Editorial

Synergy is read by many different people all over the world, and we are very fortunate to publish authors from many different countries. We welcome this, and encourage it, as one of the driving forces behind *Synergy* is an interest in looking outside of our own Victorian association to the views of others, and also outside of teacher librarianship to the broader concerns of education. In this, the first issue of 2020, we have articles from local practitioners and pieces from Canada, Croatia, the USA and Switzerland. Such diversity is important, sometimes challenging, and always engaging. While the world continues to suffer a dreadful pandemic, one of the most important things we can do is continue to learn, to share, and to collaborate.

Synergy celebrated fifteen years of life in 2019, and this year, in 2020, the association to which *Synergy* belongs, The School Library Association of Victoria (SLAV), celebrates sixty years of collegiality, advocacy, and leadership. Sixty years is a long time, but in another sense, it is no time at all; but it has been sixty years of effort and interest in school librarianship by thousands of dedicated and talented professionals. I hope both SLAV, and this journal, continue for many more years. We need both now as much as we ever have.

In this issue we have a range of articles on many different topics; some were written long before the world began experiencing the impact of COVID-19, others were written more recently and, consequently, the impacts of remote learning and of working in isolation, and the needs and concerns of our school communities during this crisis, loom large. The board of the journal is particularly appreciative of those who have managed to write for the journal during such difficult times – your professionalism and dedication is applauded.

We welcome to this issue our guest author of the Reflections and Actions section of *Synergy* for 2020, Hilda K. Weisburg. Hilda is a highly experienced practitioner, author, and commentator, and we are thrilled to have her join us in 2020. Her first article for us, entitled 'Leadership: There is no other option' is thought provoking and also practical and inspiring – there is something here for every reader.

This edition includes a range of interesting articles, all of which have relevance to practice. While you are reading, please take a moment to appreciate our journal's new home, Synergy's website, which continues to improve. The archive of past issues now includes all issues back to 2009, offering more than ten years of the journal online – a wonderful, historic resource that contains many excellent articles that still have relevance today. Thank you to Monica Williams for making the *Synergy* website look wonderful, and also for working hard on various special features to make content easier to use and share.

We hope you enjoy this issue. We would welcome hearing from you if you have thoughts or opinions about the content of this issue or ideas about authors or topics you would like to see in future editions.

Dr Susan La Marca
Editor

Leadership, Advocacy, and Collegiality

By Di Ruffles

Snapshot

Di Ruffles, SLAV President, discusses our association during the pandemic and champions our mission of leadership, advocacy and collegiality in what is our 60th anniversary year.

Dear Colleagues,

What an extraordinary six months in our personal and professional lives! I think we have all reinvented ourselves in various ways during this time and thought very carefully about how to best deliver our library services in our schools.

Clearly it has been crucial that our eplatforms have been well established and fully integrated into our schools' learning programs.

Our Association has also felt the impact of the pandemic in many ways, particularly in terms of the rescheduling of the professional learning activities to the second half of 2020 but it has never been more important to adhere to the tenets of our Association expressed in our Mission Statement:

- Leadership
- Advocacy
- Collegiallity

Dr Susan La Marca, our Executive Officer, has implemented several new initiatives to provide leadership in our profession at this time. In particular, the **SLAV Global2 blog** has provided welcome advice on dealing with school library issues, in particular, online resources and safe practices, during the pandemic. **The Discussion forums** that have been created also provide a further point of contact and leadership advice for the profession.

The pandemic has also brought many challenges and changes to our operations and practices in the Secretariat. Increasingly, more of our meetings such as SLAV Committee of Management and SLAV Council have moved to online platforms and for the first time in our 60-year history, our Annual General Meeting was also conducted completely via videoconference in a simultaneous online environment. Although in the past we have often had some of our country colleagues attending our meetings via online platforms, we have always preferred the face-to-face meeting over the online platform but our experiences over the last few months would suggest that we should make more use in the future of the online platforms and not privilege one mode over the other.

Videoconferencing has been utilised further at the most important grass roots level of our Association to build collegiality by the conduct of our Branch Meetings online. Interestingly, many members who have rarely had the opportunity to attend Branch meetings before have enjoyed the opportunity to connect in this way and share and exchange strategies on how they were delivering library services in the time of COVID-19.

Never has it been more important to connect than at this time and various structures within our Association are enabling our members to do this.

Never has it been more important to connect than at this time and various structures within our Association are enabling our members to do this. A further initiative in building collegiality at this time has been new online **SLAV Book Club**. The Book Club has been well subscribed with already 65 members. The online book club serves to focus on books for young people around a featured topic but also provides an opportunity for participants to share recent adult reading. Please contact our Executive Officer, Dr Susan La Marca if you would like to participate.

For further advocacy of our profession, our Executive Officer has constructed a survey to obtain data on your experience in school libraries during the pandemic. As you aware, data is the new currency so we think it is very important to capture this snapshot of our school libraries in the time of COVID-19. This is the **link to this survey** please complete it to further build the evidence base and add to our understanding of how school libraries responded to the pandemic so we can 'mine the gold.'

The last few months have changed many of our practices both in our professional and personal lives. A strength of our profession has been our resilience and adaptability in delivering our school library programs in the midst of a pandemic. School Library professionals are to be commended on demonstrating their flexibility and creativity in providing high quality programs to their school communities even in a virtual environment.

School Library professionals are to be commended on demonstrating their flexibility and creativity in providing high quality programs to their school communities...

We look forward to seeing you at the professional learning activities and Branch Meetings scheduled for the second half of the year!

Di Ruffles *is the President of the School Library Association of Victoria and co-convenor of the Central Branch of the Association. Di is also Director of Library Services in The Nigel Peck Centre for Learning and Leadership at Melbourne Grammar School.*

Leadership: There is no other option

By Hilda K. Weisburg

Snapshot

Hilda K. Weisburg, a highly respected and long-standing US commentator, explores the practical and personal ways we can develop our leadership skills for the ultimate benefit of ourselves, our school community and our profession.

The biggest change I've seen since I began writing for school librarians in 1979 is not advances in technology but the awareness that administrators and legislators don't see school librarians and libraries as automatically belonging in every school. When librarians aren't leaders, their positions and programs become expendable. You must become a leader if you want to keep your job and if you want your school district to have librarians in the future.

For years, along with my former co-author Ruth Toor, I have been exhorting librarians to be leaders. The response from elementary school librarians often was, 'I have no time for that. Besides, we are part of the teachers' contracts.' The high school librarians were equally unmoved. They couldn't see how there could be a high school without a library. It's a short-sighted attitude. We were setting ourselves up for a cataclysmic change, and it hit about fifteen years ago.

When librarians aren't leaders, their positions and programs become expendable.

First a bit of history. In 1997, Gary Hartzell wrote a two-part article in *School Library Journal* entitled 'The Invisible Librarian: Why Other Educators Are Blind to Your Value.' We nodded and said, he's right. Unfortunately, we focused on the part that said educators were blind to our value –ignoring the 'Why'. Then came the 2008 Recession in the United States and elsewhere. School budgets were slashed, and school boards and administrators began a desperate search to find places to cut and/or eliminate costs. Thousands decided the librarian and the library were ripe for the chopping block.

Up until then, most people assumed a school included a library and at least one librarian. The new harsh realities upended that assumption. What was the librarian doing anyway? After all, we now had the Internet and kids were adept (so they thought) at online searching. Almost overnight, the number of librarians was drastically eliminated. Library budgets - if the library was kept—were reduced to almost nothing or nothing. Volunteers were given the run of the library, and librarians were in shock.

Fortunately, there were librarians who were leaders and others who took up the challenge and started demonstrating what we bring to students and the educational community. More than ten years later we are still not back to our old numbers, but every day I hear of more job openings. We can see some lights if not the end of the tunnel.

Now we must look forward. Bemoaning the past or complaining about how unfair it all was changes nothing. Action does. It is time for all librarians to become leaders for our current programs and for new ones to be established. Those who are already leading need to lead on a larger level and those who haven't stepped into leadership need to start.

Barriers to leadership

Several years ago, I was the chair of AASL Advocacy and as part of my responsibilities I spoke to Affiliate Assembly. I was wearing a pin distributed at the conference with the message, 'Ask me how School Librarians Transform Learning?' I said to the delegates, 'I am sure each of you can respond if anyone asks you, but can every librarian

in your home state do the same?' In order to grow and thrive as a profession and be what our students and faculty need us to be, we all need to be leaders, prepared to speak up—and speak out- about what we do. We must be heard. We must be seen as leaders, indispensable to the educational community.

If you're not yet a leader, ask yourself: What is holding you back? What barriers have you created that are keeping you from taking your place as a recognized leader? No matter what you think, the majority of the barriers you come up with are created by you. And these barriers won't come down until you identify what they are and see the truth behind them. They are, in essence, a story you're telling yourself.

Librarians love stories. We read and share them with our students at every level from new reader to voracious reader. There's no harm in a good book. **But there is harm in the stories we tell ourselves.** When we believe these stories are true, it is to the detriment of our leadership. Because even if there is some truth to them, mostly these are fears we've come to use to keep us from stepping up. They become the biggest barrier to our becoming leaders.

Some of the most common stories are:

I don't have time

You know this one. It sounds like, 'I would love to be a leader, honestly, but I'm already so busy.' It's a story we tell ourselves for many choices we are faced with in our lives, but when you use it to explain why you aren't a leader it's the excuse you are using to hide.

I have no doubt you have a very demanding schedule. You may have more than one school to

cover. Your workday begins the moment you open the library doors, and it doesn't end until you close them. The demands on you are constant. When the workday is over, you have other obligations that keep you busy often until bed. You obviously have no time to lead. And of course, you have a point. Like all good fiction, this story has strong elements of truth.

The truth you aren't facing is that no one has time. We all live at full speed. You must *make* time, and the only way we ever make time is by deciding something is a priority. Think of any important goal you achieved. Did you actually have time for it before you made it a priority?

Probably not. Think of a time when you had to reorganize your life because of a new commitment. What did you do when one or more of your children became involved in a sport or the band, or the play, and needed you to take them to the school or pick them up – or both? You figured it out because it's a priority. You even manage to watch practices and games or see the play.

You must make time, and the only way we ever make time is by deciding something is a priority.

The same is true with being leader. Once you realize there really is no option to becoming a leader (because without it your job and your program are at risk every budget year) you are ready to discard that story and take the steps necessary.

Do more to connect with teachers and others with greater focus.

Oddly enough, becoming a leader won't take much time in the beginning. Start by looking for new ways to showcase your current program and make it visible to your administrators and the community. Do more to connect with teachers and others with greater focus. When you're ready to devote more time to leadership, you might take a small risk like starting a Makerspace program in your library or sending teachers a once-a-week email with a link to a web resource or app they can use with their students along with an offer to help them get comfortable with it and start using it. When you start volunteering at the state and national level, leading will take more time, but by then you will know that the returns you get outweigh whatever you have given up to make the commitment.

Leaders are born not made

Another story I hear is that some people are just born leaders. Then the person suggesting this says they just don't have that ability. Once again, there is an element of truth. You can walk into a pre-school or kindergarten class and spot the leaders. But this assumes leadership can't be learned, and it can be. It is my favorite story to disprove because I was not born a leader.

If you go to seminars or do team building workshops, you are likely to be asked the question 'Who Are You?' Today one of my first answers is 'I am a Leader', and it sometimes surprises me to realize that is exactly who I have become. In every area of my life, I lead, but if you knew me when I was young you would never believe this is where I'd end up.

In high school, I was an outsider and clueless. Every day was an adventure in stomach-turning fear, and I tried on a new personality regularly. None of it worked. College was a blissful interlude, but my first job was as a high school librarian (I had only 6 credits in librarianship tacked on to my teaching certificate so I could qualify as an emergency teacher librarian) but I was a disaster. Clueless again and I wasn't rehired. However, underneath not knowing what I was doing, I had found a job I loved and wanted to do well. My second job started out much better because I worked with a great librarian but the following year she left, and I got the boss from hell. I didn't last out the year. Obviously, I was destined to be a failure as a librarian.

I regrouped by working in a public library, took time out to have two kids, and when the youngest started school I was ready to return. I started in 1973 as an elementary librarian in a brand-new school modeled on the British Infant School. The district never had an elementary librarian so there was no program to work from. It was mine to create – and no, I wasn't brilliant at it—but the environment gave me room to experiment and learn.

The school was a learning community (although the term was not invented yet) as we all worked with each other to figure out how to do things in such a radically different environment. By its nature it was highly collaborative. I discovered the teachers were looking to me for my expertise, and without realizing it, I found my voice. I stepped out of my comfort zone and took my first steps to becoming a leader. I went back to school for more courses, met Ruth Toor, and we wrote our first book, *The Elementary School Librarian's Almanac*. We would be writing partners from 1976 until 2011. By becoming a published author, I moved more firmly into being a leader, but it wasn't an easy progression. There were few role models, and nothing written to suggest how vital it is for librarians to become leaders. Looking back, I can clearly see that the rookie librarian I was would never have thought herself a leader. It was something I learned and chose and now live and teach.

> **I discovered the teachers were looking to me for my expertise, and without realizing it, I found my voice. I stepped out of my comfort zone and took my first steps to becoming a leader.**

I'm too much of an introvert to be a leader

Do you think you can't speak in front of large groups or join committees where there are so many people you don't know? Does the thought of talking to groups of teachers, parents or presenting something to the Board of Education get your heart hammering? And has this led you to think that stepping up isn't for you? It's a common fear, but once again, it's a story that's holding you back.

Leadership does not require you to be an extrovert.

Leadership does not require you to be an extrovert. Besides, your greatest asset as an introvert is in effectively speaking one-on-one with people, and that's where the best relationships start. In addition, introverts are generally good listeners and good at reading

people which support them as leaders. As an extrovert, I have had to work hard to practice active listening and lose the bad habit of framing my answer while someone is still talking.

After you're comfortable in your role as a building leader, you might speak to a parent-teacher organization at your school on staying safe in cyberspace or some other topic. You will be nervous since you will be moving out of your comfort zone, but you will be secure in your knowledge and eager to show parents how your program benefits their children. You'll get past your nerves. You might even do a presentation for your association's conference. Yes, it's a long way from where some of you are now, but once you take the first steps to leadership you never know where it will take you – or how much you might enjoy it.

Facing and overcoming fear

Fear is biggest roadblock to leadership, and it's underneath the stories we tell ourselves. It is tied to all the barriers I presented. So how do you deal with fear? Let's look at some examples.

You stepped out of your comfort zone and are on your first national level committee. Now that you are not in your home area, you don't know anyone on the committee. Everyone knows what they are doing but you, or so you think. In reality, there are likely other new members on the committee and current members ready to welcome you, glad for your assistance. The chair will help anytime you're uncertain about anything. In a short time, you will be comfortable and will be making friends across the country. Think of the Professional Learning Network you will gain!

Or the expected fear strikes when you finally do need to speak in public. How do you overcome the shaky voice and wobbly knees? There are loads of websites with advice on how to deal with it proof you are not alone in this fear. Some of my favorite tips are:

Know your audience – In preparing your talk, consider what your audience already knows. What else do they need to know about the topic? You neither want to overwhelm them with information above their heads nor do you want to talk down to them. Think about how you prepare a lesson for your students. You always know where they are and where you want to take them next. Start from where they are and take them to that next place.

Rehearse your speech - Don't worry about memorizing it. That's not necessary, and you'll panic if you forget a line. PowerPoint presentations help keep you on track. Use just enough text on your slides to keep you and your audience on track. I mostly use only a few words to highlight the point I am making. I also have notes for each slide, but I allow myself to digress and add comments that strike me in the moment.

Be personal - As appropriate, share your personal experiences. It's an extension of your relationship building. By letting them know who you are and what you've been through, they are more accepting of what you are saying and will see the parallels in their own journey. I often let my audiences know about my failures as well as my successes. This keeps me from seeming remote and different from them especially since it's the failures that taught me the most.

Arrive early – When planning your time, plan to arrive at the location and your presentation room early. You need time to breathe. Check the layout of the room. Make sure any equipment you need is set up and working – including internet connections. Greet those who are there. This means you won't be speaking to strangers when the time comes. They will be rooting for you.

About that shaky voice – Once you are past your opening, it will likely disappear. And your audience never knows you are that nervous. If necessary, have water nearby. Take a drink now and then. Ignore those who have taken out their phones and are checking messages. There are always a few like that. I have had people fall asleep. I remind myself it isn't me They have had a long day, the room is comfortable, and it just happens.

The imposter syndrome – To keep your fears at bay, be watchful for the Imposter Syndrome. This is mental chatter that keeps us from stepping out of our comfort zones and believing we can be and are leaders. Imposter syndrome is a widespread ailment. It affects some of the most successful people in almost every profession. Both men and women suffer from it at various times, although studies show women are more prone to it.

Here's another scenario: You have taken the plunge and submitted a proposal to do a presentation at your state conference based on a highly successful collaborative unit you developed, and your proposal was accepted. You are ecstatic.

Then the imposter syndrome hits.

It usually starts with phrases like, 'Who am I to...' or 'Why did I think that....' You begin second guessing yourself. This is more than being nervous before speaking to a large group. The voices inside your head are saying you are not up to this challenge. You've seen great presentations your colleagues have given, and you know you are not that good. Whatever made you think anyone would find your topic worthwhile? Everyone has done something like it. You are not that special.

Imposter syndrome can strike even after you have given successful presentations and even after you see yourself as a leader. You ascribe your success to having been lucky in who attended, or your time slot, or whatever. Anything that attributes your success to something besides yourself.

> **Imposter syndrome can strike even after you have given successful presentations and even after you see yourself as a leader.**

This also happens when we think we see what others do that we cannot. Maybe you are using Twitter, but you see so many librarians are leading Twitter chats and showing all they accomplish. Or you read a post on Facebook about someone doing a great unit with their students using an app or resource you never heard of. How can you think you are a tech integrator when you don't know how to do these things? We don't see the things we do that others are not doing. We assume everyone is doing ***THAT***, so our accomplishments matter less.

Even if you're in the early stage of your leadership journey, it doesn't mean you have nothing to offer to others. There are plenty of librarians who have not reached the place you are. You have something to contribute and other librarians at your level need to see what is attainable to them. Yes, we learn from the people at the finish line, but we learn just as much – if not more – from the people on the journey with us.

These negative thoughts will spiral through your head most every time you step out of your comfort zone until you recognize the Imposter Syndrome for what it is – another story where you can change the ending.

Developing more leadership qualities

Confidence is a grounding leadership quality. It makes it easier to take risks, speak before groups, ask for help, and develop a vision. You undoubtedly feel confident in many aspects of your personal life and you may be confident in how you do your job, but once you consider leadership, some of that confidence erodes. So how can you build your confidence? Sometimes the easiest course of action is to 'Fake It Until You Make it.' Here are some ways to build your confidence while you're still in the process of growing.

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Dress for success

When you think you look good, it boosts your self-confidence and you walk and talk differently. Look around your building. Notice how the teachers dress. Is there a difference between those who are well-regarded and others? There are always exceptions, but in general this holds true.

Compare that with what you wear. Where are you on the scale? If you look like some of the less-regarded teachers, you are opening yourself up to being ignored or not valued highly. If your clothes are similar to teachers who are highly regarded you are in a better position.

You can take that up one notch as you want to be viewed as a leader. Increasingly you will be in the presence of administrators. If you look as though you are one of them, you will be treated as though you are. It may seem superficial, but it's effective. How we see ourselves and how we are seen by others makes a difference in our success.

How we see ourselves and how we are seen by others makes a difference in our success.

Be an optimist

A good leader needs a positive outlook. Negative people are not pleasant to be around. This doesn't mean being a Pollyanna who believes life is wonderful no matter what happens. It's

being a person who doesn't focus or dwell on the negatives but deals with them by seeing them as 'chopportunites' (a term I learned from a *School Library Journal Summit*) -- challenges that can be turned into an opportunity. When Common Core began in America, librarians felt totally left out, but some looked for, and discovered, ways to leverage their expertise into helping teachers become successful with it. It resulted in more library use for research projects and lots more collaborations. That's a 'chopportunity.'

Change your mindset

To become more optimistic, notice and adjust your mindset. How you think conditions how you feel and that affects your body language and your voice. It changes the way your listen and the ways you are heard. Look for ways to stay positive on and outside the job. For me, maintaining a Gratitude Journal does this. For others, affirmations or meditation works. Staying positive can be a huge gift to the people you work with and your program.

Expand your professional knowledge base

Becoming active in your professional associations… increases your knowledge base and adds fluency to your conversations about the role of the school library in the educational community.

Stay current with trends in library AND education, even business if that interests you. If you know the buzz words and see how your program supports the concepts, you will be better able to speak about it. Becoming active in your professional associations, going beyond your local ones, increases your knowledge base and adds fluency to your conversations about the role of the school library in the educational community.

Keep an eye on what is new in technology. Always consider how it may affect education and school libraries. If you are really enterprising, look at articles on leadership from the business world. Frequently they are early adopters or on the cutting edge of trends which, if successful, will find their way to your library. Their lessons can often be applied to school librarians.

We are all working to find ways to deal with the upheaval COVID-19 has created. It's hard to focus on being a leader right now, but your students and teachers need help. Help that you can best provide. Take time for yourself, but then draw on your PLN and your skills and curate the resources they need. Show them what a school librarian does.

Look at your barriers and fears, notice where your stories are getting in your way. Make being a leader a priority and be prepared to step out of your comfort zone. Let your inner leader come out. Your students and your teachers need it.

Hilda K. Weisburg *was a school librarian for over 30 years and is now an author, speaker, and adjunct instructor at William Paterson University (NJ). She coauthored 14 books for school librarians (with Ruth Toor), including Leading for School Librarians: There Is No Option, Being Indispensable: A School Librarian's Guide to Becoming an Invaluable Leader, New on the Job: A School Library Media Specialist's Guide to Success, and School Librarian's Career Planner, which was her first work without Toor, all published by ALA Editions. Her newest book, Classroom Management for School Librarians will be coming out shortly. For 35 years she cowrote and edited School Librarian's Workshop, a bimonthly newsletter for K-12 librarians. She has given presentations, and keynotes at ALA, AASL, and state library conferences and given staff development workshops in many locations. A past president of the New Jersey Association of School Librarians, she has served on many ALSa and AASL committees, chairs The Ruth Toor Grant for Strong Public Libraries, and serves on the ALA Professional Ethics Committee. Her YA fantasy novel Woven through Time was a finalist in the International Book Award in the Fiction/ Fantasy category. Hilda was the recipient of the 2016 AASL Distinguished Service Award.*

Putting the student in the library driver's seat: Implementing student co-design with existing library platforms to build blended learning outcomes

By David Feighan and Ellie Beni

Snapshot

This article was originally presented at the **VALA2020 Focus on the Future Conference in February 2020**. It focuses on a school library's approach to using existing online platforms and services to scaffold learning by enabling students to directly curate content into the library's portal. The goal of this pilot project is a student co-designed and blended learning program to teach students how to: use collections and the literature, cite and reference, and introduces the peer review process. This enables the library to move from a passive role, being the source of quality curated collections, to a more strategic partner and collaborator role that is directly involved in delivering value by improved student learning outcomes.

