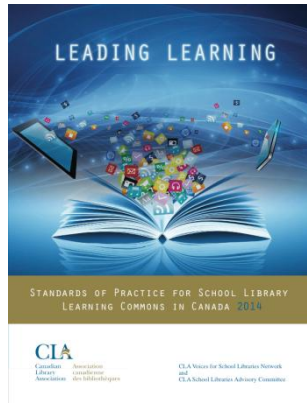http://clatoolbox.ca/casl/slic/llsop.html

Assessing Effective School Library Learning Commons Themes
What do they look like?
What questions can help us assess where we are?

TMC4, January 2016

Based on *School Library & Information Services:*
Components of a Quality Program (2004)

by

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Adapted for *Leading Learning: Standards of Practice for School Library Learning Commons in Canada 2014* themes with

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Gerald Robert Brown

After Gerald received the Margaret B. Scott Award of Merit in 1986, his friends and professional colleagues often referred to him as "Mr. Turtle" because he was forever sticking his neck out for his passionate cause - "school libraries around the world." In 1993 he received the CLA Outstanding Service to Librarianship Award. This recognition honored his 1965-1992 career in school library leadership, Winnipeg School Division. Gerald graduated from Brandon University Teacher Training Course, teaching in Manitoba, and then moved to Winnipeg to co-develop the elementary school library program in 80 schools in the inner city division. He completed his B. Ed and M. Ed at University of Manitoba, and MLIS from Western Michigan University, taught school librarianship courses at University of Manitoba and extension programs in Roblin and Morden, was a summer lecturer at University of Victoria, and mentor at the Pearson College of the Pacific Immersion workshops with Don Hamilton. He has lectured and done presentations in seven provinces, eleven states, and over 49 countries. Gerald took early retirement in 1992 and began a career in consulting, workshop development and program facilitation, developing many life-long friendships through his involvement with the International Association of School Librarianship (IASL) from 1982 to date and is IASL Ambassador. (Note: The reference addendum of this paper includes selections of Gerald's international work with the "components".) In his spare time, Gerald has filed and indexed archives projects for Manitoba Opera Association 1939-1999; IASL 1971-2007; Winnipeg School Division 1963-2010; Manitoba School Library Association 1938-2012, and numerous Brandon University Alumni Portfolios. He is currently working on select family histories. Gerald has been a mentor and grad student thesis advisor to both local and international students for Bachelor, Masters and Ph. D programs. He loves music, and has sung in numerous choirs, as well as solo work over the years. His current passion (since 1999) is coaching an Adult Beginner Swim Club at the Downtown YMCA which this year has 19 countries represented in the classes. This turtle never seems to have time to stop sticking his neck out.

Judith Anne Sykes

Judith has worked as a teacher-librarian, school library specialist, principal and provincial school library manager; leading Alberta Education's *School Library Services Initiative* 2008-2012. She has led associations, published and presented extensively including acting as co-chair/principal writer of *Achieving Information Literacy Through Quality School Library Programs: The Vision and Standards for School Library Programs in Canada*, and recently, project coordinator/contributing writer for the Canadian Library Association (CLA) *Leading Learning: Standards Of Practice For School Library Learning Commons In Canada 2014.* She is the author of five books with Libraries Unlimited: *Library Centers: Teaching Information Literacy, Skills, and Processes K-6; Action Research: Practical Tips for Transforming Your School Library; Brain-Friendly School Libraries; Conducting Action Research to Evaluate Your School Library;* and forthcoming *The Whole School Library Learning Commons: An Educators' Guide.*

"What a school thinks about its library is a measure of what it feels about education."

Harold Howe II, Former United States Commissioner of Education

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Abstract:

PART I - This paper will address assessing components of the school library as transitioning into an effective whole school library learning commons (SLLC) based on *Leading Learning: Standards of Practice for School Library Learning Commons in Canada 2014.*

PART II –

A selection of themes from *Leading Learning: Standards of Practice for School Library Learning Commons in Canada 2014* will be used for school principals and staff to examine in detail as to what to look for and suggested questions to address when implementing or assessing the particular theme. Although there are 32 themes in *Leading Learning: Standards of Practice for School Library Learning Commons in Canada 2014*, the 14 selected themes in this paper reflect components most educators associated with school libraries are familiar with and demonstrate how they could look, be implemented and assessed in adopting the learning commons pedagogy.

"Don't tell me what you believe. Show me what you do, and I will tell you where your priorities are."

Ross Todd, Associate Professor, School Of Communication and Information, Rutgers, New Jersey

PART I
BACKGROUND VIEWS

School librarianship is an evolving and innovative profession. For many years, school libraries have been considered to be the repository of the 'materials' of the school, the learning resources, containing the teaching tools. School library personnel have perfected various ways of organizing, cataloging, controlling, and scheduling the space and collection. These spaces have functioned in ranges from warehouses to spacious study halls or somewhat comfortable lounges. Depending on the personality and training of the staff, the activities have ranged from clerical functions to providing assistance with locating resources to fully incorporated

knowledge building through collaborative planning, teaching, and assessment of learning based on student data.

In recent times, school library research ([Library Research Service, School Library Impact Studies, 2014](#)) demonstrates that the integration of the school library into the total educational program leads to distinct advantages for student learning success that the learning commons perspective provides. If one reviews the literature, it soon becomes apparent that the shift to the whole school learning commons perspective is highly advantageous to student and faculty learning.

The need to transform the school library from the clerical functions, warehousing functions, and reading/"bookish" functions to whole school learning commons requires some radical changes in thinking and practice. (Koechlin, Loertscher & Zwaan, 2011) The various components have evolved gradually and continue to evolve. Fundamentally it is quite simple: *The school library is a place; the school library learning commons is what happens in/from that place to make it relevant to the total educational program of the school*.

PARADIGM SHIFT

The most important change in school librarianship has been one of perspective. It is now generally accepted that the core of the school's educational program is negotiating curricular mandate with **student needs based on student data** for learners to be successful life-long learners, hence a shift to the student-centered SLLC. School districts that have exemplary SLLC programs and expectations have sections in their handbooks or policy guides that define the effective school library learning commons perspective. They describe what it "looks like" in action, and offer 'suggested strategies for implementation'. The degree to which these factors are addressed will be the best indicator of how the success of the paradigm shift can be assessed.

LEADERSHIP

This paradigm shift can be traumatic for all the school staff. It likely is a new concept for many administrators and teachers. Administrators must lead by outlining the benefits of such a whole-school shift. Leadership in helping staff understand this new perspective is vital. It is not enough to say - "What does the school library teach or do?" - rather "How is the learning commons an integral part of the school development plan?" Leadership is needed for this shift for all staff and students to be involved and see themselves as part of the vision and process. In preparation for this leadership, school administrators could read *Building A Learning Commons, A Guide for School Administrators and Learning Leadership Teams* (Koechlin, Loertscher, Rosenfeld, 2010).

THE STANDARDS OF PRACTICE

Leading Learning: Standards Of Practice For School Library Learning Commons In Canada 2014 infuses the learning commons with the classroom. It differentiates school library learning commons (SLLC) schools with a continuum of development from those schools maintaining traditional libraries. These standards set the framework for effective SLLC expectations and assessing them. They provide justification for having SLLC integrated into the educational program of the school. The standards of practice demonstrate that a SLLC provides more than a set of teaching skills. It is the processes of life-long learning that permeates all activities in the school and positions the school library learning commons at the centre of teaching and learning with a focus on enabling student achievement and academic growth as productive citizens in Canada.

