Leading Learning as a Tool for Reflection and Growth: Culturally Relevant and Responsive Library Learning Commons

By Carol Koechlin and Judith Sykes

Learning Commons as Mirrors

Who am I? Who are we? These age-old simple questions have generated study and philosophical conversations for centuries and remain just as important today as a basis for daily wellbeing and building the future. In terms of learning today every student and teacher needs to work towards this simple yet complex self-discovery journey. The entire school community should be a safe and supportive environment for all learners to develop, understand and value their own identity as well as the identity of others. The school library learning commons can be very instrumental in setting the tone for self-discovery and inclusiveness.

> *"Our school libraries should reflect our common values of equity, diversity, and cultural identity as well as best approaches in the educational and library professions." Leading Learning* (Canadian Library Association (CSL), 2014, p.4)

In this paper we will explore the many ways school library professionals can enable every student to see themselves in the spaces, resources and learning approaches in the learning commons as well as uncovering and appreciating their broader communities. We will address best learning environments and approaches to enable students to grow as learners and as citizens. We turn to *Leading Learning: Standards of Practice for School Library Learning Commons in Canada* (CSL, 2017h) for themes and exemplars to demonstrate evidence of culturally relevant and responsive practices already in place across Canada in school libraries.

Leading Learning as Windows: Four Reflective Questions

Leading Learning indicators can be utilized as a guideline to chart growth and set goals for the SLLC to engage, model and lead in culturally relevant and responsive learning and teaching. We explore several *Leading Learning* themes from the five standards relating most directly to four questions arising from the TMC5 symposium themes: (Canadian School Libraries (CSL), 2017j)

1. How does *Leading Learning* address a culturally relevant and responsive school library learning commons (SLLC) learning environment?
2. How does *Leading Learning* address culturally relevant and responsive SLLC instructional approaches?

3. How does *Leading Learning* address culturally relevant and responsive SLLC learning partnerships?
4. How does *Leading Learning* address leveraging technology for a culturally relevant and responsive SLLC?

Framed by these guiding questions, we will demonstrate how the standards of practice and themes of *Leading Learning* can be very helpful for school library leaders as they review their own programs and policies and plan to take action. We have targeted specific standards and themes as practical starting points, however self-discovery and inclusiveness is at the heart of all work and play in the SLLC. For our readers' convenience we have shared 'See it in Action' exemplars from these standards and themes and added a few recent 'See it in Action' exemplars that will soon be posted on the Leading Learning website. (Canadian School Libraries (CSL), 2017h) As well, these new living exemplars will automatically be added to Carrefour d'apprentissage. (Canadian School Libraries (CSL), 2017g)

1. How does *Leading Learning* address a culturally relevant and responsive SLLC learning environment?

For centuries formal school settings remained much the same. New ways of learning however shook up notions of blackboard central rigid seating behind closed doors. *The Third Teacher* (OWP/P Architects, VS Furniture, & Bruce Mau Design, 2017) http://thethirdteacherplus.com/resources/, a book collaboration and ensuing website by architects and designers, details the importance of re-thinking the actual learning environments in schools today. In this work, educators are challenged to re-conceptualize learning environments as another (or third) teacher. Coupled with a drive for 21st Century skills (Partnership for 21st Century Learning, 2007) where students are engaged in critical thinking, collaboration, creativity, innovation and communication, the demands for transforming learning environments grew rapidly. This movement opened the door for school library transitions to learning commons with the emphasis now on student centered participatory learning and the needs of the commons. Designs for SLLC evolved based on local student data and needs rather than perceived historical design patterns. Open flexible spaces and furnishings enable staff and students to create best learning environments based on their immediate activity, thus learning and needs drives the space.

