



Hamilton-Wentworth Catholic Schools  
*Believing, Achieving, Serving*

# HWCDSB SCHOOL LIBRARIES

Adopting the “Learning Commons”  
Approach, May 2010 – Present.

Strategic Leadership : some comments

TMC , Ottawa, June 2, 2012

# THE LEARNING COMMONS

## APPROACH: HWCDSB'S JOURNEY

- OUTLINE/FRAMWORK
- The Strategic Planning perspective ....
  - Ross Todd : “Often teacher-librarians are wrapped up into the operational way (day to day)... rather than the strategic, eg. movement towards the Learning Commons” (quoted by Hall et al.)
- Developing a Vision : Strategic Planning for the School Librarian in the 21<sup>st</sup> century. John Crowley. (Libraries Unlimited, 2011) – useful for the creation of Mission and Vision, and the organization of a school level planning process
- ‘In the process of redesign... we are bound by the structure which currently exists ‘(pre-conference presenter from BC)
  
- Developing a Vision : Strategic Planning for the School Librarian in the 21<sup>st</sup> century. John Crowley. (Libraries Unlimited, 2011)

# THE LEARNING COMMONS

## APPROACH: HWCDSB'S JOURNEY

- Anita 's Challenge ...strategic advocacy?
- “Today’s context is about data-driven decision-making, assessment for learning, differentiation, precision, alignment and accountability.

The challenge to school library practitioners is to make connections with this reality and align our practices accordingly. It is time to explicitly and strategically see our role in terms of direct benefits to learners, aligned with the larger goals of the institutions that employ us”

“Action is Eloquence: Advocacy Advice for School Libraries” Anita Brooks-Kirkland. SLIC 30-1

- -TL leadership
  - How do we know what we have been doing is effective?What we have been doing
  - How can this be improved

# BACKGROUND

- Medium –sized school Board with 57 schools:  
7 secondary schools; 53 K-8 elementary
- School library staffing :
  - .5 TL minimum in in each elementary;
  - 1 full-time TL minimum in each secondary;
  - Itinerant Library Clerks, one day a week in each elementary school;
  - 1 Library Clerk in each secondary school.

# BACKGROUND

- Annual updates to Principals, Senior Administration and Trustees on the School Library Program. Occasional Reports to Joint Parent Council (JPAG)
- Monthly meetings for elementary and secondary teacher-librarians are held. At least one hour of Professional Development provided at each meeting.
- The Teacher-Librarian Position is seen as a ‘leadership position of responsibility’ in the elementary Collective Agreement.
- - Posted with qualifications and responsibilities outlined
- - Interviews

# BACKGROUND

- Leadership role of the Teacher-Librarian in the schools
  - Responsibilities
  - Collective agreement
  - Interview process
  - Leadership workshops: dispositions
- Board Review of Library Program 2011-12
- Review of Library Services being conducted in the 2011/2012 school year. Terms of Reference included the our school libraries transformation into Learning Commons and the resources (staffing allocation, training and professional development) needed.



## Together for Learning

School Libraries and the  
Emergence of the Learning Commons

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A VISION FOR THE 21ST CENTURY

- Introduced *Together For Learning* to Principals and Teacher-Librarians in May 2010.
- Carol Koechlin, David Loertscher and Anita Brooks- Kirkland conducted 3 full-day sessions with elementary and secondary teacher-librarians in the next school year. (2011/2012).
- The last session in the school year included the demonstration of the work of teacher-librarians in developing Knowledge Building Centres (KBCs)
- Pre and post surveys conducted

# Responses : Transformations of Physical Spaces & Learning Commons terminology





# BUILDING ON THE LEADERSHIP PARTNERSHIP WITH PRINCIPALS

- BIP/STUDENT ACHIEVEMENT :
- - In the Literacy System Goal of the Board Improvement Plan( BIP)...
- “2.4: Develop the Learning Commons in each school to promote and teach inquiry-based through cross-curricular connections, multiple literacies, digital learning and collaboration...”

