in developing a child’s love of reading when compared to more instructional institutions like schools and tutoring services. TPL currently provides a non-structured environment where children can choose independently to read in their areas of interest or be gently influenced





by existing programs.

The public library is unique in offering a welcoming environment for the whole family with extended hours that include evenings, weekends, holidays and the summer. TPL encourages family participation and there will be a heightened and proactive emphasis on this in the future. This is especially important to newcomer families, who find a sense of community in the library.

As well, the public library is distinct in its ability to provide an environment that embraces intellectual freedom for children and encourages free choice in reading for families. TPL will capitalize on the expertise of professional staff to celebrate reading in a way that is playful and enticing.

In the future, TPL will continue to build a love of reading as a basis for lifelong success in children of all abilities. The library will intentionally infuse the joy of reading in all we do and actively promote and create opportunities to develop positive attitudes towards reading enjoyment. The library will focus on offering comfortable, safe, welcoming

and inclusive spaces with appealing reading areas, collections, resources and programs tailored for this age group. Reading at the library remains self-directed and for pleasure; it is a place where families are encouraged to read together.

Some examples of current programs and services that highlight the joy of reading

**“It is the ability to self-select material that makes the public library unique in developing a child’s love of reading.”**

are: TD Summer Reading Club, Grade 4 Outreach, Book Bash and author/illustrator/performer visits. These and other programs that promote the joy of reading for children will be aligned with the Middle Childhood principles and assessed for quality, effectiveness and reach, and adjusted accordingly.

Some new directions to explore are: online book reviews and book trailer creations by children, online book conferencing with authors, programs and collections for reluctant readers and a Middle Childhood version of TPL’s First and Best list.



## Literacy and Learning encourage self-directed, interest-driven learning

**WHILE FORMAL INSTRUCTION** in literacy has long been centered in the education system, the library can play an essential role in emphasizing creative learning environments that are driven by the interests of the child rather than curriculum. The library is well positioned to provide a broad range of resources, both physical and virtual, that support children in building literacy and critical thinking skills and are free of curricular restraints.

Stephen Heppell, a leading voice in education and the role of information communication technology in learning, states that we are leaving the information age and moving into the learning age (Heppell, 2009). Heppell emphasizes that in the learning age, children need to pursue their

“At a time when creative opportunities are crucial to the development of independent critical thinking skills... children are being blocked from this very activity.”

interests in a supportive and nurturing environment. Sir Ken Robinson, a leader in the development of creativity, innovation and human resources in education, builds on this idea when he suggests in his 2006 TED Talk that we are educating creativity out of children (Robinson, 2006 6:09). At a time when creative opportunities are crucial to

the development of independent critical thinking skills and deeper understandings, children are being blocked from this very activity.

Recent documents and visionary educational leaders are encouraging a shift in thinking towards creative learning environments and self-directed learning. In 2010, the Ontario School Library Association released the document *Together for Learning* that explores the need for change in this direction. While acknowledging the need for change, movement by educational institutions is slow and must be responsive to the demands of the curriculum rather than the interests of the individual. This is where the library can add value.

With its city-wide, neighbourhood-based approach, highly accessible spaces, staff expertise and extended open hours, Toronto Public Library is unique in its ability to provide opportunities for learning beyond formal education, throughout all stages and phases of a person's life. The free services offered by the library make those opportunities available wherever and whenever there is a need, reason or desire to learn. Lifelong learning is essential to making people successful, especially through life's transitions, and contributes to economic prosperity, social cohesion and quality of life.



The public library is well positioned to support and promote individual lifelong learning as children move from a formally structured school environment to an environment of choice where they are supported in their explorations and discovery of new ideas. Families can be confident that the guidance and expertise offered at the library will enable and encourage their children to become lifelong learners.

In the future, TPL's expert staff will actively assist children with their learning needs by using the latest technology and relevant, curated information, enabling children to develop a deeper understanding that supports their learning. The library will become a destination where children have the opportunity to connect with experts, discover new ideas and explore a wide range of information all within a supported framework and environment. TPL will foster creative and innovative approaches to literacy and learning that are self-directed. The library is not only a place to find information but is a stimulating, animated destination where children can interact with information and collide with ideas.

