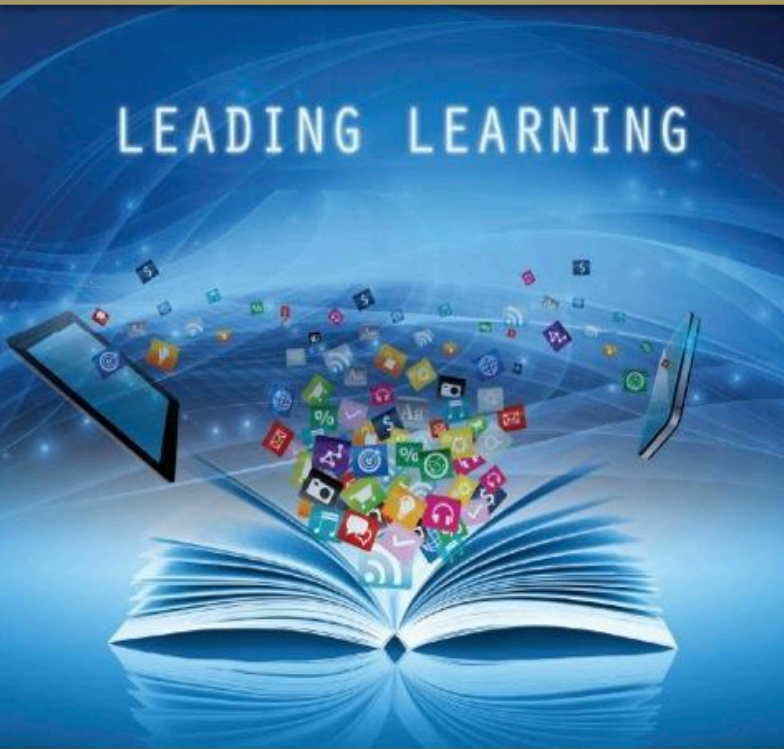


Collaborative Leadership in School Library Learning Commons: New Canadian Standards and New Possibilities



STANDARDS OF PRACTICE FOR SCHOOL LIBRARY
LEARNING COMMONS IN CANADA 2014



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

By Carol Koechlin and Anita Brooks Kirkland
Presented at IASL 2015 by Dr. Dianne Oberg



