

Library Learning Commons – Standards of Practice



Big Ideas

- Design and maintain learning environments that support participatory learning
- Support blended learning and ethical and innovative use of technology
- Support core competency development and self-assessment
- Support literacy



Competencies

- Literacy through inquiry-based learning
- Joy of literacy
- ADST skills
- Library skills
- Core competencies and self-assessment
- Design thinking



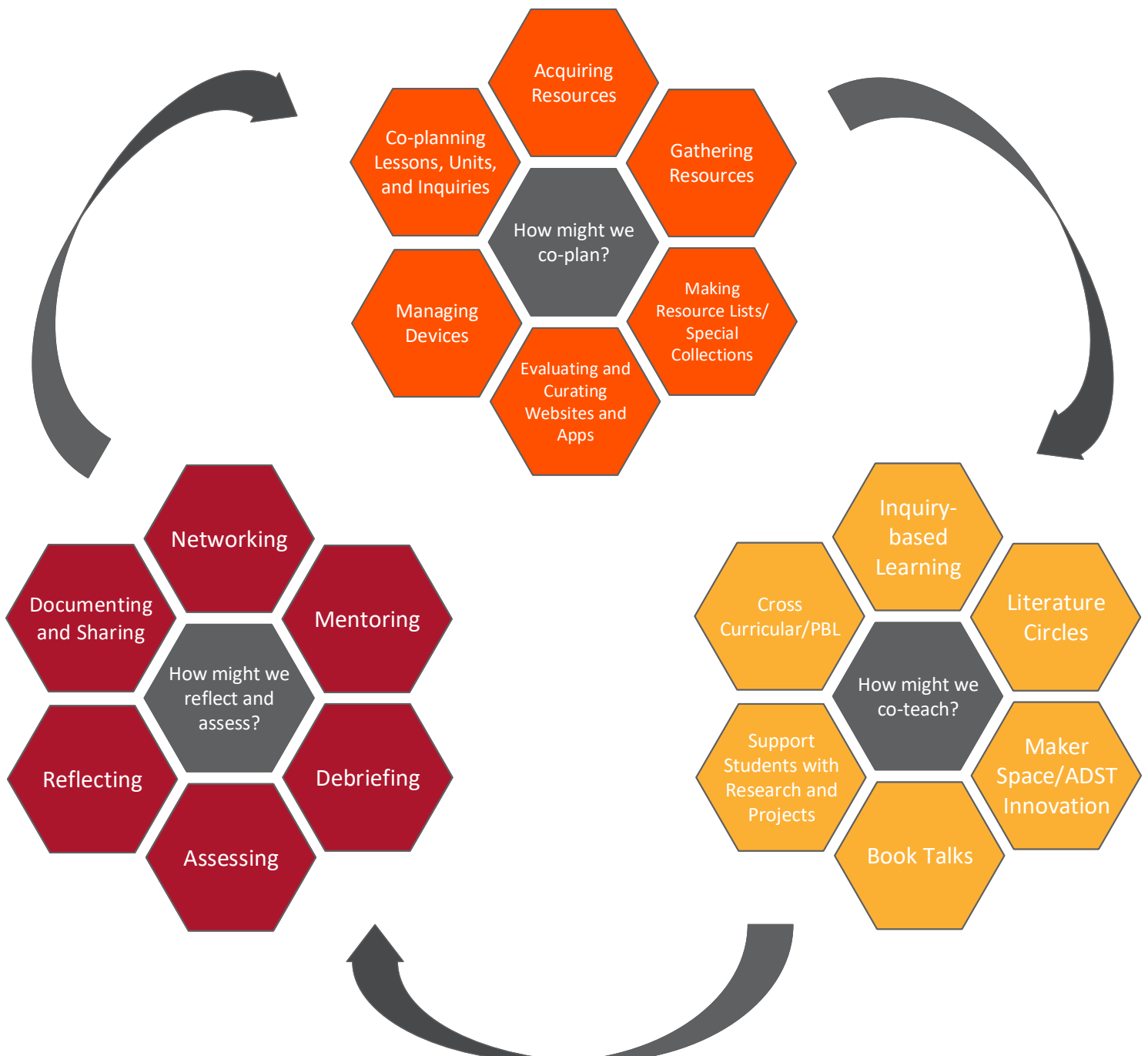
Content

- Digital citizenship
- ADST concepts
- Function of a library
- Inquiry-based reading strategies

Co-Teach Model

An instructional delivery approach in which *classroom* and *specialist* teachers **share** the responsibility for the **planning** and **delivery** of **instruction** and **evaluation** for a group of students.

Excerpt from: Sileo. "Co-teaching Best Practices for Education."



Collaboration is an explicit part of every Library Learning Commons (LLC) teacher's job description, and scheduled activities may take a variety of forms. All collaborative activity aims to support and extend learning opportunities. All collaborative activity is valuable.

The examples of collaborative activity which follow is not a prescriptive list. Collaboration looks different in every school community and is dependent upon the needs of all the learners involved.