Introduction

Mentone Girls' Grammar School is an open entry single sex independent Victorian school with 800 students from early learning through to the Victorian Certificate of Education (VCE). We also have a 120-year history of academic excellence. In 2019, the median study score was 35 and the median Australian Tertiary Admission Rank (ATAR) was 87.83 (Mentone Girls' Grammar School, 2019). In 2015, the School's Kerferd Library was specifically tasked by the School's senior management team to implement innovative strategies that:

- support the curriculum,
- support research and study skills, and
- support reading and literacy (Kerferd Library, 2019a)

These strategies, the way the library operates, and the technology we use, are all focused on delivering better learning outcomes for our students. This project explores ways a library can implement blended learning, user co-design and a differentiated learning environment. We wished to explore if and how:

- Teachers and library staff could work together more effectively to:
    - develop student research and critical thinking skills,
    - explore strategies to keep higher achieving students more engaged, and

- introduce year 8 students to the peer review process within the science curriculum.
- We could use existing online library products and services in a blended learning model to more directly engage with a specific cohort of students AND to give these students a voice.

Value, strategy and partnering

For a school library to have impact, and to deliver recognised value, it first must respond **directly** to the institution's goals and objectives. This is important as it drives the overall strategy and implementation of this pilot project. The three elements of the current Mentone Girls' Grammar School mission are: 'an education that empowers, a future facing school that succeeds, and a community that cares' (Kerferd Library, 2019a). However, in a school setting the library also needs to respond directly to recognised high impact teaching strategies. As a Victorian school this necessitates responding to the Victorian Department of Education and Training's High Impact Teaching Strategies (HITS), which fit within the Department's 'Framework for Improving Student Outcomes' (FISO) (Victorian Department of Education and Training, 2019, August 27). As a result, library services, technology and collections need to acknowledge and support this pedagogy. Critical to the success of this project was the library partnering with a key member of the teaching staff, in this case the Head of Year 7 who was also a science teacher.

> **For a school library to have impact, and to deliver recognised value, it first must respond directly to the institution's goals and objectives.**

Library IT

Like other libraries around the world, the Kerferd Library needs to respond to student needs and their expectation of a ubiquitous 24/7 learning service. Therefore, our existing online collections and service platforms (our WorldShare catalogue and LibGuides) had to play a key role. It is also worth noting that while the Kerferd Library is very much supported by the School we could not expect additional funding or resources. This brings us to the other element of this project – how to use existing library technology, platforms and online collections in new and innovate ways to deliver value. Being innovative does not always have to involve introducing new technology, products and / or services. Furthermore, to succeed the new service had to be sustainable.

Pedagogy and strategy

As a school library, we needed to ensure that our use of technology fitted within the teacher's rubric and lesson plans. This necessitated a blended learning approach. However, as Oliver and Trigwell (2005, p. 24) have stated "blended learning' is ill-defined and inconsistently used', so for clarity we adopted the following definitions from the Victorian Department of Education and Training, we have highlighted the outcomes of interest to this project.

'Based on projects and teaching practice in Victorian schools, blended learning refers to the planned implementation of a learning model that integrates **student-centred**, traditional in-class learning with other **flexible learning methodologies** using **mobile and web-based** online (especially **collaborative**) approaches in order to realise **strategic advantages** for the education system.' (Victorian Department of Education and Training, 2012).

From the outset, it is important to recognise that teacher librarians can and do implement learning pedagogy in their classrooms. However, while the teacher librarian is directly involved with her or his class, the role of the library can be somewhat remote in other teachers' classrooms. The school library responds to teacher requests for curating collections that support their needs, but the library is not necessarily directly involved in delivering learning. It is also worth noting that, while many school libraries focus on the critical role of supporting literacy and reading, it is less common for them to proactively support STEM subjects, particularly the science curriculum. As a result, the intent of this project was:

1. To make the role of the Kerferd Library more visible and meaningful within the science curriculum,

2. To experiment with a differentiated service focusing on higher achieving students.

3. To experiment with a user co-design model that would hopefully keep high achieving students engaged, and help the teacher and the library get informed qualitative feedback from the students because they were part of the design and implementation. This feedback would help further refine this project in 2020.

Literature review and project design

As with blended learning and user co-design, there are many variations on the definition of differentiated teaching and learning. For example, differentiation has been described as

'a set of systematic, increasingly intensive educational interventions that are designed to target an individual student's specific learning challenges' (Bender & Waller, 2011, p.11).

Also, central to Bender and Waller's (2011, p.16) definitions and framework is the 'emphasis on a set of increasingly intensive interventions, structured into intervention levels that are referred to as tiers'. These tiers can be aligned to Bloom's taxonomy, a hierarchical ordering of cognitive skills from a base level of knowledge (remembering) through to higher level learning skills such as: comprehension, application, analysis, synthesis and evaluation (Heick, 2020, Jan 6). Overarching all of this is Tomlinson's statement that

'that differentiated instruction is NOT individualized instruction... differentiation is more reminiscent of a one-room-schoolhouse than of individualization. That model of instruction recognized that the teacher needed to work sometimes with the whole class, sometimes with small groups, and sometimes with individuals.' (Tomlinson, 2017, p.3).

However, as a Victorian school, for this project we have stayed with the Victorian Department of Education and Training definition, which is:

> 'A good differentiated teaching program means high quality, evidence-based instruction that meets students' needs within their zone of proximal learning development and has clear SMART (Specific, Measurable, Achievable, Realistic and Time-based) goals.' (Victorian Department of Education and Training, 2019)

The key element for us of this Department framework was our approach needed to be SMART, as well as fit within the target students' 'zone of proximal learning'. This said, we also used Tomlinson and Moon's (2013) 'Key Elements of Effective Differentiated Instruction concept map' as it provided a clear process check list especially around the issues of content, process, product and environment. *See the following figure for details.*

SMART (Specific, Measurable, Achievable, Realistic and Time-based) goals.
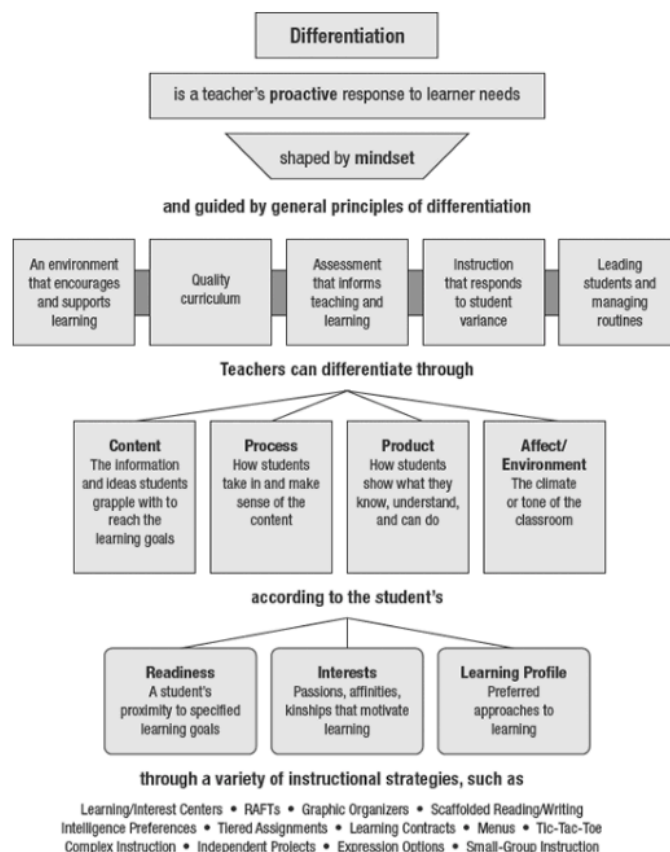
This brings us to discussing what school libraries are doing to support differentiated learning and student co design, and what IT they are using to make this happen. There are schools that are actively and visibly delivering a differentiated library service, for example Scotch College (n.d.) in Western Australia. However, while there was some evidence of school libraries using differentiated instruction to support students who struggled (Ford, 2017), there appears to be very little relating to school libraries using differentiation WITH student co-design, to engage with higher achieving students. For example, searching on the ERIC education literature database

> **Curating quality content and collections, as well as user focused service delivery, are core pillars of any good school library's service...**

for 'school library' AND differentiated instruction or 'school library' OR differentiated learning delivers few results and none within the last five years. Curating quality content and collections, as well as user focused service delivery, are core pillars of any good school library's service offering. Likewise, many school libraries support user education, especially around how to research, and how to use the library services more effectively. It is less common for school libraries (possibly any library) to seek out and allow students to curate content, and for that content to then become part of the library's collection.

While there appears to be little evidence of school libraries using IT to implement differentiated learning with student co-design projects in partnership with teachers, there is research around the benefit to student learning when teachers and school librarians collaborate. For example, Subramaniam Et al. (2015, p.11) conclude that 'librarians helped students engage in the scientific information search process, ... connected science to students' real lives, and... encouraged the ethical use of information'. They go on to say that:

> 'with the focus on science learning shifting from the memorization of facts to learning by capitalizing on socio-cultural aspects surrounding the young people's interests and environments,... we believe that librarians have exciting opportunities to deepen science learning and that young people will benefit tremendously from the contributions of school library programs.'

Meanwhile, in New Zealand White and Watt (2010, p. 4) concluded that:

> 'collaboration in [their] case studies... has resulted in improved communication and understanding of expertise between teachers and librarians, and in improved learning outcomes for students'.

The literature therefore gave us the confidence to proceed.

Pilot project

Student cohort

Using Tomlinson and Moon's differentiated instruction concept map and Bloom's taxonomy we came up with the following framework. The pilot focused on a collaboration between the teacher, librarian and the higher achieving students. This was deliberate. The Kerferd Library was already doing work with the School's Learning Enhancement team to scaffold students with specific needs. Furthermore, the library had also mapped all our content back to three basic levels of differentiation (Kerferd Library, 2019b). This general and all-of-school approach enables students and teaching staff to self-select content based on their individual requirements. *See the following figure for details.*

Focusing on the more advanced students in Year 8 enabled us to explore if and how this pilot project supported learning against Bloom's entire taxonomy. It also gave the teacher the option of keeping some of the more advanced students engaged in the classroom. To quote Westwood (2016) 'e-learning can be used to investigate and explore new curriculum topics, and to introduce new strategies for problem solving and higher-order comprehension.' This was important as some of the more advanced students where finishing work before the rest of the class and were getting bored and turning off as they waited for other students to catch up.

The other reason for targeting the more advanced students was the issue of sustainability. When embarking on this pilot it was unclear how much time, effort, and student support / scaffolding would be required. Working with a smaller and more targeted cohort helped ensure this project did not detract from the teacher and librarian's other work, nor distract from the commitment to other students in the class.

Pilot design

The science teacher scoped where there were opportunities in the curriculum to introduce students to the self-directed research and the peer review process. We settled on Body Systems, which is part of the year 8 science curriculum. **The Kerferd Library had already set up a LibGuide for this topic** but there was still room for students to curate content. The science teacher identified students who were ready for extra challenges. This fitted into Bender and Waller's (2011, p.16) tiered levels of challenges mentioned in the literature review. The students who participated also had to commit to:

- Three to four lunch time workshops, the first workshop enabling the teacher and librarian to hand out simple instructions and explain the task. Subsequent workshops tracked progress while the last workshop focused on getting student feedback as evidence of learning.

- Being self-directed and work with a high level of autonomy.

- Use the Kerferd Body Systems LibGuide discussion board to record their research and justify how it was relevant and where it fitted into the topic. Using the existing 1,2,3 levels of differentiation outlined in the previous section of this paper, students were also encouraged to document where their recommended content would work best for the whole class and not just their own level of understanding. The following matrix outlines how this process fits within Bloom's taxonomy and Tomlinson and Moon's framework.

Task	Delivered by	Bloom's Taxonomy cognitive skills
All of class instruction	Teacher	Remember Understand
First workshop with test cohort • Provide instructions	Teacher& Librarian	Remember Understand
Student Research • Find content • Document their findings on the LibGuide discussion board • Peer review critiquing of each other's recommendations	Students	Understand Apply Analyze Create
Second workshop with test cohort • Review work • Teacher and Librarian provide additional context if required • Peer review critiquing of each other's recommendations	Teacher, Librarian & Students	Understand Apply Analyze Create
Add content into the LibGuide	Librarian	N/A
Final workshop with test cohort • Feedback and reflection	Teacher, Librarian & Students	Analyze

Bloom's Taxonomy

1. **Remember**

2. **Understand / comprehend**

3. **Apply knowledge** – apply / use knowledge in a practical way.

4. **Analyze** – use knowledge to compare / contrast and explain.

5. **Create / synthesis** – compile learnt concepts in new ways and discover new meaning

6. **Evaluate** – make and defend judgements based on evidence [peer review].

Source: Heick, (2020). *What Is Bloom's taxonomy?* A definition for Teachers

Tomlinson & Moon's differentiation framework

1. **Content**— *what a student needs to learn or how the student will gain access to the knowledge, ideas, and skills.*
    a. Understanding of anatomy that goes beyond what was taught in the classroom.
    b. Self-directed research and independence based on their own interest rather than specific teacher direction.
    c. How to think about where their research fits into the rest of the LibGuides.

2. **Process**— *how the student will come to master and 'own' the knowledge, ideas, and skills.*
    a. Independent research
    b. Peer review curation process

3. **Product**— *how the student will summatively show what he has learned.*
    a. Work curated with each student's contribution acknowledgement on the LibGuide.
    b. How the student's research and content recommendations fit within the curriculum topic
    c. How well the student has applied recommended levels of differentiation to their content.

4. **Affect**— *the climate that encompasses the learning and interactions among students and teacher*
    a. Collaborative nonhierarchical workshops with students, teachers and librarians working as equals.

5. **Learning environment**— *the personal, social, and physical arrangements in the classroom.*
    a. Workshops, individual research outside of the class room, the Kerferd Library's Body Systems LibGuide

Source: Tomlinson, C.A. & Moon, T.R., (2013) *Assessment and student success in a differentiated classroom*

Library systems infrastructure and collections

As noted above, a key focus of this project was to use existing library infrastructure and collections in more innovate ways to explore if this led to better learning outcomes. The platforms also had to be easy for the student and teacher to use. As a result, we focused on using the discussion boards that come with our LibGuides CMS platform.

LibGuides CMS enables a library to add discussion boards to individual guides and these individual discussion boards can be either private (used by teams of librarians to coordinate and administer their libraries guides) or public guides that are visible to all. As a school, we have a legal obligation to provide a safe online environment for our students, so we set up private discussion pages. While it is possible to set up discussion boards where anybody with an institution's email can self-register onto the discussion board, we went with the option whereby

the library invited specific students to sign in and access the Kerferd Library Body Systems Discussion Board. *See the following screen shot for details*.

As an aside, we noted publishers such as JSTOR, EBSCO and Elsevier, as well as Australian tertiary institutions had public discussion boards but these examples are all-of-system discussion boards, they did not relate to a specific subject / topic guide. Our discussion board was set specifically for the Year 8 Body Systems LibGuides. This means that, sustainability and administration overheads to one side, we can set up individual discussion boards from each and any of our subject LibGuides.

As outlined in the pilot design, students did individual research and shared their research with the other students in the cohort. Other members of the cohort could use the LibGuide discussion board to comment and make recommendations. In the example listed below, the student has made a recommendation to include content from the library's Encyclopedia Britannica subscription. The student has outlined where their recommendation fits into the LibGuide / curriculum structure, and the student has also provided the appropriate reference (we use APA 4th edition). The student also recommends the level of differentiation and explained the thinking behind this recommendation. These are the application, analysing and creating higher level skills on Bloom's taxonomy. See the following figure for details. It is also worth noting that both the teacher and the librarian worked together in providing feedback to students. This was deliberate as we were interested in replicating the findings of White and Watt (2010).

Once the student's work was approved by the teacher, the librarian added the content into the LibGuide. This included aligning the student's content within our 1, 2, 3 differentiation codes and was based on the student recommendations and the peer input. A unique icon was added to make the student's contribution stand out from the rest of the library staff curated content. Under the see more details link the student's

contribution was acknowledged. This acknowledgement was important as it made visible the validation of the student's contribution. See the following screen shot for details. The direct link to this section of the Kerferd Library LibGuide is **https://library.mentonegirls.vic.edu.au/body-systems/digestive-system#s-lg-box-wrapper-24760987**

- Teeth and gums (Britannica Middle, n.d.)
  "By cutting, tearing, and grinding food and by helping to mix it with saliva, teeth carry out the first step in digestion... The teeth of human beings also help to form the sounds of speech, and they participate in facial expression." ("Teeth and gums", n.d.)
  less...

  Reference / citation: "Teeth and gums", (n.d.) or ("Teeth and gums", n.d.)
  Reference list / Bibliography: "Teeth and gums". (n.d.). In Encyclopedia Britannica. Retrieved from https://bt-libproxy.mentonegirls.vic.edu.au/levels/middle/article/teeth-and-gums/277284
  This content has been curated by Millie Good.

Findings and outcomes

We discovered early on that we had to provide additional scaffolding and instruction. The issue seems to be that students are less comfortable with open-ended tasks, questions and research. Yet it was encouraging students to move beyond restricted closed tasks that inspired us to embark on this project in the first place. The Year 8 students agreed that it was harder and more challenging than a structured closed learning exercise. The final workshop involved a review and a chance to gather student feedback on what they liked and did not like about the exercise, as well as what was hard and easy to accomplish. Feedback included:

- Students saw the exercise as a class extension that gave them the opportunity to dig deeper and explore more. The exercise helped confirm what they already knew. In particular, they found it helpful to have their learning confirmed by a different information source and a different learning process.

- The students recognised that this type of research activity would not be for everybody, but once they got their heads around it they liked the idea of the research > peer review > content curation into LibGuides, and agreed it would be a good extension activity to be done in class time.

- Generally, they agreed they did learn new and additional things e.g. the connection between the digestive system and the brain became more apparent and obvious.

- While they saw this as a good exercise, they also saw it as an extra task that did not have priority over other homework.

- There were mixed views, but they seemed to reach a consensus that an improvement for 2020 would be that the teacher introduces this exercise as an extension (maybe in the second class for the topic) for students who were looking for an extra challenge.

- Ideally, they could do the research in class time rather than outside of class where they have lots of other competing activities.

From the teacher and the librarian's perspective, it was particularly interesting to see what information sources the students curated, especially when they included web resources not included in the library's collection. It was also interesting to see how much we underestimated the difficulties students had with any sort of peer review process, especially understanding the difference between criticising and critiquing. However, once we gave some practical examples of how and why the peer review process works (examples used included the 1989 University of Utah cold fusion scandal), they understood why it is important.

Of interest to this pilot project was how and why young people are motivated to engage in science and how this applies in a teacher / library learning environment. Waugh et al. (2013) explored the characteristics of what they called super-users by compiling research field notes of a student engagement in a US library based after school science program. Characteristics included (but were not limited to) seeking mastery and / or attention, sociability and community orientation, and a sense of leadership. One outcome of this pilot project is the need to better understand what motivates high achieving students to participate in additional work. For example, is it limited to the interest in additional grades, and how can we leverage this interest to keep students more motivated? It will also be of interest to see if there are gender biases, and if there are gender biases, what are they, and how can they be addressed? We will also further refine our pedagogy and consider if tools such as **Victorian Department of Education and Training Amplify toolkit** can be used to provide additional scaffolding and instruction.

Conclusions

As the role of libraries is questioned, and as there is ongoing pressure to deliver value, we should not ignore how we can use existing products and services in new and innovate ways to deliver better outcomes. Many libraries use LibGuides, or similar platforms, so this pilot project could be replicated and applied by others. This includes libraries outside of the K-8 Education sector. For example, universities partnering with post-graduate students to build LibGuides that support undergraduate students, or libraries in the health and/or law sector partnering with

...we should not ignore how we can use existing products and services in new and innovate ways to deliver better outcomes.

key practitioners to curate and build content for their broader user / patron population. Without taking away from the considerable knowledge of subject librarians, the knowledge and professional reputation of key practitioners could be something these libraries could apply in more direct and visible ways.

This pilot project confirmed how important and rewarding it is for teachers and librarians to work closely together with students. Initially the students seemed surprised they were allowed to add content into the library's study guides, and that their suggestions, work and contributions were given equal weight to those of the teacher and the librarian. Feedback also suggested that allowing students to curate and co-design the content in the library portal had additional learning outcomes. Learning in the classroom was validated, new concepts and connections

were made, and the students demonstrated higher-level cognitive skills. This pilot also demonstrated the impact and value a school library can deliver when it is more strategically and directly involved in student learning. Lastly, this pilot demonstrated that you can be innovative and transformative by using existing library collections and platforms in new ways. In light of the student feedback and what we also learnt as a teacher and a librarian, we will use the findings of this pilot to further refine our approach and partnership.

Learning in the classroom was validated, new concepts and connections were made, and the students demonstrated higher-level cognitive skills.

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https://www.vala.org.au/vala2020-proceedings/vala2020-session-4-feighan/

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Appendix

Keywords / Australian curriculum alignment

All the products and services of the Kerferd Library are mapped to specific Australian Curriculum metadata. Use of this curriculum metadata is central to how the library reports on the value we deliver and the impact we have on student outcomes. See also **https://library.mentonegirls.vic.edu.au/about/strategy**. This paper is aligned to the following:

- Science inquiry skills

  [**Australian Curriculum Framework S200**]

- Science understanding

  [**Australian Curriculum Framework S100**]

- Inquiring – identifying, exploring and organising information and ideas

  [**Australian General Capability 41**]

- Analysing, synthesising and evaluating reasoning and results

  [**Australian General Capability 44**]

- Reflecting on thinking and processes

  [**Australian General Capability 43**]

David Feighan is the Information and Library Services Manager at Mentone Girls' Grammar School.
dfeighan@mentonegirls.vic.edu.au
https:///orcid.org/0000-0001-5743-6719

Ellie Beni is Head of Year 7 and a science teacher at Mentone Girls' Grammar School.
ebeni@mentonegirls.vic.edu.au
 https://orcid.org/0000-0003-3719-4534

Thriving in the new normal: changing perceptions and leading change

By Jennifer Hall

Snapshot

In this article Jennifer Hall reflects on the impact of the COVID-19 pandemic, the subsequent period of remote learning, and beyond. Hall explores how her team have met the challenges posed, and details the various ways they responded, to continue to offer exemplary levels of library service.

As I begin to write this article, the world as we know it is in the grips of the coronavirus COVID-19 pandemic, a one in a hundred-year event that many experts predict will change our lives. It is a surreal feeling. As contamination and death rates soar across the globe, authorities have closed schools, businesses, churches, libraries, galleries and theatres. Much anticipated national and world sporting events have delayed starts or been postponed. In Australia we are asked to work from home, to be socially isolated from family, friends and colleagues. As Head of Learning Resources and Information Services at one of Australia's leading Independent schools in Melbourne, my interest is in how education addresses the current and foreseeable future of the social, political and economic impact of COVID-19. How will short, medium and long-term decisions at federal, state and the local school levels affect the learning of our young global citizens into the future? Our State Government's decision to move from the classroom to home schooling in the short term, means teachers, parents, extended family members and friends are partners in children's education as never before.

...the fundamental need for our students, and those at home, to possess essential literacy and digital skills.

Like many of my peers in school libraries across the globe, preparing for the adjustment to remote teaching and learning (referred to as 'Horizon 2' at our school) with staff from my school was swift and immediate. What become acutely obvious to me through my own experiences and the many educational global connections I have through emails, blogs and social media, is the fundamental need for our students, and those at home, to possess essential literacy and digital skills. The ability to listen, to read, to write and to speak confidently and coherently is essential throughout our lives, but never more evident in our current environment. Improving multiliteracy skills as well, must be considered essential if students and family educators are to successfully use technology to navigate a range of multimodal tools, that schools are using to deliver online remote learning. Yet, teaching of these critical basic skills, is often taken for granted. Literacy time in class, from early years to year 12, now frequently competes with a range of subjects and co-curricular activities. The expectation for a classroom teacher to be an 'expert' in a range of areas, including literacy, has its challenges.

