**Table 5**

Dianne Oberg and Heather Buchansky both prepared papers for TMC6 to inform us about new ongoing research into the information literacy skills gap for students between high school and post-secondary programs in Ontario.

“Unfortunately, many students entering post-secondary education have had no or very limited information literacy experiences in their high school years. This situation is a multifaceted problem facing both school librarians and academic librarians as well as their teaching partners.” (Oberg 2020)

“The collaborations taking place between these two areas of librarianship are usually trying to achieve the same goal – that is, to help bridge the information literacy gap that teachers, librarians, and professors witness, and even students themselves admit to experiencing between the transition from high school to post-secondary studies.” (Buchansky 2020)

“Educators and experts agree that education must shift to better prepare students for the future. An important part of this shift is to include areas of learning beyond the “3Rs”; curriculums must focus on a new set of basics that include transferable competencies and skills. In order to develop these New Basics, students must have opportunities to develop a sense of self and society, think creatively and critically, learn to learn, collaborate, and communicate effectively. The model of the Learning Commons put forward by Canadian School Libraries presents a natural space to foster The New Basics; however an important component of this model is the librarian.” (Corso 2020)

“Bringing together diverse school library professionals, introducing new solution-seeking skills, creating a space for innovative participatory collaboration, and allowing the committee to openly respond to tensions in their industry fostered a fertile ground for recommendations and potential future work…” (Whalley 2020)

**How can school library professionals work collaboratively to address the skills gaps in our school communities and foster transferable competencies and skills?**

-gaps between learning in elementary schools vs. secondary schools- need to foster and develop relationships with between groups to build consistency

-staffing models are different in boards-full-time vs. part-time, TL’s vs. technicians, partner time - vs prep coverage etc.

- Including school library professionals in K-8 and Grade 9 in any transition talks between elementary to secondary (often times is just a select few teachers and guidance councillors)