Leading Learning: Standards of Practice for School Library Learning Commons in Canada 2014 presents the work of an effective SLLC as framed by five inter-connected standards of practice that are woven together to generate dynamic learning. The standards are colored and symbolic rather than numbered. They are not hierarchical. Schools may be at different points in each standard – leading in some areas, emerging in others. Each standard has six or seven themes with the four indicators and one or two "living" examples called "See it in Action" from schools around the country that can help answer the questions like "What do the indicators for the themes look like at each phase? How can we assess where we are?"

Facilitating collaborative engagement to cultivate and empower a community of learners

Advancing the learning community to achieve school goals

Cultivating effective instructional design to co-plan, teach and assess learning

Fostering literacies to empower life-long learners

Designing learning environments to support participatory learning

Standards of Practice for School Library Learning Commons in Canada

(Canadian Library Association, 2014, pg.8)

ASSESSING SLLC COMPONENTS

While the standards are non-linear and inter-woven, schools can go through the indicator charts to determine where they are currently at each phase of growth and consistently over time in a feedback loop of "checking in". The indicators and "see it in action" examples from across Canada can be used as a guideline to chart growth of the learning commons in the school. The principal and the staff may examine and discuss each theme of each standard and its indicators, deciding at which phase they believe their school is. From the information collected, goals and actions can be set, and a learning commons direction developed, implemented and sustained. This could be represented graphically to view key areas where the school needs to set goals and actions. Are these goals/actions linked to school, district, and provincial goals? The purpose of an effective learning commons is to support and move forward the student learning goals and outcomes of the district and province.

An example of overall goals that school administration included in their school development plan, "21st Century Learning Goal", was shared by Jo-Anne Gibson, Teacher-Librarian/Member School Leadership Team, Acadia Jr. High, Winnipeg, Manitoba:

- The library team will be evaluating where Acadia is currently on the library learning commons continuum as articulated in the document, *Leading Learning: Standards of Practice for School Library Learning Commons in Canada 2014.*
- They will then meet with administration and leadership team to develop a 3-5 year plan to move Acadia forward along the continuum towards the highest level, "Leading into the Future," as identified in the standards document. "

The "Evidence Based Practice" theme and indicators from *Leading Learning* provide "See it in Action" examples for assessing SLLC growth. This ranges from establishing where the school is in the process of SLLC development and setting goals for improvement, to conducting and sharing collaborative action research.

Evidence-Based Practice	Teacher-librarians/LLC teachers work with the LLC leadership team to review the LLC learning experiences and set goals for improvement.	Teacher-librarians and teachers build and share their professional knowledge of approaches and environments to support inquiry learning and assess its effectiveness.	Teacher-librarians initiate collaborative action research with teachers to build best practice strategies and approaches to learning in the LLC and assess its effectiveness.	Teacher-librarians contribute their knowledge of best practice results in their LLC to the broader education community.
	SEE IT IN ACTION	**SEE IT IN ACTION**	**SEE IT IN ACTION**	**SEE IT IN ACTION**

(Canadian Library Association, 2014, p. 16)

Knowing or conducting research is not just for academic degree work. It is now accepted as being at the centre of school improvement and a creditable professional development activity. By examining one's own school programs, goals, actions, activities or practice through the techniques of action research, much can be learned and may be replicated when examining research done by others. A growing body of sources makes examining the research of others possible and available. Key resources recommended in *Leading Learning: Standards of Practice for School Library Learning Commons in Canada 2014* to facilitate action research are:

- Ontario School Library Association. *The Teacher-Librarian's Toolkit for Evidence-Based Practice* and
- Library Research Service School Library Impact Studies.

Good summaries of the research are also available such as:

- Mansfield University School Library Impact Studies Project (2011, 2013) where graduate students summarize the student impact research, and
- Treasure Mountain Canada (TMC), held every two years since 2010, an extension of Treasure Mountain US developed by David Loertscher and colleagues (1989) focusing on school library research as a valuable catalyst for improvement based on contributions and analysis of research in the field.

The online guide "A Guide to Support Implementation: Essential Conditions" was developed by the Alberta Regional Professional Development Consortia (ARPDC) in collaboration with government and educational institutions such as the Alberta Teacher's Association (ATA). This guide to implementing new curriculum initiatives can also be used for charting, tracking and assessing SLLC implementation.

When referring to the roles and responsibilities of SLLC staff members throughout this paper, we will use as defined in *Leading Learning: Standards Of Practice For School Library Learning Commons In Canada 2014*:

> **Teacher-Librarian:** [TL] *A teacher who leads the LLC program and has education in school librarianship (e.g. specialist, diploma, Master of Education, Master of Library and Information Science).*
> **Teacher-Technologist:** *A co-teacher in the LLC who models effective and transformative uses of technology and has education in technology.*
> **Learning Commons Teacher:** [LCT] *A teacher who has responsibilities for management and program in the LLC when there is no teacher-librarian on site.*
> **Library Technician:** *The school library staff member who assists the Learning Commons Leadership Team with management of the LLC and has a diploma in Library and Information Technology.*
> **Learning Commons Support Staff:** *The school and district staff who have special responsibilities assigned to support the LLC such as library clerks, library technicians, librarians, IT technicians. They may work on site or from a central site.*
> (Canadian Library Association, 2014, p. 27)

PROFESSIONAL GROWTH AND DEVELOPMENT

This component is critical to accomplish the paradigm shift.   One simple exposure will not be enough for most people to understand the scope of the shift in perspective. With leadership provided at the district-level by process-oriented modeling, the school building level staff will begin to see small steps that they can take to incorporate SLLC components into their range of vision. Parallel to professional development for SLLC staff, it is important that an active campaign be undertaken for administrators to understand the new directions. This can best be done one-on-one by system leaders and school-based TL/LCT. Modeling is the best way to help teachers see how the shift will be beneficial to them. It takes time and patience to cause these changes in thinking and behavior to take root, and to nurture their growth and maturity.

PART II

SELECTED THEMES WITH "LOOK FORs", STRATEGIES and ASSESSMENT QUESTIONS

The intent of the SLLC is that it is a whole-school perspective inter-woven with the overall school-plan based on student learning needs. It is <u>not</u> added on or additional. As schools embark on implementing, assessing and sustaining the SLLC journey, they need to remember that implementation of this nature is incremental and continuous. It will take different amounts of time for different schools, and for different themes and indicator phases – the important thing is to begin, grow and keep getting better! How schools do this will vary based on how they rate themselves on the phases of the indicators, founded on effective school and school library practices of familiarity such as these that follow.

> *"Good, better, best;*
> *Never rest 'til "good" be "better"*
> *And "better" be "best".*
> Mother Goose rhyme

Information Literacy

Information Literacy	Teacher-librarian/ LLC teacher instructs students in information skills to prepare them for research and inquiry projects.	Teacher-librarian/ LLC teacher provides information literacy instruction in units and lessons to build student skills.	Teacher-librarian collaborates with teachers to infuse information literacy instruction in learning experiences to ensure deep understanding of content.	Teacher-librarian leads the school community in the design of information literacy learning strategies and processes in order to empower independent learners.

(Canadian Library Association, 2014, p. 17)

Information Literacy, long associated with libraries, is the ability to:
- recognize the need for information to solve problems and develop ideas
- pose important questions
- use a variety of information gathering strategies
- locate relevant and appropriate information
- assess and evaluate information for quality, accuracy, authority, authenticity and
- demonstrate that the knowledge has made a difference in one's personal attitude and behaviours.

