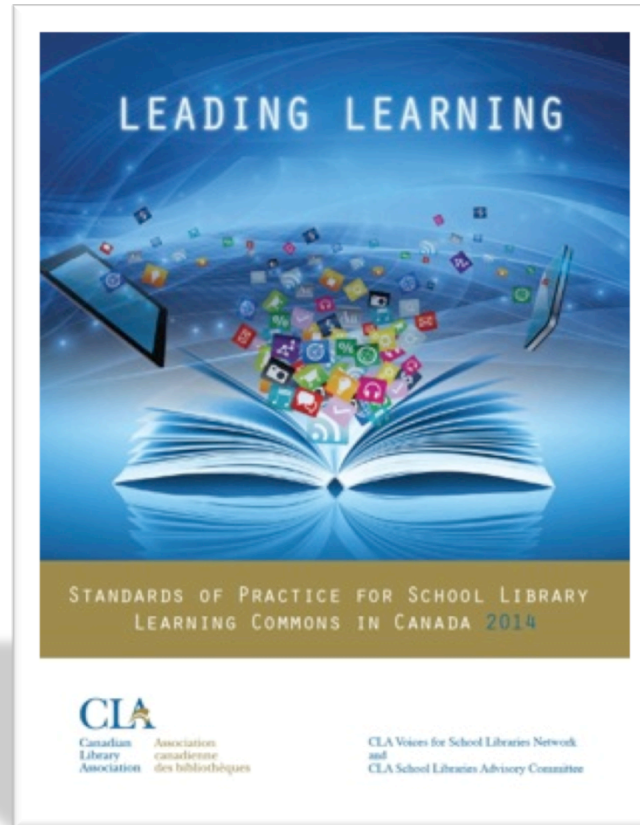


Collaborative Leadership in the Learning Commons

Part 2: Leading Learning with the SLLC



Anita Brooks Kirkland

Consultant, Libraries & Learning
President, Ontario Library Association

www.bythebrooks.ca

 **@AnitaBK**





Deep Understanding and Knowledge Creation

Learning to Learn

Discovery and Guided Inquiry

Critical and Creative Thinking

Multiple Literacies

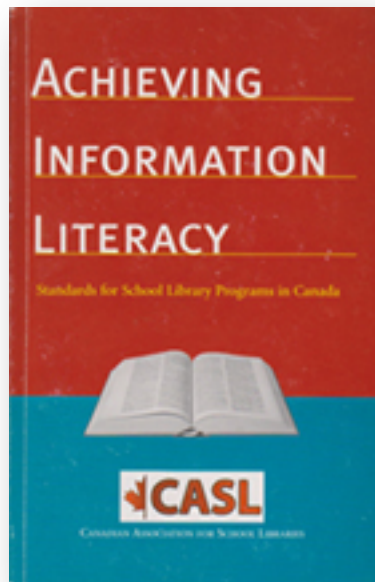
Reading Engagement

INFORMATION

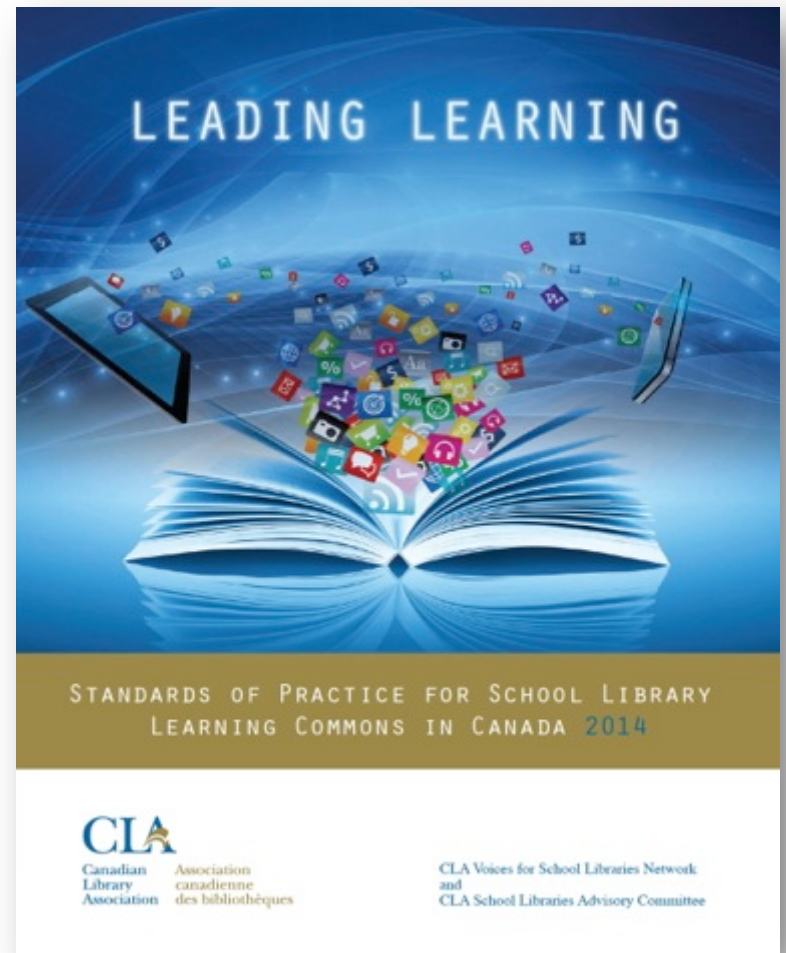


Yes, but how do
we measure our success
with these ideas?