The decline in school libraries' staffing and resources (Tarica, 2010; Hay, 2013; Mitchell & Weldon, 2016; Softlink, 2015; Softlink, 2016; Softlink, 2017, Softlink, 2018) has also impacted literacy standards. As administrators, teachers, parents, family and friends assist in delivering home schooling, the importance for children to have well developed literacy, information and digital skills will be evident to all. Potentially, whilst navigating the diverse facets of home schooling, many adults will also question their skill levels and the value of their own educational experiences.

Last year the Caulfield Grammar School, Wheelers Hill Campus library team, very proudly accepted the 2019 School Library Association of Victoria Innovators Award, at the November Conference. The award was in recognition of the partnership between our school leadership and the library team's creative vision to merge our Junior and Secondary libraries at Wheelers Hill, to form the one ELC-12 library learning and community space. Informed by OECD Education 2030, International Baccalaureate (IB) education and Caulfield Grammar School (CGS) Strategy 2031 – Mind for Life, the aim of our ambitious library project was to ensure our design thinking was based on world-class best practice. Above all else we wanted to ensure that literacy delivered in engaging and inspiring ways by qualified teacher librarians remained the core focus of our teaching and learning space. As we reflect on our current situation, how timely our vision proved to be.

...literacy delivered in engaging and inspiring ways by qualified teacher librarians remained the core focus of our teaching and learning space.

In the short term, as we adhere to strict federal and state directives around social isolation and distancing, we are aware that our newly refurbished academic, social and recreational spaces, designed for independent, small group instruction, as well as full classes, conform to the requirements of distance isolation and campus care programs at this time. The growth and improvement in our virtual resources and services offered, are now more functional and accessible than ever before to deliver remote learning. However, whilst our excellent physical spaces, resources and services are critical, COVID-19 has made us even more aware that they are only part of the success of our library program.

Community engagement with all our users and collaborative partnerships between year level, subject teachers and qualified teacher librarians, in my experience, are real game changers for successful school libraries. The opportunities for our newly designed library and our growing literacy, research and inquiry-based teaching and learning programs and services support, is

Community engagement with all our users and collaborative partnerships between year level, subject teachers and qualified teacher librarians, in my experience, are real game changers for successful school libraries.

dependent on the growth in our community and instructional partnerships. Combining educational expertise is powerful whether teaching, onsite or remotely. A culture of collaboration, supported by IB education and a focus on evidence-based practices have allowed our staff and students increased opportunities to become part of an international community of innovative thinkers and learners. Reports from the OECD Education

2030 (2019), Young Australians (2017a; 2017b) and the New Media Consortium (2017) outline the need for students to use a range of interdisciplinary learnings to problem solve and use technology competently and confidently in the future. Development of these literacy, social and critical thinking skills are a core part of the teacher librarian's collaborative role and has ensured the library's contributions to our Horizon 2 remote learning programs are valued and have positive outcomes for teachers, students and parents.

We already had extensive evidence of and access to the valuable contributions and support offered by all CGS campus libraries, teacher librarians and library technicians on our library webpages. These important services and literature programs promote and support reading, literacy and research skills, which are key features of our library program. Hence, our qualified and experienced teacher librarian team have importantly been able to continue to collaborate in an ongoing way with all ELC to 12 teachers in their various roles, whilst remote learning. Using technology, we have continued to seek requests from teachers for curriculum resources and support for literature and research tasks. Contributions to IB approaches to teaching and learning, especially research was also sought by teaching staff through MYP Newsletters, direct emails and subject area pages. We had already been a team keen to incorporate ideas to enhance our users' experiences with the many innovative way retailers and eContent providers were servicing their users both physically and digitally.

Therefore, we realised that much of our existing blended teaching approaches on campus, could be adapted to remote learning at home. These also included continuing to be actively involved in:

...much of our existing blended teaching approaches on campus, could be adapted to remote learning at home.

Supporting learning, literacy and literature through:

- Planning and teaching interactive ELC-6 library sessions incorporating literacy and literature activities, video and screen casting of book reviews and student recommendations via online team meetings

- Teaching and facilitating our Middle Years wide reading program classes, discussion groups, shared reading blogs, video, podcasts and book promotions remotely

- Scheduling sustained reading for 25-30 minutes and associated reading challenges in our Middle Years wide reading program classes and Junior School Literature classes

- Surveying reading goals and interests, listing current reading choices and suggestions and updating reading records

- Weblinks to online authors, illustrators, writing competitions, art and comic in residence programs

- Promotion of our annual Book Fest, Readers Cup and student literacy award

- Conversations with students through their online reading records to share what they are reading. This is especially relevant for avid readers and those students requiring additional literacy support, especially when students are working remotely

- Providing opportunity as required for students to drop off, collect or post library books.

Supporting students' research and study skills remotely through:

- Continuing to collaboratively plan, PYP, MYP inquiry units and VCE assessment tasks remotely with staff through online meetings, emails and a specially designed library remote learning website.

- Creating a range of screen cast and instructional videos via class and subject teachers' pages to encourage and assist students and families to access relevant CGS library resources.

- Supporting staff with approaches to teaching and learning (ATLs) strategies and resources.

- Supporting students through the research process, with tools for locating, gathering, analysing, synthesising, organising and referencing information and resources to support their learning on Learning Areas remote lessons.

- Facilitating and updating access to digital resources including the library catalogue with the creation of genre and literature theme pages for ease of access and increased online subscriptions for relevant software.

- Creating Library Resource Guides in collaboration with teachers to assist students to locate and access relevant online resources to support their curriculum units across PYP, MYP inquiry units and VCE assessment tasks.

- Added research skills videos to our digital 24/7 library platform, to consolidate effective use our ATL research scaffolds to support the stages of guided inquiry-based units and research including locating resources, note-taking and citing references.

- Updated support for studying at home on our existing digital 24/7 library platform where ATL research and study skills instructional video modules are available to students anywhere at anytime for skill and knowledge building. These included managing your mindset: motivation and wellbeing and effective use of our databases.

- Updated the links on our CGS Libraries academic integrity page to ensure teachers were meeting the requirements of academic integrity when using digital resources, especially with changes due to COVID-19 .

- Creating a site of quick links remote learning resources for staff and students to access.

- Asking staff to incorporate our 'Ask a Teacher Librarian' link on their online lessons so students could access research, study and reading support and queries.

Supporting students' connectedness to school through:

- Continuing to be involved as much as practical, in providing activities and workshops for both our senior and junior students, to thrive together. Remote learning has highlighted how the library can enhance our community experiences and connections. As a team we were conscious not to adversely affect our hard work and passion which had enabled us to increase student and staff frequency in using the library. In association with this greater usage, we were keen to think of ways to avoid participation rates, engagement and interests in the programs we were offering prior to COVID-19, from declining once we returned to school. We wanted to avoid if possible, having to start again to maintain student awareness and interest in our offerings and were able to achieve this through our online activities.

Remote learning has highlighted how the library can enhance our community experiences and connections.

- Coordinating and supervising roles in the delivery of the campus care program during COVID-19 was a substantial and valuable way that library team members contributed to supporting students and their families.

- Our visible wellbeing program, where each Wednesday our school dedicated the whole day to Community Connection activities to reflect the importance of supporting staff, student and parent minds and bodies. On this day as well as on other days, where applicable, the library staff offered the following:

  - 'Horizon Reads' which became our **online** campus Book Club with blogs, discussion groups and activities to share and foster literacy and literature for our students and staff. We had 100 students enrol for 'Horizon Reads' the first time it was offered, which was fantastic.

  - Online access to information and resources for students to participate in from home in any suitable lunchtime and after school activities that we normally run through the library program. These included literature, study and research skills sessions all of which support and continue to encourage student voice and the opportunity to explore creative projects from home. A few programs such as Women and Men Circles, had to be postponed until we returned to campus.

  - As part of our visible well-being program, we promoted our collection of digital resources for recreation and relaxation, including Borrowbox, RB Digital, Flipster and ClickView amongst others.

  - Provided a range of creative writing club links to encourage students to participate in writing competitions and also suggested writing from home (letters, blogs) and linking to a range of writer websites locally and internationally.

- Our library technicians, assistants and teacher librarians provided technical support for students and staff for ClickView, BorrowBox, Office 365 and our learning management platform as well as a variety of apps and multi-modal tools.

Supporting Students global connections and international mindfulness through:

- As a library team we have been focused on ways in which libraries in general, and specifically our campus libraries, can bring the world into the school. We are passionate about extending the students to look beyond themselves, our school and our city especially at this time.

> **we have been focused on ways in which libraries... can bring the world into the school.**

- Developing this awareness and our school values of thriving together and embracing diversity, is critical in supporting **IB** international mindedness. Some of the following strategies which have been transferrable to Horizon 2, remote learning include:

  - Duplicating the context of digital screens throughout the library, which display a range of international and national news bulletins daily by updating our library digital News page and adding popular social media news sites as well. This updated webpage, also proved valuable for a future Middle Years unit on newspapers and was especially relevant for the senior English persuasive essay task.

  - Digital copies of local and international newspapers and broadcasts through ABC, BBC and SBS news services from around the world broadened student exposure to diverse perspectives on many issues. COVID-19 was especially relevant of course.

  - Significant real-world experiences related to COVID-19, was shared by so many countries, and online platforms such as ClickView TV provided an opportunity to record, store and view content as required.

  - A diverse range of commercial and educational webpages, many created because of the COVID-19 isolation, allowed us to share significant events, locations and performances through virtual tours, and famous landmarks. We also took advantage of the many creative authors, illustrators and singers sharing their stories and talents. We either linked their websites and social media presentations or created our own. Our Junior School teacher librarian, created a platform for staff across our campuses to read stories online including serial reads and puppet plays for the students. Seeing familiar faces sharing fun stories was a very positive connection for many students and their families.

> **Seeing familiar faces sharing fun stories was a very positive connection for many students and their families.**

- A world map and Google Earth were other valuable resources to broaden student's knowledge and connection to all parts of the world. We included links to maps and fun activities especially for the Junior school staff to explore with their students. The option of establishing a large interactive wall map when we return to school is a goal, we will explore from the positive experiences in Horizon 2.

- Our collection development improved as we sought to address a need to acquire additional copies of eBooks and audio books from a range of sources including Bolinda's BorrowBox.

  - We also focused our collection development on becoming more internationally minded resulting in Teacher Librarians, together with our library technicians used Horizon 2 to create themed pages based around novels written by authors from around the world. The emphasis on cultural settings and characters has allowed students to relate to the associated literature from a personal perspective or provided exposure to characters they would never normally know, mix or live with.

  - In terms of other real-world contexts, students were surveyed to indicate if they would like to be part of our 'staff and student collection development group' to suggest future purchases. We also invited students to join our CGS Middle Years judging panel for the CBCA and YABBA shortlisted book awards.

  - Library technicians spent valuable time reviewing and updating Oliver, our library management database, to further support and improve our database.

  - Each year we celebrate Children's Book Awards, from Australian organisations including **YABBA**, **CBCA (Children's Book Council of Australia)**, and several others. Awards are discussed in wide reading programs and we often have several copies to ensure that students can borrow or reserve copies to circulate quickly. Promoting these titles from familiar organisations, provided a school-home connection for our students during Horizon 2 remote learning.

- Remote teaching and learning from a Library perspective also allowed us to continue to support and host national and global community programs that allow our students to have a greater awareness of social and cultural diversity. Embracing diversity, international mindedness and global connections are key drivers of our school library program and again very relevant in these current times. They included:

- Continuing to plan for and circulate relevant information online about national and international programs we support as a campus. These include the **Indigenous Literacy Foundation**, Great Book Swap, the St Jude School in Tanzania, **International Bookmark Exchange** (IASL) and International Book Giving Day. This

- promotion has continued during relevant remote learning through inquiry units and library programs.

- Simultaneous Storytime was planned through Horizon 2 ready to share either on campus or during Horizon 2.

- In 2019 we participated in the International Bookmark Exchange for the International Association of School Libraries (IASL) month in October. Teaching remotely allowed us to explore renewing our global connections with students from children from Slovenia and Portugal. Communicating through letters and images to gain an understanding of how each country and their citizens were dealing with COVID-19 was the aim. However, our inquiries found that students in Slovenia did not have a BYOD program and so they were unable to communicate digitally from their homes. Instead our Junior school students wrote letters locally to ask grand friends from aged care facilities in our Melbourne neighborhood, how they were coping and to offer residents kind thoughts for their safety and well-being. Overall the letters were aimed to bring smiles to the faces of both young and old.

- Horizon 2 did also allow us to deepen our close relationships and connections to Year 3 students and staff from Mareeba Primary School in Qld. For the past four years the students from both schools have studied the diversity of each region's community facilities and services. These first hand experiences have provided learners with the chance to connect their learning with meaningful conversations to bring about changes in their knowledge, attitudes and beliefs of the world in which we live.

- Horizon 2 tasks allowed the students to reconnect once again, with the additional opportunity for students to compare how their state has been coping with the COVID-19, and exploring the similarities and differences in health provision in particular.

The library in an IB school

Our connection and learning from IB education over the past four years since the PYP was first introduced, followed by MYP a year later, has had a positive effect on our library program and the professional learning of all staff. IB program philosophy, knowledge and curriculum has definitely supported and informed many of the positive aspects the library has been able to initiate throughout our remote teaching experiences. The library is the 'hub' of an IB school and ensuring that we maintain a presence online throughout remote learning is vital.

The library is the 'hub' of an IB school and ensuring that we maintain a presence online throughout remote learning is vital.

Attendance at IB education networks, has also immersed our library staff in global opportunities to compare different models of library and resource provision on the basis of the future context of continuous learning. Ways of supporting student-centred learning environments in a digital world has been a distinct advantage. Now we

can also use the opportunities provided with remote learning to further create, develop and share a range of new resources and skills.

For our team these have included:

- Developing a faculty survey audit to access explicit teaching of referencing already used to support an inquiry unit now that our new academic integrity policy is being rolled out. What are the expectations of staff at different year levels and how can we use this time to effectively identify our referencing skills across each year level?
- Create a research and multiliteracy scope and sequence, where we identified strategies and tools to be taught across Junior, Middle and Senior years in line with our new academic integrity policy.

During Horizon 2, library team members, continued to play a key role in upskilling teaching and support staff in leading professional development in a number of areas. Listening actively to our students, staff and parents to inform future priorities will continue on campus, as we assess ways in which technology has improved our staff, students and parent library experiences. Ways to market and enhance these virtual experiences moving forward to support reading, learning, health, wellbeing and especially our mental health through library programs and services will be considered. Some of these will include:

"I feel inspired to work with library staff to help our students maximise their learning within the re-invented library space. It is fit for purpose; providing a range of possibilities for exploration, collaboration and using technology imaginatively. I also like that there are welcoming places for anyone to relax with a good book.."
Jessica Russell

- Adding additional hardware to our new podcast suite to support a growing number of interested (and skilled) users. From our Horizon 2 remote learning experiences, additional hardware will now include more filming options for short, medium and longer teaching sessions. Guest slots for ex grammarians and community members to cover a range of topics will also be encouraged. Sixty second video bytes for our staff and student book promotions are also scheduled.
- Continuing to build on our online 24/7 skills platform using some of the new digital tools introduced during Horizon 2
- Further developing staff expertise in using a range of digital devices and platforms
- Growing our Makerspace program to support learning of new technologies
- Increasing our social media footprint

- Assisting teaching staff to create inquiry questions to support student learning by helping them formulate factual, debatable and conceptual questions.

- Proofreading and reviewing PYP and MYP planners and assessments before they are given to students to provide feedback on resource availability and inquiry tasks.

- Creating and curating resources that can be used at any time for students and teachers to develop their skills 24/7.

- Connecting with other state, national and international school librarians including those in MYP schools to share our learning

- Investigating library apps used in community libraries such as Solus' customised mobile app to provide added online communication and interaction for our users.

…to create inquiry questions to support student learning by helping them formulate factual, debatable and conceptual questions.

Taking the conversation/s forward…

COVID-19 has given schools and libraries a unique opportunity to focus on the importance of literacy, literature, multiliteracy skills and the role school libraries play in education and the

…it is our turn to reflect on how do we want to move forward, what do we take with us and what do we leave behind.

community. It is an unprecedented event in our world's contemporary history which will be written about across all mediums including books, both non-fiction and fiction. Our lives will change. We know this because we have read and studied other historical events during our lives. Now, it is our turn to reflect on how do we want to move forward, what do we take with us and what do we leave behind.

It is important that teacher librarians start or continue to be leaders of professional development and innovation at our schools to support these inevitable changes to education and society as we know it. We need to be exploring trends, frameworks and promising practice in school librarianship now as we move forward, in literacy and digital skills, to social, educational, health and cultural wellbeing.

We must use our COVID-19 remote teaching experiences and learnings to challenge and empower library professionals. In particular, the growth in multiliteracies and the future of teacher librarians to deliver these skills, knowledge and understandings in the future is critical. We must move together supporting campaigns such as '**Students Need School Libraries**' to support

We must use our COVID-19 remote teaching experiences and learnings to challenge and empower library professionals.

the education sector to improve literacy and literature skills across primary, secondary and tertiary education sectors in particular.

Our COVID-19 experiences have highlighted ways in which our school library and teacher librarians can easily adapt to remote learning with positive outcomes. However, as I reflect on our 2019 SLAV Innovation award which highlighted our leadership and library team focus to create an innovative and contemporary learning and community library space, returning to the physical rather than continuing only in the digital space, is what we are all looking forward.

Central to our physical library spaces, is the dynamic living garden we have created in response to a world-wide trend. A garden designed to include a rich planting palette connecting to the indigenous species of the area that has resulted in an increase in birdlife and insects. What pleasure and peace our garden provides for all of us on campus, with the unique opportunities to explore a myriad of social, academic and recreational pursuits that contribute to the health of our community of users. It is one of the features of our library learning and community space that we cannot duplicate in remote learning. We miss it and look forward to sharing this safe space again for learning, recreation and leisure activities to enhance the wellbeing of staff, students and families that gather regularly for cultural and arts event.

Here once again, after our experiences with COVID-19 home isolation, our library community will thrive together face to face and with great warmth, kindness and laughter in a shared space filled with curiosity and empathy that Horizon 2 remote learning cannot replace. Social interaction, people and places will become important again, just like our love of literature and our ability to read, speak and write the written word throughout our lives.

"The new library is such a nice study place. It's quiet and peaceful, which keeps me from getting distracted."
Ryan, Year 12

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Jennifer Hall's career in education has been diverse and extensive, leading library and digital learning teams in both private and public education in Victoria and Queensland. She has presented her work internationally and currently is building on her experience with IB education to advocate for changes in school library design and practices.

Teens Are addicted to socializing, not screens: Screenagers in the time of coronavirus

By danah boyd

> **Snapshot**
> This article first appeared online on April 14 2020. The researcher, **danah boyd**, explores teenagers as social beings and posts interesting questions about how Covid-19, and the related schooling online, has impacted on the ways teenagers have, and will, used screens to socialise.

If you're a parent trying to corral your children into attending 'school' online, you've probably had the joy of witnessing a complete meltdown. Tantrums are no longer the domain of two-year-olds; 15-year-olds are also kicking and screaming. Needless to say, so are the fortysomethings. Children are begging to go outside. Teenagers desperately want to share physical space with their friends. And parents are begging their kids to go online so that they themselves can get some downtime. These are just some of the ways in which today's reality seems upside down.

I cannot remember a period in my research when parents weren't wringing their hands about kids' use of screens.

I started studying teenagers' use of social media in the early 2000s when Xanga and LiveJournal were cool. I watched as they rode the waves of MySpace and Facebook, into the realms of Snap and Instagram. My book *It's Complicated: The Social Lives of Networked Teens* unpacks some of the most prevalent anxieties adults have about children's use of technology, including the nonstop fear-inducing message that children are 'addicted' to their phones, computers, and the internet. Needless to say, I never imagined how conditions might change when a global pandemic unfolded.

I cannot remember a period in my research when parents weren't wringing their hands about kids' use of screens. The tone that parents took paralleled the tone their parents took over heavy metal and rock music, the same one their grandparents had when they spoke of the evils of comic books. Moral panics are consistent — but the medium that the panic

I cannot remember a period in my research when parents weren't wringing their hands about kids' use of screens.

centers on changes. Still, as with each wave of moral panic, there's supposedly something intrinsic to the new medium that makes it especially horrible for young people. Cognizant of this history and having gone deep on social media activities with hundreds of teenagers, I pushed back and said that it wasn't the technology teens were addicted to; it was their friends. Adults rolled their eyes at me, just as their teens rolled their eyes at them.

Now, nearly a month into **screen-based schooling** en masse, I've gotten to witness a global natural experiment like none I ever expected. What have we learned? The majority of young people are going batshit crazy living a life wholly online. I can't help but think that Covid-19 will end up teaching all of us how important human interaction in physical space is. If this goes on long enough, might this cohort end up going further and *hating* screens?

Until the world started sheltering in place, most teens spent the majority of their days in school, playing sports, and participating in other activities, almost always in physical spaces with lots of humans co-present. True physical privacy is a luxury for most young people whose location in space is heavily monitored and controlled. Screens represented a break from the mass social. They also represented privacy from parents, an opportunity to socialize without parents lurking even when their physical bodies were forced to be at home. Parents hated the portals that kids

Screens represented a break from the mass social. They also represented privacy from parents, an opportunity to socialize without parents...

held in their hands because their children seemed to disappear from the living room into some unknown void. That unknown void was those children's happy place — the place where they could hang out with their friends, play games, and negotiate a life of their own.

Now, with Covid-19, schools are being taught through video. Friends are through video. Activities are through video. There are even videos for gym and physical sport. Religious gatherings are through video. Well-intended adults are volunteering to step in and provide more video-based opportunities for young people. TV may have killed the radio star, but Zoom and Google Hangouts are going to kill the delight and joy in spending all day in front of screens.

The majority of young people are going batshit crazy living a life wholly online.

Fatigue is setting in. Sure, making a TikTok video with friends is still fun, but there's a limit to how much time anyone can spend on any app — even teens. Give it another month and there will be kids dropping out of school or throwing their computers against the wall. (Well, I know of two teens who have already done the latter with their iPads.) Young people are begging to go outside, even if that means playing sports with their parents. Such things might not be surprising for a seven-year-old, but when your 15-year-old asks to play soccer with you, do it! As a child of the '80s, I was stunned during my fieldwork to learn that most contemporary kids didn't find ways to sneak out of the house once their parents were asleep because going online was so much easier. I can't help but wonder if sneaking out is becoming a thing once again.

As we're all stuck at home, teens are still doing everything possible to escape into their devices to maintain relationships, socialize, and have fun. Their shell-shocked parents are **ignoring any and all screen time limitations** as they too crave escapism (people who study fortysomethings: explain *Animal Crossing* to me!!?). But when physical distancing is no longer required, we'll get to see that social closeness often involves meaningful co-presence with other humans. Adults took this for granted, but teens had few other options outside of spaces heavily controlled by adults. They went online not because the technology is especially alluring, but because it has long been

the most viable option for having meaningful connections with friends given the way that their lives have been structured. Maybe now adults will start recognizing what my research showed: youth are 'addicted' to sociality, not technology for technology's sake.

They went online not because the technology is especially alluring, but because it has long been the most viable option for having meaningful connections with friends...

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danah boyd is a researcher of technology & society. She is the founder and president of Data & Society, a partner researcher at Microsoft Research, and a visiting professor at New York University.