This thinking weaves throughout the standard, Designing Learning Environments to Support Participatory Learning. (Canadian School Libraries (CSL), 2017c) Designing for inclusiveness of the needs of all learners is paramount. As we look at the themes in this standard we learn that attention to both physical and virtual spaces in the SLLC opens

up opportunities to be responsive to ongoing demands and evolving needs. Attention to furnishings, resources, technologies and activities ensure accessibility of learning for all. Design of learning experiences that invite play, experimentation, creativity and innovation can open doors for self-discovery and knowledge of others. A participatory school culture builds through student driven celebrations of learning, clubs, guests and special events in the SLLC where everyone is welcomed and contributes their knowledge and special talents.

STANDARD

Designing Learning Environments to Support Participatory Learning

	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.
		SEE IT IN ACTION	SEE IT IN ACTION	SEE IT IN ACTION	SEE IT IN ACTION

The theme 'Designing for Responsive Print and Digital Collections' is no doubt a key point of entry in this standard to assess growth of a culturally relevant and responsive SLLC. The collection must reflect the cultural demographics of the school community. In a blog post related to culturally responsive teaching from "The Partnership for 21st Century Learning" (Bellanaca, 2015), it is mentioned that in a school of 1500 students, 95% Latino, apparently "there was not a single book about Mexico or its people in the school's library". Learning resources in physical and virtual SLLC collections should be responsive to local culture and history, but also broaden and enrich cultural understandings and values of others.

> ".... *people of a variety of races, religions, genders, sexual orientations, classes, abilities, and ages; depict individuals and groups in a range of social, economic, and political environments" and "address issues from a variety of perspectives. Resources should reflect a wide variety of Canadian authors and demonstrate "a broadly based perspective of Canada within a global framework, as well as Canada and its people within a multicultural context*." (Toronto District School Board, 2016)

The Alberta Learning Commons Policy Guidelines states "*Resources should "recognize and respect Indigenous knowledge and ways of knowing of the First Nations, Métis and Inuit peoples*". (Alberta Education, 2017b)

Responsive collection design ranges from ensuring SLLC collections are responsive and inclusive, supporting Canadian identity and student information needs, to co-planning collections to empower culturally relevant and responsive personalized learning.

'See it in Action' from *Leading Learning:*

Emerging - Create inclusive learning spaces and equity resources as suggested from the workshop site "Creating an Inclusive Learning Space". (Morgan & Watt, 2012) https://sites.google.com/site/inclusivelearningspace/equity-resources Share and use resources from the Canadian Children's Book Centre (Canadian Children's Book Centre, 2017) and other publishers for culturally responsive resources, author visits, and more. http://bookcentre.ca

Evolving - Use *Resource Links* (Resource Links, 2017), a national review journal of Canadian English and French resources for children and young adults, to help select culturally relevant and responsive resources when co-planning curricular learning experiences with teachers. http://www.resourcelinksmagazine.ca/

Established - Develop instruments to be responsive to learning community requests. View how a high school teacher-librarian instructs colleagues on how to create a responsive book request form on Google. (Schwander, 2010) https://www.youtube.com/watch?v=UIEosbmomHs#t=57 Guide students with culturally relevant and responsive pathfinders across the subject areas as in this secondary school in British Columbia. (Garibaldi Secondary School Library, 2017) http://gss.sd42.libguides.com/projectpathfinders

Leading Into The Future - Use popular technology tools such as Pinterest to emerge into a community responsive virtual learning commons as this secondary school in Waterloo, Ontario has done. (Waterloo Collegiate Library, 2014) https://wci.wrdsb.ca/library/

New 'See it in Action'

Study the Quebec School Librarians Network approach to referencing *Leading Learning* for promoting Canadian identity and diversity; explore the wide variety of learning and teaching resources provided. (Quebec School Librarian's Network (QSLiN), 2017) http://qslin.org/promoting-canadian-identity-and-diversity-in-your-library/

Consider an alternative way to think about library learning commons organization to better reflect your learning community. Examine the approach used by Anna Crosland, teacher-librarian, Surrey School District, British Columbia, in adapting Dewey to organize indigenous resources. (Crosland, 2017, June 08) http://georgesvanierlibrary.edublogs.org/2017/06/08/cataloging-indigenous-resources-alternatives-to-dewey/