Carol Koechlin
koechlin@sympatico.ca



@infosmarts

Anita Brooks Kirkland:
anitabk@bythebrooks.ca



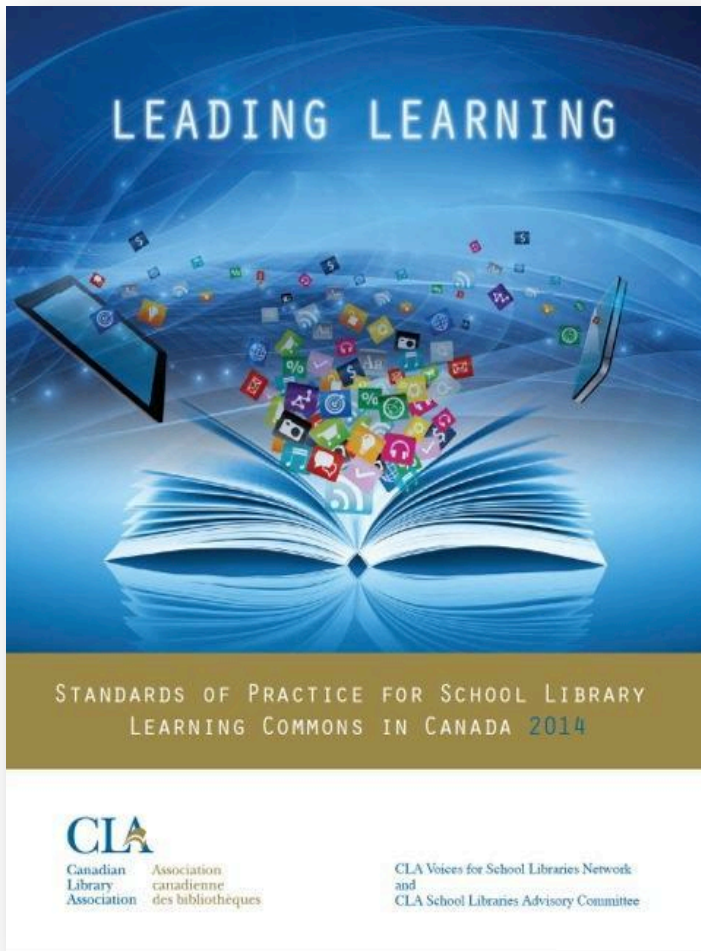
@AnitaBK

Dianne Oberg:
doberg@ualberta.ca



@doberg3

Standards as a Framework for Learning

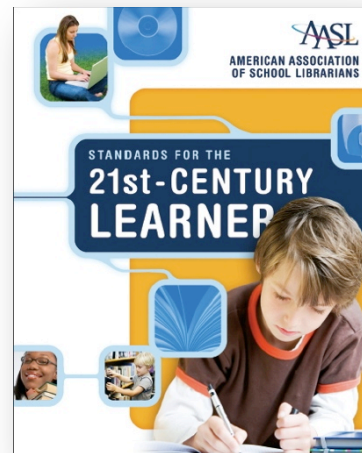


Standards can indeed help measure practice, but *Leading Learning* does much more. By focusing on the needs of the learner, *Leading Learning* provides a framework for growth. Every school, no matter the status of its library program, can find itself in this framework and decide on tangible steps for improvement.

Inspiration and a Wave of Innovation



Together for Learning: School Libraries and the Emergence of the Learning Commons
Ontario [Canada] School Library Association (2010)



AASL 2007

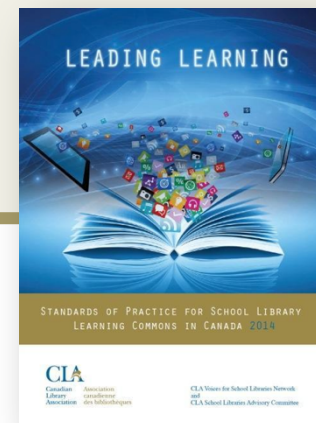


BCTLA [Canada] 2014

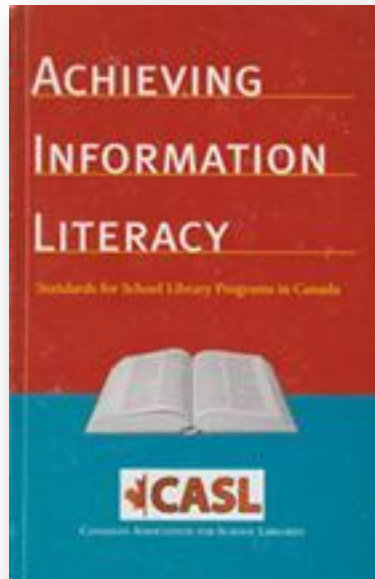
Policy-makers in jurisdictions with library programs compromised by years of funding cuts need to understand the vision, but they also need to know that it is not out of reach.

Opportunities for School Libraries

Shifts in education driven by global realities open up opportunities for school libraries to play a significant role in school improvement through the learning commons transformation. This capacity is growing in some schools across Canada and the standards will help all schools advance.