As defined in *Leading Learning: Standards of Practice for School Library Learning Commons in Canada 2014:*

> *Information Literacy: The ability to access, evaluate, use and share information effectively and ethically for a range of educational, career and personal purposes. (Saskatchewan Ministry of Education, 2008, p. 47). Achieving Information Literacy (Asselin, Branch, and Oberg, eds, 2003, p. 5) defines an information-literate citizen as someone who:*
> - *works independently and collaboratively to solve problems*
> - *analyses information critically in all its formats and in all media contexts*
> - *applies information strategically to solve personal and social problems*
> - *makes decisions based on accurate and current information*
> - *uses information and communication technologies*
> - *respects information sources and diverse perspectives*
> - *honours intellectual property and privacy rights*
> - *appreciates the aesthetic qualities of various creative and scientific expressions*
> - *communicates effectively and expressively, using a variety of information and media formats.*

(Canadian Library Association, 2014, p. 26)

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There are a wide variety of problem-solving models in the research literature of school librarianship and education. Each district needs to adopt its own model (or adapt one from another jurisdiction). It is imperative that there be a common problem-solving model used in the system. As students move from one level to another, they develop a common pattern of addressing problem-solving situations. Collaboration with college and university counterparts can be very helpful in this process. Once a common model is widely practiced and understood, students must also learn how to examine and adapt to other models in the learning process and society generally.

What Does Information Literacy (IL) Look Like?

1. Teachers have studied and adopted a common language and process of problem-solving in the school to meet curricular outcomes.
2. Students use some aspect of the problem-solving model in all assignments, to include:
    *   Defining the problem
    *   Accessing Resources
    *   Analysis / comprehension / synthesis of information found
    *   Demonstrate a change in knowledge /attitudes/ behaviour with respect to the topic.
    *   Uses real-world problems (relevance) so knowledge can be replicated in real-life meaningful experiences.
3. Learning events are planned to develop critical thinking skills.
4. Students are encouraged to take an active role in defining the key questions that are central to their research process.
5. Students are expected to access and use information in multiple formats to determine the veracity of their sources or ideas.
6. Students have options in method, format and media used in presenting the results of their systematic problem-solving activities.
7. Assessment of assignments involves both content and process used in achieving the finished product.
8. Rubrics are developed to assist students in understanding the levels of achievement needed to successfully complete projects.
9. Training is provided as part of curriculum activities to learn how to select and evaluate resources in all formats.
10. Staff and students are fully informed about copyright.
11. Parents are included in discussion with their children about how information literacy relates to the regular perceptions of education in the classroom, and their parental role in helping their children.

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Suggested Strategies for Implementation

1. Principal will encourage the staff to investigate various problem-solving models, and to develop one that can be used commonly among all classes as a base.
2. Teachers are encouraged to use the problem-solving model as a key step in the collaborative planning process.
3. Visuals developed to describe the problem-solving model, are displayed for ready reference.
4. The common language of the model is used frequently to help students clarify their thinking and "name" the activities being done.
5. Samples of student work are displayed.
6. Small projects are attempted to ensure success, rather than larger complex activities that can get bogged down, discourage the learner, and/or frustrate the teacher.
7. Staff members are encouraged to share their successes with each other.
8. Parents are invited to see IL models in practice in the classroom, and to understand how this approach applies to all learning activities.

How is the Information Literacy (IL) Component Assessed?

1. Is there a common problem-solving model used in the school?
2. Have there been professional development sessions to guide teachers in understanding how to use the model?
3. Do teachers know how to access and use new formats and sources?
4. Does the principal encourage the use of the model as part of his/her evaluation process with teachers?
5. Can the students enunciate the stages of the model?
6. Do students automatically refer to the problem-solving model when they begin a new learning event?
7. Are there samples of the students work using this approach?
8. Do students know how to communicate appropriately across formats (demonstrate transliteracy)? E.g. text vs an email vs video?
9. Did SLLC learning events demonstrate that staff and students respect copyright law?
10. Is the implementation of the information literacy (IL) approach tracked in communications with parents?

ENGAGING THROUGH INQUIRY

Skills and processes for problem-solving, higher order thinking, critical thinking, and information access make it possible for an individual to become an independent life-long learner. Once considered as traditional "library skills", in the paradigm shift these learning tools are now vital to student learning outcomes across the curriculum. They are both developmental and cyclical in nature and should be taught integrally as the student progresses through the educational system. It behooves the TL/LCT to work closely with other teachers and department heads to plan, teach and assess inquiry skills and processes within each curriculum area.

Each time there is a paradigm shift in education, there are many stresses at all levels in the school. Teachers wonder how they are going to find the time for co-planning, teaching and assessing inquiry-based learning. School library leaders need to re-examine current activities to see where they fit into the new model. Some activities need a subtle change in focus. Some need to be re-thought completely, maybe even discarded (painful as that may be!). Some new endeavors need to be initiated. To change takes courage. Ask yourself: Are you willing to take the risk to put your efforts into such a focus that it will help children become independent life-long learners? Now is the time. This is the opportunity to move into the mainstream of education.

As defined by Kuhlthau, Maniotes and Caspari in *Leading Learning: Standards Of Practice For School Library Learning Commons In Canada 2014:* "*An approach to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue. It requires more of them [the students and the teachers] than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. Inquiry does not stand alone; it engages interests, and challenges students to connect to their world with the curriculum. Although it is often thought of as an individual pursuit, it is enhanced by involvement with a community of learners, each learning from the other in social inter- action.*" (Canadian Library Association, 2014, p. 26)

Engaging with Inquiry Approaches	Learning experiences are designed to give students research experience.	Learning experiences are designed to have real world context and relevancy for students.	Learning experiences are designed to engage students in choice of topics they care about.	Learning experiences are co-designed and planned with students to empower real-world and relevant learning experiences.
	SEE IT IN ACTION	SEE IT IN ACTION	SEE IT IN ACTION	SEE IT IN ACTION

(Canadian Library Association, 2014, p. 15)

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What does Inquiry look like?

1. Inquiry skills and processes are imbedded in curricular practice.
2. SLLC orientation programs are offered for all students and teachers.
3. Directional services, e.g. pamphlets, signs, maps, charts, and sections of the school handbook, website are focused on the inquiry approach.
4. Individual students are assisted with inquiry skills and strategies as needed.
5. Specific instruction is tailored to meet the needs of learning events planned with teachers.
6. Some instruction is provided in the learning commons; some in the classroom or other space as appropriate to the best teaching environment.
7. The SLLC is organized to allow for a variety of types of groups to work at the same time.
8. A flexible schedule makes it possible to provide appropriate workspaces for different groups.
9. A common outcome list for students in each subject, and in a particular grade is established each year based on student assessment data.
10. Rubrics for assessment by subject and grade are co-developed.
11. A common *Student's Style Handbook* is co-developed with teachers across the grades and subjects.
12. The SLLC website provides links to high quality websites for quick student reference.
13. Assistance is provided to students in the design of learning events needing additional support resources, equipment or expertise.
14. Parents are encouraged to assist in the application of the independent learning skills with their children in activities outside of the school
15. Students are encouraged to participate in progressive evaluation of their own skill level: self –evaluation, peer-evaluation, teacher and teacher-librarian evaluation.

Some Suggested Strategies for Implementation of Inquiry

1. The SLLC physical learning commons is attractive and welcoming with clear directional and informational signs.
2. The virtual SLLC is also welcoming, clear, directional, provides links to the online public catalogue, and is continually updated.
3. Teachers for all classes adopt a common problem-solving strategy.
4. Instruction is planned in collaboration with the teacher, and decisions about who should teach the learning event components are worked out at the planning time.
5. Booking schedules for use of the SLLC and equipment are readily available to teachers.
6. *Student's Style Handbook* development is drafted and revised with the teachers across several grades or departments.