Incorporate indigenous resources and digital links in co-planning learning commons experiences. Use the suggested charted resources developed to support British Columbia curriculum personal and social core competencies, co-selected with the Surrey District Aboriginal Department, and reflecting self-determination, self-regulation, well-being, contributing to the community, caring for the environment, valuing diversity, building relationships, and indigenous perspectives. (Crosland, 2017, June 5) http://georgesvanierlibrary.edublogs.org/2017/06/05/aboriginal-resources-to-support-personal-and-social-core-competencies/

Read this discussion on the potential of library learning commons design and practice to empower addressment of equity and social justice by Jennifer Brown, teacher-librarian, Peel District School Board, Ontario. Use the link to reflective questions and resources for teacher-librarians to help build capacity in addressing equity and social justice in the book collection, library learning commons environment decor, language, scheduling and routines. (Brown, 2017, February 1) http://www.open-shelf.ca/170201-equity-social-justice/.

2. How does *Leading Learning* address culturally relevant and responsive SLLC instructional approaches?

According to Lynch (2011), culturally responsive pedagogy has three functional dimensions: the institutional dimension, the personal dimension, and the instructional dimension. Lynch writes that "*Given that a majority of teachers hail from a middle class European-American background" teachers are challenged to face their own cultural histories and biases to move towards teaching in a culturally responsive fashion".* A euro-centric focus, prevalent in public education, can be an alienating and marginalizing experience for many students. Instead, educators can adopt a multi-centric framework for teaching and learning using "*four primary learning objectives: integrating multiple centres of knowledge; affecting social and education change: equity, access and social justice recognition and respect of difference; and teaching for youth and community empowermen*t". (Zine, 2010) The importance of cultural responsiveness and cultural literacy is prevalent in new approaches to learning for the future. The International Federation of Library Associations (IFLA) published a booklet in 14 languages (with

supporting two-page handout and toolkit) to help librarians in all types of settings support "access to information, Information and Communication Technologies (ICTs), culture and universal literacy, all of which have been included in the UN 2030 Agenda (for Sustainable Development)". (International Federation of Library Associations and Institutions (IFLA), 2017)

Culturally responsive pedagogy is addressed through the themes of the standard Fostering Literacies to Empower Life-long Learners. (Canadian School Libraries (CSL), 2017e) As literacy is a major goal of schools and educational reform initiatives this standard is an ideal focus for SLLC leadership in culturally responsive pedagogy. Each theme provides opportunities to infuse culturally relevant and inclusive literacy practices. The 'Cultural Literacy' theme in this standard begins with building a culturally diverse SLLC collection and working towards integrating and infusing culturally relevant and responsive practices into instructional approaches and the co-creation of cultural literacy, the...*knowledge of history, contributions, and perspectives of different cultural groups, including one's own group, necessary for understanding of reading, writing, and other media"*. (cultural literacy, (n.d.)

STANDARD

Fostering Literacies to Empower Life-Long Learners

	EXPLORING	EMERGING	EVOLVING	ESTABLISHED	LEADING INTO THE FUTURE
Themes		Growth Indicators			
Cultural Literacy		LLC collection reflects cultural diversity, points of view and equity. SEE IT IN ACTION	LLC collection builds connections to Canadian identity. SEE IT IN ACTION	LLC program infuses cultural literacy. SEE IT IN ACTION	LLC program contributes to the co-creation of cultural literacy. SEE IT IN ACTION

'See it in Action' from *Leading Learning*

Emerging: Guide and support cultural literacy through the SLLC through developing pathfinders to culturally responsive resources. (Waterloo Region District School Board, 2017) https://llc.wrdsb.ca/discovery/pathfinders/day-of-pink/
Evolving: Ensure your VLC reflects cultural literacy as demonstrated on this wiki. (McCallum, 2014) http://www.livebinders.com/play/play/343698