Driven by the interests of children, the library can offer system-wide opportunities to explore passions and connect to experts. TPL staff's professional expertise combined with

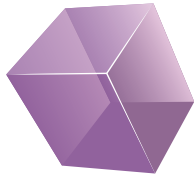
“The library is not only a place to find information but is a stimulating, animated destination where children can interact with information and collide with ideas.”

broad and extensive collections position the library well to support and encourage curiosity and intellectual pursuits.

Some examples of current programs that highlight literacy and learning are: Engineering Week, Chess Club, Science Club and co-sponsored cultural programs (e.g. Sun Life Financial Museum + Arts Pass). These and other programs that promote literacy and learning for Middle Childhood children will be aligned with the Middle Childhood principles and assessed for quality, effectiveness and reach, and adjusted accordingly.

Some new directions to explore are: Research Clubs, Researcher in Residence, Pop-up Learning Labs and Middle Childhood Discovery Pods.





## Fun and Play promote creativity and innovation

**AS WE MOVE FURTHER** into the creative age and knowledge economy, it becomes increasingly obvious that children of today will, in the future, occupy jobs that we cannot even conceive of now. We cannot begin to know the hard skills that these children will need, but we can define the

“[In the future] children will need to be curious and nimble thinkers, creative innovators and team players. All of these skills can be developed through fun and play.”

soft skills. What we do know is that children will need to be curious and nimble thinkers, creative innovators and team players. All of these skills can be developed through fun and play.

Play is broadly recognized as a critical ingredient in the healthy development of children ages six to 12. In her research about play, Jane Frobose, a researcher with Colorado State University, writes: “As they play, children learn to solve problems and to get along with others. They enhance their creativity and develop leadership skills and healthy personalities. Play develops skills children need to learn to read and write” (Frobose). This is supported by the work of Charles Pascal, who states: “When children

are fully engaged in their play, their activity and learning is integrated across developmental domains. They seek out challenges that can be accomplished...Through play children learn trust, empathy and social skills” (Pascal 8-9). The library can play an essential role in creating experiences for play and fun by offering access to free, high quality programs and services across the city, with an emphasis on play.

The library opens opportunities to demystify science, technology and art and connect people through the act of creation (Britton). In the broadest sense, the library is a place to experiment and to explore culture, including the arts, and also to explore the diverse communities that weave the fabric of the Toronto landscape.

The public library offers a neutral space where children can be exposed to cultural experiences, explore the arts and express themselves as artists, performers and creators, and through this, build self-esteem, social skills and workplace skills. Families can access fun, innovative and stimulating programs and services that promote children’s development through fun and play.

In the future, TPL will become a place of active exploration, experimentation and



creativity where children learn through self discovery and play. Fun, engaging and informative online spaces; rich, abundant and varied cultural experiences; and dynamic branch spaces will build community and connect children and families to the broader world.

TPL will foster creative exploration by providing spaces and equipment for children to try new ideas. Children will be exposed to artistic experiences in order to spark their imaginations and develop their appreciation for the arts.

Some examples of current programs that highlight fun and play are: Maker Clubs, gaming, cultural celebrations, Sophie's Stu-

dio and Shakespeare for Kids. These and other programs that promote fun and play for children will be aligned with the Middle

“TPL will become a place of active exploration, experimentation and creativity where children learn through self discovery and play.”

Childhood Framework principles and assessed for quality, effectiveness and reach, and adjusted accordingly.

Some new directions to explore are: maker fairs, robotics, coding, out of school clubs and camps, music and art creation and ARC (After-School Recreation Care in the library).







## 5. Middle Childhood Plan and Priorities for 2013 - 2014

**AS WE POSITION** the Middle Childhood Framework as a core service area, TPL will need to ensure that the Middle Childhood Framework is aligned with and reflected in all support departments such as collections, IT, facilities, and planning. Partnership opportunities will be explored and developed where feasible in each area below.

While the Middle Childhood Framework will evolve over many years, 10 priorities in seven key service areas have been developed for 2013 – 2014. These include projects and programs currently under review (online presence, Grade 4 Outreach and Leading to Reading) as well as those in the incubation stage. A detailed work plan will be developed that includes each of these priorities. A comprehensive, multi-year implementation plan will detail longer-term priorities to be explored.