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 in red, green, yellow, orange, and blue, tied with ribbons, positioned on the left side of the cover.

LEADING LEARNING

A cluster of five balloons in red, green, yellow, orange, and blue, tied with ribbons, positioned on the right side of the cover.

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



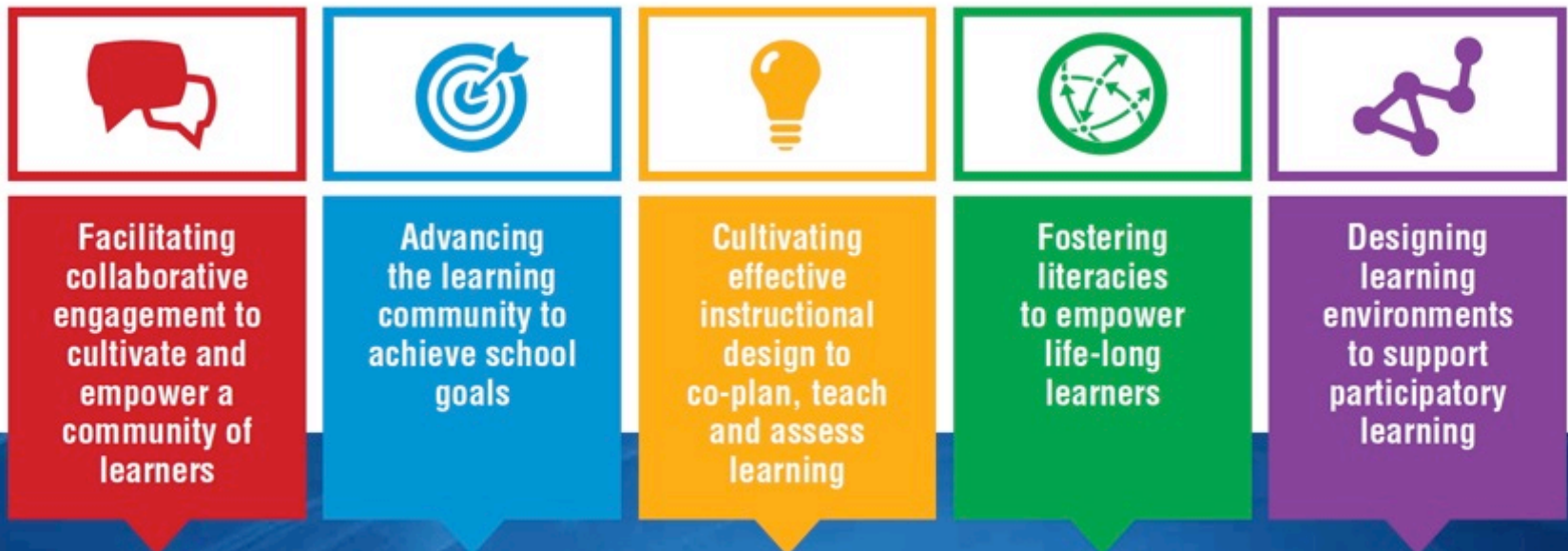
Linda Shantz-Keresztes, Jane Schmidt & Judith Sykes

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”?

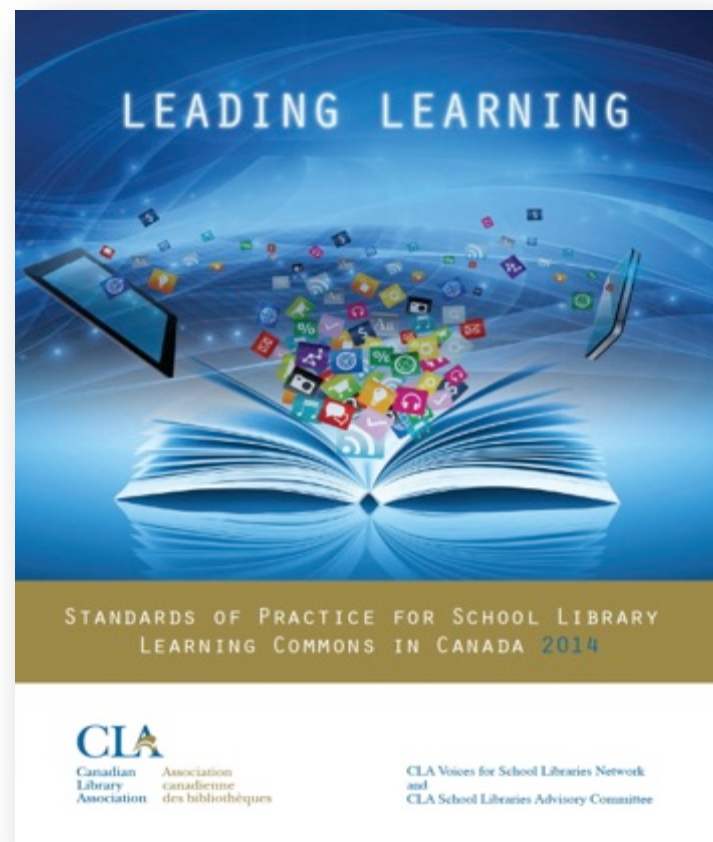


Standards of Practice for School Library Learning Commons in Canada



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!

BLISHED

LEADING INTO THE FUTURE

C spaces
ed to
ners in
y learning.

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 will open 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:
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Hopes and Fears
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Learning Commons
Design Process
Resources
Sitemap

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?



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)*

The role of the principal

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.



A Collaborative Team Approach

