

Leading Learning in the School Library Learning Commons

System and School Planning in the GECDsB



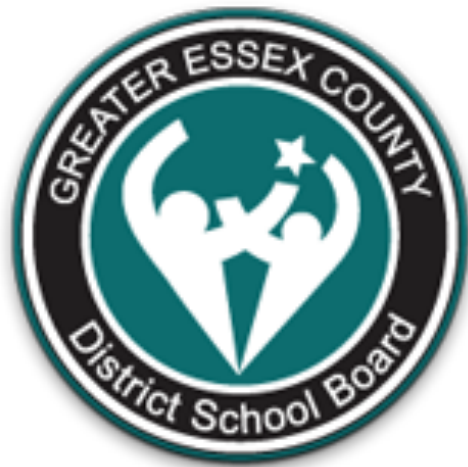
Anita Brooks Kirkland

Consultant, Libraries & Learning
President, Ontario Library Association

www.bythebrooks.ca

 **@AnitaBK**

Congratulations, GECD SB!



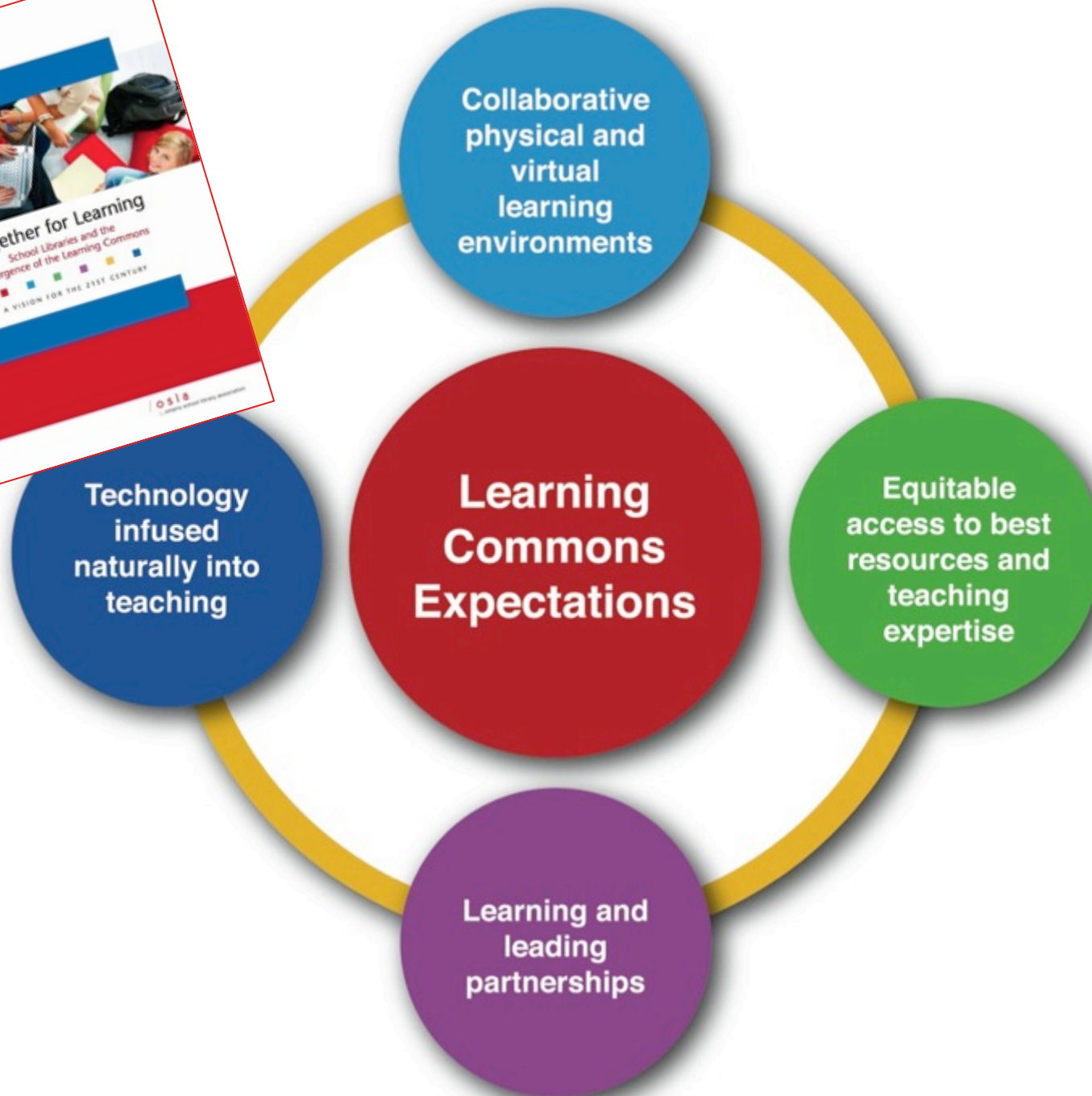
- ✓ Applying evidence-based practice to assess program efficacy
- ✓ Developing standards based on Together for Learning