Established: Develop a virtual Knowledge Building Center to support and document cultural inquiry and inter-related curricular connections. (Hamilton-Wentworth Catholic District School Board, 2014) https://sites.google.com/site/brucetrailhwcdsb/
Leading Into The Future: Co-create cultural literacy such as this virtual museum example from a Calgary school. (Clark, 2013, November 4) http://yyclc.blogspot.ca/2013/11/a-virtual-cultural-museum.html Another example involves Grade 7 students from Ontario videoconferencing to take part in a traditional Inuit lighting ceremony with fellow students in Nunavut. (MacDonald, 2014, April 3) http://www.northumberlandtoday.com/2014/04/03/grafton-students-connect-to-the-arctic

New 'See it in Action'

Try a new idea to bring awareness to Aboriginal resources. Check out the popular "Aboriginal Reads Month" contest at Fraser Heights School in Surrey, BC, shared with tips to get started. (Monk, 2017, March 7) http://www.fhlearn.ca/amonk/2017/03/07/march-is-aboriginal-reads-month-at-fraser-heights/

Follow the reflections, suggested resources and ideas of teacher-librarian Jennifer Casa Todd in developing cultures of kindness in schools. (Casa Todd, 2017, September 4) http://jcasatodd.com/?p=2260

Engage yourself and your teachers in the ERAC website dedicated to "Resources for Integrating Aboriginal Ways of Knowing and Learning". The site, part of the resource consortium for BC school districts, contains detailed curricular units with aboriginal connections, resources and organization under the four elements - air, earth, fire, water. Topics and resources chosen support curriculum across the country. (ERAC, 2017) https://abedsupport.bcerac.ca

Visit the authentic "Learning Commons and Makerspace" web site of Nusdeh Yoh Elementary School, Prince George, BC, an Aboriginal Choice Program School "rooted in Aboriginal world views, culture, and language". (Nusdeh Yoh Elementary School, 2017) http://nyohlibrary.weebly.com/

Shared by a BC teacher-librarian, learn about and be inspired to adapt to use a wealth of quality multi-format resources and activities to engage students in the understanding and celebration of the Indian festival Diwali. (Crossland, 2016, October 17) https://georgesvanierlibrary.edublogs.org/2016/10/17/celebrating-diwali/

2. Continued...how does *Leading Learning* address culturally relevant and responsive SLLC instructional approaches?

Schools and districts establish visions for learning and goals to address success for all students. These goals set the backbone agenda for the school community. *Leading Learning's* standard Advancing the Learning Community to Achieve School Goals (Canadian School Libraries (CSL), 2017a) is a whole school approach to collaboratively developing the SLLC environments, expertise and programs to support and advance school goals. Each theme provides examples of the roles in this process. As a lead on the SLLC team, the teacher-librarian can use four "proactive actions" to effectively foster culturally relevant and responsive practices in that they *"build trust, value cultural awareness, foster motivation, and establish inclusion"* (Summers, 2010) in co-planning instructional approaches. This begins with leading a team assessment of the SLLC, in this case focusing on cultural relevance/responsiveness, and ultimately moves to leading collaborative site based research on how the SLLC impacts school cultural literacy.

STANDARD

Advancing the Learning Community to achieve school goals

	EXPLORING	EMERGING	EVOLVING	ESTABLISHED	LEADING INTO THE FUTURE
Themes			**Growth Indicators**		
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.
		SEE IT IN ACTION	**SEE IT IN ACTION**	**SEE IT IN ACTION**	**SEE IT IN ACTION**

'See it in Action' from *Leading Learning*

Emerging: Use a variety of strategies and tools to conduct SLLC assessments. Proceed to lead SLLC teams to align assessment findings with moving school instructional goals forward. The Ontario School Library Association (OSLA) *Teacher-Librarian toolkit* (Ontario School Library Association (OSLA), 2003) provides templates for a collaboration log. http://www.accessola.com/osla/toolkit/Resources.html