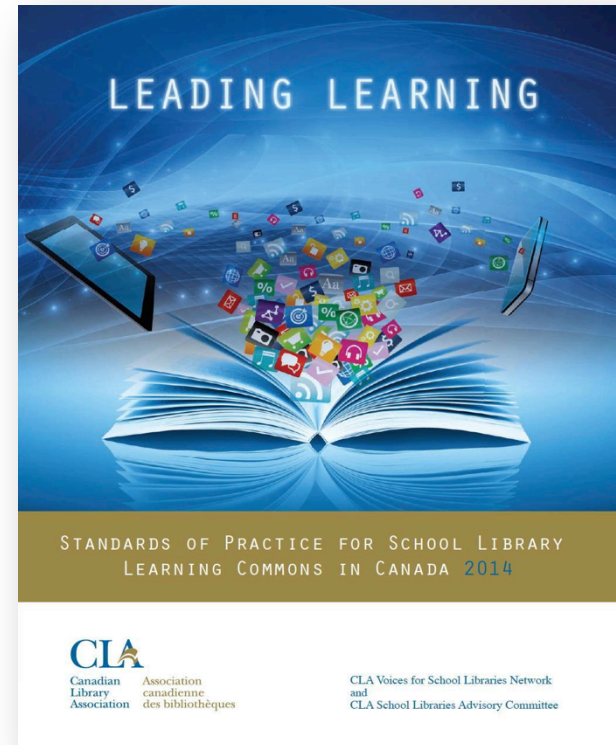


New Understanding of Evaluation



Canadian Library Association
(ATSL & CSLA) 2003

**Measuring
Outputs**



Canadian Library Association 2014

**Measuring Impact
on Learning**



New Understanding of Evaluation



If school librarians can't prove they make a difference, they may cease to exist.

Dr. Ross Todd, 2008

A large body of international research into the efficacy of school library programs demonstrates that while collections, hours of operation, facilities etc. do influence the quality of the library, the impact of school library programs on student success is derived from the **actions of the teacher-librarian.**

The Canadian Reality



- ❖ Education is a provincial jurisdiction
- ❖ Ten provinces, three federal territories
- ❖ No cohesive vision of the place of the school library program

The place of the library in schools has always varied from jurisdiction to jurisdiction, and of course the general decline in funding has fragmented the situation even further.

Addressing the *HUGE* Challenge!

With no national school library association, who will lead the process?

How do we deal with the broad range of understandings about the role of the school library across jurisdictions?

How do we use the standards to *unite* rather than *divide* in this context?

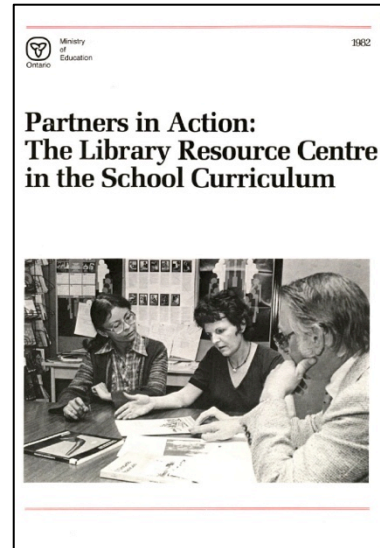
Participatory Knowledge Building



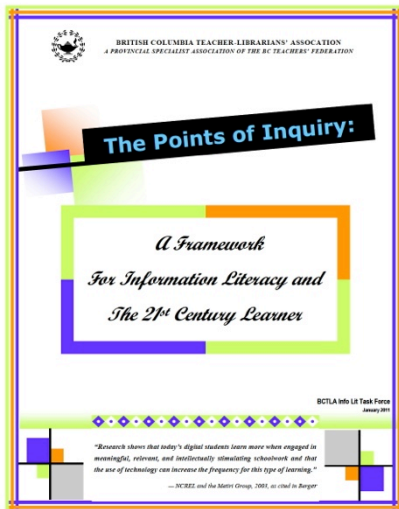
CLA School Library Advisory Committee
CLA Voices for Schools Libraries Network
Project Steering Committees
Project Focus Group

Input and ongoing collaboration from education stakeholders from every province and territory across the country.

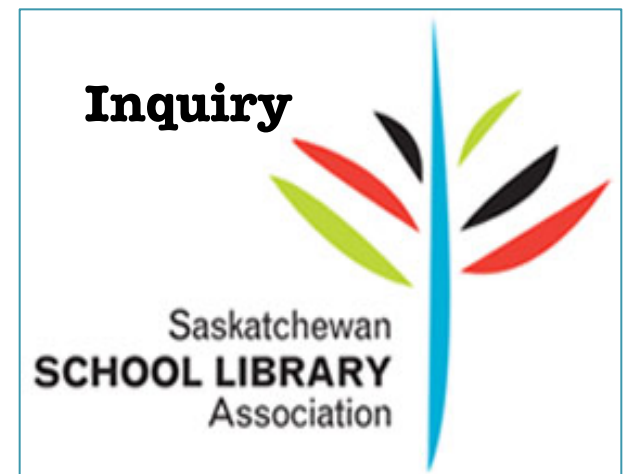
Precedents for Broad Collaboration



Ontario



British Columbia



Saskatchewan




Influence: Loertscher & Koechlin

There is no question that Canada's community of teacher-librarians has taken considerable inspiration from the work of Dr. David Loertscher and Carol Koechlin, writing coordinator for the *Leading Learning* project and co-author of this paper. Their vision for conceptualizing the school library program as the catalyst for transforming learning for the 21st century inspired *Together for Learning* and other landmark documents, and has captured the imagination of the wider education community.