Connecting policy to practice: How do literature, standards and guidelines inform our understanding of the role of school library professionals in cultivating an academic integrity culture?

By Zakir Hossain

Snapshot

Zakir Hossain explores the important function standards and guidelines can play in supporting the role of school library professionals in creating a culture of academic integrity within their school communities. Hossain reviews current recommendations and gives excellent suggestions as to how practitioners can play a leading role in this area to further the learning of their students.

Introduction

The coronavirus (COVID-19) pandemic is reshaping the world education system forcing more teaching and learning into technology-supported online environments. This 'new normal' makes the legal and ethical use of information resources more important than ever before. Libraries and librarians are often considered to be the guardians of information, traditionally involved in coaching and promoting the legal and ethical considerations, such as copyright and academic integrity or the ethical use of information. However, the latter issue - ethical use of information - is less emphasized and often ignored, particularly in the K-12 arena, in developing and developed countries alike.

> **This 'new normal' makes the legal and ethical use of information resources more important than ever before.**

Academic integrity literacy is one of the required information literacy skills for university/college readiness and success. Studies have shown that many students arrive at university/college without this valuable skill (Peters et al., 2019). The purpose of this article is twofold: first, to explore to what extent the role of school librarians as the authority in creating an academic integrity culture is discussed in the literature, standards, and guidelines from renowned K-12 curricula and school library associations; and, second, to share some examples of past personal action research projects about academic integrity designed and implemented by the author in three different schools in Vietnam, Saudi Arabia and Switzerland.

The research has found almost all standards, practices and guidelines put great emphasis on academic integrity and the ethical use of information. The involvement of school libraries/ library professionals is mentioned but, in some cases, there is a lack of clarity around how to implement and teach this essential skill. Primarily library professionals are involved in coaching academic

integrity in schools typically focusing on citation and referencing as part of building research and writing skills of students transitioning to post-secondary scholarship. The author believes, however, that everyone has a role to play in developing a culture of academic integrity literacy including students, teachers, librarians, school administration, parents and higher education authorities.

This article refers to school libraries and librarians, but the emphasis is given to the professionals who run the library, while still taking into consideration these entities function together and are interconnected. According to Hossain (2017), school library professionals' job titles have some dissimilarities such as School Library Media Specialist in the USA, Teacher Librarian in Australia, Canada, New Zealand and in most of the IB World Schools, and School Librarian in the UK, and most European, Asian and African states. For this paper, 'School Library Professionals' is used to cover all recognized titles mentioned above.

Academic integrity literacy and related terms

…'Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals'.

Academic integrity is an integral part of information literacy and digital information literacy. At a first glance, it seems a relatively easy topic to address (Bretag, 2016) particularly if one focuses solely on citation and referencing. However, in-depth, it is a very complex, interdisciplinary and transdisciplinary set of skills requiring input from all educational stakeholders. The International Center for Academic Integrity (ICAI) defines academic integrity as a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility (Fishman, 2014). According to James Cook University (n.d.), 'Academic integrity is the commitment to act ethically, with honesty, respect and fairness in creating and communicating information in an academic environment.' The International Baccalaureate Organization (IBO) commonly known as the IB goes beyond this definition and states 'Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals' (IBO, 2019, p. 3). Finally, the Association of College and Research Libraries (ACRL) defines it as 'Integrity in academic settings … prepares students for personal and professional challenges as well as providing a blueprint for future fulfillment and success' (cited in Hendrix, 2016). All these statements literally emphasize being honest and fair with regard to all scholarly activities — from completing and submitting assignments to sitting exams and beyond.

So from the aforementioned definitions and statements, it can be said that 'Academic Integrity Literacy' is understanding, gaining and exhibiting the connected knowledge, skills and actions towards ethical and responsible use of information in academia and everyday life. The person who can demonstrate

…'Academic integrity Literacy' is understanding, gaining and exhibiting the connected knowledge, skills and actions towards ethical and responsible use of information in academia and everyday life.

these characteristics may be considered to be an academic integrity literate citizen. Very often, the concept of academic integrity is aligned with copyright literacy. Although both have fundamental similarities such as encouraging creativity, development and implementation of new ideas and research, technically they are different - one is 'legal' granted and implemented by national, regional and international laws and treaties, and the other is 'ethical' mostly connected to academia. Whether a text or object is copyrighted or not, in either case acknowledgement or attribution means citing and referencing of the source is required and considered to be an ethical academic procedure. In terms of consequences, if someone infringes upon copyright law, they most likely face legal action. However, breaching academic integrity, they normally encounter ethical action (may face legal action, too) such as losing the degree, failing an exam, expulsion, etc. depending upon institutional or organisational policy and procedure.

The opposite of academic integrity is academic dishonesty, also described as academic misconduct, malpractice, cheating or fraud, and collectively termed as plagiarism. The IB (2009) defined academic dishonesty or malpractice as behavior that results in, or may result in, the candidate or any other candidates gaining an unfair advantage in one or more assessment components. Academic dishonesty or malpractice can include, but is not limited to, the following:

- Plagiarism including self or auto-plagiarism – '… the representation of the ideas and work of another person as the candidate's own.' (p. 3)

- Collusion – '… supporting malpractice by another candidate' (p. 3)

- Duplication of work – '… the presentation of the same piece of work for different assessment components' (p. 3)

- Falsifying a document

- Failure to cite and reference a work

- Ask another person to complete your work

- Submitting work that has not done by a candidate/examinee

- Claiming group works as individual work

- Data fabrication and/or falsifying research results

What do standards and guidelines tell us?

This article considered the following school library/librarian professional standards, practices and guidelines developed by national and international school library/librarian associations and organisations. The primary reason for considering these associations and organisations is their rigorous standards, popularity and reputation.

- American Association of School Librarians (AASL): *National School Library Standards for Learners, School Librarians, and School Libraries* (2018)

- Australian School Library Association (ASLA): *Statement on Information Literacy* (2016)

- Canadian Library Association (CLA): *Standards of Practice for School Library Learning Commons in Canada* (2015)
- School Library Association (SLA) UK: *Primary School Library Guidelines* (n.d.) and *Standards for Secondary School Libraries* (2015)
- *IFLA School Library Guidelines* (2015)
- International Baccalaureate Organization (IB): *Ideal libraries: A Guide for Schools* (2018)

AASL National School Library (NSL) Standards

In the AASL's standards framework for learners, under the 'Shared Foundations and Key Commitments', various domains and subdomains, clear and detailed guidelines about ethical construction, usage and sharing of information is included. Such as:

Domain IV. (CURATE) Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
Subdomains:
IV.C. Learners exchange information resources within and beyond their learning community by: IV.C.2. *Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.*

Domain VI. (ENGAGE) Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
Subdomains:
VI.A. Learners follow ethical and legal guidelines for gathering and using information by:
VI.A.2. *Understanding the ethical use of information, technology, and media.*
VI.B. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
VI.B.1. *Ethically using and reproducing others' work.*
VI.B.2. *Acknowledging authorship and demonstrating respect for the intellectual property of others.*
VI.B.3. *Including elements in personal-knowledge products that allow others to credit content appropriately*
VI.C. Learners responsibly, ethically, and legally share new information with a global community by:
VI.C.1.1. *Sharing information resources in accordance with modification, reuse, and remix policies.*
VI.D. Learners engage with information to extend personal learning by:
VI.D.2. *Reflecting on the process of ethical generation of knowledge.*
VI.D.3. *Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.*

In addition to the above, in the *Program Report for Preparation of School Librarians* prepared by the AASL and ALA (2012), Standard 3 'Information and Knowledge' explicitly mentions that 'Candidates [school library professionals] model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources.' However, there is a lack of clear guidelines for school library professionals on how they can implement these learner standards across the school.

ASLA Statement on Information Literacy

In the *Statement on Information Literacy* developed by the Australian Library and Information Association (ALIA) and ASLA, it is mentioned that 'The outcome of the information literacy program is to develop students who are able to: ethically use information for a given purpose in a variety of formats.'

The *Evidence Guide for Teacher Librarians in the Highly Accomplished Career Stage* developed by ASLA (2014) and based on the *Australian Professional Standards for Teachers* explicitly includes the role of teacher-librarian in teaching, engaging and promoting the ethical use of information. For instance:

Standard 4: Create and maintain supportive and safe learning environments.
4.5 Use ICT safely, responsibly and ethically: Highly accomplished teacher librarians promote and demonstrate safe, responsible and ethical use of ICT that are evidenced by the:

- *implementation of safe, responsible and ethical practices in relation to ICT during collaborative planning and teaching*
- *support of copyright legislation and the teaching of ethical and legal use of information*
- *support provided to colleagues to work collaboratively to incorporate strategies that promote the safe, responsible and ethical use of ICT in teaching and learning*
- *planning and implementation of lessons in which students demonstrate an awareness of ethical use of ICT and the Internet, addressing such issues as plagiarism*

Standard 7: Engage professionally with colleagues, parents/carers and the community.
7.1 Meet professional ethics and responsibilities: Highly accomplished teacher librarians model ethical provision of materials, making information available to teaching colleagues and guiding students in referencing their work for research tasks. These can be evident by the:

- *cooperative teaching and learning programs that incorporate ethical use of information*
- *compilation and provision of appropriate resources to support online safety and ethical use of information, either print or online*
- *assistance provided to colleagues to interpret the code of ethics and high ethical standards*

The ASLA's *Statement on Information Literacy* is directive and specifically guides school library professionals (Teacher Librarians) as to what the requirements and the expectations are, to whom they are delivered and with whom they should work to build an academically ethical community within their milieus.

CLA Standards of Practice for School Library Learning Commons in Canada

In the CLA's 'Standard of Practice for School Library Learning Commons', under the standard 'Fostering Literacies to Empower Life-Long Learners' and theme 'Digital Literacy and Citizenship' the teaching responsibility of Teacher-Librarians is included as:

'Teacher-librarian/LLC teacher teaches students to use information ethically and responsibly.' The CLA mandates Teacher-Librarians/LLC teachers to teach ethical use of information. It might be sensible if it could include some action plan or guidance for the Teacher-Librarians as to how to connect ethical issues across the school as an interdisciplinary approach, as well as strategies and best practices to work with the classroom teachers, school administrations and parents.

SLA Primary School Library Guidelines and Standards for Secondary School Libraries

The SLA's *Information Literacy & Digital Fluency* for Primary School Libraries (SLA, 2020) mentions that 'Pupils need time and opportunity to learn how to make full use of the library and to handle information efficiently and effectively'. It also emphasizes Michael Marland's Nine Questions (cited in SLA, 2020) research model which ('question 3' e.g. How do I get the information? - Tracing and locating individual resources) might be related to the concept of the ethical use of information, notwithstanding there are no specific guidelines about academic integrity or the ethical use of information and the role of librarians in this regard. Furthermore, the disappointing truth is, while the *SLA Standards for Secondary School Libraries* (SLA, 2015) provides some guidelines about what the school librarians can do, there are no guidelines around academic integrity and copyright literacy.

IFLA School Library Guidelines

In its school library guidelines, IFLA, The International Federation of Library Associations and Institutions, states, 'The goal of all school libraries is to develop information literate students who are responsible and ethical participants in society' (p. 7). Under section 1.3, 'Definition of a school library', IFLA remarks that,

> A school library operates as a: centre for digital citizenship where the learning community learns to use digital tools appropriately, ethically, and safely, and learns strategies to protect identity and personal information (p. 17).

A school library operates as a: centre for digital citizenship where the learning community learns to use digital tools appropriately, ethically, and safely…

Further on under the sections '2.3: Ethical bases and issues', '5.4 Media and information literacy instruction' and '5.5 Inquiry-based learning models', IFLA indicates the role of school libraries and to some extent the instructional role of school library professionals respectively noting that:

A school library develops the skills and understandings required of responsible citizenship through programs that educate students and the learning community on ethical issues such as freedom of information, intellectual property, and plagiarism. (p. 22)

... a school library is developing students who can locate and use information responsibly and ethically for their lives as learners and citizens in an ever-changing world. (p. 40)

Student uses information and information technology responsibly and ethically. (p. 41)

Applying criteria such as authoritativeness, completeness, timeliness, accuracy, and point of view helps the student to make informed and ethical decisions about the information found. (p. 42)

The *IFLA school library guidelines* emphasize only the school library - an inanimate entity. A library is just a room full of books without the people (qualified librarians) that run it. It is the people (school library professionals) and interpersonal connections that create a library (not the other way around) they give it life, encompassing community outreach, and the teaching of various literacies, including ethical use of information and technology.

International Baccalaureate (IB)

The International Baccalaureate (IB) is well known for its rigorous and inquiry-based curriculum. The IB learner profile represents 10 attributes of which one is 'Principled' defined as

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences' (IB, 2014).

In its programme standards and practices (IB, 2014 & 2016), the IB embedded academic integrity under the term 'Academic Honesty'. For example, Standard B1.5 for the Middle Years Programme (MYP), Diploma Programme (DP) and IB Career-related Certificate (IBCC) instructed, 'The school has developed and implements an academic honesty policy that is consistent with IB expectations.' Standard C3.4 in all four programmes (PYP, MYP, DP & CP) states, 'Teaching and learning promotes the understanding and practice of academic honesty' (p. 5).

The role of school librarian in teaching and supporting academic integrity and research was initially included in the 'Diploma Programme Academic honesty' policy as:

The role and expertise of the school librarian must not be neglected. Trained librarians are usually fully aware of issues associated with plagiarism and copyright through their familiarity with traditional library skills. The school librarian may be able to provide research guidelines that emphasize reading and writing skills, good academic practice and the need to provide well-written work that does not rely heavily on material downloaded from the internet. Librarians traditionally maintain rigour in the field of academic research. Locating, evaluating and using information effectively are skills characteristic of a librarian's profession in addition to those offered by teachers. (IB, 2009, p. 9, 4.9)

Additionally, the IB (2014 & 2016) also emphasizes that the principle of academic honesty should be viewed positively by students and become a natural part of their academic study. This is not a study skill that is confined to the completion of the IB Diploma Programme; it should remain with IB students throughout higher education and beyond.

As the IB moves forward to integrate the library and librarian at the center of inquiry and research, it has created a number of documents and attempted to explain the role of libraries and librarians in cultivating and promoting academic integrity across IB programmes. For example, in its *'Ideal libraries: A guide for schools'* (IB, 2018) IB suggests the member schools may improve their 'approaches to inquiry' by exploring seven (7) questions. One of which is 'Who is responsible for the methodologies and processes of inquiry and research in the school (searching for and evaluating sources, citations, copyright and fair use, good practice in collecting data, ethical experimentation)? (p. 9). Furthermore, academic integrity and the ethical use of information and the role of libraries and libraries in mentioned under the following sections and subsections of the same document:

Link with the community - How is the library/ian represented in key school or district policies (inclusion, access, or academic integrity)? (p. 6)

Libraries and inquiry - Schools may improve their approaches to inquiry through exploring the following questions one of which is 'How does the library/ian help to unteach inquiry habits that do not support academic integrity and deeper research?' (p. 9)

Shaping the IB library/ian: *'Teacher Librarian'* - The following are key questions used in shaping the role of the teacher librarian. One of them is 'How is academic integrity being taught and reinforced in the school community?' (p. 15)

'The school or district librarian' - The following are key questions used in shaping the role of the school or district librarian. Of which one is 'How does professional development or in-school training promote academic integrity?' (p. 15)

'The media specialist' – 'How is academic integrity promoted in environments with multiple technologies and media options?' (p. 16)

'The super librarian' – 'Is the library/ian solely responsible for most aspects of academic integrity for each student or teacher?' (p. 18)

Additionally, the IB states in its recent *Academic Integrity* (2019) document that 'Maintaining academic integrity is a shared responsibility between the IB and IB World Schools' (p. 5) and 'all IB World School leadership teams, administrators and the wider community are responsible for creating and implementing the academic integrity policy' (p. 2). As a way forward, the IB instructs its authorized and candidate schools to do their 'utmost to promote academic integrity and ensure that all members of the community support the principle' (p. 5) and ensure that all internal and external professional development workshops for 'teachers, school administrators and programme coordinators cover the topic of academic integrity' (p. 6) so that everyone involved understands the expectations and uses the terminologies.

Although the IB clarifies several issues related to academic integrity and the role of program coordinators and the procedures and possible consequences, there is a lack of instruction provided for school library professionals as to how they can be involved and uphold academic integrity across all the programs. Moreover, there are no clear requirements for schools to have a qualified school library professional to lead research skills (Information & Media Literacy and Academic Honesty), one of the IB's required ATL (Approaches to Learning) skills across its all programmes.

What does the literature tell us?

The ACRL Information Literacy Competency Standards for Higher Education (2000) and its Framework for Information Literacy for Higher Education (2015) noted that, 'Correctly identifying, using, and citing information sources are cornerstones of student success' (cited in Greer & McCann, 2018, p. 152). Greer and McCann (2018) argued that students must know how to use and cite information sources effectively and efficiently to succeed academically and to participate in scholarly communication. The literature confirms that traditionally library professionals offer training on plagiarism awareness, accurately citing and referencing, and how to use bibliographic management software such as EndNote, BibTeX, NoodleTools, RefMe, Zotero, etc. (Benjes-Small et al., 2008; Morrow, 2018). Drinan and Gallant (2008) reported that so often the role of librarians has been neglected in the academic integrity literature, particularly in K-12 where little research has been done in examining the role of school library professionals in promoting academic integrity to their students in the early stages of schooling.

...high school graduates arrive at university unprepared for academic integrity literacy and struggle to avoid plagiarism...

The literature also confirms that high school graduates arrive at university unprepared for academic integrity literacy and struggle to avoid plagiarism (Kings & Brigham, 2018). McCabe (2005) is of the opinion that the most important indicator of academic dishonesty in universities has been 'the culture of academic integrity to which incoming students were exposed' (p. 26). According to Benjes-Small et al. (2008), in many schools, 'No one is designated to teach students how to avoid plagiarism, whether certain actions affect copyright, how to correctly cite sources, or how to use citation software' (p. 124). This is also evident in the research of Greer and McCann (2018), McCabe (2005), Morrow (2015) and Peters et al. (2019), wherein the authors contend students do not understand information sources when they conduct research online, demonstrate deficiencies of paraphrasing and using quotes, as well as the referencing and citation skills required to produce academically upstanding assignments. The Greer and McCann (2018) study claimed that the majority of students did not appear to be able to read URLs and relegated all online information as a website and viewed them as equally valid sources.

Reviewing school library/librarian standards, practices and guidelines, it is apparent that there is a lack of direction insofar as to what legal (copyright) and ethical (academic integrity) information

literacy should K-12 students mastered each year, with little detail as to who should teach them, how to teach them and to what extent. Without a comprehensive scope and sequence document outlining the knowledge and skills required at each grade level, where they are embedded in the curriculum and who teaches them, it will be difficult to ensure that students will acquire the knowledge and skills they require. Neither higher education authorities nor K-12 curriculum standards clarify what academic integrity knowledge and skills are expected to graduate from high school or required for university/college admission. Overall, there is a gap between the supply (preparation at K-12) and demand (requirements of the universities/colleges) of academic integrity literacy.

As a result, K-12 school administrators and parents are more focused on students' grades, and not information literacy skills such as copyright and academic integrity. Consequently, there is an increase in the occurrence of academic dishonesty among post-secondary students (Morrow, 2018; McCabe et al., 2012). A 2011 survey conducted by the Pew Research Center and Chronicle of Higher Education found that

> (most) college presidents (55%) say that plagiarism in students' papers has increased over the past 10 years. Among those who have seen an increase in plagiarism, 89% say computers and the internet have played a major role' (Tokar, 2019, para. 3).

Bretag (2016) stated that new technologies made it easier than ever for students to 'cut and paste' resulting plagiarism is 'on the rise'. As we transition more and more to online or remote learning, many practitioners and teachers are worried about an increase in academic dishonesty (Cullen, 2020) in K-12 and higher education alike.

...new technologies made it easier than ever for students to 'cut and paste' resulting plagiarism is 'on the rise'.

Samanta (2018) claimed that academic misconduct is a growing concern among youngsters in secondary schools globally. She further stated, 'It is a problem that starts in elementary school and goes on through college, master's and doctorate level programs' (Samanta, 2018, p. 1). This is alarming as academic misconduct is not only confined to academia, it also undermines social values and this affects the socio-economic and political development of a country (Eckstein, 2003). Studies further claimed those students who engaged in dishonest acts in school, college and university were more likely to engage in dishonest acts in the workplace (Nonis & Swift, 2001) and their professional life (Harding et al., 2004). As Yoannou (2014) reported in her literature review, minimal consequences for plagiarizing in high school directly impact students' decisions to act unethically.

...minimal consequences for plagiarizing in high school directly impact students' decisions to act unethically.

In many K-12 schools, it is a common phenomenon that academic integrity is confined within a policy and at most teaches students how to cite and reference a source or how to use plagiarism detection software. While all teachers and library professionals would

agree that duplication without attribution is plagiarism, there is little accord around this one example (Benjes-Small et al., 2008). To solve plagiarism related issues, these days schools, colleges, universities, libraries and teachers are exceedingly dependent on plagiarism detection software. The question is, do all teachers know how to interpret the results from the similarity index (Turnitin similarity index, for example)? Do they possess enough common knowledge, terms or how to exclude bibliographies and quotations from similarity indexes? Are plagiarism detection tools capable of storing or searching every piece of information out there? John Royce (n.d.) a veteran academic integrity advocate, once mentioned plagiarism detection tools are 'far from infallible, and some of them are downright dangerous' (para. 2).

It does not mean we should not take advantages of technology but to be fair to our students and our professions, teachers and librarians should not solely depend on machines to detect plagiarism. They should rather build on the capacity of their communities to avoid plagiarism and promote the ethical use of information as early as possible right from primary school. Based on their research, Atkins and Nelson (2001) and Bacha et al. (2012) recommend that high school students be taught ethical writing principles to support and raise awareness of effective ethical communication, also as this is a specific target of education.

In a similar fashion, Harding et al. (2004) suggested that academic integrity literacy skills or ethical use of information might be taught in the home, at earlier levels of the education system and in society at large. The fact is that academic integrity goes beyond a school academic integrity policy, traditional citation and referencing lessons, or a plagiarism detection tool. It is a lifelong transferable skill that should be part of an 'ethical culture' and thereby of any educational institution, be that a primary school or a university (IB, 2019, p. 3) and 'understanding the principle of academic integrity in any educational endeavour' (IB, 2019, p. 40) should come first. It is firmly believed that academic integrity literacy should be seen as an integral part of and a required skill in education, that can start early during primary education, be reinforced during middle school, and advanced later in high school. Students need to understand how knowledge is constructed, developed, used and reused including giving credit where credit is due regardless of their level of study.

Library professionals can drive and support a variety of learning, teaching, and service opportunities across the school including academic integrity literacy utilizing the current information and digital literacy spectrum. Similarly, the IB (2009) pointed out that qualified school librarians are fully aware of issues associated with plagiarism and copyright through their familiarity with traditional library skills and are able to guide students in good academic practice. Hossain (2020) postulated librarians are bound to uphold the values and the ethics of our profession. Teaching, encouraging and cultivating a culture of academic integrity and copyright literacy in everyone's milieu is one way to uphold librarians' professional values.