Evolving: Create or adapt long range planning templates for curriculum integration such as those that have been published by the Saskatchewan School Library Association. (Saskatchewan School Library Association (SSLA), 2008) https://www.ssla.ca/uploads/9/5/3/6/95368874/3_tlplanningdocuments_pacatholic_fall08 .pdf

Established: Document SLLC progress on how implementing the instructional approaches and plans supported the goals in the overall school plan. The Ontario Library Association (OLA) provides a collaborative web space for examining how the learning commons philosophy and practice relate to standards for school improvement. (Ontario Library Association, 2017) http://together forlearning.ca/implementation/physical-and-virtual-space/

Leading Into The Future: Conduct site-based collaborative research on the impact of the approaches on cultural literacy throughout the school. Examples of teacher-librarian collaborative research can be read about in Peel School District, Ontario, where teacher-librarians engaged in a number of collaborative research projects. (Conte, 2012) https://sites.google.com/site/treasuremountaincanada2/conte

New 'See it in Action'

Read how a teacher-librarian used action research to discover the significant impact on student learning success when taught the same material by the teacher-librarian alone or through collaborative teaching, with reflections on the barriers and solutions to them in establishing the school library as collaborative learning commons. (McNee & Radmer, 2017) http://www.ncte.org/library/NCTEFiles/Resources/Journals/ELQ/0401-aug2017/ELQ0401Librarians.pdf

View this recording of a high school teacher in Quebec who talks about the critical importance of the school library to his practice, his students and ultimately, democracy. (Quebec School Librarian's Network (QSLiN), 2017, June 26)
 https://qslin.org/new-video-libraries-and-democracy-teachers-and-librarians-working-together-to-open-minds/

2. Continued...how does *Leading Learning* address culturally relevant and responsive SLLC instructional approaches?

STANDARD

Cultivating Effective Instructional Design to Co-plan, Teach and Assess Learning

	EXPLORING	EMERGING	EVOLVING	ESTABLISHED	LEADING INTO THE FUTURE
Themes			**Growth Indicators**		
Differentiated Learning		Learning experiences accommodate multiple learning styles and abilities.	Learning experiences are supported by differentiated content.	Learning experiences support differentiated learning approaches and processes.	Learning experiences support the personalization of learning for all learners.
		SEE IT IN ACTION	SEE IT IN ACTION	SEE IT IN ACTION	SEE IT IN ACTION

 The themes of the standard <u>Cultivating Effective Instructional Design to Co-plan, Teach and Assess Learning</u> (Canadian School Libraries (CSL), 2017b) breakdown key components that need to be addressed for success in the SLLC. The SLLC serves all students in the school and can be the archetype for culturally relevant and responsive instructional design, experimentation and practice in cognitive rich environments. To foster differentiated learning as in this standard theme, use cognitive rich design to incorporate knowledge and demonstration of best learning and teaching practice. Brain research substantiates this practice as having enriched environments, intellectual climates, and relevant emotional connections brought to life through concepts and constructs such as those inherent in cooperative learning, constructivism, information literacy, critical inquiry, project and problem-based learning, multiple intelligences, learning by design, interdisciplinary learning.

The SLLC leads weaving culture relevance and responsiveness across cross-curricular continuums, interconnecting throughout the grades, subjects or levels in the school. Teacher-librarians and learning commons teachers collaborate with teachers to align SLLC experiences with classroom practice thus supporting the students in reaching cross-curricular competencies through brain-based principles. Culturally responsive and relevant instructional approaches allow for both outward and introspective "active" learning and learners. The outward aspect generally involves exploration and inquiry, emotional expression and interaction with literature and the arts, dialogue, debate, cooperative learning and communal knowledge building and expression. More introspective activities involve reading, note-taking, journaling, sketching, painting.
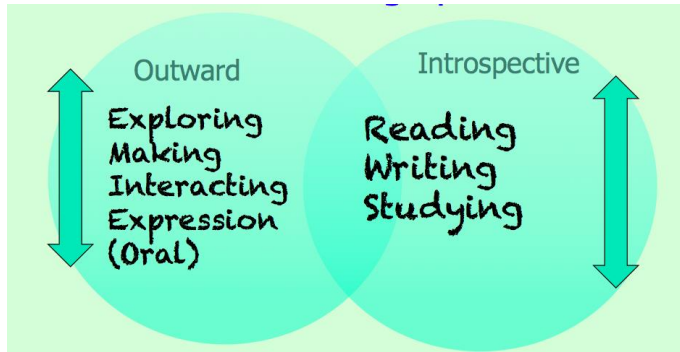
(Sykes 2016)