7. Individual students are guided to find information by themselves rather than having the information found for them.
8. "Jumping off points" for students to develop search skills are readily available (E.g. databases, Worldbook links to go out to the web from) with guidance and skills for self-searches emphasized.
9. Charts and directions for use of equipment are visible and accessible.
10. Printed materials are available for parents to help them understand inquiry learning.
11. Parents are invited to discuss the application of inquiry learning during conference/ assessment times.

How is the Inquiry Component Assessed?

1. Are assignments given that require use of SLLC information resources?
2. What percentage of the students use the SLLC to undertake their projects?
3. What proportion of the students use the public library or other libraries to complete their projects?
4. How many planned inquiry projects have been implemented this school year?
5. Are there sections of assignments that focus on inquiry development?
6. Is inquiry used in planning for learning events?
7. Are mini-lessons organized to introduce a skill, review a skill, or re-enforce a skill as appropriate to the age and ability of the students and the topic?
8. Are inquiry projects evaluated as progressing, as well as when completed?
9. Were additional mini-lessons prepared to meet evolving student needs?
10. Were students invited to give feedback on what worked for them?
11. Were teachers invited to indicate which skills were working, and which need further attention in follow up projects?
12. Are the planned projects documented for future reference?
13. Is there a common *Student's Style Handbook* for the school?
14. Is the common *Student's Style Handbook* used by all teachers?
15. How many individuals or groups received an SLLC orientation?
16. How many classes had formal instruction on SLLC operations?
17. How many classes accessed another library as part of a learning event?
18. Was the scheduling of external library visits planned in advance? Did the library staff of that library receive a copy of the assignment in advance?
19. Was the SLLC staff involved in planning/implementing external visits or tours?
20. Are successful projects displayed for other students and teachers to see?
21. Are teachers who collaborate well in their planning and implementation of inquiry invited to do professional development sessions with their departments, other teachers, or other schools?

DESIGNING FOR RESPONSIVE PRINT AND DIGITAL COLLECTIONS

	EXPLORING	EMERGING	EVOLVING	ESTABLISHED	LEADING INTO THE FUTURE
Themes	**Growth Indicators**				
Designing for Responsive Print and Digital Collections	Print and digital collections are inclusive and support Canadian identity as well as the information needs of all learners in the school community.	Print and digital collections are built by teacher-librarians in consultation with teachers to facilitate curriculum content and independent reading.	Print and digital collections are built by teacher-librarians in consultation with teachers and students to ignite knowledge building and a love of reading.	Print and digital collections are augmented by collaborative consultation with the school community to empower personalized learning.	

(Canadian Library Association, 2014, p.20)

Designing for a Collaborative Physical LLC	Physical Library Learning Commons (LLC) spaces are reviewed and redesigned to support individual, small group and whole class work.	Physical LLC spaces are flexible to facilitate spontaneous groupings.	Physical LLC spaces are designed to engage learners in participatory learning.	Physical LLC spaces invite networking and participatory learning opportunities within and beyond the school.
	SEE IT IN ACTION	**SEE IT IN ACTION**	**SEE IT IN ACTION**	**SEE IT IN ACTION**
Designing for a Collaborative Virtual LLC	Virtual LLC supports the information needs of students and teachers.	Virtual LLC supports individual and group participation.	Virtual LLC is designed to engage learners in participatory learning.	Virtual LLC empowers learners to co-create and share ideas and knowledge with a broader learning community.
	SEE IT IN ACTION	SEE IT IN ACTION	SEE IT IN ACTION	SEE IT IN ACTION

(Canadian Library Association, 2014, p. 19)

Participatory learning drives design for responsive print and digital SLLC collections in the direct support of the curriculum for all students. Participatory learning is based on a problem-solving approach that is planned and developmental. It requires that students develop appropriate information learning skills to enable them to locate, analyze, comprehend, and synthesize the information they need by knowing how to interact with resources in all formats. The TL/LCT is in a central position to help classroom teachers develop the skills and processes required to implement student-centered investigation and learning across the disciplines. "*Learners work*

collaboratively to develop their own learning paths, build collective knowledge, and co-create the sharing of their new understandings. In the SLLC, learners work in both physical and virtual participatory learning environments." (Canadian Library Association, 2014, p. 28)

The physical, virtual and accessible designs for the SLLC provide all learners with access to information from the broadest range of sources and guidance in their interactions with them. Students learn how to access resources both in the school and through external agencies to meet their specific learning needs. Organization and administrative functions and student-centered design are all the things that have to happen in the SLLC to make it come together in a meaningful fashion to a student-centred, learning-centred facility. The traditional walls of the library are gone. The library must be transformed collaboratively with both teachers and students. The potential is phenomenal. This involves decisions that have been part of traditional libraries regarding:

- Differentiated staffing
- Outcomes-based budgets/financial management
- Facilities arrangement and management,
- Operational and administrative functions.

Now the focus of the SLLC is "re-directed" from resource management to student-centered learning needs.

What does Design For Responsive Print And Digital Collections look like?

1. Flexible schedules are provided for booking space, equipment, and resources.
2. SLLC resources are acquired to meet the specific learning needs of the students and their curriculum.
3. Resources are identified which can be used effectively for specific independent learning development.
4. A basic collection of specialized and reference tools for student and teacher use is maintained and updated, incl. almanacs, atlases, dictionaries, encyclopedias, pictures, clipping files, etc. in print and/or digital format.
5. An automated on-line public access catalog is provided for student access.
6. The virtual SLLC provides links to other local catalogs and virtual reference sources.
7. Information is distributed regularly about newly acquired resources.
8. Training sessions are provided for staff on the use of new resources and tools.
9. Access to local resources is taken into consideration.
10. Advance planning time is allowed if resources must be accessed from external locations.
11. Students are guided in the design of the learning activity to access and use a variety of kinds of resources and information tools effectively: print, digital, databases, reference tools, maker spaces, external human resources.

12. Students are helped both individually and in groups to locate resources appropriate to their assignments in the school and externally.
13. Answers to reference and information questions are provided.
14. Locally produced materials, developed for the project, or as the project evolves are retained for future use.
15. Feedback from students and teachers is sought on the quality and effectiveness of the resources.
16. Suggestions for acquiring additional or alternative resources are discussed as the project progresses, as well as when it is evaluated.
17. In-depth searches may be undertaken from time to time for the administration or other particularly important need.
18. Positive working relations are established with professional colleagues in other schools to share materials.
19. Personal connections are developed with reference desk counterparts in local public libraries, college and university libraries and special libraries.

Some Suggested Strategies for Design For Responsive Print And Digital Collections

1. Ensure both teacher and TL/LCT have a clear understanding of the place of resources in the learning event.
2. A central collection of starting points applicable to many learning events are created, developed or available on file from previous work, or with similar grades, or from sharing with other schools and adapted rather than re-invented for similar topics.
3. Retain back issues of periodicals for future reference for up to two years; have a digital periodical index available for students and work to have on-line periodical holdings for the schools in the district.
4. Involve students in examining reference tools as part of prepared learning events during the planning process.
5. Maintain a reference desk where professional assistance can be provided.
6. Cataloguing of school and system resources should be speedy and efficient, using automated tools that can be accessed easily.
7. Attempt to ensure that the catalog is up-to-date and a relatively accurate reflection of the collection.
8. Ensure that all virtual learning commons web-links are functional.
9. Promote the catalog and virtual SLLC as important tools for individual students, and for teachers in the planning process.
10. Develop routing slips/web spaces for individuals with like interests.
11. Links to external sources are established to identify resources that might be available, what or how many time slots needed, and other related access concerns.
12. Reserve collections are established as needed.