---

## Collections

**THIS FRAMEWORK WILL BUILD** on the success of our current collections for children, which already include a variety of formats, targeted at the many reading levels of children. TPL will refine collection development to align with the Middle Childhood objectives, identifying strengths and gaps in service.

### Explore:

- Going beyond traditional collections (e.g. offering apps)
- Continuing print and electronic curriculum support while also expanding support of interest-driven, self-directed learning
- Giving children a stronger voice (recommendations, reviews, interactive online discussions)
- Importing enhanced collection information into the library catalogue (e.g. author background)
- Enhancing partnerships with agencies like the CNIB to meet the reading and information needs of all children



---

## Re-imagined Physical and Virtual Spaces

**SPACES FOR THIS AGE GROUP** will need to be redefined to incorporate, foster and showcase the changing technology and experiences that these children are actively engaged with and in. This will include experimenting with design, adding elements of playfulness and humour and continuing development of online and physical spaces for children. Plans will be developed to build new and innovative environments that move beyond the traditional library and are exciting and engaging.

### Explore:

- Agile, connected open spaces with state of the art furniture and technology
- Collaborative online social space (online book clubs)
- Content creation spaces, offline and online
- Pop-up programs and spaces
- Designated Middle Childhood Discovery Pods
- Online homework help to extend service virtually

### 2013 – 2014 Priorities:

1. **Discovery Pods, spaces designed for children ages six to 12** – With the second floor renovation, Fairview Branch is a possible site for a first Middle Childhood Discovery Pod. This would require developing branding, experimenting with design and space, and researching what other library systems are doing. Discovery Pods would incorporate both high tech and low tech elements such as touch technology tables, interactive screens, video recording, gaming, and blue screen equipment.





---

## Programs

**WHILE THE LIBRARY** has a long history of creative and inclusive programming for children, currently a consistent and coordinated approach to program and service delivery is lacking.

### Explore:

- Programs that embrace a family focus and facilitate parent engagement (e.g. Raising a Reader workshops, Family Book Clubs, Maker Programs)
- Programs that support childhood transitions (e.g. homework help, latchkey programs, surviving peer pressure, celebrating the individual)
- Areas of programming that can be phased out or reduced
- Adapting to the TPL environment an approach for quality standardized programming to the TPL environment (e.g., High Five)

## 2013 – 2014 Priorities:

- 2. System-wide program development** – Develop a system-wide offering of programs for this age group, including:
  - Program planning
  - Staff training
  - Coordination of offerings
  - Establishment of quality standards, program templates and checklists
  - Creation of an evaluation model that can be applied locally
  
- 3. Grade 4 Outreach** – Expand and enhance the existing outreach program to Grade 4 children in both school boards.
  - Brand and repackage outreach materials
  - Include an incentive component
  
- 4. Leading to Reading** – Enhance the existing program to provide a consistent approach in all 39 branches currently offering the program.
  - Create a parent package with branding consistent with the Middle Childhood Framework and the Raising a Reader approach for parents
  - Evaluate program reorganization using a Logic Model and assess outcomes
  - Gather outcome-related data to analyze for program effectiveness
  
- 5. Out-of-School Care** – Explore the role of the library as a provider of and/or partner in supervised out-of-school care
  - Pilot a program at Mimico Centennial that follows the Parks, Forestry and Recreation model currently in use at 33 City-run programs
  - Offer program outreach to the 33 current ARC programs to create a library presence in these programs
  - Create week-long camps that have a care component during periods when schools are closed (summer, March Break, winter holidays)
  - Gather outcome-related data to analyze for program effectiveness
  
- 6. Out of School Clubs** – Develop weekly clubs for children based on our service pillars. Some suggestions are:
  - Maker Clubs
  - Gaming Clubs (including instruction in developing games)
  - Cardboard Challenge (see Caine’s Arcade [cainesarcade.com](http://cainesarcade.com))
  - Drama (includes performance, dance and puppetry)
  - Storytelling
  - Writing Challenges (create a comic, graphic novel, picture book)
  - Illustration Clubs
  - Publishing Clubs (newspaper, poetry, etc.)



---

## Staff Training and Development

**THE ROLE OF STAFF IS ESSENTIAL** to the success of the Middle Childhood Framework. It is critical to work closely with staff to gain their support for this reorientation of services and to prepare them to provide new services and apply their existing expertise in this new environment. Training will also incorporate information about how to apply a diversity and inclusiveness lens to all we do.