The Ontario School Library Association document, *Together for Learning* (Ontario Library Association (OLA), 2010) states:

> "*In working together, teacher-librarians in partnership with others can modify the process, content, product and environment to meet the needs of a diverse student population. The result will be empowered learners.*" A learning commons will have a "*professionally selected resource collection to support diverse learning styles, abilities, reading levels and interest with specialized resources for all learners and students with identified learning needs.*"

Differentiated learning in the SLLC accommodates all learners and addresses multiple learning styles and learning levels in co-planned instructional experiences as well as in the physical and virtual resource collections and environments that provide space for a wide range of learning styles and abilities to support metacognition and personalization of learning for all learners.

'See it in Action' from *Leading Learning*

Emerging: Find out how your province or territory provides curated online reference centers often licensed through government or municipal library ministries such as The Alberta Library (TAL) Online Reference Centre (ORC) that also provides support for using the ORC for SLLC programming for all students and provides culturally relevant and responsive materials. (Online Reference Centre (ORC), 2017) http://www.onlinereferencecentre.ca/creating-learning-commons-programming.html

Evolving: Co-plan to create student projects with pathfinders such as the "Titanic" research project (Brooks Kirkland, 2014) https://sites.google.com/site/titanicinquiry/ that demonstrates the inquiry learning cycle using the "Discovery and Guided Inquiry model" from *Together for Learning* (Ontario Library Association, 2010) http://togetherforlearning.ca/t4l-vision-document/ aligned with the Ontario curriculum

and assessment practices, as defined in *Growing Success* (Ontario Ministry of Education, 2010). http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Established: Read about differentiation and the SLLC such as in this article (Koechlin and Zwaan, 2008) that discusses how the school library best supports all students in a variety of approaches and includes a comprehensive check chart for differentiation strategies.
https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxsZWFybmluZ2NvbW1vbN0cmVhc3VyZXliMmN8Z3g6N2UwNmYyMzIzYmFjNzA2Nw

Leading Into The Future: Engage students in cross-curricular inquiry and share your results as in this blog entry from a secondary teacher-librarian in Surrey, British Columbia, presenting the success of cross-curricular inquiry for all students in the learning commons demonstrating student differentiation through personalization of learning. (Monk, 2013, June 5) http://www.fhlearn.ca/amonk/2013/06/05/inquiry-8-in-the-learning-commons/

New 'See it in Action'

Be inspired in this example of a Makey Makey collaborative lesson infusing art and music to create a touch-sensitive object with grade 7 students; a Toronto District School Board STEAM project. (Surdivall & McMillan, 2017)
https://docs.google.com/presentation/d/1RRD-Bq_CoCNeqm4WP1NyjtP_hC4T2cDLC9-9sCBZlm4/edit#slide=id.p Find out more about the STEAM. (Sinay & Jaipal-Jamani, 2016)
http://www.tdsb.on.ca/Portals/research/docs/reports/STEAMFactSheet.pdf.