13. Intranet websites are developed to access the desired materials for specific student needs.
14. Expertise, equipment and supplies are available (or can be located and scheduled) to help teachers or students develop locally produced materials.
15. Material is routed regularly to staff in the school.
16. Designate a section of the collection development budget for reference and information tools in various formats (noting that the print reference section is noticeably smaller than in years past).
17. Have the scheduling book at the reference desk and on the school intranet for speedy access.
18. Offer orientation sessions for all new tools with staff.
19. Establish flexible inter-library loan procedures.
20. Visit counterpart libraries as a professional development activity and share the results of these visits with teaching colleagues.

How are Responsive Print And Digital Collections Assessed?

1. How was feedback from students obtained about what resources or actions were most helpful to them in the process?
2. How was feedback from teachers obtained about what was most effective?
3. How were suggestions for acquisition of new or alternative materials sought?
4. Were decisions made with respect to outcomes-based budget, whether additional/ alternative materials can be acquired?
5. How are decisions about weeding, irrelevant, biased, or inappropriate material made? Were samples of kinds of reference questions for the past six months kept?
6. Were records of schedules maintained to show which spaces and resources are used most and by which departments?
7. Have professional development sessions featured a reference tool?

COLLABORATIVE PLANNING, TEACHING AND ASSESSMENT (CPTA) – INSTRUCTIONAL PARTNERSHIPS

Instructional Partnerships	Teacher-librarian/ LLC teacher and classroom teacher cooperatively plan instruction that enables learners to work effectively with information and ideas.	Teacher-librarian / LLC teacher and classroom teacher cooperatively develop units of instruction that engage learners in inquiry learning.	Teacher-librarians are active participants with all faculties in the design of guided inquiry to plan, teach, assess and reflect on effective learning experiences.	Teacher-librarians foster student and teacher technological capacities and digital literacies.

(Canadian Library Association, 2014, p.15)

Instructional partnerships are the building blocks of SLLC and its relationships within the school community. TLs/LCTs must generate opportunities to work with colleagues to implement the goals of the curriculum. It is an instructional model in which the teacher and TL/LCT become collaborative partners in the instructional process, use of resources, building rubrics with students, and assessment of the teaching and learning outcomes. Some will be done in a team in either the physical or virtual SLLC or the classroom or other spaces. The main focus will be the **co-planning** so that each team member understands his/her role as an educator and mentor for the students.

Leading Learning: Standards Of Practice For School Library Learning Commons In Canada 2014 defines CPTA as: "*One or more classroom teachers and/or one or more learning specialists (e.g., teacher-librarian, learning commons teacher) plan, teach, coach and assess a learning event together. Library technicians and/or assistants or support staff work with teachers to support a learning event as directed by the teachers.*" *(*Canadian Library Association, 2014, p. 2.)

What does CPTA look like?

1. There is evidence of a thoughtful and planned approach to the learning events that occur in the physical and virtual SLLC based on curricular mandate and analysis of student learning data.
2. There is evidence of quality learning and teaching at all times in the SLLC.
3. A varied repertoire of teaching skills is modeled with students.
4. The teacher-librarian (TL) or learning commons teacher (LCT) has credibility with teachers and students.
5. The teachers come to the TL/LCT for ideas on how to implement their ideas.
6. The TL/LCT is well acquainted with the content of all curriculums (and the revisions) that span grades being served by the SLLC.
7. The SLLC staff takes leadership in encouraging teachers to adapt and adopt inquiry-based learning as a regular part of their teaching.

8. The TL/LCT has kept pace with technology changes in the school and is able to model use of new and emerging technology, and help other teachers and students learn how to use them.
9. A collection appropriate to the curriculum and needs of the students has evolved.
10. The TL/LCT is knowledgeable about the collection.
11. Print and digital resources are selected and evaluated to meet the needs of teachers and students in collaboration with teachers and students.
12. The TL/LCT works in a close collaborative mode with teachers to design learning events that will develop strong independent learners.
13. The teaching is shared as appropriate to the objectives and goals of the project.
14. Time and space in the SLLC are arranged on a flexible basis to meet the needs of the learning event, teachers, and the students.
15. The TL/LCT participates in the assessment of the student's progress in the learning event.
16. Feedback is sought from the students on what parts of the learning event worked well for them and why.
17. Teachers are encouraged to evaluate their learning event, and to make recommendations for revision before archiving for future reference.
18. Successful learning events are shared with other students, staff and schools.
19. Teams are invited to share the process that made their work successful with others in professional development sessions.
20. Parents are encouraged to discuss their roles with various members of staff in SLLC learning events.

Some Suggested Strategies for Implementation of CPTA

1. Discuss the concepts of CPTA with the Principal to ensure that philosophic support and practical backing is available.
2. Find a teacher with whom you have had success working with up to or prior to this time.
3. Discuss the concepts of CPTA with other colleagues.
4. Initiate a small learning event with one teacher and one class.
5. Ensure the learning event is designed to succeed. Take small steps. Plan carefully. Focus on student learning.
6. Invite the principal to drop in at stages that are working well.
7. Document learning events on a planning template. (E.g. page 20)
8. Share successful learning events with other teachers.
9. Continue to work closely with all teachers in SLLC activities.
10. Expand to a follow-up learning event with the successful teacher.
11. Initiate a new learning event with another teacher.
12. Evaluate what is working, and what needs to be changed with the partners.
13. Go out of your way to make the teachers successful in the process … give them the credit.

14. Encourage the principal to acknowledge the teacher(s) success.
15. Work with teachers who are willing.
16. Select teachers who have good credibility with the rest of the staff.
17. Acquire additional materials on topics where there are teachers amenable to the CPTA process.
18. Look for strategies or opportunities to group students in different ways for different activities. (E.g. literature circles, station approach, partial class groupings)
19. Do more manageable learning events than mega-projects.
20. Expand the number of learning events as planning time, space and resources permit.
21. Be flexible in arranging CPTA and activities. CPTA should take precedence in the SLLC over other activities (e.g. book exchange).
22. Consider that you have been very successful in the first two years if you have managed one well-developed learning event from 20 – 30 percent of the staff.
23. Encourage the Principal to ask which CPTA learning events have been successful as teachers are being evaluated each year.
24. Ensure technology support is available for projects.
25. Write articles, notes, and reports about what has been accomplished to encourage other TL/LCTs in your system.
26. Meet with professional colleagues to discuss the concepts and the stages of implementation for better understandings.
27. Discover which curricular outcomes taught through CPTA have raised achievement test scores.

How is the CPTA Component Assessed?

1. Does the TL/LCT model an understanding of the various ways CPTA can be applied in the school?
2. Does the teaching staff generally accept CPTA philosophy?
3. Is there a *Student's Style Handbook*/Guide for Students relating to the style expected by all staff in student communication of knowledge e.g. written papers, project reports, etc. and does this Guide also appear on the virtual SLLC?
4. Is there consultation with individual teachers regarding teaching/ learning materials?
5. Are there opportunities for teachers to develop their digital skills?
6. How many learning events have been planned and implemented with teachers this school year?
7. Are learning events that were attempted or completed documented for future reference in annual/regular reports or with other teachers?
8. Was there participation in grade / department / subject meetings by TL/LCT?
9. Have there been presentations made at staff meetings by teachers who have complete CPTA learning events successfully, as well as by TL/LCT?
10. Have there been discussions with the administrative staff respecting the stages of progress of implementation of CPTA in the school?

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11. Have articles appeared in professional journals and public media about activities involving SLLC activities in the school? Were they shared in school newsletters/website?
12. Were external agents or agencies where resources have been utilized also reported in school newsletters/website?
13. Were samples of professional development activities that have been organized, or involved the SLLC provided?
14. Were records provided of professional development activities where SLLC staff attended sessions relative to SLLC components?