The notions of the library as a community space and as a learning space are sympathetic, and design considerations for one can complement the other. So let's look at the library through the lens of new opportunities and imagine what it could be.

A. Brooks Kirkland (2013). *Transforming Library Spaces*
<http://clatoolbox.ca/casl/slicv31n3/313brookskirkland.html>





Deep Understanding and Knowledge Creation

Learning to Learn

Discovery and Guided Inquiry

Critical and Creative Thinking

Multiple Literacies

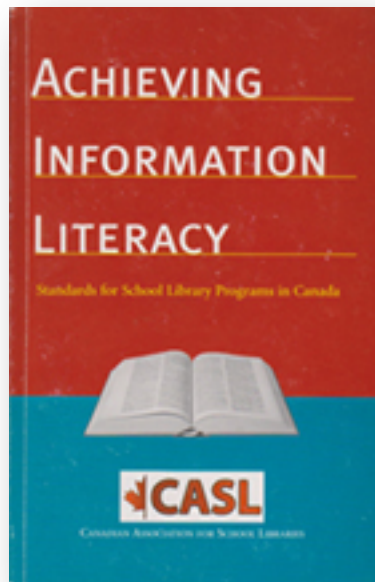
Reading Engagement

INFORMATION

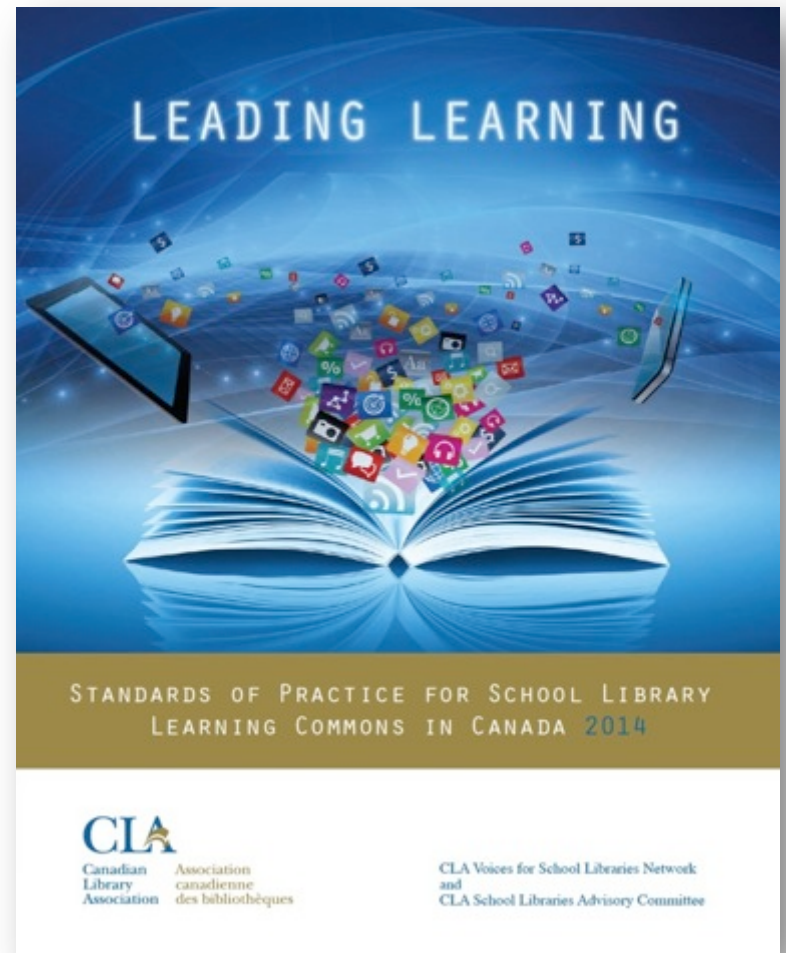


Yes, but how do
we measure our success
with these ideas?





Canadian Library Association
(ATSL & CSLA) 2003



Canadian Library Association 2014

**Measuring
Outputs**



**Measuring Impact
on Learning**



Diane Oberg

Evaluation provides the data needed to ensure that the school library program and, in particular, the teacher-librarian are indeed relentlessly focused on learning.

Oberg (2014): Relentlessly Focused on Learning: The Role of Evaluation