Learn about the innovative way that teacher-librarian Jen Brown "opens" the learning commons up during the last school period of the day to facilitate independent student exploration, inquiry and creation. (Brown, 2017)
https://sites.google.com/a/pdsb.net/open-learning-in-the-library-learning-commons/home

Consider adapting this co-planned and taught project depicted on this professional learning website that illustrates makerspaces and pedagogical documentation in the learning commons using award-winning new fiction (primary grades) and non fiction (middle grades) as maker gateways. (Mulcaster, 2017)
https://sites.google.com/pdsb.net/forestofmaking/

3. How does *Leading Learning* address culturally relevant and responsive SLLC learning partnerships?

Leading Learning's standard [Facilitating Collaborative Engagement to Cultivate and Empower a Community of Learners](#) (Canadian School Libraries (CSL), 2017d) envisions the SLLC's role in local, regional and global connections and collaborations, thus placing the SLLC in the position to become the facilitator of culturally relevant and responsive student and community partnerships, as in the theme 'Student and Community Partnerships'. Engaging the community is probably one of the most vital things the SLLC can do in the recognition and honoring of cultural responsiveness and relevance. Everyone needs to be welcomed to the process. Invite the community into the SLLC in a variety of authentic ways such as by hosting an author or guest (live or using technology) to explore cultural avenues and understandings or using the concept of "human libraries" or "living" books to engage community members in building cultural partnerships.

 'See it in Action' from *Leading Learning*

Emerging: Welcome and encourage volunteers with SLLC clubs and regular meetings, ensuring cultural responsiveness and relevance in relation to your learning community. (Gladstone Library Learning Commons, 2015)
http://gladstonelibrary.edublogs.org/library-club/

Evolving: Celebrate cultural responsiveness and relevance through the joy of reading as in this lively presentation from a student book club. (MacLeod, 2012, November 2)
http://animoto.com/play/7Oaf1BR103UVHaIxbBWjnA

Established: Have students help other students - and teachers - learn as demonstrated in this responsive SLLC technology team. (Ramsey, 2010)

http://connection.ebscohost.com/c/articles/55124745/school-tech-squad-learning-commons-technology-boost

Leading Into The Future: Involve students in special projects or initiatives beyond the school, into the community, perhaps on a global perspective. Students at Acadian Junior High School, Winnipeg, Manitoba, donated an irrigation drip system that they had won to a secondary school in Tigithi, Kenya that vastly improves water sourcing for food growing. (Knittel, 2012, September 8) http://www.youtube.com/watch?v=qBb69wX9Q_s

New 'See it in Action'

Watch the outstanding "Indigenous Human Library" event at a Manitoba high school, the result of a teacher-librarian and high school student collaboration. (ShawTV Winnipeg, 2016, November 18)
https://www.youtube.com/watch?time_continue=2&v=f_YOrtEpeH4

Read about how the Toronto District School Board honors "Orange Shirt Day" (Orange Shirt Society, 2017) http://www.orangeshirtday.org in recognition of the harm that the Residential School System did to First Nations. How can, or did, your school or school district participate? (Kopyto, 2017, September 27)
https://library.earlhaig.ca/2017/09/27/tdsb-marks-orange-shirt-day/

4. How does *Leading Learning* address leveraging technology for a culturally relevant and responsive SLLC?

STANDARD

Designing Learning Environments to Support Participatory Learning

	EXPLORING	EMERGING	EVOLVING	ESTABLISHED	LEADING INTO THE FUTURE
Themes			**Growth Indicators**		
Designing for Accessibility in the LLC		LLC physical and virtual spaces are designed to address accessibility in accordance with district and regional policies.	LLC physical and virtual spaces and technologies support multiple abilities, with particular benefit for special needs learners.	LLC physical and virtual spaces encourage participation of special needs students in working with information and enjoying reading activities.	LLC physical and virtual learning spaces assist and accommodations are experimented with to discover best approaches to making learning accessible to all.
		SEE IT IN ACTION	SEE IT IN ACTION	SEE IT IN ACTION	SEE IT IN ACTION

As previously mentioned, *Leading Learning's* standard Designing Learning Environments to Support Participatory Learning (Canadian School Libraries (CSL), 2017c) envisions SLLC design founded on rich physical and virtual environments.