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Collaborative Teaching Recording Template
This is a simple template for keeping track of the various planning activities. It is to be adapted to local needs/circumstances. The following components of a quality planned learning event are suggested for consideration.

Topic: _____

Subject Areas: _____

Courses:_____

Teacher:_____ Grade _____

1. What do we want the students **to know** when they have finished the learning event?
    (Learning Objectives/Outcomes/Curriculum content)

2. What do we want the **final project or culminating activity** to look like?
    (Form, format, media etc.)   How will we assess it?

3. What **skills** and **processes** will the students need to practice to be successful in this learning event?
    Independent Learning Skills/Processes
    Problem Solving Skills/Processes
    Content Specific Skills/Processes

4. What **resources** will be need for the students to be successful?
    Print   Digital   Human   Community

5. What will be the **roles** for the teacher(s)?

6. What will be the **roles** for the TL/LCT, other library staff, educators or specialists?

7. Schedule / **Time Frame** for activities

8. **Assessment / Evaluation** What teacher-made **rubrics** will be used?
    What student-developed **rubrics** will be accepted?

9. **Review and Recycle**
    What parts of the learning event need to be adjusted for the next class?
    What resources need to be acquired to do this learning event again?
    What skills and processes have the students mastered?
    Who will **write** this learning event up for publication?

T.E.A.M. = Together each achieves more

LITERACY / LITERARY AND CULTURAL APPRECIATION (LCA)

Engaging Readers	Students self-select reading texts from the collection and report that they enjoy reading for pleasure.	Students participate in organized reading programs.	Students engage in face-to-face and virtual book clubs based on their interests.	Students help build a community of readers.

(Canadian Library Association, 2014, p. 17)

Cultural Literacy	LLC collection reflects cultural diversity, points of view and equity.	LLC collection builds connections to Canadian identity.	LLC program infuses cultural literacy.	LLC program contributes to the co-creation of cultural literacy.
	SEE IT IN ACTION	SEE IT IN ACTION	SEE IT IN ACTION	SEE IT IN ACTION

(Canadian Library Association, 2014, p. 18)

Literacy extends and applies learning how to read and write in all formats and platforms. It makes possible a personal act of drawing one's own meaning from all aspects of communication, literature and the arts. In this broadest sense it incorporates information literacy, media literacy, and visual literacy, transliteracy and more. (Thomas, Joseph, Laccett, Mason, Mills, Perril, and Pullinger, 2007). The focus in language development is the process of acquiring, extending and refining one's use and understanding of language through listening, speaking, reading, writing, viewing and representing.

Literacy envelops the appreciation of authorship. It includes how an author and / or illustrator works using the literary elements of plot, theme, setting, character development, figurative speech, genres, tone, mood, use of language and point of view. It has different levels of sophistication across the grades. Skills in the creative and critical response to all media, and an immersion in literature, makes it possible for the individual to develop their own communication style and personal perspective on the broader dynamics of life. Literary appreciation skills extend to the various other fine art forms, and can be investigated in similar patterns.

The green standard in *Leading Learning: Standards of Practice for School Library Learning Commons in Canada 2014* sets the path for "Fostering Literacies to Empower Life-Long Learners: *"New technologies and evolving methods of communication and sharing drive expanding understandings of literacy. This reality has made the refinement and demonstration of strong literacy skills ever more important for learners. Exploring and connecting various ways of knowing and learning is part of the process of personalizing learning and involves embracing new literacies and skills. The school Library Learning Commons has a leading role in assisting learners to hone and apply an expanded notion of literacy as well as fostering an active reading culture."* (Canadian Library Association, 2014, p. 17)

What does LCA look like?

1. Students enjoy coming to the physical or virtual SLLC to select and read materials, listen to music or view video material in various formats.
2. Students receive guidance from the TL/LCT regarding their choice of material.
3. Visual displays, exhibits and posts encourage students to exchange ideas about materials in the collection.
4. Reading guidance activities are encouraged for groups, including book talks, reading lists.
5. Assistance is provided to classroom teachers to accent the use of literature and The Arts regularly.
6. LCA continuum is available in the school, and across the grades, collaboratively developed by teachers with TL/LCT.
7. Local native language teachers encourage students to read widely in their own language.
8. Assistance is provided to help students develop appreciation skills beyond the assigned novel(s).
9. Materials that may be specially suited to ESL students are identified.
10. Reading in the content area techniques are nurtured in planned learning events.
11. Planned LCA learning events address the various elements of literature, including plot, theme, setting, character development, figurative speech, genres, tone, mood, use of language and point of view.
12. The elements of authorship are considered in learning event planning.
13. The techniques of individual response to literature and the arts are encouraged.
14. Multi-disciplinary creations are encouraged.
15. Information about new acquisitions are displayed and circulated frequently.
16. Access to electronic publications are enabled.

Strategies for Implementing an LCA Program

1. The SLLC is made into a welcoming environment.
2. Places are provided for quiet reading, listening or viewing.
3. Displays, exhibits, and other realia emphasize the types of resources available.
4. Digital tools are used to draw attention to print and digital formats.
5. A specific line in the annual budget is designated for the literature and reading collection.
6. The TL/LCT makes a conscious effort to talk to readers about their choices individually and in small groups.
7. LCA continuum is available for use with teachers when planning learning events.
8. Reading circles are encouraged in collaboration with the classroom teacher.
9. Students are encouraged to create their own response to the literature and the arts.
10. Student creations are displayed in the SLLC.

11. Contests are developed to encourage readership, facilitate student response to resources, or advertise new materials.
12. Success in school, local and regional reading contests are advertised widely in the school and community.
13. Reader clubs are encouraged.
14. Reading times in the classroom are encouraged e.g. USSR - Uninterrupted Sustained Silent Reading for 10 minutes per day for the whole school, DEAR – Drop Everything And Read.
15. Senior classes are encouraged to write, draw or illustrate tales for younger students, and to read to the students.
16. Authors and illustrators are encouraged to visit the school to work with the students.
17. Novels are recommended for teachers to read to their classes on a regular basis.
18. Parents are encouraged to be personally involved with their children in reading and related activities outside of the classroom, both at home and at the public library.
19. Parents are encouraged to nurture their children's creative response to literature and the arts.

How is the LCA Component Assessed?

1. Is reading observed as a common practice of all teachers?
2. Is reading encouraged for all students?
3. Do students have a wide range of attractive materials at appropriate levels from which to choose?
4. How many cooperative planned learning events have there been with teachers involving LCA with the English Language Arts teachers, including English as Alternative Language teachers?
5. How was the LCA continuum used with teachers?
6. How have reading in the content areas techniques been used effectively with teachers?
7. What activities in the school have overtly promoted reading?
8. What activities have highlighted student's response to literature or the arts?
9. Is there a correlation between student reading scores and their interest in reading?
10. Which authors, illustrators, media production leaders have worked in the school in the past year?
11. Which e-books have been most popular in the collection or from the Internet?
12. What proportion of the annual budget is devoted to acquiring attractive and relevant reading materials (including e-books)?
13. Is there evidence that students are increasing their reading, listening and viewing outside of the school on a personal and voluntary basis?
14. Is student feedback sought and encouraged in collection development and reading and cultural activities?

TECHNOLOGY FOR LEARNING

Technology for Learning	Evolving technologies and infrastructure to support teaching and learning needs are introduced.	Evolving technologies and robust infrastructure facilitate collaborative learning.	Evolving technologies and robust infrastructure engage participatory teaching and learning.	Evolving technologies and robust infrastructure empower networking and participatory learning opportunities within and beyond the school.

