

# Collaborative Leadership in the Learning Commons

## Part 3: Moving Forward with Your SLLC

Standard	Where are you now?	Where do you want to go?	How will you get there?
Facilitating Collaborative Engagement to Cultivate a Community of Learners			
Advancing the Learning Community to Achieve School Goals			
Cultivating Ethical, Intellectual Growth in Co-plan, teach and Assess Learning			
Fostering Library to Empower Life-Long Learners			
Designing Learning Environments to Support Participatory Learning			

**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 responsible 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?

**LEADING LEARNING**  
STANDARDS OF PRACTICE FOR SCHOOL LIBRARY LEARNING COMMONS IN CANADA 2014  
CIA  
Canadian Library Association  
CIA Réseau des Bibliothèques  
CIA Réseau des Bibliothèques  
CIA Réseau des Bibliothèques



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 @AnitaBK

# Goals and Aspirations

## Strategic Alignment

**Manitoba** 

 **WINNIPEG SCHOOL DIVISION**

 **DIVISION SCOLAIRE  
LOUIS RIEL  
SCHOOL DIVISION**

 **PEMBINA TRAILS SCHOOL DIVISION**

 **River East  
Transcona  
SCHOOL DIVISION**



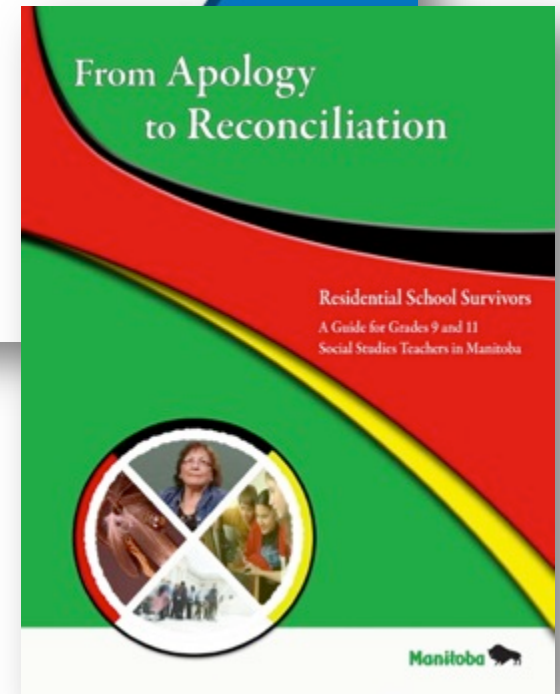
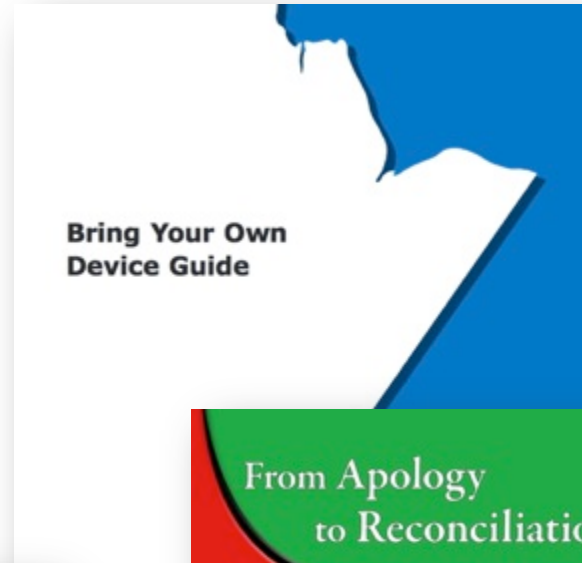
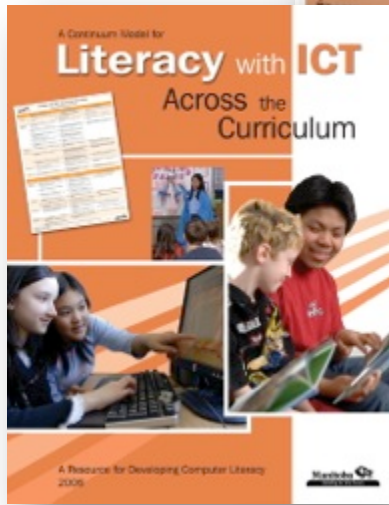
**LEADING LEARNING**

**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

# Manitoba





# Report to the Community

Spring 2014



lrsd.net

# ANNUAL REPORT

to the community • 2012–2013



PEMBINA TRAILS SCHOOL DIVISION  
A Community of Learners Committed to Excellence

SPRING 2014

PEMBINA TRAILS SCHOOL DIVISION

## COMMUNITY REPORT

EXCELLENCE THROUGH CHALLENGING & ENRICHING EXPERIENCES FOR ALL, IN A SAFE & CARING COMMUNITY

Includes  
Cover

PAGE 5

We Want to Honour the Languages in Our School

PAGE 7

Major Building Projects Underway

River East Transcona  
SCHOOL DIVISION  
Creating student success



WINNIPEG SCHOOL DIVISION  
2012 / 2013 ANNUAL REPORT TO THE COMMUNITY

### CELEBRATING THE GIFTS AND ABILITIES OF EVERY CHILD

Susan Schmah practically vibrates with excitement when she talks about diversity in Pembina Trails' schools.