Librarians are adept at curating best resources including websites and technological tools that can impact cultural relevance, responsiveness and diversity as in the theme 'Design for Accessibility' in the LLC. Leveraging technology to design for accessibility strengthens connections for all students. This ranges from adherence to accessibility policies to co-discovering and providing best tools and spaces for learners; working towards sharing and researching innovative practices.

The book *The Virtual Learning Commons* (Loertscher, Koechlin, & Rosenfeld, 2012) defines the VLC as a collaborative "digital learning community". It is not just a website with virtual resources but provides accessible information support, individual/group participation activities with students interacting with resources, creating and sharing knowledge with the broader community for all learners.

'See it in Action from *Leading Learning*

Emerging: Ensure your SLLC provides accessibility for all in both physical and virtual spaces. This secondary school in York District, Ontario, includes a major goal for the library learning commons is to "maximize accessibility" in both the physical and virtual commons. (Tommy Douglas Secondary School, 2017) http://www.yrdsb.ca/schools/tommydouglas.ss/library/Pages/default.aspx

Evolving: Create or adapt a special education page such as this online virtual learning commons, originating in Kelowna, British Columbia. This special education page is designed by the teacher-librarian and pertains to students with special needs, from dyslexia to autism and the different technology available. (Heritage Christian Schools Learning Commons, 2014) http://linkslibrary.onlineschool.ca/index.php?action=displaycat&catid=37

Established: Use and promote resources such as the CNIB Library site for children and teens with print disabilities. (Canadian National Institute for the Blind (CNIB), 2014) http://www.altlit.ca/ Use available tools such as W3C to help you design SLLC accessibility sites. (Henry & McGee, 2016) http://www.w3.org/standards/webdesign/accessibility

Leading Into The Future: Research, discover and experiment with supporting students with learning disabilities. This school in the Toronto District School Board, Ontario, excels in supporting students with learning disabilities by using educational Apps in groundbreaking work with autistic students. (Beverly School, 2011) http://schools.tdsb.on.ca/beverley/sub_pages/Study.html

New 'See it in Action'

Follow the lively documentation of a collaborative, multidisciplinary writing project co-planned and taught between teacher-librarian/resource teacher and special education

teacher who infused innovative arts and technology in learning with students in grades 3-6 challenged by writing using the iPad App Book Creator. (Apple Inc., 2017) Project considerations and links to a wealth of innovative tech resources enable you to adapt. (Campbell & Tondat, 2017) https://docs.google.com/document/d/1skX_yCUkh-yLiKWULyvgaCNJ1ln92zjVnMFLyCB-150/edit Read further about the project, ideas, resources and reflections in this in-depth posting on the "Book Creator" blog. (Campbell & Narayan, 2017, July 26)

https://bookcreator.com/2017/07/created-interactive-choose-adventure-book

MOVING FORWARD

Principal

School Community

The Teacher-Librarian & Learning Commons Leadership Team

The library-as-learning commons functions as the hub of the school, where teachers and students collaborate, inquiry-based learning is promoted, and teacher-librarians provide instructional support to every teacher in the school while fostering a thriving reading culture. **Library to learning commons: A recipe for success** (Hayes, 2014, 1)

Leading Learning as Action:

The purpose of this paper is to provide a model of how *Leading Learning* standards of practice and themes can help school library professional and school leaders to address the building of a culturally relevant and responsive school library learning commons. We hope these examples have inspired transition ideas. Make use of the many ideas and tools in Moving Forward (Canadian School Libraries (CSL), 2017i) as you plan for action. Please share back with us your documented examples of success. The following chart may help in your review and planning.

Addressing cultural relevance and responsiveness in the SLLC?		
Focus	**Leading Learning Standard/Theme**	**My SLLC Goals**
Learning Environment		
Instructional Approaches		
Learning Partnerships		
Leveraging Technology		

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