<https://sites.google.com/site/treasuremountaincanada3/advancing-the-learning-community/oberg>

Evidence-Based Practice

Evidence *FOR* Practice

Using findings from formal research and/or from professional expertise to inform practice.

Evidence *IN* Practice

Using locally produced data for transforming practice.

Evidence *OF* Practice

Using user-reported and user-generated data to show the result of what school librarians do.

A cluster of five balloons (red, green, yellow, orange, and blue) with gold and red ribbons is positioned on the left side of the cover. A similar cluster of five balloons is on the right side. The balloons are partially overlapping the central graphic and the title area.

LEADING LEARNING

STANDARDS OF PRACTICE FOR SCHOOL LIBRARY
LEARNING COMMONS IN CANADA 2014



Canadian
Library
Association Association
canadienne
des bibliothèques

CLA Voices for School Libraries Network
and
CLA School Libraries Advisory Committee

A Grand National Collaboration



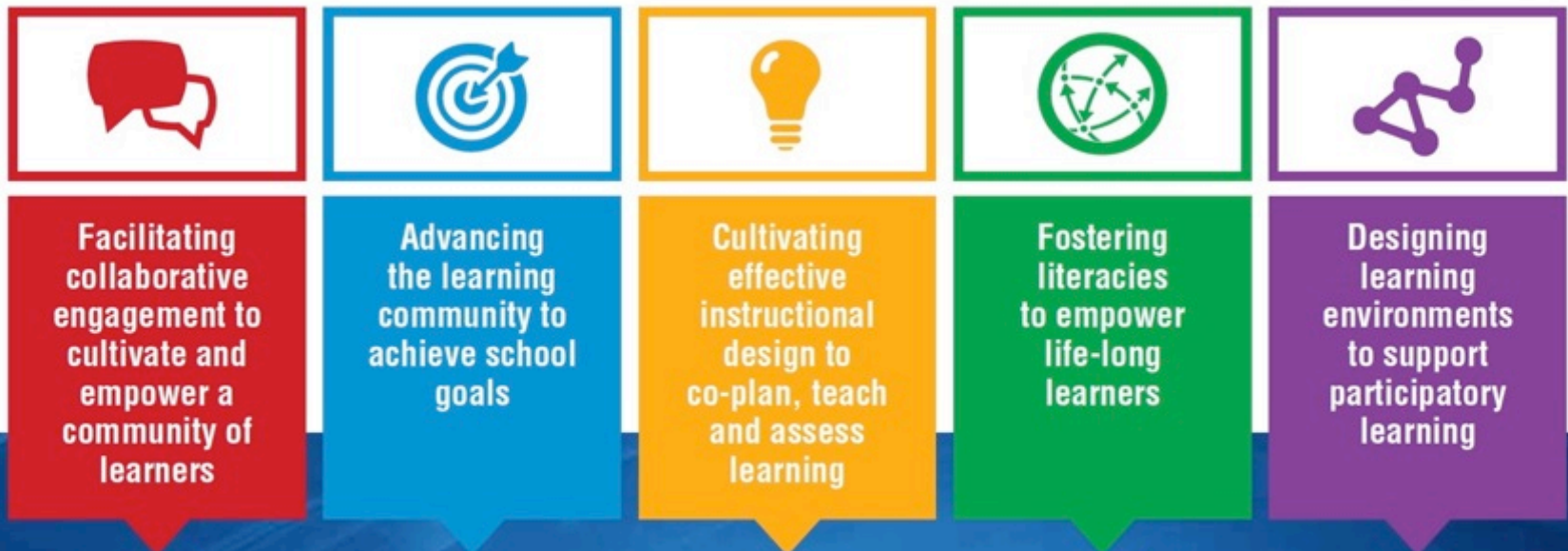
Linda Shantz-Keresztes, Jane Schmidt & Judith Sykes