(Canadian Library Association, 2014, p. 16)

Digital Literacy and Citizenship	Teacher-librarian/ LLC teacher teaches students how to be safe online.	Teacher-librarian / LLC teacher teaches students to use information ethically and responsibly.	Teacher-librarian teaches students digital rights and responsibilities to build their digital skills.	Teacher-librarian empowers students to take ownership of their digital responsibilities.

(Canadian Library Association, 2014, p. 18)

Students need instruction and guidance on how to learn to use technology effectively, ethically and purposefully for learning. Students can then build their individual and collective knowledge in using and choosing current technologies and adapt this learning to future technologies. The SLLC plays a critical role in this mediation of both the physical and virtual commons. TLs/LCTs today bring much expertise to this arena. In schools without a TL, teachers who lead the SLLC often bring strong backgrounds and interests in technology and learning and may specialize in this area in post-graduate study. These teachers can support the other teachers and students in the inter-weaving of technology for learning, and are practically supported by library technicians. (See pages 6-7 SLLC role definitions from *Leading Learning: Standards of Practice for School Library Learning Commons in Canada 2014*)

How is technology for learning used to support students in the SLLC?

1. Teachers in regular teaching use a variety of communication methods.
2. Students are expected to use multiple methods of responding to assignments.
3. Specialized digital/media production resources (e.g. 3D printer, digital video editing station) are readily available for use in the classroom, or by individuals as needed.
4. Groups of computers, tablets, maker stations are used for instructional/presentation purposes, either in classrooms or the SLLC. Digital equipment is used frequently in the classroom for presentation purposes.
5. Learning events are designed to have students integrate their new knowledge into a response that is relevant to their perspective of the topic, the broader subject, and life in general.

6. Students are expected to produce working notes and to edit their responses based on cited information rather than opinion.
7. Digital production skills are taught to the classes.
8. Media literacy skills are taught across various subjects.
9. Technical assistance is available to assist students and teachers with digital media production.
10. Student-created productions are regularly exhibited to the community.

Suggested Strategies for Implementation of Technology Use for Learning

1. Teachers are encouraged to integrate digital media production into classroom activities.
2. A variety of response options are provided as part of assignments.
3. Rubrics indicating the expectations for each report option are created with students.
4. Space is provided in the SLLC for production work to be undertaken.
5. Student projects are displayed, posted or demonstrated for other students to see.
6. Media literacy activities are integrated into curriculum projects.
7. Opportunities are provided to help teachers develop digital production skills.
8. Teachers are encouraged to share digital production between schools such as on the virtual SLLC.
9. Digital citizenship skills are taught and expected throughout classes.

Assessment of Technology for Learning

1. How has multiple media been used in SLLC learning events?
2. How has digital media production been integrated in the planning processes for student learning events?
3. Which media have been most used by teachers?
4. Which media have been most used in student productions?
5. Are students who have developed related skills being encouraged to use them in various events and activities in the community?
6. Do all students understand and abide by the "Acceptable Use Policy" of the school/district?

Technology Competencies

Technology can enable teachers to accommodate individual learning styles and rates of learning thereby creating greater equity of opportunities for all learners. It is expected of all educators to teach appropriate knowledge, skills and attitudes by using technology effectively in their teaching-learning process, and by teaching students how to use it appropriately in their everyday lives. To be able to access information from a variety of sources is only one step. To be able to relate that information to personal problems and situations is another. To develop the skills to demonstrate relevance of the information to the world around them makes for creative and critical learners.

How do Technology Competencies appear in action?

1. Technology is readily accessible in the school for both teachers and students.
2. Teachers show a confidence in using technology.
3. Basics of word processing, database creation, spreadsheets, presentation tools, etc. are developed for all students.
4. Seamless access to the Internet is provided.
5. A virtual SLLC has been created and is maintained.
6. The virtual SLLC includes virtual reference, student guides, and specific websites considered of significant value to the curriculum.
7. Learning events are planned to incorporate various search engines.
8. Learning events are designed to help students select and evaluate websites that are creditable and reliable.
9. Databases/servers are managed from the SLLC.
10. Filters are used as necessary in the school intranet system.
11. Staff with technology education are part of the SLLC staffing component.

Suggested Strategies for Technology Competence

1. TL/LCT may be the technology coordinator for the school.
2. SLLC team works to develop an integrated information service for all departments.
3. Teachers are provided with training, support and professional development in the use of technology for learning, digital literacy, transliteracy.
4. Learning events are designed to integrate the use of the technology into regular searching, recording, and response modes.
5. Virtual SLLC and / or intranets provide a quick way for students to get to the resources they need for particular projects.
6. Staff is involved in the selection of databases for their subject areas, within the frame of the budget.

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How are Technology Competencies Assessed?

1. What proportion of the teachers use technology effectively in their teaching?
2. What proportion of the teachers have had training and time to learn how to adapt technology effectively to their core subjects/grade?
3. Is there technical expertise on the SLLC team to help teachers as needed?
4. What were some of the school's most important decisions relating to technology this past year?
5. How is the virtual SLLC linked to other schools in the district?
6. Has TL/LCT provided samples of the planned projects that involve students in evaluating digital resources?
7. Were samples provided of planned projects that exposed students to a variety of search engines?
8. Can TL/LCT provide samples of student produced digital resources as part of their learning event?
9. Did TL/LCT provide samples of professional development programs that were held to develop technology for learning competencies?

INTER-AGENCY COLLABORATION (IAC)

Student and Community Partnerships	Students and community are welcome contributors to LLC operations.	Students and community contribute talents to building school culture.	Students and community expertise are utilized to help others learn.	Students and community lead special projects and initiatives in the LLC.

(Canadian Library Association, 2014, p. 12)

Literacy Partners	LLC supports literacy in the home.	LLC leadership team works with all teachers on programs to engage readers and build lifelong learning dispositions.	LLC leadership team fosters partnerships with the local public library and librarians.	LLC leadership team works with the community to develop and promote literacy for all.

(Canadian Library Association, 2014, p. 18)

The involvement of other agencies in the education process, whether it be access to resources, work experience projects, human interactions, shared use of facilities, or many other collaborations is essential to growing and sustaining the SLLC. As the school reaches out to other agencies, the community becomes more supportive of changes and new directions. *Leading Learning: Standards Of Practice For School Library Learning Commons In Canada 2014* defines school community:

"*When used by educators, the term school community typically refers to the various individuals, groups, businesses, and institutions that are invested in the welfare and vitality of a public school and its community i.e., the neighborhoods and municipalities served by the school. In many contexts, the term encompasses the school administrators, teachers, and staff members who work in a school; the students who attend the school and their parents and families; and local residents and organizations that have a stake in the school's success, such as school-board members, city officials, and elected representatives: businesses, organizations, and cultural institutions; and related organizations and groups such as parent-teacher associations, "booster clubs," charitable foundations, and volunteer school-improvement committees (to name just a few).*" (Canadian Library Association, 2014, p. 28)

What does Inter-Agency Collaboration (IAC) look like?

1. There is a close working relationship with public, regional and specialized libraries.
2. Communication with the college and university library staff is open.
3. External resource personnel are invited to the SLLC.
4. External expertise is sought in a variety of areas including technology.
5. SLLC volunteers are welcomed and operate under an agreed upon policy.
6. Work experience projects are set up to provide opportunities for students to experience alternative learning environments.

7. The SLLC may be used after regular school hours for related functions, including meetings, seminars, training sessions.
8. Extended hours of service may be provided to supplement local community needs dependent upon budget for appropriate staffing, security, and resources.