Leading Learning Sets Itself Apart

In the Canadian Context:

-  **Arbitrary and inflexible standards would not be useful**
-  **Unattainable program & staffing models would disenfranchise many dedicated school library employees and volunteers**
-  **Standards that did not acknowledge the positive impact of the teacher-librarian would disenfranchise these dedicated professionals and defeat the purpose.**

Culture of Growth & Continuous Improvement



Dr. Dianne Oberg, 2014

School libraries and school librarians are rarely evaluated in a consistent and systematic way, but evaluations help to ensure that the library's programs and services are 'relentlessly focused on learning.'

Rather than setting an arbitrary assessment rubric, then, *Leading Learning* focuses on growth and a culture of learning and continuous improvement. Every school can find its place, and be empowered to move forward.

The Standards: A Whole School Approach

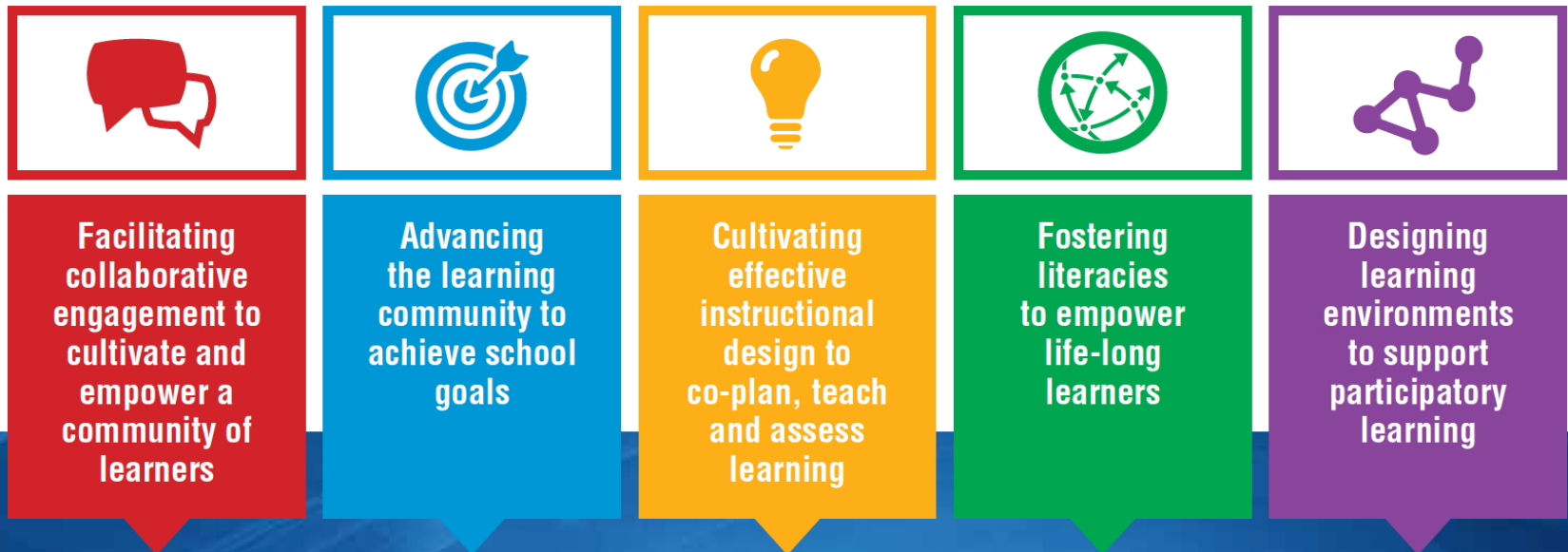


Everyone is a learner; everyone is a teacher working collaboratively toward excellence.

