

*Collaborative Teacher
Inquiry and the
School Learning
Commons*

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Peel Board Goals

1. Collaborative Inquiry
2. Growing Success
3. Equity and Inclusive Education

Moral Imperative: increase student achievement

Director's Challenge: work smarter not harder

Ministry/Board T4L Alignment

- Alignment of key ideas in *Growing Success*, Ministry Initiatives (Collaborative Inquiry Monograph) & *Together for Learning* clearly established

Inspiration

- By working together teachers can question, inquire and create new knowledge about the power of collaboration both in and out of the classroom
- Herein lies the *power* of collaboration – working together to engage, not only students, but also teaching practitioners as teachers *and* learners

Modeling Collaboration Centrally

- Instructional Coordinators target alignment in their work
- Library, Assessment, ESL/ELL, Literacy Coordinators collaborate to work with cross curricular teams
- Result –cross curricular collaborative networks

Finding common ground



Thinking about our practice

If we frame our collaborative inquiry around "If... then..." statements, then...

- * the goal is clear & focussed
- * we can plan lessons, units, etc using "backward design"
- * skills can be taught explicitly & scaffolded
- students will learn better 😊
& be more self-directed

Co-planning



Reflection

Please identify specific knowledge and skills that you in your role as TL brought to the table.

- As a TL I had the experience with specific technology that could be used to modify and differentiate the lesson for ELL learners and others

Reflection

In what ways did you, in your role of TL facilitate new learning that resulted from the work of the CIL-L? (i.e. ideas for lesson planning, collecting student evidence of learning, assessment practices, other)

- I had the opportunity to share new ideas with staff at my school (i.e. Lucy west clip demonstrating a new questioning technique for use with students that I immediately shared with staff at my school)

Reflection

In what ways has your participation in the CIL-L changed your teaching practices that will have an impact on student learning?

- It has really made me think about my assessment practices and how I, in my role as teacher-librarian can support teachers to do the same

Conclusion

- Collaborative aspect of the role of the teacher-librarian that places the school library program at the heart of the learning commons.
- Traditionally this collaboration has been focused mainly within the school.
- Current Ministry focus on collaborative teacher inquiry aligns with key ideas in T4L and provides incentive for all educators to explore the many ways teacher-librarians might collaborate to develop a deeper and more common understanding of how school library program can support increased student achievement