### Explore:

- The role of staff as animator, facilitator, caring adult and Middle Childhood champion
- Establishing staff training for emerging technologies
- Training for staff on how to demonstrate electronic resources for parents, teachers and children
- Training for staff in supporting children with special developmental needs
- Training designed to help staff develop an understanding and expertise in the developmental stages of children ages of six to nine and 10 to 12





---

## Technology

**ACCESS TO THE INTERNET** and the ability to use technology is essential for daily life, and wireless access through mobile devices is becoming increasingly important. Using technology is a fundamental 21 century skill and digital media literacy is now a key skill in every discipline and profession, yet in Toronto, up to one in five households have no Internet access (Statistics Canada).

### Explore:

- Lending technology for in-branch and at-home use
- Establishing Middle Childhood Discovery Pods and Pop-up Learning Labs
- Creating TPL-centred apps and integrating commercial apps into programming
- Integrating social media and technology into the way we do business
- Providing accessible gaming stations in branches

### 2013 – 2014 Priorities:

**7. Online Presence for Middle Childhood Programs and Services** – Coordinating with TPL's eServices group, the library will continue to explore and develop online interactive components of TPL's web presence for this age group, such as online book clubs, book reviews and collaborative book lists.

**8. Integration of new technology** – Consider how technology will integrate with the new Discovery Pods as well as how core pieces of technology will be introduced into current spaces. Some technology (as of the writing of this report) to consider:

- iPad / tablet stands
- Raspberry Pi (for programming purposes)
- Development of TPL apps
- Purchasing of appropriate apps



---

## Assessment and Evaluation

**IN ORDER TO CREATE A HOLISTIC** and well-planned approach to the Middle Childhood Framework, a common understanding of and approach to the programming and service needs of this demographic group will be developed among key stakeholders. Staff, parents, community partners and service providers should collaborate to align policies, planning and evaluation in the delivery of services.

### Explore:

- Establishing quality standards and indicators (e.g. High Five)
- Establishing consistent assessment methods and evaluation criteria (e.g. Logic Model)
- Continuing to participate in the Toronto Child and Family Network to develop common outcomes (child and families), key indicators and measurement tools
- Promoting the use of outcome measurements through ongoing staff training



---

## Plan Support

**TO DEVELOP AND IMPLEMENT** the Middle Childhood plan, essential supports in funding and resourcing, and effective communication are required.

### 2013 -2014 Priorities:

9. **Branding of Middle Childhood** – Work with Communications, Programming and Customer Engagement to create a cohesive and consistent communications and visual brand platform for the suite of programs and services offered in the Middle Childhood Framework.
10. **Funding and Resourcing** – Some funds and resources are currently available, some can be reassigned and others need further development. Strategies will be created to secure resources and sustainable funding for the Middle Childhood Framework.
  - Consider reallocation of existing resources
  - Seek grant funding
  - Increase partnership opportunities
  - Generate projects suitable for funding by the TPL Foundation





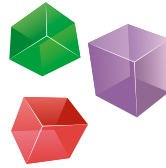
CHECK OUT ITEMS HERE

QUEST for HEROES

HEROES

CHRISTOPHER ANKOL  
MICHAEL E. WHITE  
STUART WOODS  
IRON ORCHID  
RED DEER

# Acknowledgements



**TORONTO PUBLIC LIBRARY** would like to thank a number of people and organizations for their participation in the development and review of this document including the Toronto Child and Family Network, Middle Childhood Matters Coalition Toronto, Toronto District School Board, Toronto Catholic District School Board, Usability Matters and Toronto Public Library staff.