Standards as a Framework for Growth

LEADING LEARNING FRAMEWORK

Standards, Themes and Growth Indicators for School Library Learning Commons



Standards of Practice for School Library Learning Commons in Canada

STANDARD



Facilitating Collaborative Engagement to Cultivate and Empower a Community of Learners

STANDARD



Advancing the Learning Community to achieve school goals

STANDARD



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

STANDARD



Fostering Literacies to Empower Life-Long Learners

STANDARD



Designing Learning Environments to Support Participatory Learning

Growth Indicators

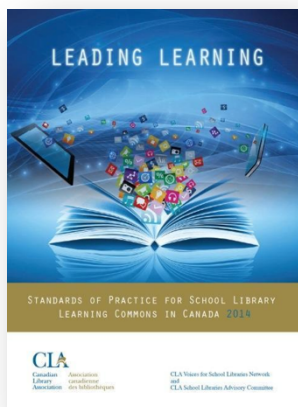
EXPLORING

EMERGING

EVOLVING

ESTABLISHED

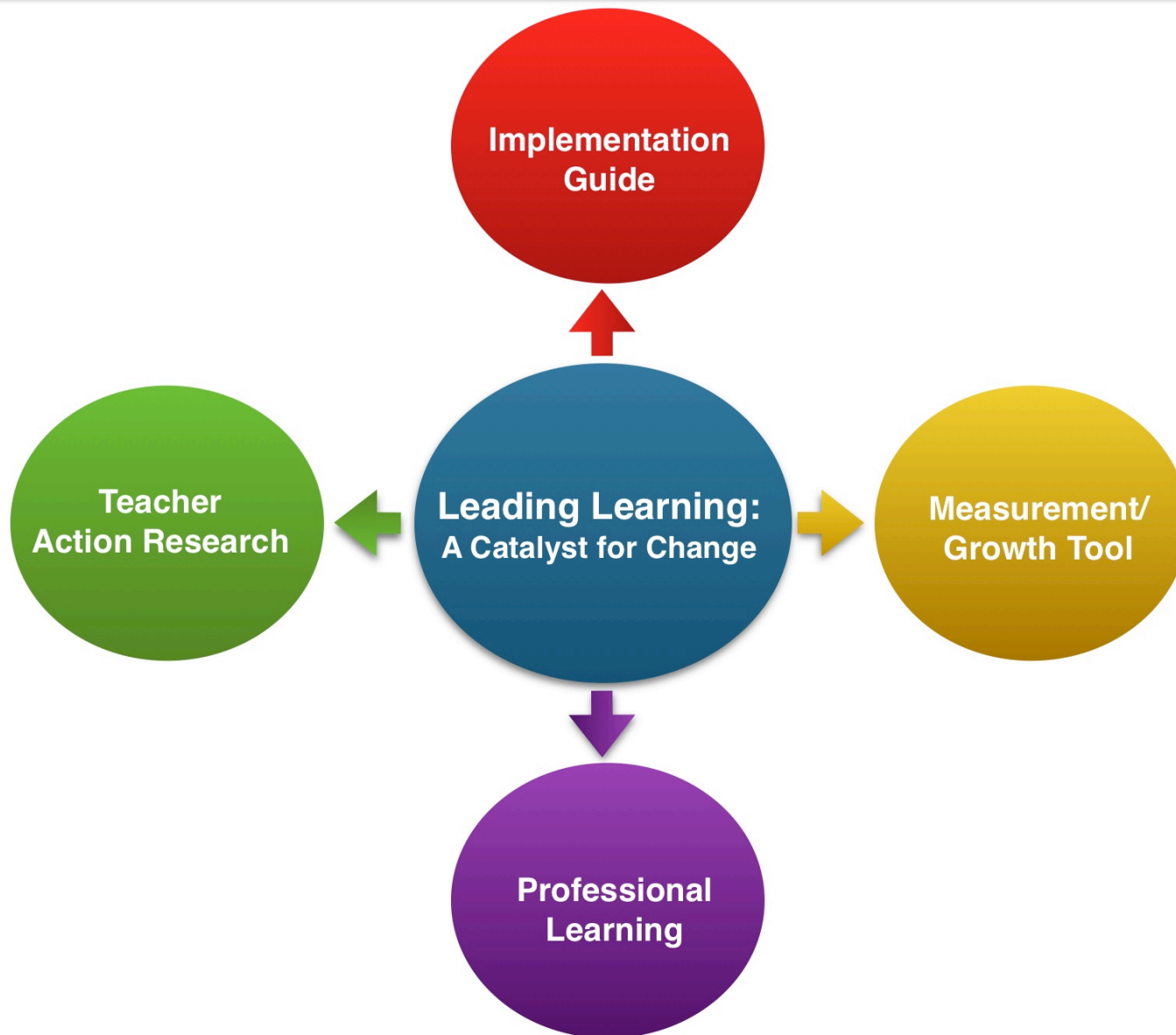
LEADING INTO
THE FUTURE



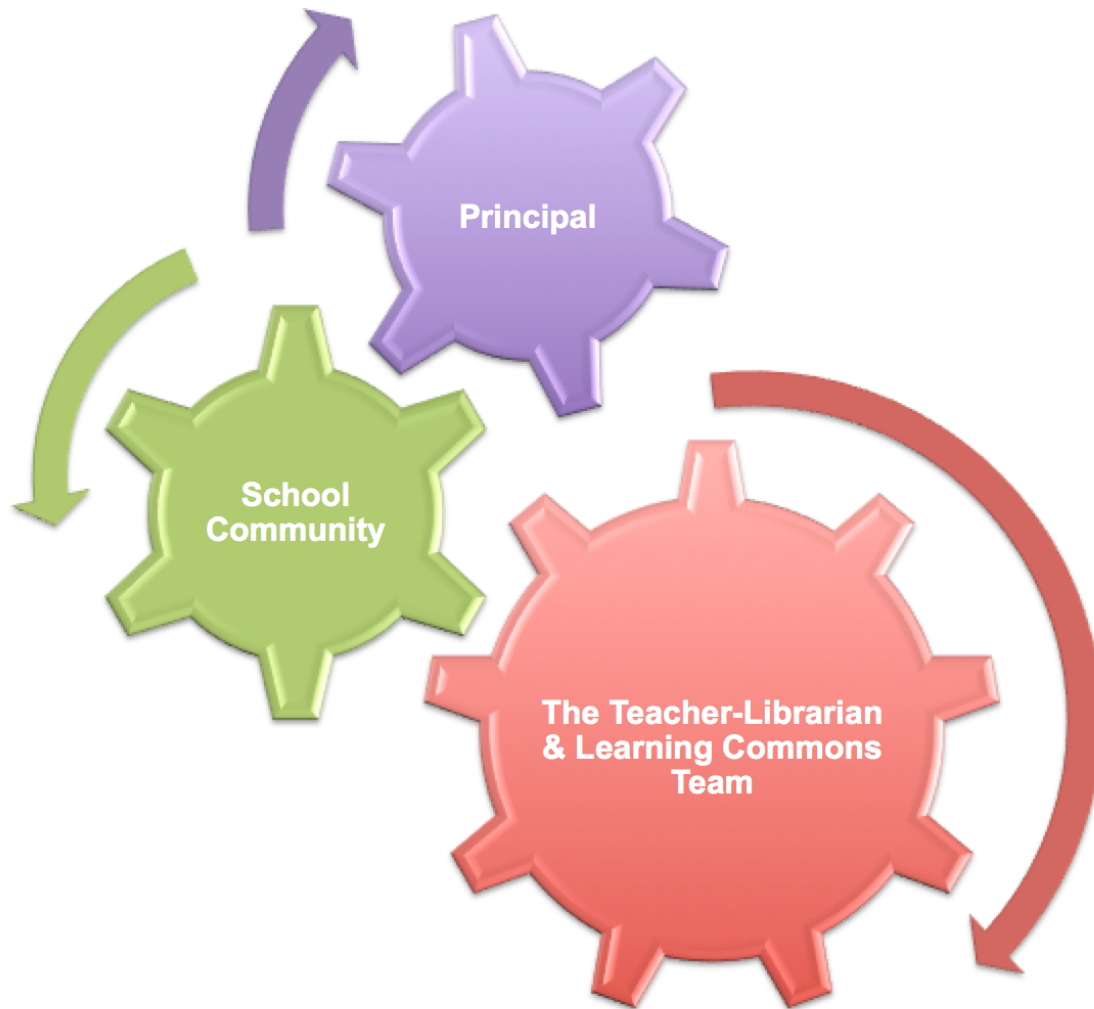
Every school will find itself somewhere at a different place on the continuum for each indicator. The continuum will assist decision makers to determine what results have been achieved and also to provide future goals.