HOW MIGHT WE CO-PLAN?

Acquiring Resources

The core of a strong school library is a collection of resources that enable student learning. When selecting new materials, LLC teachers respond to both student interests and teacher needs, as well as to evolving curricula and topics in education. On an ongoing basis, LLC teachers curate collections which consider current resource requests and anticipate emerging and future needs.

Gathering Resources

Frequently, teachers need library resources for short- or long-term classroom activities. LLC teachers use their specialized knowledge of texts and library collections and familiarity with OPAC searches to provide the resources most suitable to the task and learners involved. Informed by curricula, this may include adapted forms (such as audiobooks and DVDs) and alternate text selections. LLC teacher familiarity with newly published resources enhances learning activities for both students and teachers.

Making Resource Lists/Special Collections

For ease of use, and to support classroom learning, LLC teachers curate and make available lists of resources designed for a specific purpose. Resource lists can be accessed at school or offsite by staff and student users and describe and locate key selections on topical areas. LLC teachers gather print and digital resources for specific lessons and units, create Research Guides on unique topics, and provide support with access and use of available resources. Again, such work considers both current usage and provisions for future needs.

Evaluating & Curating Websites and Apps

Many LLC teachers share responsibility for instruction on critical evaluation of digital resources, including websites and apps. LLC teachers have specialized knowledge and experience with current tools and resources in this emerging area. LLC teachers preview and select websites and apps for specific lessons and units and to promote independent research and learning.

Managing Devices

Many LLC teachers share responsibility in their schools for the management of devices such as iPads, laptops, digital cameras and printers. To facilitate access to and use of these devices, LLC teachers may maintain booking calendars, manage distribution and storage, and troubleshoot problems.

Co-Planning Lessons, Units, Inquiries

Having experience with a wide range of grades and subjects, LLC teachers extend ideas from teachers and help develop lessons, units and student activities. These can range from planning the math lesson required to measure for hula hoops to helping students access community resources for an inquiry project.

HOW MIGHT WE CO-TEACH?

Inquiry-based Learning

LLC teachers champion inquiry, instructing and participating in all stages of the process, curating and using resources with teachers and students, and providing opportunities for the sharing of student work. Inquiry is as powerful in grade 12 as it is in kindergarten, and is accessible to all students, wherever they are in their learning.

Literature Circles

Some LLC teachers share responsibility for promoting and facilitating literature circles, a format which offers flexibility for students to choose books to read that may appeal to them for different reasons. Activities include book exploration, group discussions and project work.

Book Talks

Many learning activities require students to explore different text styles and genres. LLC teachers are informed about and familiar with a range of the resources in their collections, allowing them to speak passionately and informatively about diverse examples. Allowing LLC teachers to feature texts at differing reading levels, this "book chat" format models critical and creative thinking skills, honours student choice, and offers exposure to different voices and themes.

Support Students with Research and Projects

LLC teachers are a great resource for teachers and students and are able to add great value to project planning and development. LLC teachers can also support with digital resources and content creation tools.

Maker Space Activities (ADST)

LLC teachers support the integration of ADST into the new curriculum in many ways. These may include providing venues and opportunities for hands-on student creation activities (textiles, papercraft, blocks). It may include exploring the new robotics equipment and coding applications with teachers and their classes and clubs.

Cross Curricular/PBL

LLC teachers are able to support in finding curricular connections as well as plan and develop project-based learning opportunities that incorporate multiple disciplines.

HOW MIGHT WE REFLECT AND ASSESS?

Networking

On an ongoing basis, LLC teachers support and build relationships with colleagues throughout the school community, creating opportunities for new kinds of shared work, and bringing colleagues together.

Mentoring

Through their knowledge of curriculum and resources, and their own prior teaching experience, LLC teachers are well-positioned to assist teachers new to a specific grade level, subject area, or simply new to teaching. Together, they may develop lesson plans and build units.

Debriefing and Reflecting

Debriefing and reflection with colleagues is necessary to understand the challenges and successes of any collaborative experience, and to improve future collaborations. The format depends on the personalities involved: email, conversation, surveys. Often, a thoughtful debrief can lead to the inclusion of more colleagues in future collaborations.

Assessing

Some LLC teachers share responsibility in co-creating assessment strategies, both formative and summative. This might include providing feedback (written or oral), more detailed conferencing with students and teachers, and, in some cases, evaluating student work.

Documenting

LLC teachers support content creation and documenting of artifacts of learning using digital platforms such as Google, Seesaw and MyBlueprint.

CONCLUSION

Collaboration is a complex and vital component of every LLC teacher position. The success of the library, and its ability to deliver the many programs and services available, requires a high degree of collaboration. The redesigned curriculum demands this too, as personally driven learning, inquiry research models and knowledge creation becomes the norm for B.C. students. All stakeholders (administrators, parents, teachers, education assistants and students) are best served when collaboration and communication are allowed to flourish and effective partnerships develop within a culture that supports them.