We would also like to thank the following people who participated in the Middle Childhood Framework planning sessions on February 7 and 12, 2013:

**Anne Bailey**, Director, Branch Libraries, TPL

**Melanie Boatswain-Watson**, Communications Officer, Communications, Programming and Customer Engagement, TPL

**Syvia Cheung**, Senior Services Specialist, Planning and Development, TPL

**Eda Conte-Pitcher**, Manager, Children and Youth Online Services, TPL

**Terry Costantino**, Principal, Usability Matters

**Guida da Silva**, Services Specialist, Children and Youth Advocate's Department, TPL

**Jayne Delbeek-Eksteins**, Library Service Manager, Cedarbrae & Youth Services Committee Chair, TPL

**Linda Hazzan**, Director, Communications, Programming and Customer Engagement, TPL

**Lisa Heggum**, Children and Youth Advocate, TPL

**Leslie Koster**, Senior Collections Librarian, Collection Development Department, TPL

**Dara Renton**, Manager, eServices, TPL

**Sharon Moynes**, Manager, Children and Youth Services, North York Central Library, TPL

**Jennifer Schmitt**, Senior Department Head, Children and Youth Advocate's Department, TPL

**Cheryl Skovronek**, Area Manager, Bloor-Gladstone/Brentwood/Richview & Children and Youth Steering Committee Chair, TPL

**Peggy Thomas**, Library Service Manager, Brentwood, TPL

**Barbara Tinsley**, Area Manager, Albion/Maria A. Shchuka/York Woods, TPL

---

Middle Childhood Framework Working Group Members:

**Anne Bailey**, Director, Branch Libraries

**Melanie Boatswain-Watson**, Communications Officer, Communications, Programming and Customer Engagement

**Guida da Silva**, Services Specialist, Children and Youth Advocate's Department

**Diane Banks**, Services Specialist, Children and Youth Advocate's Department

**Linda Hazzan**, Director, Communications Programming and Customer Engagement

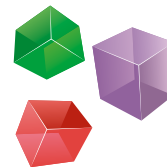
**Lisa Heggum**, Children and Youth Advocate