Even though academic integrity covers a variety of activities, librarians tend to focus on those that are related to research. These circumstances make for a troublesome situation for librarians as most faculty and administrators do not specifically comprehend what is meant by academic integrity (Benjes-Small et al., 2008). Should they do so, they tend to refer to more general concepts

such as plagiarism, rather than a standard framework or policy. Many times, the teachers rely on their memories of APA, MLA or Chicago and may not know about new revisions to these conventions. *(The author often questions if we need so many citation and referencing conventions. Why don't we have one or two universally accepted convention(s)?).*

As a result, very few school library professionals are able to collaborate with their teaching colleagues to incorporate information literacy across curricula. Taylor-Bianco and Deeter-Schmelz (2007) stated, 'If academics are to influence student values positively and create a new class of ethical corporate citizens, we must understand how to instill in our students a strong sense of ethics' (p. 82). Creating this sense of ethics demands that not only library professionals but also teachers, administrators and parents clearly understand the root causes of academic misconduct (Strom and Strom, 2007).

We have to accept the reality that while school library professionals may lead academic integrity endeavors, it is equally important that they do not operate in isolation because the teachers are the ultimate judges (Benjes-Small et al., 2008). Similarly, the IB (2019) stated, 'Teachers are the main agents of academic integrity in the classroom' (p. 13). Benjes-Small et al. (2008) further pointed out that teachers are the ones who will grade the paper or project and decide whether plagiarism is an issue or if a citation is formatted accurately. Hence, for building an academic integrity culture, school library professionals require the active support of, and partnership with, teachers and other stakeholders.

School library professionals should, therefore, build a solid partnership with teachers and related stakeholders such as parents or caregivers to cultivate a culture of academic integrity practice within their communities. They should focus on working towards building an ethical culture – not just teaching techniques to avoid plagiarism or copyright infringement. Fishman (2014) rightly stated, librarians should act as school-wide advocates for academic integrity, connecting a variety of stakeholders, collaborating on projects and sharing their expertise. On top of that, as school library professionals, we have to support colleagues by modeling, demonstrating, mentoring or working cooperatively to develop and implement an appropriate academic integrity policy and the legal and ethical use of information and knowledge.

Connecting policy to practice: A teacher-librarian's proposals

Based on literature and experience, it is pertinent to note that there is no 'one-size-fits-all' formula for establishing an academic integrity culture but there are steps that can be taken to maximize chances for success. Specific groups have been defined below and how library professionals can support them and what to pay particular attention to, including:

Whole school:
- Create a school academic integrity policy that describes how academic integrity is taught and the responsibilities of related stakeholders e.g. teachers, students,

parents or caregivers, external tutors and school library professionals. **See a sample**

- Structure a school-wide citation and referencing continuum (see Table 1 for an example).

- Create an **ethical understanding learning continuum** (Australian Curriculum, n.d.).

- Form a school academic integrity committee. Members should be included from each program or department. At least one member from parents and student associations should aslo be included.

- Share real-life academic dishonesty cases and the consequences. **A sample presentation** (slides 15-18).

- To ensure easy access to related resources, build a LibGuide/Webpage with a 'Citation and Referencing How to Guide'. See a **sample MLA LibGuide**

- Create a print-friendly Style Guide for physical circulation. **An example**

- Make some posters for citation and referencing and display them on classroom walls. **Sample posters**

- Form a student volunteer team to promote academic integrity initiatives which can be linked to IB MYP Service as Action (SA) and DP Creativity, Activity, Service (CAS) projects.

- Build a grade-level academic integrity syllabus/module based on the Scope and Sequence document, embedding various aspects into different units. This would support to scaffold the skills by grade level as well. **A sample**

- Offer PD sessions to teachers and parents and ask for their feedback. **This sample presentation can be adapted for teachers' sessions**.

- Ensure that academic integrity policies and procedures are easily accessible to all related stakeholders such as teachers, students and their parents or caregivers. Finally, and most importantly, teach (coach and model) students citation and referencing in an age-appropriate manner and with gamification in mind. Some possible activities are:

  - **Citation games**

  - **Plagiarism games**

  - **Plagiarism chalk-talk**

  - **'Do I need to cite it'**

  - 'Primary group research project Plan> Do> Review' (see Appendix 4)

  - 'Choose your favorite book and share' for K-2 (see Appendix 5), etc.

A number of plagiarism, citation and referencing tutorial resources can be found at my Evernote page.

For Students:
- Create a student academic honesty pledge/honor form (see Appendix 1).
- Create a visual plagiarism yes/no checklist or FAQ for students. **Sample**

For Teachers:
- Create a teacher academic honesty declaration form (see Appendix 2).
- Create a visual academic integrity procedure for teachers (see Appendix 3).
- Create an academic integrity checklist and share it with teachers. **A sample from the International Center for Academic Integrity (ICAI)**
- Invite 'model teacher/department' as a representative to share their experience and success story of academic integrity implementation during a staff or academic integrity committee meeting.
- Develop a list of feedback symbols for teachers (library professionals may help to teach students) to save time and encourage teachers to use while giving feedback to their students. See Table 2 as a sample.

Table 1

K-12 Academic Integrity Literacy (citation and referencing) continuum

Factors	K-Grade 2	Grade 3-5	Grade 6-7	Grade 8-9	Grade 10-12
Essential Questions	What type of material did you use, what is the title, who created it/ who does it 'belong' to?	What type of material did you use, what is the title, who created it/who does it belong to and how current is it?	What type of material did you use, what is the title, who created it/who does it belong to and how current is it? (ABCDE source evaluation method, Hossain & Hoiseth, 2018).	What type of material did you use, who created it/ who does it belong to, wherein the material did your information come from and how current is it? (ABCDE method).	What type of material did you use, who created it/ who does it belong to, wherein the material did your information come from (can someone track back and find it?) and how current is it?
Citation expectations	Awareness of ownership - 'belongs to' / creator	Name of source, name of creator, publication date. Formatting flexible; title may be italicized or underlined.	Name of the creator, Name of source, Publication year. Title may be italicized or underlined. URL for online resources. Formatting flexible.	Name of creator, Name of source, Publication year, location of information in the source (e.g., page number). Formatting semi-flexible; title may be italicized or underlined. URL of online resources.	Name of source, name of creator, publication date, location of information in the source (e.g., page number), and publication date, URL of online resources with the date of access.
What and When to cite?	Anywhere students use others' ideas or information.	Anywhere students use others' ideas or information. e.g., individual/ group inquiry projects (Units of Inquiry) / PYP exhibition.	Anywhere students research and use others' ideas or information e.g., individual/group assignments etc.	Anywhere students research and use others' ideas or information e.g., individual/group assignments, Service as Action project, etc.	All assignments where research and the use of others' ideas and information take places e.g., Personal Project, Extended Essay, IA, individual/ group assignments, ToK and CAS.

In-text citation	N/A	Attempts to cite pictures, figures and direct quotations in the text.	Attempts to cite pictures, figures and graphs in the text. Use in-text citations for direct quote.	In-text pictures, graphs and tables, etc. When using author voice and direct quotation or paraphrase, attempt to use in-text citation (minor error may be acceptable).	In-text citations incorporated into text. When using the author voice directly e.g., quotation or paraphrase (error isn't acceptable).
Suggested Tools	Verbally get them to cite their sources. Handwriting or video recording can be used (See Appendix 5).	Handwriting or use referencing tools e.g. NoodleTools Express / OSLIS.	Use referencing tools e.g. NoodleTools Express / OSLIS.	Use referencing tools e.g. NoodleTools Express / OSLIS.	Use referencing tools e.g. Using NoodleTools Express for note taking & essay planning are highly encouraged. Zotero may be used in lieu of My Bib. Browser Extension can be introduced
IB Learner Profile	Principled	Principled	Principled	Principled	Principled
IB Attitudes	Integrity, Respect & Appreciation	Integrity, Respect & Appreciation	Integrity, Respect & Appreciation	Integrity, Respect & Appreciation	Integrity, Respect & Appreciation
IB ATL Skills	Research skills (Information & Media literacy and Academic Honesty	Research skills (Information & Media literacy and Academic Honesty	Research skills (Information & Media literacy and Academic Honesty	Research skills (Information & Media literacy and Academic Honesty	Research skills (Information & Media literacy and Academic Honesty
Role of Teacher / Supervisor/ Teacher-Librarian	1. When using a picture in the classroom, talk about where it came from. 2.When reading books, talk about the author, title (and illustrator). 3. Discuss that publications are created by someone and the work belongs to that person; making clear what will happen if submitted work is not the learner's own.	Reinforce 1-3, plus 4.Discuss that publications are created by someone and the work belongs to that person. 5. Discuss the publication date. 6. Introduce academic honesty (basic plagiarism).	Reinforce 1-6, plus 7. Teachers are expected to know and teach the difference between information resulting from search engines and where the information appears on an actual website. 8. Discuss in-text citation, reference and bibliography, and model in-text citation. 9. Introduce various types of plagiarism.	Reinforce 1-9, plus 10. Discuss various sources of information e.g. Primary vs Secondary. 11. Discuss ABCDE source evaluation method.	Reinforce 7-11, plus 12. Ensure in-text citation, reference and bibliography with accurate order and punctuation. Errors are not acceptable!

Feedback on Plagiarism & Referencing errors (see Table 2)	N/A	N/A	Attempt to use plagiarism feedback symbols for written assignments (See Table 2).	Use plagiarism and referencing error feedback symbols for, individual/group assignments (See Table 2).	Highly encouraged to use plagiarism and referencing error feedback symbols for any assignment e.g., Personal Project, Extended Essay, IA, individual/group assignments ToK and CAS report (See Table 2).

Table 2

Plagiarism and Referencing errors and feedback symbols

Plagiarism Continuum			Common Bibliography and Referencing Errors		
Problem statement	**Types of Plagiarism**	**Feedback symbols**	**Problem statement**	**Types of Bibliography & Referencing errors**	**Feedback symbols**
Submitting other works, word-for-word, as one's own.	**Clone**	**CL**	Wrong alphabetical order in bibliography or works cited list	**Alphabetization**	**AL**
Information contains significant portions of text from a single source without alterations.	**Ctrl+C**	**CC**	Using different styles in one paper	**Broken style**	**BS**
Changing keywords and phrases from the original work but retaining the essential content of the source.	**Find+Replace (Idea Theft)**	**FR**	Work created without consulting other sources or least sources	**Minimal reference**	**MR**
Paraphrasing from different sources and making the content fit together seamlessly.	**Remix**	**RX**	Reference(s) mentioned in the work cited list but no in-text citation	**Spare references**	**SR**
Work that includes citations to non-existent or inaccurate information sources	**404 Error**	**4E**	Use in-text citation but no bibliography	**Uncited references**	**UR**
Borrowing generously from one's own previous work without citation	**Self-plagiarism (Recycling)**	**SP**			

*Part of this table's information (types of plagiarism) was adapted from Turnitin.com

Conclusion

The details of each institution's academic integrity program usually depend on the geographic location, the specific requirements of the curriculum and the characteristics of the community. In each case, however, the relationship between policies and procedures, community standards, and day-to-day conduct should be consistent and compatible with the agreed upon curriculum and institutional values. While reviewing the documentation, it became clear that a consistent weakness of the standards and guidelines has been the assumption that teachers, administrators, and librarians will decide amongst themselves who will be responsible for teaching which portion of the standards or guidelines (Benjes-Small et al., 2008) without much detail about individual responsibilities. Putting it all together, it is clear that some of the standards or guidelines are less clear and lend themselves to further discussion, consideration of common practice and knowledge.

...where the world of information is within a fingertip and accessible around the clock, we need to empower a generation of youngsters who understand the opportunities and the risks associated with that.

To cultivate and sustain an academic integrity community, simply believing in the fundamental values (honesty, trust, fairness, respect, and responsibility) is not enough (Fishman, 2014). Considering the 'new normal' be it cultural, social, academic or technological changes that have once again transformed the world, the ability to construct legal and ethical knowledge throughout all stages of students' education will serve them well and are considerations they are likely to repeatedly entour in the future. In the age of Google, where the world of information is within a fingertip and accessible around the clock, we need to empower a generation of youngsters who understand the opportunities and the risks associated with that. The point is, creating an academic integrity culture that incorporates all related stakeholders demands insightful expertise and conjoins practices with principles and actions with ideals. With this in mind, through learning, teaching and building partnerships with teaching colleagues, we, the school library professionals can create an academic integrity culture where our role will be well understood and valued. The possibilities are infinite but the risks are too high to disregard.

Acknowledgement

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Zakir Hossain *is a Teacher-Librarian and IASL Regional Director for International Schools. Zakir has worked at universities and international schools in Bangladesh, Vietnam and Saudi Arabia before moving to his current position at ICS Inter-Community School Zurich. As an early career researcher, his research interests revolve in the field of school librarianship, information literacy particularly copyright and academic integrity literacy. Zakir has received several professional awards and grants as a result of his commitment and dedication to the broader community. Zakir's past and current activities are available on his website at* **www.theresearchtl.net** *and he can be reached via* **zakir.researchtl@gmail.com** *and* **@DuZakir** *on Twitter*

The impact of the school library on the development of entrepreneurial skills in students

By Angelina Bijelic and Mihaela Banek Zorica

Snapshot

Entrepreneurial skills are among the most important elements of development of each individual. To be an innovative, creative, and active member of society prepared to constantly develop and create new knowledge and skills, are the fundamental determinants of overall social and economic progress. The aim of this paper is to highlight the important impact of the school library on the development of the entrepreneurial skills of each individual that lead to success.

Introduction

Entrepreneurship is an essential economic and social phenomenon receiving insufficient awareness and space in all fields of human activity during life. The development of the human mind and social progress have produced a striving for a higher quality of life. High quality of life demands an active lifelong learning process, interests in acquiring new skills in life and a systematic search for new possibilities and monitoring of up-to-date content of interest. Many people have excellent ideas, however, not everyone is able to put them into practice. Since entrepreneurship is the ability of an individual to put ideas into practice, not being able to do so means the lack of entrepreneurial skills.

The concept of entrepreneurship has existed as long as the system we call human society. The concept of entrepreneurship has been approached differently and used in different contexts, but not systematically and comprehensively. For decades, entrepreneurship has been viewed as an entirely economical concept, tied to the growth and development of companies and businesses in which entrepreneurship is based on the economic theory and experiences of economical services. Entrepreneurs have been viewed as capitalists and investors, and entrepreneurship as a specific economic trait of an individual, an employer or an institution. The above statement can be confirmed by the broadest definition of entrepreneurship found on Croatian Wikipedia (n.d.):

> Entrepreneurship is an economic activity of an individual or multiple partners that requires financial investment and accepting risks and uncertainty to enter a business venture in order to make a profit. It is a way of economic activity in which the entrepreneur decides what, how and for whom to create and accomplish on the market at his own expense and risk in order to make a profit.

...the importance of entrepreneurship for each individual has been understood and the concept has become an essential part of the social domain.

Over time, the importance of entrepreneurship for each individual has been understood and the concept has become an essential part of the social domain. The understanding of the concept of entrepreneurship has evolved with social progress.

Social progress and the awareness of the whole spectrum of possibilities that entrepreneurship offers for each individual's development started changes in perceptions of the concept of entrepreneurship. This can be confirmed by our Croatian National curriculum (2017) and the cross-curricular theme of entrepreneurship, a document in which entrepreneurship is defined as a value that seeks to activate personal potential in a creative, constructive, responsible and innovative way in order to adapt to the changing circumstances in different areas of life and different social roles. A sense of initiative and entrepreneurship is one of the key competences of the European Reference Framework of Key Competences for Lifelong Learning and is necessary for any citizen's ability to find (self) employment and personal development in a knowledge based society (Ministry of Science and Education of Republic of Croatia, December 2017).

The importance of entrepreneurship is illustrated by the introduction of entrepreneurship as one of the eight key competences of students into the National and framework curriculum in 2010 and as a cross-curricular theme in the proposal for the National curriculum after public hearing. In order to understand entrepreneurial skills it is necessary first to understand the qualities of entrepreneurship and what it really means to be an entrepreneur.

> The attributes of entrepreneurship that most of the students possess are openness to changes and new experiences, preparedness for cooperation and agreement with their peers (Šutalo, 2012).

This statement reveals attributes that are closely related to each other; they are brought together by two central concepts: change and cooperation. The causality of the mentioned entrepreneurial attributes can be explained by the following process: each individual strives for a higher quality of life, which depends on new experiences, and these depend on the previous openness to change. Apart from the openness to one's own progress and new experiences, the attributes of cooperation and agreement are extremely important for each individual to become socially sensible, active and a responsible member of his community.

There are many entrepreneurial skills, but for the purpose of this paper, we will highlight just a few. While planning certain activities which aim to build entrepreneurial skills in students, it's necessary to work out the functional tasks during preparation since

> the specific emphasis is on functional tasks that build different entrepreneurial skills capabilities in students: initiative, independence, accepting risks, innovativeness, creative problem-solving, self-confidence, persistence, reporting skills, cooperation and flexibility in a team and others. (Lovrenčić and Vrančić, 2019)

When entrepreneurial skills are considered, the focus is on preparing the students for independent, productive and successful life and laying the foundation for upgrading existing acquired skills with new ones. These skills will be further developed by students after primary school and high school education at higher educational institutions or in business and private surroundings.

…developing entrepreneurial way of thinking and acting in everyday life and work, learning to work and development of qualities of entrepreneurial person (responsibility, independence, industriousness, initiative, creativity, decision-making capability, self-confidence, decisiveness, accepting reasonable risks and risk management, mobility, flexibility etc.) (Ministry of Science and Education of Republic of Croatia, December 2017)

The role of the school library in curriculum

For a long time, school libraries in Croatia were considered a passive space at school, where students went to borrow a book or to be if there were no classes. Through the year's this perception has gradually changed. School librarians have actively participated in the process that ensured a more trustworthy reputation for school libraries. This has seen a greater awareness of the value and importance of school libraries as a central information, educational, cultural and social center for every school. This earlier negative reputation, created across decades, is not always easy to change, so school librarians have demanding challenges in front of them. The first steps towards better perceptions occurred when school library programs started to be integrated into school curriculum. The majority of the activities were oriented towards reading or media culture, in the beginning, and connection with other subjects were usually neglected.

Over time, awareness of the possibilities and the roles of school libraries gradually grew, society and technology developed, and the importance of information centers was acknowledged. This led to changes in the definitions of school libraries, the approach to education and training of school librarians, and the need for a suitable media space that would successfully follow and satisfy the needs of modern individuals.

School library is a physical and digital space in a school, intended for learning, where reading, research, thinking, imagination and creativity are of key importance for students on their path from information to knowledge and for their personal, cultural and social development. This physical and digital space is known under different names (e.g. school media center, documentation and information center, learning center), but for all such content and services, the most often used name is school library. (Schultz-Jones and Oberg, 2015)

Modern society strives for information and knowledge. A vast amount of information is at the disposal of every member of a modern society, and much of this is useless, rather than useful, if the individual is not computer-literate. When using different media, one must understand the type of media being accessed, have a clearly defined goal about the information you seek and be aware of the need to filter the available information to avoid the unnecessary waste of time. School library plays a major role in this area, as an information center of an educational institution the school library must be concerned with the computer literacy of its users and all other individuals.

> School library gives information and knowledge essential for successful functioning in modern society which is increasingly being based on information and knowledge. School library helps students acquire lifelong learning skills, develops their imagination and hence helps them to become responsible citizens. (Sætre and Willars, 2002)

For many years an educational model has been sought that would enable a school for life, learning about learning, knowledge about knowledge, and an excellent basis to improve self-awareness and self-development.

> School library supports education in further expanding student's knowledge, using different methods and means for students to express themselves aiming for complete development of each student, so that he/she can fully rely on himself/herself. Accordingly, educational content corresponds to individual needs and development of a student (Kovačević, Lasić-Lazić and Lovrinčević, 2004).

The above statement leads one to conclusion that school libraries have an essential role in the development and future success of each student, and consequently the whole society.

The reputation, role and perception of the school library (and hence of the whole school) depends on the qualities of the school librarian as a teacher, collaborator and professional. In order for the school library to have a dignified reputation in an institution, a qualified, capable and entrepreneurial school librarian is needed, whose reputation is affirmed by the following activities:

The reputation, role and perception of the school library (and hence of the whole school) depends on the qualities of the school librarian as a teacher, collaborator and professional.

creating a positive and friendly learning environment,
helping users become computer-literate,
promoting research-based learning,
revealing their own possibilities to students,
developing self-confidence and independence in students,
giving advice and encouraging students to work,
monitoring and helping, self-education and training,
constantly searching for new methods,
cooperating with the principal and other employees within and outside the institution,
cooperatively supporting the curriculum,

offering a friendly and warm approach to all visitors of the library,

promoting the value of the school library,

media-related education

and fulfilling the expectations of all users. (Kovačević, Lasić-Lazić and Lovrinčević, 2004)

A school librarian has a great responsibility on multiple levels: educational, cultural and artistic, social, status and professional. On an educational level, a school librarian has to participate in the teaching process, build upon, develop, improve and support the teaching process directly or indirectly. In the cultural and artistic domain, all manifestations, exhibits, promotions, public shows, matinées, concerts and other events should be planned ahead and organized by a school librarian. On a social and status level, a school librarian should shrewdly plan his/her status, and through this the status of the school library in its community and strive for a social impact within the institutional and beyond. At a professional level the school librarians responsibility is tied to the information sciences and a need for constant education and professional training in order to completely fulfill the expectations and needs of their users.

> **A school librarian has a great responsibility on multiple levels: educational, cultural and artistic, social, status and professional.**

Developing entrepreneurial skill in the school library

The school librarian has a very important role in devising different meaningful activities and workshops aimed at building different skills in students, offering different possibilities, and creating a sound foundation for self-growth and the development of lifelong learning. An essential segment in the progress of the whole society.

Activities and workshops need to contain carefully planned tasks organized by a well-prepared expert that is constantly being trained, attends different workshops and deepens their own knowledge and skills with the support of different sources. The school librarian has a large number of tasks and responsibilities and these must come before the participation in direct or indirect educational process. Despite this the effort is ultimately of value.

Every activity can have one or more goal, however, when planning any activity, one of the main goals should be the promotion of the school library. Goals should be monitored through outcomes, and success in reaching the mentioned goals can be found out by evaluation after each activity. After each activity is completed, the school library should have several more visitors. Increased patronage means an increased possibility of interest in information and programs offered by the school library and also a higher awareness of the inseparability of the school library from the education and learning.

> Libraries that wish to offer effective and meaningful programs need to strive to include young people in all the steps of program making. It is recommended to include young people in decision making, planning and implementation of programs intended for them, which is the best way to add to their positive development (Barbaric, 2009).

This quote introduces an idea that can greatly improve the success of activities, i.e. the inclusion of the students' ideas, interests, and the subjects and tasks they would like to focus on. While planning an activity, it is desirable to devise tasks that most students can participate in and those that allow them to demonstrate their skills. The possibilities for creating new or existing activities that influence the development of entrepreneurial skills in students are great. There are also opportunities to include more than one entrepreneurial skill within a single task. For example, if the goal of a certain activity is to influence the development of creativity in students, and the plan is to work with a group of students divided into smaller groups, apart from creativity, the entrepreneurial skill of cooperation and agreement with other group members is being built. There is also scope within this activity to develop independence, decision-making, determination, flexibility, responsibility or diligence at the same time.

A workshop for the development of entrepreneurial skills: Paper airplanes

This activity is intended for work in groups and is competitive. It includes practical work and several working materials. Students need to be divided into several groups (every group should have at least 3 members, and these groups should be taken from one class group).

Students should be asked to assign roles within their groups and make a strategy (group leader, record keeper, executioner), the task should be explained and basic information about duration and following activities should be provided. Working materials should be provided after that. Students can assign roles according to each phase of the task, but can also help one another.