Suggested Strategies for Implementation of Inter-Agency Collaboration (IAC)

1. Arrange a meeting with staff from the public/regional library to come to the school to see the SLLC and discuss ways of working more closely together.
2. Agree to keep colleagues in other agencies aware of any assignments/projects that might send students to their site for assistance.
3. Discuss opportunities to have senior students visit the college and university libraries, and learn how they may access those resources.
4. Develop a resource bank of individuals in the community who can be of assistance to the school programs.
5. Be flexible in arrangements to allow others to use the SLLC after regular hours.

How is the Inter-Agency Collaboration (IAC) Component Assessed?

1. How often have copies of assignments/projects been made available to the public library staff in advance of the individual or class visit?
2. When were study tours arranged for college or university sites?
3. What external resources were used by the SLLC this year?
4. How was the SLLC used to enhance its image in the community?

COLLABORATIVE SLLC LEADERSHIP TEAM

Teacher-Librarian Collaborative Role	Teacher-librarian/LLC teacher works with LC leadership team to assess usage of LLC and alignment with school improvement goals.	Teacher-librarian/ LLC teacher develops short and long range plans for facilities and program growth with the LLC leadership team to facilitate school improvement goals.	Teacher-librarian prepares and digitally shares reports/ action research to document progress and aid in budget and staffing allocation and succession planning.	Teacher-librarian leads collaborative site based research on the impact of the LLC.

(Canadian Library Association, 2014, p. 14)

Instructional Leadership	Library Learning Commons (LLC) leadership team applies information literacy instruction to the design of resource based learning experiences.	LLC leadership team works with teachers to apply information literacy instruction to the design of inquiry learning experiences.	LLC leadership team works with teachers to understand and implement inquiry models to the design of excellent learning experiences.	LLC leadership team empowers personalized professional learning of inquiry approaches.

(Canadian Library Association, 2014, p. 15)

With the SLLC paradigm shift, there is a need for a new range of collaborative learning for the school library staff, particularly in the formation and leading of SLLC teams. TL/LCTs will need to work closely and collaboratively with library support staff and learning community in leading SLLC transformation. They need to decide what principals really need to know about SLLC and how the school can involve parents in the publicity of what is really happening in the SLLC.

A TL/LCT cannot, nor should not attempt to lead the shift totally on his/her own. It is predicated upon his/her ability to interact with and engage others. Discussing where the various SLLC themes fit into teaching programs is imperative. Winning teaching colleagues to the concept as collaborative partners is key (CPTA). When one combines collaborative planning, teaching, and assessment with reflection, these become powerful forces at work to meet curricular outcomes. As two or more teachers (classroom and SLLC) join forces to work with individuals, small groups, and whole classes, there is greater potential to develop critical thinkers and creative learners.

As these components are studied and understood by TL/LCTs, they will attempt collaborations initially with approachable teachers. As the teachers become more comfortable with their new teaching team members, they will be willing to expand the options in new planning modes or models and focus the SLLC on learning and teaching based on student data. School districts will find ways to have these TL/LCTs and teacher teams share their successes at school and through SLLC professional development events.

How does Collaborative SLLC Leadership Team look?

1. The TL/LCT is recognized as a leader on the school team.
2. The TL/LCT is proactive and participating in professional and other activities in the school.
3. The SLLC has an active, friendly physical and virtual environment.
4. The SLLC staff are actively involved with students in their learning.
5. Teachers come to the SLLC seeking ideas and assistance.
6. SLLC staff are accessible to staff and students.
7. Professional relationships with key people in the school and at the district level are fostered.
8. Organizational skills and time management skills demonstrate TL/LCT ability to set priorities and to 'stay on top of things'.
9. Practices among the staff are shared, and taught to each other.
10. Opportunities to keep up-to-date on new curriculum, teaching strategies, and technologies are in place.
11. Efforts are made to anticipate problems and / or blocks and to develop alternative risk management strategies.
12. Teachers feel that there is a scaffolding system that will support them when they try new ideas.
13. TL/LCT working on the professional development team provides opportunity to model the kind of problem-solving skills needed by students for life-long learning.
14. Evidence of creativity, flexibility and realistic approaches are modeled.

Some Suggested Strategies for Implementation

1. Have an open style of communication with students, staff, and parents.
2. Be consistent in expectations with staff and students.
3. Adjust interpersonal communication styles and strategies to reach different personalities.
4. Be knowledgeable about the learning resources and professional resources at the school, district, and community level.
5. Attend meetings of department heads, resource teams, teacher previews, and school committees.
6. Have an "expected place" on the staff meeting agenda.
7. Be an initiator and a finisher.
8. Share and /or publish examples of successful projects/learning activities.
9. Conduct action research to study SLLC implementation on-site.
10. Attend conferences and reads current professional literature, and share the ideas found with peers.
11. Join the local professional association and network with professional colleagues.
12. Participate in district-based activities.

13. Have regular formal and informal conferences with the administration.
14. Offer workshops / orientation sessions for teachers and students.
15. Organize displays of resources both inside and outside the library.
16. Connect story time, book talks, resource displays to the classrooms.
17. Work on school committees, e.g. School Technology Council, Parent Advisory Committee, Curriculum Development Committee, School Finance Committee, Professional Growth/Professional Learning Committee.
18. Encourage parent volunteers in the SLLC.
19. Share information about successful learning events across the grade, with the community, at parent-teacher programs, as well as at professional and social organizations.

How is Collaborative SLLC Leadership Team assessed?

1. Is there a flexible schedule in the SLLC?
2. How does the TL/LCT participate actively in school committees, events, and projects?
3. How does the SLLC staff help students and staff to be comfortable working in the physical and virtual SLLC?
4. Can the TL/LCT provide samples of communications to the parents and community?
5. Could the TL/LCT provide samples of cooperatively planned learning events?
6. Does the administration place the TL/LCT on the school leadership team?
7. Does the TL/LCT provide evidence of reporting to staff and administration from professional development activities?

The object of teaching a child is to enable the child to get along without the teacher. We need to educate our children for their future, not our past.

Arthur C. Clark

November 2015

SUMMARY

The purpose of this paper was to explore the components of seeing, strategizing and assessing a school library learning commons through examining selected indicators from *Leading Learning: Standards Of Practice For School Library Learning Commons In Canada 2014*. The components and selected indicators have been outlined in detail and need to be studied and examined in depth. They need to be shared and understood so that the stakeholders can see the implications of implementation in direct relation to their role. The purpose is whole school library learning commons integration and the method is collaboration. A broad picture has been sketched. Determine where you are in it, where you will go next, what other indicators to explore and seek the kinds of professional growth needed to implement changes. This is exciting new ground for schools, districts, or regions. Take the opportunity to lead and innovate.

"There are only two lasting bequests we can hope to give our children. One of these is roots, the other, wings."
Hodding Carter, American journalist & author

"If at first you don't succeed, try, and try again; each time another way."
 Aesop's Fable

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Presentations:
    (1) *Information Literacy as an Outcome of Cooperative Planning and Teaching in*
    the Modern School Library & Information Services Programme.
    (2) S*chool Library Staffing: Library Volunteers - A Winning Team in the Modern*
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    (3) Helping Students and Teachers Develop their Independent Learning Skills in
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Forms of Cooperation, 07-15 June 2003

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Papers presented, and workshops lead with accompanying discussion for the School Library Section:

(1) Helping Teachers Use the Modern School Library More Effectively
(2) School Library Systems: Developing Handbooks for Use at the System Level
(3) The Modern School Library: Components of a Quality School Library Program. What is it? What Evaluation Methods Does it Use?
(4) *Associate to Share, Help & Lead: What is IASL [International Association of School Librarianship]?*