- Leadership role of the Teacher-Librarian in the schools
  - Posting/responsibilities
  - Collective agreement
  - Interview process
  - Leadership workshops: dispositions

How the principal can support the School Library Program.

- The 'Learning Commons' term replaces 'School Library'?
  - The Learning Commons 'Approach'
  - About changes and transformations...
    - Includes going beyond the 'physical and virtual space' ... to the teaching and learning which takes place in the school.

# How Principals and Vice-Principals as Instructional Leaders Support..



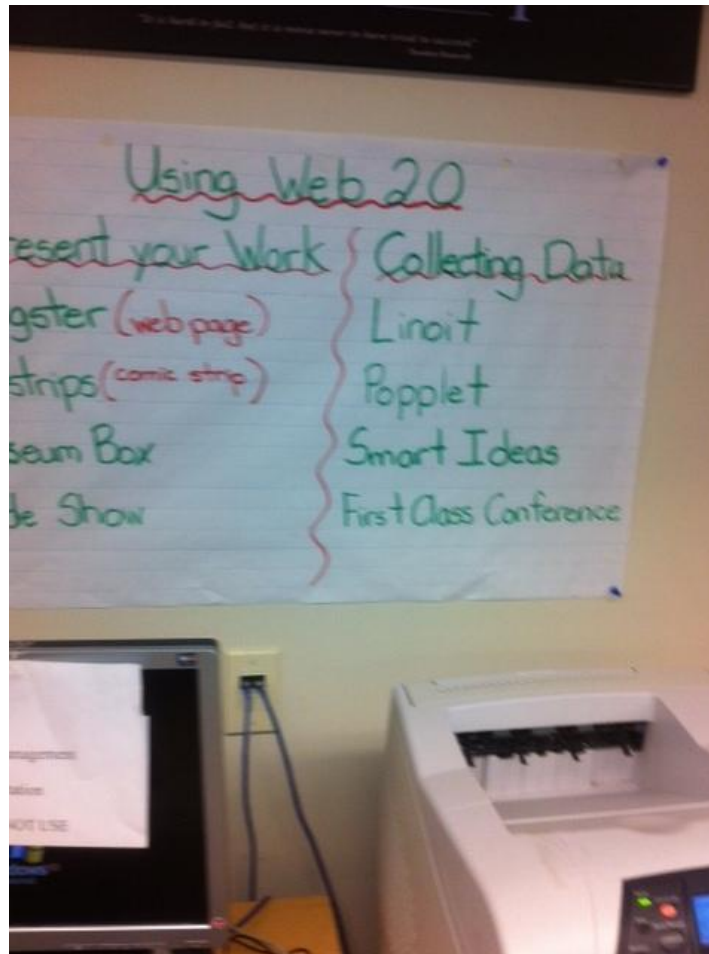
# How Principals and Vice-Principals...