Task: Your task is to make airplanes from 6 A4 sheets of paper. You have 2 minutes to discuss and strategise, 10 minutes for making your airplanes from your material and 5 minutes for throwing the airplanes inside the designated space in the school library or classroom. The goal of this task is to throw as many airplanes as possible inside the designated space in the school library or classroom.

This task can help build the following entrepreneurial skills:

- creativity
- organization
- cooperation and agreement
- independence and flexibility
- decision-making
- responsibility

Since creativity is a mental process that includes creating new ideas, concepts, problem solutions or new links between existing ideas and concepts, this task helps build creativity because students need to think of ways to make as many airplanes as possible that will land in the designated

space. The organization skill is developed before starting the actual task, since students need to organize within a group, assign roles and determine who does what and in which order. While planning a strategy, students work together to discuss and find agreement, exchange ideas, make and accept suggestions and thus build collaboration and agreement. During the making of airplanes, airplanes are being made either by a single person that does it best or by several group members that may each make the whole airplane at the same time or assign different steps among themselves. By making airplanes, students develop independence as well, since each student is focused on his/her own contribution to the making of the airplanes. Developing flexibility occurs during disagreement with an idea and adapting to the wishes and vision of the group. Decision-making is developed during preparation of strategy and at the moment of throwing airplanes into the designated space in the school library or classroom and in accepting responsibility for the final decisions, regardless of the final outcome.

Making paper airplanes is an activity that makes students face challenges, make quick decisions and develop strategies, take risks, face the possibility of failure, and accept responsibility for the activity outcome, assessment of their own strategy, and any planning for improvement. Challenges are reflected in the activity set-up, as it demands the making of as many airplanes as possible that will fly to a defined distance. There is a possibility that some groups will focus on the amount of airplanes, regardless of the quality and shape of airplanes suitable for flying the distance, while another group may focus on maximizing the quality of airplanes in order to make each of them fly the defined distance. Also, some students may go for both quality and quantity of airplanes. The challenge is to choose a goal, which is an essential decision in planning a strategy for making the airplanes.

Participants choosing quantity of airplanes over quality take the risk that none of the airplanes will fly into the designated space, while participants that choose quality over quantity risk that, even if all airplanes fly into the designated space, there may not be enough airplanes for victory. Also, regardless of quality and quantity of the airplanes, there is a possibility that the success will depend mostly on the capability of students to assess the necessary strength, speed, height, and the way of throwing the airplanes into the designated space. In each case, there is a possibility of failure, and students need to be made aware that this is an essential part of success and entrepreneurship itself. It is important to accept responsibility for failure, after which the strategy chosen is assessed and plans for improvement are carefully made. Students learn that every failure is a steppingstone to success and an opportunity for development, improvement, learning and acquiring new knowledge and skills.

This simple activity is extremely adaptable to all age groups and workshop types, enables minimal material cost, is very efficient in building the above-mentioned entrepreneurial skills and stimulates curiosity in students, as well as interest and motivation for acquiring new knowledge and skills.

The above-mentioned example shows that a large number of entrepreneurial skills can be covered by a single activity. The school library can have an impact on building entrepreneurial skills in students if just one planned activity results in success. The activity can also play an

important role in promoting the reputation of school libraries and maximize the number of active users that will use the school library. This can contribute to the development of new knowledge and skills and influence the improvement of the whole society.

Conclusion

Upon completing their education, students should, according to their formed views, beliefs and attitudes be able to recognize their own interests and skills as well as plan and organize the next steps in their life. The school library, an integral part of the educational system and cultural and social life of a student, should devise and enable different activities and services that stimulate the building of work-related values that jointly make up the entrepreneurial skill system.
The aim of this paper was to highlight the importance of school libraries and their role in the development of the entrepreneurial skills of students by describing certain activities that may be offered by school libraries to accomplish this goal.

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Angelina Bijelic has graduated from the Department of Information and Communication Sciences, FHSS. at the University of Zagreb. Currently she is working as a school librarian at the primary school in Sveta Nedjelja and is actively working on developing entrepreneurial skills in students.

Mihaela Banek Zorica, Ph.D., is a full professor and the Head of the Department of Information and Communication Sciences in the Faculty of Humanities and Social Sciences at the University of Zagreb. She teaches in the undergraduate, graduate and postgraduate level subjects related to school libraries, e-learning and knowledge organization and management. She has participated at international and national conferences as an author and a reviewer and as a member of the organization or program committee.

School libraries in Aotearoa New Zealand

By Miriam Tuohy

> ## Snapshot
> Miriam Tuohy explores the main findings from the 2018 and 2019 surveys into School Library Services in New Zealand.

As regular readers of *Synergy* will know, there is a substantial body of international research that provides compelling evidence of the positive impact that school libraries and library staff have on student achievement, including:

- improved reading test scores

- higher academic achievement, and

- positive attitudes towards learning.

In Aotearoa New Zealand, those of us working in the school library sector look to this international research for inspiration for our own library programmes, to add weight to our advocacy efforts, and to see how our library practice compares to others.

However, the New Zealand school library landscape is not entirely analogous with the US where most of this research originates. There are significant differences between our education systems including the nature of our national curriculum and how it is delivered, the physical design of schools themselves, school administration and funding arrangements. We have more in common with Australian school libraries, although again there are differences, for example in school funding, and school library workforce training and certification.

...there is a substantial body of international research that provides compelling evidence of the positive impact that school libraries and library staff have on student achievement...

Unfortunately, there is a dearth of local research about school libraries here. In 2005, the New Zealand Education Review Office (ERO) published their research report *Student learning in the information landscape*. This research was informed in part by *The school library and learning in the information landscape: guidelines for New Zealand schools*, jointly published by the National Library of New Zealand and the NZ Ministry of Education (2002). Of course, much has changed in our education system and in school libraries everywhere, since these were published!

Our national surveys of school libraries

In 2018 and 2019 the National Library of New Zealand's Services to Schools conducted nationwide surveys of school libraries in Aotearoa. These were undertaken with SLANZA (School Library

Association of New Zealand Aotearoa) and LIANZA (Library and Information Association of New Zealand Aotearoa). While these surveys were not intended to gauge the impact of school libraries on student learning and achievement, they have been useful in helping establish a clearer picture of the way that our school libraries operate.

The self-governing schools model in New Zealand means that each school Board of Trustees decides what investment they will make in school library provision. There are many variables that affect their decisions about how central government- and community-provided funding is spread between competing priorities. Key amongst these is the extent to which the school community sees the library as being integral to achieving the goals and aspirations they have for learners.

Despite our international differences, I believe this last point to be something common to school libraries everywhere.

What we asked

Our 2018 survey asked respondents to describe:

- the importance of the school library in supporting reading for pleasure, literacy development, inquiry and learning across the curriculum, and students' social and emotional wellbeing
- library services offered in support of the above roles and the extent to which these are taken up by the school community generally and with reference to specific groups of learners i.e. Māori and Pasifika learners, students with learning support needs, as well as groups of students with other diverse needs such as ESOL or LGBTQIA+ students
- the physical and virtual school library spaces made available for the school community
- library staff roles and their respective hours and duties, as well as qualifications and years of experience for those staff in paid library roles
- the make-up of their school library collections, and their thoughts about likely changes in future
- the sources and value of collection development funding they receive.

In 2019, our survey explored in more detail issues relating to staffing and collections:

- school library staffing — including employment arrangements, support and continuing professional development, and remuneration
- school library collections — including information about collection development budgets, format types, and holdings.

The survey instruments are included in the appendices to the 2018 and 2019 reports.
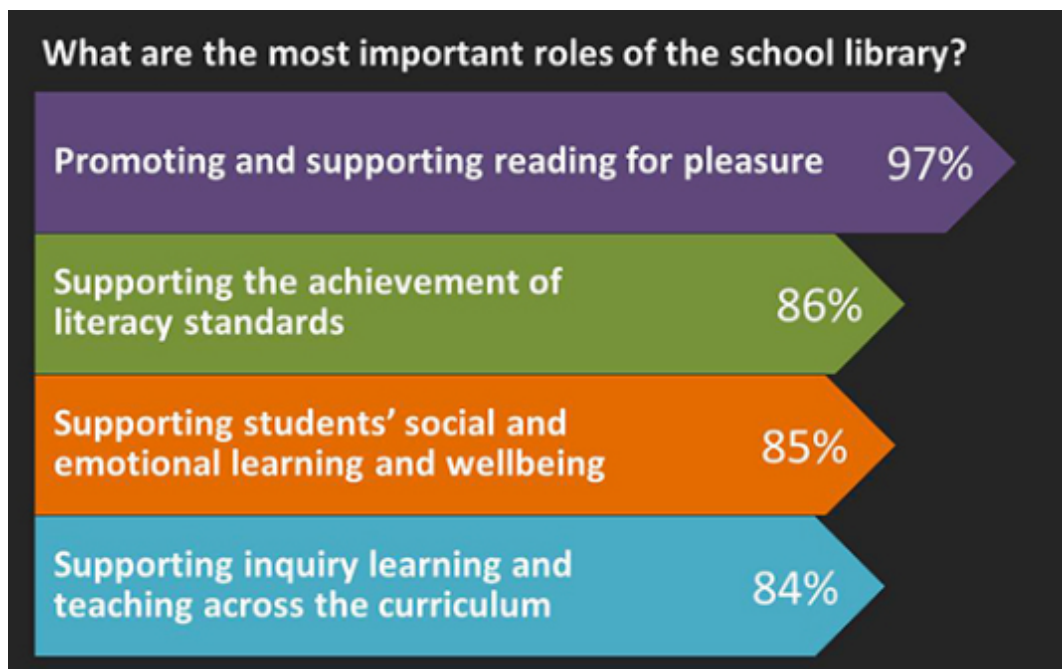
What we found

Both our 2018 and 2019 survey findings illustrate the potential for school libraries and library staff to have a greater positive impact on teaching and learning than at present. The 2018 report identifies library services where the contribution of the school library and library staff could be strengthened.

> **The 2018 report identifies library services where the contribution of the school library and library staff could be strengthened.**

Respondents' comments in the 2019 survey also show that there is potential to increase the utility of the school library i.e. offering effective library services that are well-used by the school community. For school management and teaching staff, this means:

- recognising the value of library staff as information professionals and experts in children's literature
- ensuring they have opportunities to use this expertise to help improve literacy, learning and well-being outcomes for students.

I'll share here summaries of some of the main findings – you can read the full reports via the Services to Schools website.

What are the most important roles of the school library?

- Promoting and supporting reading for pleasure — 97%
- Supporting the achievement of literacy standards — 86%
- Supporting students' social and emotional learning and wellbeing — 85%
- Supporting inquiry learning and teaching across the curriculum — 84%

This graphic shows the percentage of respondents who said that these are important or very important roles of the school library. There is broad agreement across all school levels for these, yet in others we saw responses diverge. For example, providing access to technology was seen as more important for secondary school respondents than for primary and intermediate school respondents.

Similarly, schools catering to older students (secondary and senior composite school year levels) generally provide access to library information, services, and resources online – this is far less likely for primary and intermediate year levels.

Library staff employment arrangements

- Most work during term time only.
- Primary / intermediate library staff usually work part time.
- Secondary / composite library staff usually work full time.
- Some work unpaid hours to get everything done.

Library staff skills and remuneration

- 94% say their skills match or exceed their job requirements.
- 47% have a Library & Information Studies qualification.
- Most feel the pay doesn't match the role or responsibilities.
- Some lack time or opportunities to use their expertise.

Support and professional development

- Most feel well supported by school leadership team.
- Barriers include lack of time, resources, or understanding of the library role.
- Face-to-face networks and free info online used most for PD.

Collection holdings

- Still predominantly print formats.
- Holdings of novels and nonfiction books are roughly equal, with fewer picture books and other graphic formats.
- Commonly include digital devices students can borrow.

Collection development

- Increasingly aimed at supporting reading for pleasure.
- Print nonfiction declining as digital resourcing grows.
- Digital resource concerns include access and affordability.

Collection development funding

- 2019 budget average is $13.97 per student.
- 13% said their 2019 budget increased, 22% decreased.
- Mainly from operational grants and community support.

Looking ahead

As I write this, New Zealand is not yet at the end of our corona virus-related 'lockdown' period, with schools closed and all students and educators at home. It could be some time before our school libraries are open again and welcoming students and staff back into their physical space — digital inclusion has been brought sharply into focus for many school librarians this term.

We had not yet begun work towards a national school library survey for 2020. How our future surveys respond to the Covid-19 pandemic — gathering data to help us understand the implications for school libraries and the people who work in them and use them – will become clearer in the months ahead.

In the meantime, I invite you to read the New Zealand school library survey reports for 2018 and 2019. There is a wealth of information in them which might inspire you to examine your own situation in a new way, prompt you to advocate for change in your own library, or just reassure yourself that you are doing a great job!

At Services to Schools, we always welcome the opportunity to share and explore ideas about the role school libraries play in supporting young people.

You can find out more about our work, access our resources to support school library development, or get in touch with us through the National Library's **Services to Schools website**.

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Miriam Tuohy joined the National Library of New Zealand's Services to Schools as School Library Development Senior Specialist in 2016. Her involvement in the New Zealand education system spans early childhood education, primary and secondary school and tertiary libraries. Miriam was a member of the School Library Association of New Zealand Aotearoa (SLANZA) National Executive from 2010-2016 including a year as President in 2015-16. As part of her current role, Miriam has contributed to the publication of Services to Schools framework for school library development, the 2018 and 2019 reports of the nationwide surveys of New Zealand school libraries. She is also involved in developing and delivering professional development for school library staff and teachers, and is a regular contributor to the National Library of New Zealand's Libraries & Learning blog.

Self-selected fiction: The path to academic success?

By Stephen Krashen

> **Snapshot**
>
> Professor Emeritus Stephen Krashen explores recent research that highlights the power of fiction to support academic success.

The Common Core emphasized nonfiction and the use of 'informational' texts in order to prepare students for academics. But there is exciting news: there is evidence showing fiction might do a better job. And the best kind of fiction may be the fiction students select themselves, not 'assigned reading.' All this comes from recent research.

Vocabulary

Studies done with speakers of English as a first language not only show that reading fiction a better predictor of vocabulary size among adults than nonfiction (Sullivan and Brown, 2014. Centre for Longitudinal Studies, University of London), but also that the vocabulary used in fiction is what young readers need for academic success:

...vocabulary used in fiction is what young readers need for academic success...

- McQuillan (Reading Matrix, 2019) examined the vocabulary used in 22 novels written for young people (e.g. Nancy Drew, Twilight) and reported that the texts included 85% of the words on academic vocabulary word lists, and many appeared frequently enough to make acquisition of these words likely: 44% appeared 12 times or more.

- Rolls and Rogers (English for Specific Purposes, 2017) found that if a person read one million words of science-fiction (about a year's worth of pleasure reading), the reader would encounter nearly all of the 318 science words that appear on a list of words that appear in different areas of science, with nearly half (445) appearing ten or more times.

- Green (Lingua, in press) examined over 5000 contemporary novels, and concluded that they contained more than 90% of the academic vocabulary in students' high school textbooks in a variety of subjects.

Green examined over 5000 contemporary novels, and concluded that they contained more than 90% of the academic vocabulary in students' high school textbooks...

Self-selection helps makes sure the reading is interesting; In Lee (RELC Journal, 2007), university level Taiwanese students of English as a foreign language who did self-selected reading made

superior gains in general vocabulary compared to comparisons who did assigned reading, and gains for 'academic' words were not significantly different, confirming that self-selection is helpful for academic language development. The books read by both groups were largely fiction.

Knowledge

Fiction is not only a good source of academic vocabulary, it is also an important source of academic knowledge. Studies (e. g. Stanovich and Cunningham, Cognition, 1992) show that those who read more know more about history, literature and science.

Fiction is not only a good source of academic vocabulary, it is also an important source of academic knowledge.

Among adults who are regular readers, a large percentage of what they read is fiction; about half of what women read and about one-third of what men read (National Endowment of the Arts, 2015; p. 86) is fiction. (Does self-selected nonfiction reading do a better job teaching content than study? Maybe. Filback and Krashen (Knowledge Quest, 2002) found that frequency of voluntary reading of the bible was more closely related to biblical knowledge than years of formal 'bible study.')

The path of pleasure

It may be the case that we can best prepare our ESL students for academic success not with painful drills and exercises and demanding (and sometimes boring) informational texts but by providing them with easy access to reading material that they find extremely interesting.
It may be the case that path of pleasure is more effective than the path of pain.

Editor Note: This article first appeared in the *CATESOL Newsletter*, April, 2020, pp. 1-2, it is reprinted here with the kind permission of the author and the permission of CATESOL. The article appears on Krashen's website **here**.

Stephen Krashen *is Professor Emeritus at the University of Southern California, he is highly respected linguist and educational researcher. Krashen has written hundreds of articles in his areas of expertise and is well known in the area of school librarianship for his work in the area of free voluntary reading and in particular for his book The Power of Reading (2004). He shares his work online at: http://www.sdkrashen.com/*

Treasure Mountain Canada: Inspiring home-grown research and school-wide improvement

By Anita Brooks Kirkland and Carol Koechlin

> ## Snapshot
> Carol Koechlin and Annita Brooks-Kirkland describe the amazing symposiums known as **Treasure Mountain Canada** that have been running biannually for a decade. This project brings together researchers, practitioners and scholars to share and explore research and professional knowledge and evidence about the library learning commons.

How can we inspire teacher-librarians to gather evidence of success through action research, and facilitate meaningful discourse between practitioners and academics?

> The challenge for the profession is to move beyond simply reporting state studies to crafting a compelling narrative that starts with local evidence of practice and links to the wider formal research evidence for practice. (Todd, 2015)

Canadian school library professionals have taken up Ross Todd's challenge in many formal and informal ways. This article will introduce Synergy readers to one national approach applying Todd's wisdom.

Thirteen years ago a small group of keen Canadian teacher-librarian leaders attended a conference preceding the American Association of School Librarians (AASL) conference in Reno Nevada and led by Dr. David V. Loertscher and Blanche Woolls called **Treasure Mountain**. Ross Todd and many other school library greats were participants at this unique forum. This meeting of the minds sparked the idea to adopt a similar professional learning experience here in Canada and thus **Treasure Mountain Canada** (TMC) was conceived. A small committee was formed and with the support of Dr. Loertscher the work commenced to develop TMC as a school library learning commons research symposium and think tank. The hope was to create an incubator for much-needed research into school library practice in Canada that would gather and analyze homegrown research at the school and district level to benefit all in the pursuit of advancing teaching and learning.

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Treasure Mountain Canada, modelled on Loertscher's approach, is not a traditional conference but very much a participatory experience. Symposiums are deliberately designed to model best learning approaches that we find in an **excellent school library learning commons**. Participants are supported by collaborative physical and virtual learning spaces and engage in participatory learning experiences, robust challenges and collaborative knowledge building. This project is devoted to collaboratively exploring ideas to build collective knowledge of the learning commons approach as sustainable school improvement. TMC symposiums are held every other year, in locations across Canada and in partnership with other organizations or associations. In 2016 Treasure Mountain Canada became a project of the newly-formed national organization, **Canadian School Libraries** (CSL). CSL is dedicated to supporting and sharing research and professional knowledge about the library learning commons for and with school library practitioners, scholars and researchers.

The first Treasure Mountain Canada, held in Edmonton in 2010, focused on **Transforming Canadian School Libraries to Meet the Needs of 21st Century Learners**. We were so fortunate to have both David Loertscher and Ross Todd with us as we embarked on this learning journey. In Ottawa in 2012 the focus became Learning for the Future: Working Towards Revised National Standards for School Libraries in Canada. In Victoria in 2014 the focus was the launch of the CLA document **Leading Learning: Standards of Practice for School Library Learning Commons in Canada**. TMC4 in Toronto focused on deeper implementation of the new national standards, and evidence that the standards are making an impact on teaching and learning in Canada. TMC5 was held in Winnipeg, Manitoba in partnership with the Manitoba School Library Association (MSLA) SAGE Conference. The work of TMC5 led to a CSL project to help schools build **Culturally Relevant and Responsive School Library Learning Commons**. This year TMC6 took place in Toronto again in partnership with the Ontario Library Association (OLA) Super Conference. The theme **Participatory Learning in the Library Learning Commons** inspired diverse papers from across Canada.

CSL has built an archive for collecting all TMC programs and papers over the years. Already there are over a hundred 'homegrown' research papers catalogued and archived for study and reference.

Date	Location	Conference Partner	Theme / Research Focus
June 2010	Edmonton, AB University of Alberta	Canadian Library Association	Transforming Canadian School Libraries to Meet the Needs of 21st Century Learners
June 2012	Ottawa, ON University of Ottawa	Canadian Library Association	Learning for the Future: Envisioning National Standards for Program Development
May 2014	Victoria, BC	Canadian Library Association	Leading Learning for the Future: Release of *Leading Learning* and Planning for Implementation
January 2016	Toronto, ON	Ontario School Library Association	Growing Impact of Leading Learning • Co-Teaching for Greater Learning • Innovation for Learning • Building a Learning Community
October 2017	Winnipeg, MB	Manitoba School Library Association	Culturally Relevant and Responsive School Library Learning Commons • Learning Environment • Instructional Approaches • Learning Partnerships • Leveraging Technology
February 2020	Toronto, ON	Ontario Library Association (With the Ontario School Library Association & The Association of Library Consultants and Coordinators of Ontario)	Participatory Learning in the Library Learning Commons • Collaborative Environments • Culturally Relevant and Responsive SLLC • Accessibility for All • Creativity and Innovation • School Culture

The theme and sub-themes for TMC 2020 w ere established by the planning committee based on a Leading Learning standard of practice that needed better profile, **Designing Learning Environments to Support Participatory Learning**. Current trends in education and learning point to a need for the deliberate design of participatory learning experiences and inclusive and responsive learning environments where learners can work, create and play both independently and collaboratively, physically and virtually. We already had the vision and now was the time to gather evidence of best practice implementation and make the connections to school-wide improvement.

After establishing the theme and location for each TMC, CSL prepared many supports for potential paper writers. The committee prepared **annotated lists of resources** to get folks thinking about the theme. To support approaches to research for TMC papers and other teacher research, a comprehensive **Research Toolkit** has been developed by a small committee and posted on the CSL website.

Research Toolkit
A Guide to
Counting
What
Matters

CANADIAN SCHOOL LIBRARIES

www.canadianschoollibraries.ca/research-toolkit

...a need for the deliberate design of participatory learning experiences and inclusive and responsive learning environments...

Practitioners and academics in the world of school libraries were invited a year ahead of the symposium to conduct their research and to submit papers. Papers are shared on a collaborative platform well ahead of the event and participants are encouraged to study them, ask questions and add comments, thus enabling the building of community and collective knowledge before meeting in person.

You are welcome to read the TMC6 papers and events posted on the **TMCanada blog**. Although words cannot fully describe the positive buzz and collective synergy created, here is a brief summary of symposium events. All day Friday TMC participants attended regular conference programs and speakers at the **OLA Super Conference**. Friday evening at our kick-off dinner we were treated to an inspiring keynote by Eric Walters, one of our highly acclaimed children's authors. His commitment to supporting readers right across Canada is infectious. It was Eric's challenge to schools to set books free for the summer that led to **CSL Summer Lending Program research**. It was his vision and passion that resulted in the recent **I Read Canadian Day**, a national success story.