**Cheryl Skovronek**, Area Manager, Bloor-Gladstone/Brentwood/Richview & Children and Youth Steering Committee Chair

**Peggy Thomas**, Library Service Manager, Brentwood



# Appendix A: Works Cited and Consulted

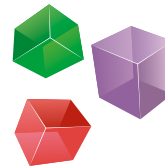


- Barber, Peggy and Linda Wallace. "Libraries can serve as key out-of-school time players: first after-school programming conference." *American Libraries*. 37.11 (Dec. 2006): 39.
- Bauer, Patricia J., Angela F. Lukowski and Thanujeni Pathman. "Neuropsychology of middle childhood development (6 to 11 years old)." *Handbook of Pediatric Neuropsychology*. Ed. Andrew S. Davis. New York, NY: Springer Publishing Company, LLC., 2011. Web. <http://tinyurl.com/o6xcqu6> 17 Jan. 2013.
- Britton, Lauren. "The makings of maker spaces, Part 1: Space for creation, not just consumption." *The Digital Shift*. n.p. Oct. 2012. Web. <http://tinyurl.com/8dgawyl> 5 Jul. 2013.
- City of Toronto. "City of Toronto middle childhood strategy framework." City of Toronto. n.p. May 2009. Web. <http://tinyurl.com/nrafuyu> 3 Jul. 2013.
- City of Toronto. "Toronto middle childhood strategy." City of Toronto. n.p. June 2012. Web. <http://tinyurl.com/pe4wfkq> 5 May 2013.
- City of Toronto. "An Opportunity for Every Child: realizing the potential of after-school programming for children ages 6-12 in Toronto." *City of Toronto*. n.p. Oct. 2011. Web. [http://www1.toronto.ca/staticfiles/city\\_of\\_toronto/childrens\\_services/files/pdf/consultants\\_report\\_oct2011.pdf](http://www1.toronto.ca/staticfiles/city_of_toronto/childrens_services/files/pdf/consultants_report_oct2011.pdf) 24 Jan. 2013.
- Coll, Cynthia García, and Laura A. Szalacha. "The multiple contexts of middle childhood." *The Future of Children* 14.2 (2004): 81-97. Web. [Futureofchildren.org/futureofchildren/publications/docs/14\\_02\\_05.pdf](http://futureofchildren.org/futureofchildren/publications/docs/14_02_05.pdf) 16 Jan. 2014.
- Doctorow, Cory. "Libraries, hackspaces and e-waste: how libraries can be the hub of a young maker revolution." Raincoat Books. Freedom to Read Week. Feb. 2013. Web. <http://tinyurl.com/bzhqc34> 16 May 2013.
- Frobese, Jane K. 2008. Learning through play – a child's job. Colorado State University. n.p. Feb. 2008. Web. <http://www.ext.colostate.edu/pubs/columncc/cc010309.html> 2 May 2013.
- Ginsburg, Kenneth R. "The importance of play in promoting healthy child development and maintaining strong parent-child bonds." *Pediatrics* 119.1 (2007): 182-191. Web. <http://pediatrics.aappublications.org/content/119/1/182.full> 14 May 2013.
- Guthrie, John T. and A. Wigfield. "Engagement and motivation in reading." *Handbook of reading research: Volume III*. Ed. M. Kamil, P.B. Mosenthal, P.D. Pearson and R. Barr. New Jersey: Lawrence Erlbaum Associates, 2000. 403-424.
- Harvey, Louise. "Issues affecting the well-being of Canadian children in the middle years – 6 to 12: a discussion paper." National Children's Alliance. n.p. 2006. Web. <http://tinyurl.com/ox7uhrv> 18 Jan. 2013.
- Hartman, Maureen. "Out of school and in the library: connecting with resources in the out of school time (OST) field." *Young Adult Library Services*. 9.4 (2011): 10+.
- Harris, Erin, Heidi Rosenberg and Ashley Wallace. "Families and expanded learning opportunities: Working together to support children's learning." NCSL & Harvard Family Research Project Brief Series: ELO Research, Policy and Practice, Brief No.2, April 2012.
- Heppell, Stephen. "Space, the final frontier." YouTube. 9:38, CEMPVideos. April 2009. Web. <http://www.youtube.com/watch?v=kemWMuaHjBs> 31 Jan. 2013.
- Hill, Susan, and Alexandra Diamond. "Family literacy in response to local contexts." *Australian Journal of Language and Literacy* 36.1 (Feb. 2013): 48+. Web. [www.alea.edu.au/douments/674](http://www.alea.edu.au/douments/674) 16 Jan. 2014.
- Jackson, Marguerite. "Public Attitudes Toward Provincial Testing— And the survey says..." "In the Know with EQAO." n.p. Feb. 2012. Web. [http://www.eqao.com/pdf\\_e/12/EQAO\\_Intheknow\\_PublicAttitudes.pdf](http://www.eqao.com/pdf_e/12/EQAO_Intheknow_PublicAttitudes.pdf) 10 Jul. 2013.
- Krashen, Stephen. "Anything but reading." *Knowledge Quest* 37.5 (2009): 18+.
- . "Free reading: is it the only way to make kids more literate?" *School Library Journal*. Sept. 2006: 42+.
- . *Power of reading: insights from the research*. Portsmouth, NH: Heinemann, 2004.
- Liew, J. and E. M. McTigue. "Educating the whole child: the role of social and emotional development in achievement and school success." *Handbook of Curriculum Development*. Ed. L. E. Kattington. Hauppauge, NY: Nova Sciences Publishers, Inc., 2010. 465-478. Web. [http://www.academia.edu/1103910/Educating\\_the\\_whole\\_child\\_The\\_role\\_of\\_social\\_and\\_emotional\\_development\\_in\\_achievement\\_and\\_school\\_success](http://www.academia.edu/1103910/Educating_the_whole_child_The_role_of_social_and_emotional_development_in_achievement_and_school_success) 14 May 2013.
- Mediavilla, Cindy. "Homework helpers." *Library Journal*. n.p. Mar. 2003. Web. <http://tinyurl.com/ovs2sad> 11 July 2012.
- . "Why library homework centers extend society's safety net." *American Libraries*. 32.11 (Dec. 2001): 40-42.