# OTHER SECTIONS



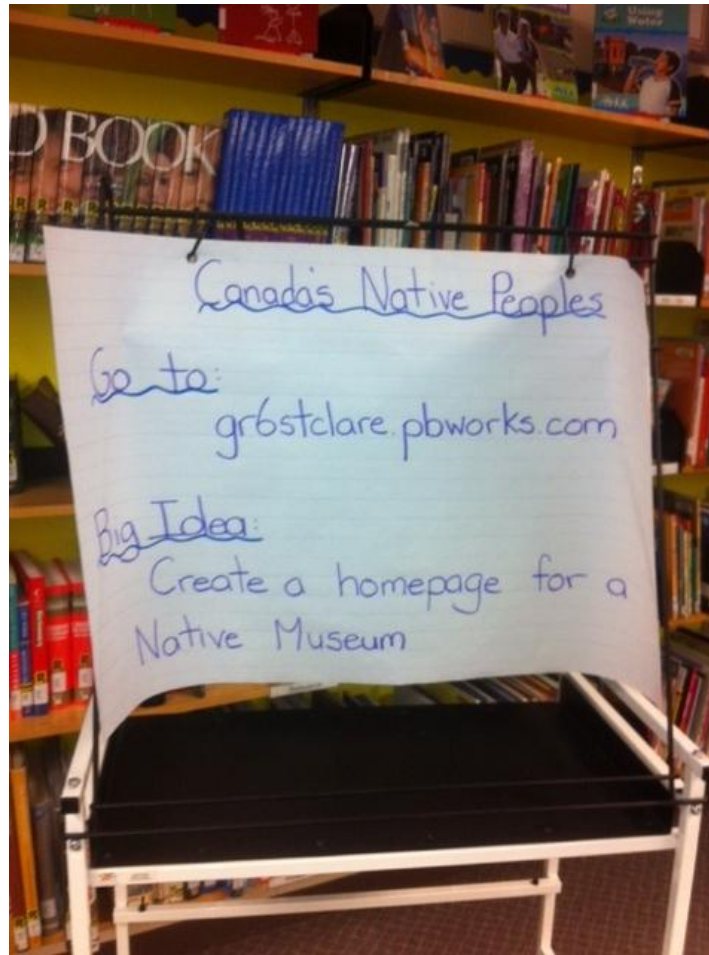
# Best Practices



# Best Practices



# Best Practices





# GUIDED INQUIRY (KBCs)

The screenshot shows a Windows Internet Explorer browser window displaying a website. The browser's address bar shows the URL: <https://sites.google.com/site/gr7religion/wondering-about-child-soldiers>. The website has a dark wood-grain background. At the top left, it says "Gr. 7 Religion". A search bar is located at the top right. On the left side, there is a navigation menu with the following items: "Wondering About Really Big Questions", "Wondering About Child Soldiers" (expanded), "Stage 1: Exploring", "Stage 2: Investigating", "Stage 3: Processing", "Stage 4: Creating", "The Big Think", "Success Criteria", "Curriculum", "Expectations", and "Rubric". The main content area is titled "Wondering About Child Soldiers" and features a red handprint logo with a white figure inside. Below the logo, there are two images: one showing two young boys in military uniforms with the text "YOUR WAR, OUR LIVES! PROTECT CHILDREN'S RIGHTS" and "War Games in Paradise Child Soldiers in Sri Lanka", and another showing a young girl holding up a red handprint. The browser's status bar at the bottom shows "Done", "Internet", "100%", and the system tray with the time "1:32 PM".

A Knowledge Building Centre (KBC) is a virtual product built to allow continuous collaboration between the classroom teacher, the teacher-librarian and the student. Units, lessons, and activities are designed by the teacher-librarian within a Guided Inquiry model .

# GUIDED INQUIRY (KBCs)

- The impact on student and teacher engagement and learning ... with participants spreading the wealth of his experience many time over. ... one session in a conference that registered participants from 147 countries ... how far ranging his creative ideas will spread....
- <https://sites.google.com/site/gr7religion/wondering-about-child-soldiers>

# NEXT STEPS

- Strategic vision for the future
- Continue to position the transformation to LC as a strategic process... shift ... where TL is change agent...
- Accept that the framework has been altered... access Reposition the framework?... BC speaker... Joyce Valencia (manifesto of the 21<sup>st</sup> century librarian)... books and the circulation of books are our limited people's perception of the possibilities for teaching and learning... modeling use and integration of multi-modal resources is now critical...
  - Inquiry based projects → whole school approach not isolated
  - Comfort level with new technologies
  - Job embedded training and integration into curriculum areas

# NEXT STEPS

- Establish indicators for measuring successful implementation of the Learning Commons in the SIP
- Development of interactive school library websites
- Deepening inquiry-based approaches and embedding these (
- Model the use of tech to engage students in literature activities (Martin)
- Develop collaborative inquiry teams
- TL as change agent...redefing reading (King)
- TLCP
- Professional Learning Networks around Collaborative Teac
  
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