After a wonderful meal together, we honoured the Pembina Trails School Division from Winnipeg, Manitoba, as the very first recipient of the **Leading Learning Implementation Award 2020**. We were thrilled to also award three outstanding teacher-librarians with the **Angela Thacker Memorial Award** – Alison Bodner of Manitoba, Alanna King of Ontario, and Sarah Wethered of British Columbia. All recipients were in attendance which added to the celebratory atmosphere of the evening.

A meeting of minds: Canadian education scholar and keynote speaker Garfield Gini-Newman deep in conversation with David Loertscher.

Saturday we learned from spotlight speakers **Laura and Garfield Gini-Newman**, **Leigh Cassell**, and **Deborah Dundas** as well as all paper writers in attendance. We invested our energies and diverse talents into working on challenges and collaboratively exploring innovative ideas to advance school libraries in Canada. Commitment to leading whole school participatory learning was sealed with a **BIG THINK** activity that truly demonstrated the collaborative genius of the room!

David Loertscher's Big Idea: "Yesterday, you had a learning commons. Tomorrow, take over the whole school! Be visible and indispensable."

More Big Ideas from TMC6

Participatory learning is really about focusing on who the students are – their lived experiences and identities, learning needs and interests – and this applies to collections, programs and learning approaches.

Collaboration is the necessary ingredient for building participator learning...

Collaboration is the necessary ingredient for building participator learning – teacher with teacher, teacher with student, teacher with community, teacher with administrator.

School libraries are about enhancing the moral purpose of schools, as well as the educational or scholastic purpose.

School libraries are about enhancing the moral purpose of schools, as well as the educational or scholastic purpose. The moral purpose includes supporting the development of ethical citizens as well as taking the lead in advocating for under-served students.

And new questions

Rethinking the power of the learning commons beyond the physical space of the school library – how can the entire school be an example of the learning commons?

What systemic structures do we need to dismantle to truly disrupt our current thinking about the library learning commons?

Transformations in the school library learning commons are never finished, always in beta. How can we build this continuous change mindset with administration and staff school wide?

How might we expand and diversify the voices in school librarianship across Canada? What responsibility do we have to lead the learning by amplifying the voices of other practitioners?

Transformations in the school library learning commons are never finished, always in beta.

The bottom line

The TMC 2020 experience exceeded expectations, creating a rare learning dynamic that seemed to empower everyone. Presenters, paper writers, organizers, volunteers and every participant felt the synergy build from Friday's workshops and evening dinner festivities right through

Saturday activities to the **Loertscher Big Think**. We are now making plans for TMC7 and hope this forum of national research will continue to evolve to enrich the future of learning in school library learning commons for the benefit of every child in Canada.

What about Australia? It is Australian Ross Todd's challenge to link local evidence of practice to the wider formal research evidence that has guided the work of Treasure Mountain Canada.

TMC6 2020 Planning Committee (L-R): Anita Brooks Kirkland, Kate Johnson-McGregor, Carol Koechlin, Andrea Sykes, Jennifer Brown.

You are the change! You are the local action. This responsibility requires gathering evidence to make your claims about students' mastery of curriculum content; critical-thinking and knowledge-building competencies; mastery of complex technical skills for accessing and evaluating information and using these skills to construct deep knowledge; outcomes related to reading motivation, comprehension, and enrichment; outcomes related to attitudes and values of information use and learning; and the development of self-concept and personal development. This is your evidence agenda, and this is your future. (Todd, 2015)

Our experience with the Treasure Mountain model has rejuvenated interest in conducting research into school library practice in Canada. Treasure Mountain Canada has inspired teacher-librarians from across the country to take initiative locally, integrating action research into their own practice and share their experiences so that we can build collective knowledge for moving forward. Is it time for Treasure Mountain Australia?

Reference

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As a writer, presenter and consultant, **Anita Brooks Kirkland** *specializes in the areas of information and digital literacy and the role of the school library learning commons. She draws on her extensive experience as a teacher educator, both as an instructor in teacher-librarianship for the Ontario Institute for Studies in Education (OISE), University of Toronto, and in her previous role as the Consultant for K-12 Libraries at the Waterloo Region District School Board. Anita was a contributing writer to Together for Learning, Ontario's guideline document for the school library learning commons. Anita is very active in professional organizations, currently serving as chair of Canadian School Libraries. She was the 2014 president of the Ontario Library Association, and has also served as president of the Ontario School Library Association (2005) and co-chaired The Association of Library Consultants and Coordinators of Ontario (2011-13). Anita shares an extensive collection of program resources, articles, and presentations on her website and blog, www.bythebrooks.ca.*

Carol Koechlin is an experienced educator who has contributed to the field of information literacy and school librarianship writing professional books, articles for professional journals, facilitating on-line courses, and presenting workshops in Canada, United States and Australia. Working with Dr. David V. Loertscher, the team has developed foundations for the transformation of school libraries and computer labs into a Physical and Virtual participatory Learning Commons. Explore their work at *The School Library Learning Commons – Future Forward*. Carol is a founding member of *Treasure Mountain Canada* (TMC) and has co-chaired TMC Symposiums since 2010. Carol was a contributing writer for *Together for Learning: School Libraries and the Emergence of the Learning Commons* and writing coordinator for *Leading Learning: Standards Of Practice For School Library Learning Commons In Canada* (Canadian Library Association, 2014). She is currently a director of *Canadian School Libraries* (CSL). Carol's favourite saying, '*Empower students to own the question.*'

Understanding and meeting the needs of children in poverty in the school library

By Carol A. Gordon and Deborah Ehler-Hansen

Snapshot

Through interview, Dr Carol Gordon, through interview, explores the work of Deborah Ehler-Hansen outlining both her theoretical evaluation of the needs of children in poverty and the ways school libraries can play a role in assisting their learning development. The article refers to a range of valuable further resources.

Introduction

Digital inclusion that levels the playing field for children living in poverty has emerged as the single most important dimension of social justice in our time. The current literature identifies the Social and Economic Status (SES) of these learners as Low-to-Moderate Income (LMI) learners. Initially educators focused on providing digital devices and connectivity to these learners since information technology is viewed as the pathway to closing the 'digital divide' that exacerbates social and cultural inequalities. However, this approach has not yielded the expected results. Studies have shown that access to technology across socioeconomic groups, for example, does not guarantee desired outcomes. In fact, test results decreased among low SES students in a one-to-one laptop program (Warschaeur & Matuchniak, 2010) and there is little consensus that the increase of one-to-one laptop programs contribute to improved educational outcomes (Zheng, et al., 2016). Research findings also reveal the reasons for these findings. Children from low SES households and communities develop academic skills more slowly than children from higher SES groups (Morgan, et al., 2009). They exhibit the resulting factors of poverty that influence academic achievement, including poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood (Aikens & Barbarin, 2008).

Recent school library research shifts the focus from quantitative measures of the provision of 'boxes and wires' to measures of equitable access to information and technology across low, middle, and high-income groups to determine inequities. Pribesh, Gavigan & Dickinson (2011) identified the 'Access Gap.' Their research found that schools with the highest concentration of students living in poverty had the fewest school library resources. In a statewide study of students' access to school library services and resources Gordon & Cichetti (2018) found that students from rural and urban school districts have less access to school libraries and librarians, technology, resources, services, and funding. In addition, educators and digital equity advocates are shifting their attention to the connection between digital inclusion and economic inclusion. Digital devices and connectivity are viewed

> ...schools with the highest concentration of students living in poverty had the fewest school library resources.

as the means, not the ends, to the attainment of digital literacies that enable learners to achieve the economic well-being critical for their full participation in social, political, and cultural aspects of modern life. This perspective places the school library at the nexus of digital and economic inclusion for many reasons.

- The school library is the only place in the school where all the disciplines meet in a curated collection that is equitably accessible to all learners;

- The school library is where the integration of information and technology supports self-directed, hands-on learning;

- The school library offers an information literacy curriculum in the context of academic curricula and a trained information specialist to support inquiry learning;

- The school library is a laboratory for students to experiment and apply their information and technology skills to build and use new knowledge;

- The school library is the only venue for teachers to learn and apply evidence-based instructional methods in real time with their students;

- The school library provides a safe environment for exploration within and beyond its walls;

- The school library provides trained teacher librarians who support the informational and technological learning needs of their educational communities.

Rising to the challenge to realize the potential of the school library to help LMI learners, Deborah Ehler-Hansen, a school librarian in the state of Vermont, U.S.A., created ebooks for her faculty that provide information about poverty and how teachers can create deep learning experiences for all their students. Carol interviewed Deb about her work with LMI learners. The transcript of this interview reveals strategies teacher librarians can use - strategies to support LMI learners, and. in fact, all their learners.

The school library is the only place in the school where all the disciplines meet in a curated collection that is equitably accessible to all learners.

Carol: *Deb, this interview brings together a school library in the state of Vermont in the New England region of the United States and teacher librarians in the state of Victoria in Australia to share how you have developed strategies for teaching your LMI learners. The purpose of this interview is to learn how you got to know and understand your LMI students in order to create maximize learning opportunities for them. Can you tell us about your school, State Valley Unified School, and your school library?*

Deb: The Slate Valley Unified School District lies in the heart of the Slate Valley, sometimes referred to as 'the slate capital of the nation,' where slate tiles for roofing and flooring are manufactured. All our students have access to chromebooks that they

may take home, however not all students have internet access, or in some cases reliable internet access. All students in our school district are able to access free lunch and breakfast, which is still available to students during COVID-19. Our school libraries within this rural district are well funded and are at the heart of teaching and learning in the school district. School libraries are places where all students can meet and take advantage of equitable access to learning resources, both physically and virtually. All our school libraries are safe spaces where students also have access to the latest technologies such as Virtual Reality, 3D printing, robotics, coding opportunities, and low-tech resources, such as crocheting and origami.

Carol: Would you describe a typical narrative or life experiences of your LMI learners?

Deb: I would argue that there is not a typical narrative or life experience of LMI learners. Each one of us has had our very own, individualized life experiences. No two experiences are the same. That is the reason why it is so critical to really take the time to get to know each and every one of our students well. This enables us to understand where we need to meet them within their own learning/life experiences. We cannot create personalized, student-centered learning experiences that are the foundation of every deep learning experience without engaging in this process. According to the National Education Association's publication, *Teaching Children from Poverty and Trauma*, there are typical symptoms of poverty that can be found in classrooms.

> Educators may encounter a withdrawn student. The student reasons that 'If I can appear invisible, I won't be called on for what I don't know or haven't been able to learn. I won't get embarrassed by a wrong guess at   the answer. If I can hide quietly enough in the class, perhaps the teacher won't see me or the scars and wounds on my body and my face.' (Izard, 2016, 29).

Carol: Of all the resources you recommend, Deb, I found the Izard booklet, 'Teaching Children from Poverty and Trauma' a good place to start for educators to build their empathy and understanding for the physical, emotional, and intellectual damage that poverty inflicts on children. It contains symptoms, risk factors, research, educator roles, actionable strategies, and more resources.

What does the 'opportunity gap' in your school look like?

Deb: One identified opportunity gap in our school is poverty. Poverty looks different for each student. It could be situational poverty when circumstances such as COVID-19 create conditions beyond one's control, where one or more family members lose their jobs. Poverty can also be generational, which looks different for students compared to those who are affected by situational poverty. These students have generally grown up with a lack of resources and background experiences, which may affect their learning.

Carol: What did you learn about the opportunity gap from your conversations with students?

Deb: I have learned that some learners are not filled with hope that they will have a bright future. They feel that learning at school is not important. They have had different experiences than others who have access to more resources. Some must stay at school - after school - to complete online work due to internet access/reliability issues.

Carol: In your ebook, Deb, you describe Community Mapping as a tool for understanding your LMI learners. What is Community Mapping and how does it help you to better serve your LMI learners?

Deb: Community mapping is essential for teacher librarians to better serve all students, especially LMI learners. In order for us to support our students to connect their background experiences and personal interests we can develop a deep understanding of what their communities looks like and what resources, opportunities, or potential issues are at hand to address. You can do this by engaging in various forms of inquiry. One pathway to learning about your local community would be to visit websites such as your local community planning commission, or other governmental agency, which links to demographic, housing, employment, and industry information. You could also interview various members of the community to learn more about the community in which you teach. The local historical society would be another great place to start. There is a list of resources at the end of this article that can help teacher librarians to identify other resources or provide information and strategies to help them to support their LMI learners.

Carol: This sounds like action research, a tool for evidence-based practice! Why is it also important for teacher librarians to look at what the research literature says about poverty and its causes?

Deb: It is critical that teacher librarians look at what the literature says about poverty and its causes because we are the only teacher in the building who can provide students with the physical and digital resources they need. We are specifically trained to teach the skills required to engage in deep learning experiences. All students learn deeply

> **...we are the only teacher in the building who can provide students with the physical and digital resources they need.**

when they engage in experiential learning. However, due to the consequences of living in poverty it is even more important for LMI students to learn how to learn as they dig deeply into the inquiry process, think about who they are and what they already know, as well as their background knowledge and what they have already learned from their families and connect that - their prior knowledge and experience - with something that is relevant to their lives and interests. We are in a unique position, as teacher librarians, in that we have the resources and the training to meet each student where they are and build their learning from that point forward. The school library is where information and technology meet to support self-directed, hands-on learning and provides a place for students to tinker and explore. LMI students entering schools may not have had as many resources, or the same, or as many experiences as those who enjoy economic advantages. The school library is a place where they can experience new

things and perhaps even find something they are passionate about, providing them with a sense of hope and pride which could change the path of their lives forever.

According to current literature Social and Emotional Learning (SEL) should also be embedded within the curriculum for all students and especially students who live in poverty and/or have experienced trauma. I have another ebook I wrote which addresses how school librarians can embed social and emotional learning into school curriculum as they collaborate across academic disciplines with their colleagues. The book explains the why and how SEL occurs and provides examples, a sample rubric, and a curriculum.

The school library is a place where they can experience new things and perhaps even find something they are passionate about, providing them with a sense of hope and pride...

Carol: Our readers can find a link to both of your ebooks at the end of this article. I think they will find them very useful because the ebooks contain examples and descriptions of the strategies and instructional methods you used with your LMI learners. What were the questions that guided your courses of action? What were the courses of action that you took?

Deb: I had several questions after delving into the literature to help students in my school district:

1. How can I help guide students through the inquiry process so that they are able to create their own student-centered, hands-on learning experiences?

2. School administration would like all students to participate in such experiences. How can I pilot this for the district?

3. I have all the resources but how can I manage several differential experiential learning experiences for all 9-12 graders at our school all by myself?

4. How do I get my LMI students to reflect upon who they are and what they know when some students feel hopeless and believe there is no point to learning?

5. How do I motivate them to inquire and discover something they are interested in and relevant to their lives?

6. How do I get them to discover a passion within themselves that will lead to a happy, healthy life?

7. How do I get them to engage in a true learning experience?

8. How do I help those students who do not have the skills necessary to conduct an inquiry into a problem or something they are interested in?

To answer these questions, I had to develop a strategy for getting to know the community in which my students live, who they are as people, and what they already know as a result of living with their families. I also had to create a tool, to be exact, a template, which will guide each and every student in the school, step-by-step, through the inquiry process. This hyperlink is to the **template** I created: I have found that this template enables students to create their own student-centered, hands-on learning experiences which provide a truly deep learning opportunity for them.

Carol: This template is a very useful tool for organizing your teaching and support to help LMI students. I know from reading your ebooks that you used differentiated instruction with your students. Can you tell us how you used differentiated instruction with an LMI student?

Deb: Yes, according to Carol Ann Tomlinson, as quoted in Ellis, Gable, Greg, & Rock, 2008, 32) differentiated instruction is the process of '… ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning.' I try to always include content that provides audio and visual resources to access learning. In the template linked above, you will notice that I have scaffolded the learning and the learning is completely student-centered. Students can progress through their learning - completely online - at their own pace. They have access to our school databases, which are wonderful for differentiating instruction.

Students can listen to articles, translate the text into other languages, change the font size, link to deeper learning on specific topics, and with some they may even select their own reading level. In addition, their learning is based upon their own specific interests. They choose the topic. They also can work alone on the project or in small groups. To make the template truly accessible I will eventually be transferring all the lessons and template into ebook format, using Book Creator which allows for differentiation, as students will then be able to listen to the content in the lessons, and I will be able to use dyslexic font. The key to figuring out, however, whether I need to adapt or differentiate anything for a student is formative assessment. If I don't check regularly on their learning, I will not know that I need to adapt the lesson for them.

Carol: Yes, formative assessment is the key to personalizing learning so every learner can succeed. Rather than assessing the outcome of students' work, we are assessing their progress. When we embed activities that generate evidence of learners' success or failure, we are able to give them the chance to revise their work. What do you mean, Deb, when you talk about 'Developing Critical Consciousness for LMI learners in your books?'

Deb: As I mentioned before, each one of us has had our very own, individualized life experiences. No two experiences are the same. Just because we, as teacher librarians, may not have experienced poverty, prejudice, or other social injustices does not mean that our students have had the same experience throughout their lifetime. Therefore, when we develop curriculum, we really need to take a critical, hard look at what we are

…when we develop curriculum, we really need to take a critical, hard look at what we are presenting and expecting them to do.

presenting and expecting them to do. We do not want to create more inequities by building lessons based upon our own personal lifetime experiences. We must consider the understandings and beliefs of our students, which are built upon their lifetime experiences - not ours. (Hinchey, 2004).

Carol: This sounds like an intense way to teach! How do you manage your time, and how did your approaches to teaching LMI learners change your school library and your role as school librarian?

Deb: My approaches to teaching LMI learners changed my school library and my role as school librarian because of the knowledge I have gained from delving into the research. As a result of this new learning I have created a **learning template** and a **R.E.A.L. Design Unit**: where I guide students through the inquiry process so they can self-design their own student-centered, hands-on learning experiences. As students progress through the inquiry process they have the opportunity to engage in embedded lessons which focus on the skills necessary to conduct inquiry. In August of 2020 I will officially be piloting a class that I designed for use with the entire school population. The class will be the launch of the R.E.A.L. program. The name of the program was developed by our district curriculum director, Dr. Casey O'Meara. R.E.A.L. is an acronym for Relevant, Equitable, Active, Learning linked to life learning experiences. The description of this class, which is currently being offered as an elective for every student in the school, is as follows:

> R.E.A.L. experiences will be grounded within our local community and context. Utilizing library and makerspace resources, such as digital database and ebook collections, computer programming, robotics, and 3D printing, students will engage in inquiry-based, interdisciplinary, personalized, experiential learning opportunities that are meaningful to them in their own lives. Design thinking and social and emotional learning components will also be threaded throughout the course. Students will be challenged to see the world through ecological, political, economic, and social lenses as they connect their personal background knowledge with a problem, challenge, or personal interest they have identified within our local community. (Slate Valley Unified School District, Curriculum, 2020)

One such example of student-centered, experiential learning involves students who are studying the problem of slate waste. They are interested in this topic, because we are 'The Slaters'...our school district is called the Slate Valley Unified School District, and we are located in the 'slate capital of the nation.' Driving through this area one notices 'mountains' of slate waste which are a direct result of mining the perfect slate tile for roofing and flooring purposes. The slate piles keep building up and they are not making money for slate manufacturers. The students confronted this issue and started engaging in the inquiry process. They asked what can be done with this slate waste? We accessed databases and other authoritative resources to answer the questions they had with regard to this issue within their own community. I have a background working with the plastic industry so we directed our

As students progress through the inquiry process they have the opportunity to engage in embedded lessons which focus on the skills...

research in that direction and found that researchers in Spain had recently developed a process that combines slate fibers extracted from slate waste with bio-based polyamide to create useful products such as brake linings. Fortunately, we still have the opportunity to continue with this experiential learning experience since COVID-19 broke out and we had to physically leave the school building. Everything I have created is in digital format and is thus perfect for distant school learning. We have a plethora of databases available on my website for students to use while learning at home and students have their chromebooks. The school has worked with families to ensure they are able to access online learning in some manner.

The next phase of our inquiry involves getting into contact with the researchers to learn more about the process to create products using slate fiber and bio-based polyamide. Even while engaging in distant learning during COVID-19 the learning does not have to stop. Students can still proceed with their inquiries online. They have developed questions to ask of researchers, who are experts in the field, such as, ' What is involved in the process of extracting slate fibers from slate waste?' This is a critical question because students want to find out if this would be an option for slate business owners in the area to use and sell their mountains of slate waste, creating jobs and income for this area in which they live.

Carol: This project is a perfect example of connecting digital inclusion with economic inclusion! The inquiry process focuses LMI learners on their need to connect their learning to real life experiences with commerce, industry, and business in their communities to raise their awareness of how they can achieve economic inclusion when they choose post secondary training, education, and jobs to enter or improve their status in the workforce. The aim of economic inclusion for young workers is not to get a job, but to get a job that pays a living wage, challenges them to use their talents, and allows them to advance their status and participate fully in society. Your use of your experience in plastics is a great example of how teacher librarians can bring their prior knowledge and experiences to creating projects for students.

Deb: Yes, learning experiences, such as the slate project create a win-win situation for, most importantly, the student, but also for the local community. According to the National Education Association's publication *Teaching Children from Poverty and Trauma*, 'Economically, the community will not build a stronger future when students do not graduate or graduate with less than adequate academic, life, and working skills ... The intellectual capital loss when students wounded by poverty and trauma do not fulfill the potential of their gifts and talent is tragic' (Izard, 2016, 14).

Carol: What resources can you recommend for teacher librarians who want to learn more about supporting LMI learners?

Deb: Here is a link to the ebook I created, **How Will You Get to Know and Understand Your Students in Order to Create an Experiential Learning Opportunity for Them?**

Carol: Deb, do you have any other ebooks?

Deb: Yes, I put together a book, *Social and Emotional (SEL) Learning and Experiential Learning (ExL): How Can You Use These to Address Challenges You May be Experiencing in Your Classroom?*

There are lists of resources that you will find in the ebook, along with more specific information about Community Mapping and strategies for teaching LMI students.

Carol: Deb, can you provide any other resources for teacher librarians?

Deb: Yes, at the end of the interview is the bibliography from my first ebook.

Carol: Thanks, Deb. We will call this Deb's List. Also, the references used to write this article are also good resources for teacher librarians. Thank you, Deb for sharing your learning experiences with us and good luck with launching the R.E.A.L. program!

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Dr Carol A. Gordon *is the Principal Consultant at Gordon & Associates Consulting. Dr Gordon was formerly Associate Professor, Library & Information Science at Rutgers – The State University of New Jersey, USA.*

Deborah Ehler-Hansen *is teacher librarian for Fair Haven (Vermont) Union High School. She is presently serving as president of the Vermont School Library Association (VSLA) and the New England School Library Association (NESLA), and as delegate to the Affiliate Assembly of the American Association of School Librarians (AASL).*

The Canadian School Libraries / Eric Walters School Library Summer Lending Program: Findings from the research

By Anita Brooks Kirkland

> ### Snapshot
> Our regular Canadian correspondent, Anita Brooks-Kirkland, describes the Canadian School Libraries and Eric Walters collaborative effort to create the School Library Summer Lending Program in Canada. Brooks-Kirkland also outlines the research that explored the resulting highly successful program highlighting the factors of access, choice and trust.

As I write this, we are in the midst of a worldwide pandemic. With sudden school closures, many students have found themselves at home for an indefinite period of time without access to their school library. Many school librarians did their best to get books into the hands of those students before they departed, and we are also witnessing unprecedented efforts to connect kids to books, authors and reading online as the pandemic progresses. But the fact remains that many students are being deprived of books for the foreseeable future. Arguably, the importance of independent reading has never been so widely understood.

