School Libraries 21C

The conversation begins

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Welcome to the School Libraries 21C, a moderated discussion blog hosted by School Libraries and Information Literacy Unit. We invite your considered contributions. We look forward to engaging with a diverse range of perspectives, and working towards a common vision.

This discussion has now closed. Dr Ross Todd's and Lyn Hay's executive summary of the online discussion, 'School libraries 21C: the conversation begins' will be available shortly. For more...
1. The future of school libraries
   a. Do we need a school library in 21st century schools?
   b. How, if at all, do current school libraries impact on student learning?

2. The school library of the future
   a. What would a school library of the future look like?
   b. What would be its primary responsibilities and functions to meet the learning goals of schools?
   c. What would be the essential work of the teacher librarian?
   d. What would be its key impacts on student learning?

3. What will it take to get there?
   a. Identify strategies/initiatives/support at the practitioner level
   b. Identify strategies/initiatives/support at the school level
   c. Identify strategies/initiatives/support at the NSW Department of Education level
Findings

- The school library is an important part of 21C school life
- Pedagogical fusion and digital citizenship
- Repositioning the school library as a flexible and dynamic learning space
- The challenge: articulating how school libraries impact on student learning
- Moving from teacher librarian ‘actions’ to student outcomes
- Lack of ‘hard’ evidence provided by TLs
- Enablers and barriers to collecting and documenting evidence of learning outcomes

(Hay & Todd 2010)
As a result of this re-imagining process, a set of principles underpinning 21C school library design emerged as an ‘instructional zone’ within and beyond the school.

http://www.cabe.org.uk/files/imagecache/csLarge/case-studies/node/add/casestudy/waltham-forest-001.jpg
Principles of 21C school libraries

Instructional zone within & beyond the school

- fluid library design

(Hay & Todd 2010, pp.15-16)
“Imagine an activity and we will make a space for it”

High School TL
(Hay & Todd 2010, 2A.5)

http://www.cabe.org.uk/case-studies/frederick-bremer/?photos=true&viewing=7110
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- fluid library design
- blended learning environment

(Hay & Todd 2010, pp.15-16)
Principles of 21C school libraries

Instructional zone within & beyond the school

- fluid library design
- blended learning environment
- building capacity for critical engagement

(Hay & Todd 2010, pp.15-16)
We’ve learnt about how the author can use different words to make the story interesting ... how the illustrator has used colour and put expressions on the animals’ faces to help us while reading. (Yr 2)

We love using the [IWB] because it makes it easier for us to read the emails together. (Yr 2)

NSWDET Possum magic book rap mail list, (2007)

Principles of 21C school libraries

Instructional zone within & beyond the school

- fluid library design
- blended learning environment
- building capacity for critical engagement
- centre of learning innovation

(Hay & Todd 2010, pp.15-16)
Photo: ‘Best Interior Design Schools for Library Online ’ August 25, 2010
Principles of 21C school libraries

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- fluid library design
- blended learning environment
- building capacity for critical engagement
- centre of learning innovation
- power of pedagogical fusion

(Hay & Todd 2010, pp.15-16)
Principles of 21C school libraries

Instructional zone within & beyond the school

- fluid library design
- blended learning environment
- building capacity for critical engagement
- centre of learning innovation
- power of pedagogical fusion
- seamless search interfaces

(Hay & Todd 2010, pp.15-16)
“Flexible access to computers, printers, internet and other resources, including teaching expertise, before school and at non class times is valued highly by students, and they link their academic success to such support.”

(Hay 2006a)

http://www.flickr.com/photos/heyjude/4423931008/
Principles of 21C school libraries

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- seamless search interfaces
- balanced collection

(Hay & Todd 2010, pp.15-16)
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- fluid library design
- blended learning environment
- building capacity for critical engagement
- centre of learning innovation
- power of pedagogical fusion
- seamless search interfaces
- balanced collection
- literary learning

(Hay & Todd 2010, pp.15-16)
“School libraries will remain the locus of a school’s information if they change to meet the new information needs of students”

Middle school TL
Hay & Todd, 2010 p. 17
Essential work of the TL

- Curriculum design
- Instructional leadership
- Technology innovation
- Team building
- Knowledge and facilities manager
- Breadth of TL role can differ across school contexts
- People are central to a TL’s daily practice
School library practitioner-level action

- Strategic versus operational actions
- Engaging in conversations
- Building strategic networks, partnerships and relationships
- Effective practice informs policy
School-level action

- Big picture, whole school thinking
- Understanding of the TL role
- Collaborative culture
- Budget
- Collaborative learning interventions/pedagogical fusion
- Harnessing technology potential and creating a 24/7 digital library
- Library technician support
- Whole school policy development
System-level action

- Valuing and utilisation of professional expertise of the teacher librarian
- Evaluation of performance
- Principal training programs
- Quality training for library assistants
- Teacher education
- Equitable access to professional learning
- Cost-effective seamless digital environment and information provision
- Policy specification
“There is consensus that school libraries are an important part of school life and are needed in 21st century schools, even though their value is at times not clearly understood, and their role in the learning agenda of a school not fully utilised.”

(Hay & Todd 2010, p. 38)
Recommendations

R1 Strategic positioning through policy and action
R2 Developing capacity as evidence-based practitioners
R3 Sustained evidence-based practice program
R4 Local conversations essential in school library vision building
R5 Reconceptualising school libraries as centres of inquiry
R6 Pedagogy underpins technology
Recommendations

R7 Information policy and digital citizenship
R8 Identifying achievement of pedagogical fusion
R9 Effective technology provisioning for school libraries
R10 Re-imagining school libraries program
R11 Statewide provision of e-subscriptions
R12 Establishing a research program on school libraries and student learning
Recommendations

R13 Strengthening principal and teacher librarian partnerships

R14 Student enquiry and engagement with critical literacies as central to TL role

R15 Guiding principles in envisioning school libraries

R16 Taskforce and whitepaper
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References