"What does the mean by diversity?" It encompasses ethnicity, disabilities, low kids learn - all children," explains the Division's Assistant Superintendent Student Services.

"Our goal is to see the gifts and abilities of every child. Teachers in our classrooms are gifted seeing for those gifts. We want all kids to feel like they belong. We want all our students to be engaged."

That has its challenges. Pembina Trails covers a broad sweep of suburban communities in the southern and western section of the city. Within that area are housing developments, pockets of poverty, well established communities and a vibrant newcomer population. In fact, nearly 12 per cent of Pembina Trails' students this year are considered EAL (English as an Additional Language) students.

In order to provide a safe, healthy, inclusive learning environment for all, Pembina Trails directs resources towards hiring specialists who provide teacher support and work more directly with students with special needs.

"We're well-served in our school division," says Ms. Schmah but points out that there's still work to do. "To a certain extent we're still learning," she says. "It's very complex. It seems the more we understand the more we still need to know." She points to children from 40+ countries as an example. "How can we possibly understand what they've been through?"

Parents are a critical part of the mix. "We want the parents involved in writing student goals and in the assessments," says Ms. Schmah. "We need them working alongside us." Schools, generally, are a huge support to the parents.

How do kids engaged to kids with special needs? "They generally don't see the disability," says Ms. Schmah. Given a chance and the proper supports, classrooms become communities where all kids build relationships and friendships.






Sometimes there are bumps along the way. Behaviour issues can affect others in the classroom but there are protocols in place for dealing with such situations. Susan trumps all, she said. "Special needs aren't someone's expectations." But in the end we need to find a way to include all kids, she says. It takes lots of love, patience and understanding.

"If they (the kids) come from an ungrateful beginning we want to conclude with an equal ending," says Ms. Schmah. To that end we've come a long way, she adds. "It's very, very exciting."



Students at Churchill celebrate diversity at all schools in Pembina Trails.

# Leading Learning BINGO!

 <b>Facilitating collaborative engagement to cultivate and empower a community of learners</b>	 <b>Advancing the learning community to achieve school goals</b>	 <b>Cultivating effective instructional design to co-plan, teach and assess learning</b>	 <b>Fostering literacies to empower life-long learners</b>	 <b>Designing learning environments to support participatory learning</b>
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 MANITOBA MATCH!**

# Manitoba students rank lowest in Canada in math, science, reading

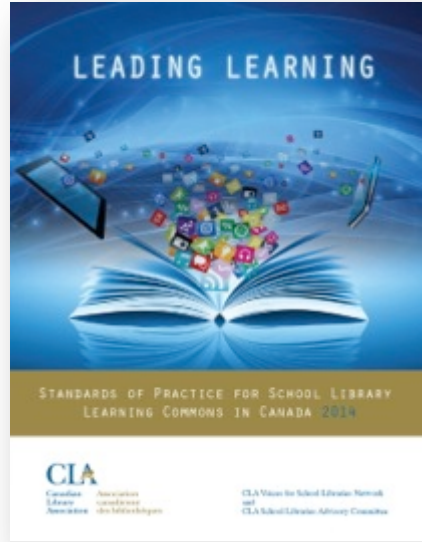
By: Nick Martin

Posted: 10/8/2014 1:00 AM | Comments: 123 | Last Modified: 10/8/2014 8:05 AM | Updates

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# What next steps should we work on collaboratively?



**Relevant**

**Aligned**

**Manitoba**



**Realistic & Achievable**



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

## Appendix 3

### Action Planning: Using Standards Growth Indicators

Standard	Where are you now?	Where do you want to go?	How will you get there?
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Advancing the Learning Community to Achieve School Goals			
Cultivating Effective Instructional Design to Co-plan, Teach and Assess Learning			
Fostering Literacy to Empower Life-long Learners			
Designing Environments for Participatory Learning			

## Appendix 4

### Action Planning: Planning and Leading Transitions to a School Library Learning Commons

CONSULT	PLAN	IMPLEMENT	MONITOR	EVALUATE	SUSTAINABLE CHANGE
<b>Transitions</b> What changes do we want to make?	<b>Timelines</b> What are the expected start and finish times?	<b>Strategies and Actions</b> How will we achieve transitions?	<b>Roles</b> Who is responsible for what?	<b>Resources</b> What budget, time and people are needed?	<b>Indicators of Success</b> 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?



# How will you engage your 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.