Input from school library practitioners, other educators and stakeholders from every province and territory in Canada.

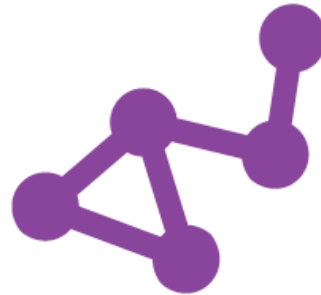


Carol Koechlin

How are standards expressed to be “relentlessly focused on learning”?

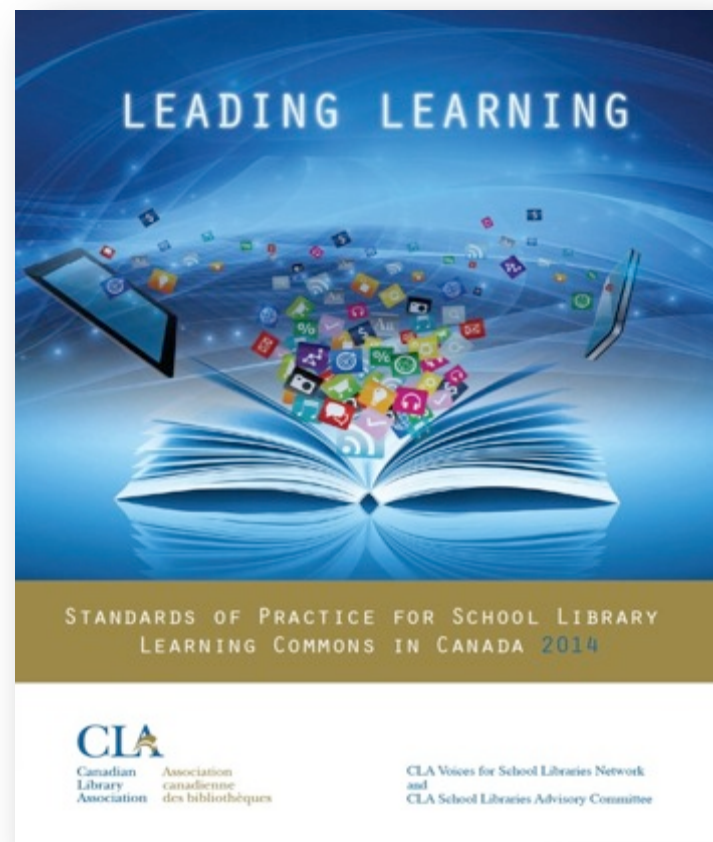


Standards of Practice for School Library Learning Commons in Canada



NON-HIERARCHICAL!

The framework of standards comes to life in growth continuums to support transformations from library facilities to vibrant library learning commons. The standards represent guideposts along the journey, and schools will find themselves at different points with each standard and theme within the growth continuums.



Canadian Library Association 2014

Growth Indicators

EXPLORING

EMERGING

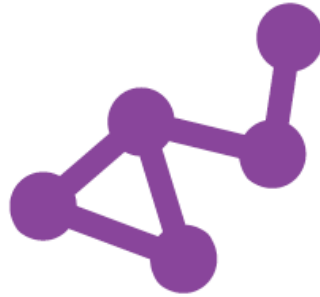
EVOLVING

ESTABLISHED

**LEADING INTO
THE FUTURE**

The goal is to get all schools on the path to providing the very best learning environments and library programs possible to support students academically and personally in learning to learn. Every school will find itself somewhere at a different place on the continuum for each indicator. The continuum will assist decision makers to determine what results have been achieved and also to provide future goals.