To be successful and sustainable these transformations need to grow from collaborative leadership.

A Catalyst for Igniting Change



Collaborative Leadership Opportunities



- ✓ Learning Commons Leadership Team
- ✓ Principal and TL
- ✓ TL and Teachers
- ✓ TL and Specialists
- ✓ TL and Students
- ✓ Students and Students
- ✓ TL / LLC Team with Parents and Community
- ✓ District Level

Making a Difference



Release of Leading Learning at Canadian Library Association Conference 2014

CLA Executive Committee member Jane Schmidt cuts the ribbon,
held by Linda Shantz-Keresztes and Judith Sykes.

Making a Difference



Alberta

Alberta Education endorses *Leading Learning* as a resource for 2014 Learning Commons Policy: many using LL to frame professional learning around standards.



British Columbia

Alignment with BCTLA's *From Library to Learning Commons*

Alignment with OSLA's *Together for Learning*. Major school districts implement program evaluations and frame professional learning around *Leading Learning*.



Ontario



Manitoba

Winnipeg school districts run full day PD event around transforming practice with *Leading Learning*.

Québec School Librarians Network (QSLiN) creates online digital badging PD modules for *Leading Learning*



Québec

A National Call to Action



The Royal Society of Canada Expert Panel Report:

The Future Now

CANADA'S LIBRARIES, ARCHIVES, AND PUBLIC MEMORY

NOVEMBER 2014

Guyliane Beaudry, Concordia University
Pam Bjornson, National Research Council
Michael Carroll, American University, Washington College of Law
Carol Couture, Université de Montréal
Patricia Demers, FRSC, University of Alberta (Chair)
Charlotte Gray, FRSC, Carleton University

Judith Hare, Halifax Public Libraries
Ernie Ingles, FRSC, University of Alberta
Eric Ketelaar, University of Amsterdam
Gerald McMaster, Philadelphia
Ken Roberts, Hamilton Public Library



We are also persuaded by the substantial work of prototyping the development and implementation of the school library/learning commons that was recently undertaken collaboratively by school library organizations across Canada, and published by CLA, *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*. What does not make sense to us is the absence of either the school library or the learning commons or their amalgam in so many of the nation's schools.

The Future Now: Canada's Libraries, Archives and Public Memory
Royal Society of Canada Expert Panel Report (2014).

Carol Koechlin

Writing coordinator, *Leading Learning*

Co-Founder, *Treasure Mountain Canada*

Leading writer and presenter on the school library learning commons

Past instructor in school librarianship, Ontario Institute for Studies in Education, University of Toronto

Retired library consultant, Toronto District School Board

koechlin@sympatico.ca



@infosmarts

Anita Brooks Kirkland

Independent consultant, libraries and learning

Writer and presenter, school library learning commons / digital literacy & learning technologies

Instructor in school librarianship, OISE, University of Toronto

Retired library consultant, Waterloo Region District School Board

Past President (2014), Ontario Library Association

www.bythebrooks.ca

anitabk@bythebrooks.ca



@AnitaBK

Dr. Dianne Oberg

Professor, Faculty of Elementary Education, University of Alberta

Leading school library educator and researcher

IASL Executive Board

IFLA School Libraries section Executive Board

Past President, Canadian School Library Association

Past President, Learning Resources Council, Alberta Teachers' Association

doberg@ualberta.ca



@doberg3