- Mustard, J. F. *Early child development and experience-based brain development: the scientific underpinnings of the importance of early child development in a globalized world*. Washington, DC: The Brookings Institute, 2006. Web. <http://ocfp.on.ca/docs/default-source/cme/early-years-research-dr-mustard-2006-updateafb92648ed06.pdf?sfvrsn=0> <http://tinyurl.com/p7hachg> 14 May 2013.
- Ontario School Library Association. "Together for learning: school libraries and the emergence of the learning commons." Ontario Library Association. n.p. 2010. Web. <https://www.accessola.org/Documents/OLA/Divisions/OSLA/TogetherforLearning.pdf> 26 Nov. 2013.
- Pascal, Charles E. "With our best future in mind: implementing early learning in Ontario." Government of Ontario. n.p. June 2009. Web. <http://www.ontario.ca/education-and-training/early-learning-report> 2 May 2013.
- People for Education. "Reading for joy." People for Education. n.p. 2011. Web. <http://tinyurl.com/7dvo5vp> 3 July 2013.
- Prensky, Marc. *Teaching digital natives: partnering for real learning*. California: Corwin, 2010.
- Robinson, Sir Ken. *The element: how finding your passion changes everything*. New York: Penguin Group, 2009.
- . "How Schools Kill Creativity." TED. 19.29, TED Talks. Feb. 2006. Web. <http://tinyurl.com/7swydn> 16 May 2013.
- . "Mind the gap: the creative conundrum." *Education* 43.1 (2001): 41.
- Rua, Robert J. "After-school success stories." *American Libraries* 39.10 (Nov. 2008): 46-48.
- Sattin-Bajaj, Carolyn and Marcelo M. Suárez-Orozco, eds. *Educating the whole child for the whole world*. New York: New York University Press, 2010.
- Schatz, Adrienne, and Stephen Krashen. "Attitudes toward reading in Grades 1-6." *Knowledge Quest* 35.1 (2006): 46-48.
- Institute of Reading Development. "Stages of reading development." Institute of Reading Development. Novato, CA. 2013. Web. <http://tinyurl.com/q2gxd5a> 17 Jan 2013.
- Statistics Canada. "Canadian internet use survey 2010." Statistics Canada. April 2013. Web. <http://www.statcan.gc.ca/daily-quotidien/130419/dq130419d-eng.pdf> 26 July 2013.
- Toronto Public Library. "Read. Learn. Create. Deliver. Toronto Public Library strategic plan 2012-2015." Toronto Public Library. 2013. Web. <http://www.torontopubliclibrary.ca/about-the-library/strategic-plan/> 26 July 2013.
- Walter, Virginia A. *Twenty-first-century kids, twenty-first-century librarians*. Chicago: American Library Association, 2010.
- Zembar, Mary Jo and Libby Balter Blume. "Reading in middle childhood." *Middle childhood development: a contextual approach*. Upper Saddle River, NJ: Prentice Hall, 2008. 193-196. Web. <http://tinyurl.com/orm4rze> 17 Jan 2013.

# Appendix B: Middle Childhood Survey Results



	2012	2010
Number of branches that responded *	98	99
<b>Overall Frequency</b>		
Number of branches that run programs daily	5	8
Percentage of branches that run programs daily	5%	8%
Number of branches that run programs twice per week	15	10
Percentage of branches that run programs twice per week	15%	10%
Number of branches that run programs weekly	22	25
Percentage of branches that run programs weekly	22%	25%
Number of branches that run programs twice per month	17	12
Percentage of branches that run programs twice per month	17%	12%
Number of branches that run programs monthly	13	13
Percentage of branches that run programs monthly	13%	13%
Number of branches that run programs infrequently	21	24
Percentage of branches that run programs infrequently	21%	24%
<b>Type</b>		
Number of branches that run class visit programs	88	86
Percentage of branches that run class visit programs	90%	87%
Number of branches that run summer or march break programs	91	88
Percentage of branches that run summer or march break programs**	93%	89%
Number of branches that run Saturday programs	80	69
Percentage of branches that run Saturday programs	82%	70%
Number of branches that run after-school programs	68	61
Percentage of branches that run after-school programs	69%	62%
Number of branches that run co-sponsored programs	70	46
Percentage of branches that run co-sponsored programs	71%	46%

\* Branch Closures: 2010: ND & CED (reopened Dec), 2012: MD & BR (reopened Nov)

\* Branches with no programming for this age group: CH, HB (2010 only) SW, TOD, TRL & Urban affairs (closed in 2011)

\*\*Summer or March Break programs includes weekday daytime programs when school is not in session.



Copyright © 2014 Toronto Public Library. ALL RIGHTS RESERVED. No part of this document may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording without written permission from Toronto Public Library. For permission to use material from this document, contact [media@torontopubliclibrary.ca](mailto:media@torontopubliclibrary.ca)



[torontopubliclibrary.ca](http://torontopubliclibrary.ca)

---