Over to you!



Explore one or two of the standards



Summarize the key ideas



STANDARD

Facilitating Collaborative Engagement to Cultivate and Empower a Community of Learners

Themes



Vision for Learning



Design for Collaboration



Partners in Collaborative Learning



Student and Community Partnerships



School Administration Partnerships



District Administration and Consultant Partnerships



Advancing the Learning Community to achieve school goals

Themes



Planning for School Improvement



Principal Collaborative Role



Teacher-Librarian Collaborative Role



Teacher Collaborative Role



Support Staff Collaborative Role



District Administration and Consultant Collaborative Role



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

Themes



Instructional Leadership



Instructional Partnerships



Engaging with Inquiry Approaches



Differentiated Learning



Technology for Learning



Assessment *for, of* and *as* Learning



Evidence-Based Practice

STANDARD

Fostering Literacies to Empower Life-Long Learners

Themes



Literacy Leadership



Engaging Readers



Information Literacy



Critical Literacy



Digital Literacy and Citizenship



Cultural Literacy



Literacy Partners



Designing Learning Environments to Support Participatory Learning

Themes



Designing for a Collaborative Physical LLC



Designing for a Collaborative Virtual LLC



Designing for Accessibility in the LLC



Designing for Responsive Print and Digital Collections



Designing for Creativity and Imagination



Designing for a Participatory School Culture

SEE IT IN ACTION!

PUBLISHED **LEADING INTO THE FUTURE**

Physical LLC spaces invite networking and participatory learning opportunities within and beyond the school.

ACTION **SEE IT IN ACTION**

<http://www.clatoolbox.ca/casl/slic/llsp514.html>

LEADING LEARNING

Standard: Designing Learning Environments to Support Participatory Learning

Theme: Designing for a Collaborative LLC

Growth Phase: Leading

Growth Indicator: Physical LLC spaces invite networking and participatory learning opportunities within and beyond the school.

♦ See it in action ♦

A school librarian specialist, consultant, and architectural coordinator in Ontario present a comprehensive web site for designing for teens in the physical school library learning commons.

Brooks Kirkland, Anita Koechlin, Carol & Di Sabatino, Sofia. (2013). *Teen territories: Creating their special spaces in libraries*.
<https://sites.google.com/site/teenterritories/home>

(This link was opened in a new tab in a new window. Close that tab or window to return to this page.)

Teen Territories

Search this site

Teen Territories: Creating their special spaces in libraries | Hopes and Fears | Engaging Teens | Environments | Design Process | Resources

Teen Territories: Creating their special spaces in libraries

Library as Place July 9, 2013

Anita Brooks Kirkland, Consultant, K-12 Libraries, Waterloo Region District School Board

Carol Koechlin, Author & Consultant

Sofia Di Sabatino, Architectural Coordinator, Toronto District School Board.

Digital Spaces, Library Places: Leveraging Technology

What do teens really need from a library space? Teens are a juxtaposition needing to express independence, but also highly social. For today's teens technology is seamlessly interwoven into all aspects of their lives, for communicating, socializing, researching, collaborating for learning, playing and creating. So how does that reality drive how we design library spaces that are not only enticing but useful for how teens really live their lives? In this session we'll explore ideas for designing dynamic teen spaces that work in our digital age.

How does technology liberate the library's physical space?
How do we leverage the space to move from controlling to empowering teens?



A NATURAL
MATCH!






Together for Learning
School Libraries and the
Emergence of the Learning Commons
A VISION FOR THE 21ST CENTURY

READING LEARNING
STANDARDS OF PRACTICE FOR SCHOOL LIBRARY
LEARNING COMMONS IN CANADA 2014

CLA
Canadian
Library
Association
Association
canadienne
des bibliothèques

CLA Voices for School Libraries Network
and
CLA School Libraries Advisory Committee

Leading Learning BINGO!

				
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
Vision for Learning	Planning for School Improvement	Instructional Leadership	Literacy Leadership	Designing for a Collaborative Physical LLC
Design for Collaboration	Principal Collaborative Role	Instructional Partnerships	Engaging Readers	Designing for a Collaborative Virtual LLC
Partners in Collaborative Learning	Teacher-Librarian Collaborative Role	Engaging with Inquiry Approaches	Information Literacy	Designing for Accessibility in the LLC
Student and Community Partnerships	Teacher Collaborative Role	Differentiated Learning	Critical Literacy	Designing for Responsive Print and Digital Collections
School Administration Partnerships	Support Staff Collaborative Role	Technology for Learning	Digital Literacy and Citizenship	Designing for Creativity and Innovation
District Administration and Consultant Partnerships	District Administration and Consultant Collaborative Role	Assessment for, of and as Learning	Cultural Literacy	Designing for Participatory School Culture
		Evidence-Based Practice	Literacy Partners	

Make the Together for Learning MATCH!

**BIPSA
BONUS
ROUND!**

**Now make the
match to
provincial &
board priorities**



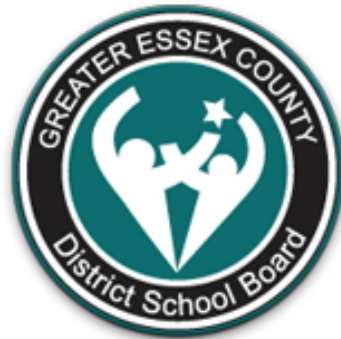
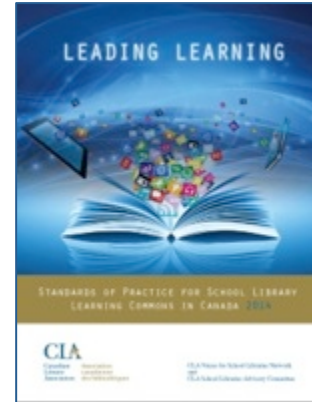
MOVING FORWARD



*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)*

What next steps should we work on collaboratively?

Relevant



Aligned

Realistic & Achievable

What should be the next steps at **your school**?

Appendix 4

Action Planning:

Planning and Leading Transitions to a School Library Learning Commons

CONSULT

PLAN

IMPLEMENT

MONITOR

EVALUATE

SUSTAINABLE
CHANGE

Transitions

What changes do
we want to make?

Timelines

What are the
expected start and
finish times?

Strategies and
Actions

How will
we achieve
transitions?

Roles

Who is responsi-
ble for what?

Resources

What budget, time
and people are
needed?

Indicators of
Success

How will we know
the transition is
complete? How
will we know it is
working?

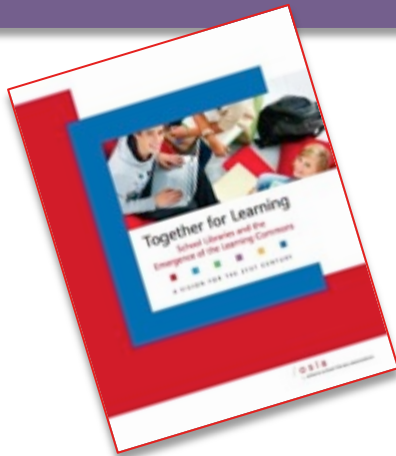
What are realistic and relevant goals?

Where are you now, and where can
you move on the continuum?

Who should be on your Learning
Commons Team?

I'll be back to tell your principals about Leading Learning!

At the school level, the principal is key in establishing and encouraging working partnerships among staff and students. The principal must provide the climate for cooperation, experimentation and growth, The Learning Commons has great potential, but only when everyone participates.



School principals as curriculum leaders and site managers of their schools will provide the leadership, budgets and support for moving forward with library learning commons transitions and implementation of national and regional standards.



What will your principal have heard from you about your plans?

Leading Learning in the School Library Learning Commons

System and School Planning in the GECDsB



Anita Brooks Kirkland

Consultant, Libraries & Learning
President, Ontario Library Association

www.bythebrooks.ca



@AnitaBK