For Canada's students it seems likely that schools will remain closed for the remainder of the school year: it's spring here, with summer vacation commencing at the end of June. That may then extend the book drought for two more months. Within this context, the research conducted by Canadian School Libraries about its 2019 summer lending project may provide additional insight into the importance of the school library in supporting readers every day of the year.

...the fact remains that many students are being deprived of books for the foreseeable future. Arguably, the importance of independent reading has never been so widely understood.

Canadian school libraries: Supporting summer reading

Summer in Canada. For elementary and secondary students across the country, an idyllic two months' vacation from school to enjoy the fleeting warm weather, all manner of outdoor activities, family vacations, and a chance for leisurely reading. For many children the summer is full of opportunity, stimulation, and growth. However, a body of research indicates that for many children who do not have access to books and reading, the summer may leave them ill-prepared for the new school year. Even the most avid readers may find it challenging to find enough choice in reading materials to keep them engaged over the summer.

School libraries in Canada have collections developed particularly to engage young readers, yet Canada's elementary and secondary students have no access to these resources over the summer. To many, including the editors of the Canadian School Libraries Journal, this made little sense.

Keep them reading, thinking and making.

For two successive years the CSL Journal published accounts of successful initiatives to support summer reading and promoted the idea with our tag line, *Keep them reading, thinking and making*. 'Is there more we can do from the library learning commons to get more books into the hands of students and also spur them to keep on learning over the summer break?' was the question put out to readers across Canada.

The Summer Lending Challenge is born

In the spring of 2019 best-selling Canadian author Eric Walters got involved with his CSL Journal article, 'School Is Out for the Summer and Your Books Should Be, Too'. He put out a challenge to schools across Canada to get books in their libraries out over the summer, into the hands of the students who wanted and needed to read. Walters' call provided a wonderful opportunity for Canadian School Libraries to investigate whether summer lending programs in Canada's school libraries could be successful, and if so, what factors would contribute to that success.

Reaction to the article on social media was huge, and before we knew it, over 150 schools had signed up. Walters sought and received endorsement from Canadian Children's Book Centre (CCBC) and the Canadian Society of Children's Authors, Illustrators and Performers (CANSCAIP) and both organizations actively promoted the idea via their own channels. He also received generous support from Orca Book Publishers, who agreed to provide program incentives. And so the Eric Walters Summer Lending Challenge was born.

He put out a challenge to schools across Canada to get books in their libraries out over the summer, into the hands of the students who wanted and needed to read.

Findings from the research

Through a detailed survey, the researchers sought to answer the questions:

Can summer lending programs in Canada's school libraries be successful, and if so, what factors would contribute to that success?

What would be the benefits of implementing summer lending in Canada's school libraries?

Over 80% of respondents in our survey reported very positive results with summer lending through the school library learning commons. The benefits of summer reading were consistent with existing research, but also revealed some unique outcomes. While the literature does recount involvement of school libraries in some successful summer reading programs, the potential of this simple model of summer lending from school libraries had not been fully explored.

Our study provides substantial evidence that summer lending programs have a positive impact on students. One might expect that students would appreciate the opportunity to borrow books from the school library over the summer but we were pleasantly surprised by the depth of student responses.

Respondents reported on student engagement in reading, appreciation of choice and time to read...

Respondents reported on student engagement in reading, appreciation of choice and time to read books without constraints as well as gratitude for the opportunity to borrow the books for the summer and for the trust granted to them to be responsible and return books in September. These findings were replicated many times in various schools. Positive responses were noted by those leading the summer reading programs as well as by many teachers, parents and administrators.
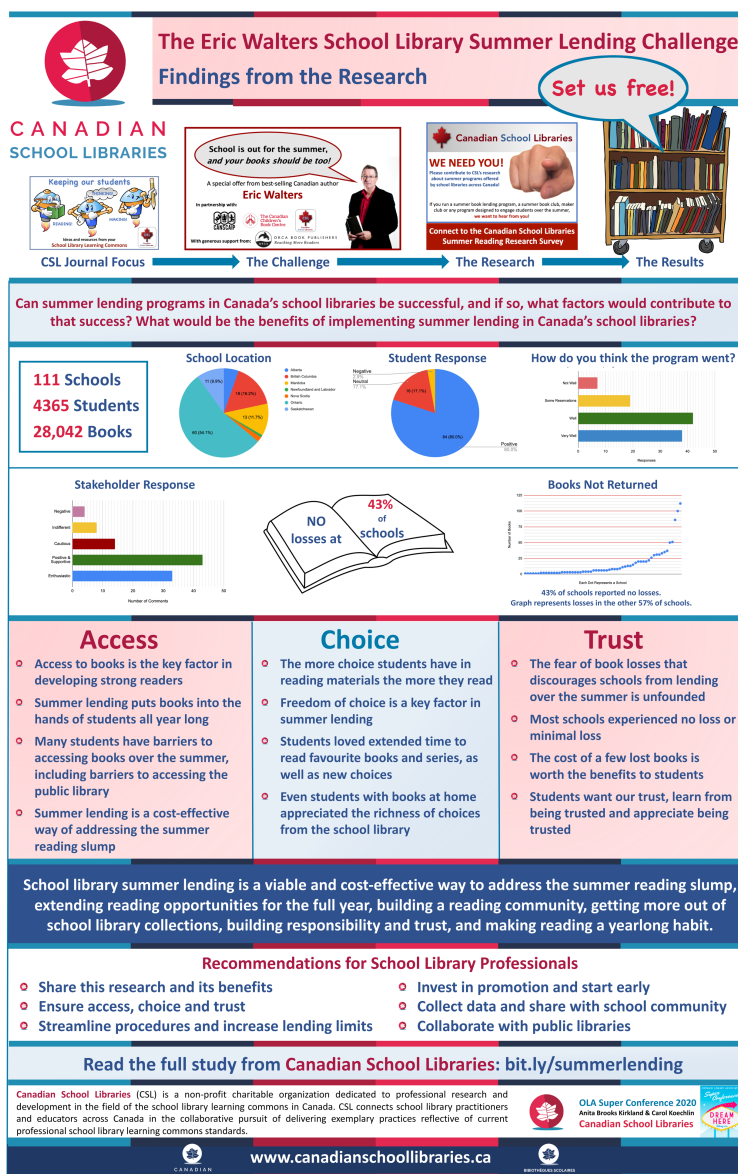
Connect to the full research report here and a print-ready version of this graphic.

Factors contributing to success

Specific themes emerged as we analyzed the survey responses.

Access: A summer lending program initiated by the professionals in the school library learning commons has proven to contribute to participation and positive results. Our research indicates that simply lending books from the existing collection will reap positive results and make good use of excellent resources without further investment. Loss of books is minimal and considerably less expensive than purchasing a few books for students to own, as is typically done in many summer reading programs. Even students with books at home appreciated having increased access. Public libraries are an important point of access, but many students remarked that they had limited access to the public library over the summer because of the challenges of just getting there. Access to books children want to read is key and the school library is a natural and inexpensive solution that is already in place.

> **Access to books children want to read is key and the school library is a natural and inexpensive solution...**

Choice: Over and over again in the literature review previous researchers proclaimed the importance of giving students choice of personal reading materials to ensure summer reading engagement. This success factor was confirmed in our research by both students and other stakeholders. Students really appreciated the freedom to select books they wanted to read and the luxury of borrowing several books by their favourite authors or even a whole series. As expected, freedom of choice was an important factor in the success of summer lending from the school library learning commons. One special aspect to our study was the mention of having a professional on hand to guide student choices when needed.

> **Students really appreciated the freedom to select books they wanted to read and the luxury of borrowing several books...**

Trust: Probably the biggest inhibitor for schools to try summer lending from the school library is the fear of book loss. Our study sheds new light on this roadblock. Responsible behaviours cannot grow without opportunity and trust. Our findings indicate that students were very appreciative of the trust they were granted to care for and return borrowed materials. This factor was repeated again and again in responses from both students and other stakeholders. This trust translated into student engagement in borrowing books, appreciation for the program, and following through with their responsibility to return books in September. The gains in building trusting relationships with students surely outweigh the minimal loss of books. This factor seems to be unique to our study and it is hoped this finding will put to rest the book loss syndrome for schools in the future.

> **The gains in building trusting relationships with students surely outweigh the minimal loss of books.**

The benefits of summer lending became clear through the research, and Canadian School Libraries can confidently make recommendations to school library professionals for continuing the success of and extending school library learning commons summer lending programs.

Benefits of implementing summer lending in Canada's school libraries:

- Engaging students in reading to address the summer learning slump
- Building a community of readers within and across schools
- Putting books into the hands of students during the summer and all year
- Getting more out of school library collections
- Building responsibility and trust
- Making reading a yearlong habit

Realizing these benefits requires support from school administrators and teachers. Summer lending is a positive influence on placing the library learning commons at the heart of literacy and school-wide improvement.

Recommendations for school library professionals for continuing the success of and extending school library learning commons summer lending programs:

- Share this CSL summer reading research widely and discuss the potential positive impact for students in your school or school district.
- Ensure that access, choice and trust are key factors in designing your summer lending program.
- Discuss the impact that administrative procedures can have on determining the success of summer lending. Consider increasing lending limits and streamlining processes to facilitate student loans and to reduce losses.
- Invest in promotional activities to engage teachers, parents and students in participation.
- Collect school data, and analyze and share results with administration and your school community.
- Continue to build connections with local public libraries and collaborate on ways to engage more students in summer reading, including overcoming potential barriers to access.

Ideas to consider for extending programs to build a culture of summer reading:

- Utilize online collaboration spaces and technologies and social media for discussions and activities to get students reading, thinking and making.
- Investigate how the virtual school library learning commons can increase equitable access to quality reading materials.

- Reach out to reluctant readers and special needs learners throughout the school year and encourage them to continue connecting with books over the summer.
- Consider the needs of reluctant readers and special needs learners by providing access to appropriate texts and technologies.

Connect to the full research study

Our full research report was presented as part of the sixth biennial Treasure Mountain Canada Research Symposium and Think Tank (TMC6), held in Toronto on January 31 and February 1, 2020. Connect to our report **here**.

This edition of *Synergy* includes a report on the **Treasure Mountain Canada Research Symposium and Think Tank**.

The report includes an extensive literature review, but provides little in the way of connecting to the context in Australia. While not Australian, **this resource** from the National Library of New Zealand.

Are you ready for next summer?

CSL's plans to expand the summer lending program and engage in a second phase of research during the summer of 2020 have been cancelled because of the worldwide COVID-19 pandemic. In the best-case scenario, schools may be back in session for a short time before the summer vacation. In that event we will do everything we can to encourage summer lending. Our hope is that the second phase of our research will be able to proceed during the summer of 2021.

Of course it's spring in Canada, but fall in Australia. In all hope the world will have returned to some state of normalcy by the time summer vacation arrives for you. Our hope is that the findings of this first phase of our Canadian research may inspire school libraries worldwide, including in Australia, to set their books free for the summer!

*As a writer, presenter and consultant, **Anita Brooks Kirkland** specializes in the areas of information and digital literacy and the role of the school library learning commons. She draws on her extensive experience as a teacher educator, both as an instructor in teacher-librarianship for the Ontario Institute for Studies in Education (OISE), University of Toronto, and in her previous role as the Consultant for K-12 Libraries at the Waterloo Region District School Board. Anita was a contributing writer to Together for Learning, Ontario's guideline document for the school library learning commons. Anita is very active in professional organizations, currently serving as chair of Canadian School Libraries. She was the 2014 president of the Ontario Library Association, and has also served as president of the Ontario School Library Association (2005) and co-chaired The Association of Library Consultants and Coordinators of Ontario (2011-13). Anita shares an extensive collection of program resources, articles, and presentations on her website and blog, www.bythebrooks.ca.*

Ivanhoe Girls' genrefied together!

By Fiona Mulvaney

Snapshot

Fiona Mulvaney describes a student-centred approach to genrefying the school library collection, fostering student voice and inclusion and creating a sense of ownership of both the collections and their reading lives.

In September 2018, our beautiful Senior School library at Ivanhoe Girls' Grammar School received an exciting injection of funds to build an Innovation Station (Maker Space) within the existing library. This meant the existing book collections and spaces needed to be redesigned. Between September 2018 and January 2019, the library team worked together to completely change the existing layout of the library and reconsider the collections. This included the necessary weeding and removal of some shelving. We decided it was a great opportunity to genrefy both our non-fiction and our fiction collections.

This article follows on from a panel discussion and presentation I made at a ALIA Library Technicians Conference in September 2019 titled: *School Libraries: Genrefication, Virtualisation, Realisation and Diversification.* I have included some of the images used in that presentation here. The steps we undertook to create our fabulous new Genrefied Young Adult collection are summarised, but I will address the most exciting aspect of the process, which was the input by our students in our newly formed Year 7 library club called 'Junior Edition'. I will discuss why I think the Junior Edition students were so central to the success of this project and how they continue to drive our Reading and House literature programs.

Our process

We started with 3 students that were Reading Captains in the Junior School, who had graduated up to Year 7. We collected additional students as we grew, and the word got around that we were 'taking over' the Senior Library and genrefying the Senior Fiction collection.

We kicked off with Fantasy, as it was agreed by the students it would be the biggest and easiest collection to Genrefy. We bought Syba Signs senior posters and packets of Genre labels and we spent our lunchtimes initially looking at these genres, reading their

genre definitions and trying to come to a general consensus about which genres to include and which to exclude and what 'in house' genres we would like to keep and grow.

There was a lot of healthy debating, outright disagreements, and discussions about favourite genres, authors, series, individual titles, and all things literature.

Diversity and inclusiveness: Our students love reading in the area of diversity and inclusion. The Year 7 Junior Edition students chose the genres to include from this area as part of this project. Many of them read widely and are very aware of being privileged young people. They are robust and want to hear stories or difference, diversity and stoicism. They want the good, the bad and the ugly.

They chose to keep and expand the Genres of Sad, Aboriginal and LGBTQI (which changed to PLUS+). These are some of most widely read genres in our collection for Wide Reading lessons and walk in choices. We also Genrefied the Quick Reads for EAL students.

Initial planning and debating took 2 weeks: This was vital time, for the students to really get to know each other. This was their first year of secondary school, their first time in a big school library, their first time with new friends, and their first time being allowed to run a project together that was student driven. A lot of firsts! Some of the students were very shy and didn't have a voice at the beginning. Some students dominated and were very opinionated and needed to learn to listen more. Some students came for the interactions, the debates, the inclusivity and the food rewards.

There was a general sense of a mission: we needed to get this done, as the whole collection was on the floor, on temporary shelves, trolleys, in boxes and basically not accessible for borrowing. This really spurred the students on. They hated not getting to the lit. We moved quite fast. From one very large Library fiction collection, we turned the new collections into 20 YA Young Adult Genrefied collections and a separate Senior Fiction collection. We had about 7500 books in the Senior Fiction collection. We weeded approximately 30% of the collection before and during Genrefication, and the Year 7's Genrefied 3325 books!

Debating Genres: Each book was assessed. As the titles were taken out of the collection, students had to either have read the book or found someone else who had read it, and if they were unsure or couldn't agree, the students had to come and debate the pros/cons of their genre choice

with a teacher librarian. It was time consuming and incredibly rewarding. The Junior Edition club grew to a steady 20-25 members at lunchtime on Wednesday, and then, as we ramped up, students came before school, during other lunchtimes and after school. This was voluntary and completely driven by individuals in the club.

Knowing students through their literature passion: The most exciting part of this process for me, was getting to know the new year 7 students, watching their interactions, getting to know them through their genre passions, their reading habits and watching them work together, play together and really 'own' the new library collections. As the collections were Genrefied, they began to look less inwardly, and wanted to communicate their shared successes with the rest of the school.

> **The most exciting part of this process for me, was getting to know the new year 7 students, watching their interactions, getting to know them through their genre passions, their reading habits and watching them work together...**

Learning and growing by doing: There is so much about this process that we didn't know. So much that we learnt and tried and tested as we went. This was incredibly rewarding for all of the students involved. Being able to be free to try an idea, see how it goes, reflect on what works and what doesn't and being able to speak up and make changes, has empowered these students.

Term 2 launch date – into assemblies and beyond: The students decided that in Term 2 when the House Reading Challenge started, we would be ready to share our new collections and passions with the school at assemblies. The students were excited to have an assembly spot on Monday to talk about their reading passions, 'sell' the library spaces and speak personally about a book and genre that was their favourite. Teachers were surprised and delighted with the sophistication and language used by the Junior Edition students. I have included samples here of some of the Genres highlighted at the assemblies:

Student voices: Indigenous Genre

"I'm part of the Junior Edition club. Our library's collection of Indigenous literature features stories about, by or in collaboration with Australia's First Peoples. These novels might feature young people coming to terms with their identity in contemporary Australia, consider realistic or historical perspectives, or take a more fantastical approach. Nanberry by Jackie French takes a look at the real life of a young Cadigal boy in the late 1700s. Which novels do you have a strong history with?"

Student voices: PLUS+ Genre

"I'm often inspired by the bravery in the library's PLUS+ novels. Named in support of IGGS own PLUS+ club, these stories centre on the realistic experiences of LGBT teen protagonists. These novels are often about young people, like all of us, facing challenges like bullying and family pressures, ultimately finding their truth. Becky Albertalli and Adam Silvera's What if it's Us looks at two young men, their chance meeting, and the awkwardness of making a connection. Which stories do you identify with?"


Student voices: Fantasy Genre

"I'm in Junior Edition Club. House Genre Reading Challenge is happening this term. One of my favourite genres is fantasy. Fantasy is the presence of magic and supernatural elements in a story. The powerful clash of magic and monsters is so exciting. In my opinion, the 'Throne of Glass' series by Sarah J. Maas are some of the best fantasy books ever. What are some of yours?"

Student voices: Sci-Fi Genre

"Hi, personally, I prefer Sci-Fi. Science Fiction books feature science elements and speculative scenarios that probably could exist. Sci-Fi writers have inspired technology we use today, from Bluetooth headphones to submarines and spaceships, but I love Orson Scott Card's 'Ender's Game', which explores alien conflict and virtual reality. What Sci-Fi inspires you?"

We all love statistics

Circulation Statistics have increased across the Year 7's and will probably exceed in Year 8, 9 & 10 after holiday borrowing. We lost a lot of time by lower access to the fiction collections in Term 1. We also lost student access as many classes were booked into the Innovation Station and not Wide Reading during Term 2 & 3. However, the definite up-side of Genrefication, is the access and ease of retrieval for our students and our library staff. Students wander in, self-browse easily and stand in groups and debate genres, interests and ideas a lot more. We don't have to rely as heavily on our Wide Reading classes to promote books alone, and book talks by students are a favourite past time.
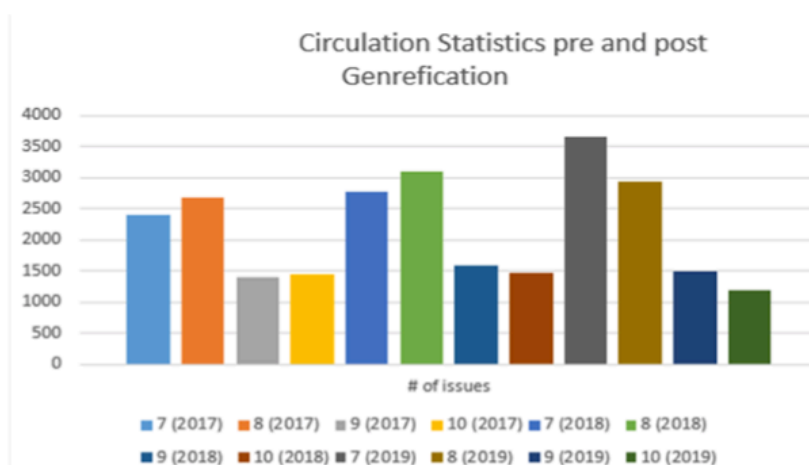
Genrefication one year on and COVID 19

A small update to this project. We have moved on. The Junior Edition club have graduated to become the Limited Edition club. They come and visit the new Junior Edition club and share their amazing year and their special project. They have grown and matured as young adults into a world where they are captains of other clubs, speak loudly for the diverse voice across campus and continue to share their love of reading and sharing stories. Many of the same original group are currently involved with running the House Reading Challenge for 2020 from home and are writing incredible reviews for our e-library weekly titled The *Page Turner*. They all continue to be passionate and excited about sharing the love of a good story.

Fiona Mulvaney *is passionate about Young Adult literature and the way students can be facilitated to direct their own learning. She has worked in international schools and universities for more than 18 years and is currently the Head of Library & Information Services at Ivanhoe Girls' Grammar School.*

Information at Work: Information Management in the Workplace

Bystrom, Katrina, Heinstrom, Jannica and Ruthven, Ian, Editors (2019). *Information at Work: Information Management in the Workplace*. **London, Facet Publishing**
200 pages
ISBN: 9781783302758
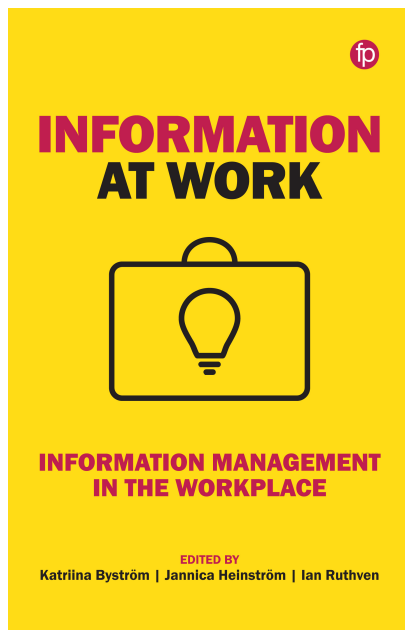
The intended audience for this densely packed text is information scientists, both experienced and new in the information management field. Its examination of the nature of work and work practices will be of value to anyone seeking to understand, in depth, the critical role of information in workplace learning.

In her foreword, Annemaree Lloyd locates the book in the world of work and the inherent "complexity and messiness" (p. xvii) of the workplace. Lloyd describes information as the "core resource for workplace learning" (p. xvii), enabling effective navigation.

The book consists of seven chapters, the first of which introduces the book and its focus in some depth. In this chapter, there is a detailed explanation of Taylor's *Information Use Environments* model. This model, devised in 1991 is built around the notion that rather than study information solely from a technological or content perspective, users and uses of information are critical. In particular, Taylor takes the view that it is necessary to examine the changing requirements of both the individual and the situation; information must be useful in this context.

Chapter 2 examines the concept of work, described by the authors as a "generic process involving a series of *activities* that drive *tasks*" (p. 33). Key concepts are illustrated by examples of the work of a manager and an information worker.

Chapter 3 defines information culture and how it impacts upon workplace practices. The authors point out that the nature of information culture in an organization depends upon the type of organisation, workers and their roles and tasks.

In Chapter 4, information management is discussed through presentation of a detailed definition and examples of the different ways in which those in the workplace may view information management. The role of an individual or organisation will dictate this view; "Connecting personal and organizational requirements and implementing them in user-friendly applications might be one of the major challenges of future information management" (p. 97)

Chapter 5 identifies information artefacts as "*information sources and information channels* from the perspective of workers" (p. 103). Again, theory and concepts are considered along with how such artefacts are used in the workplace.

Chapter 6 describes information attributes, being how we talk about information and the concepts and language involved. Examples are cited and theory is explained in detail.

Chapter 7 revisits Taylors' Information Use Environments, discussed in Chapter 1 and presents a new model the Workplace Information Environment. The authors, who devised this new model, regard it as an improvement on the original.

The extensive reference list at the end of each chapter provides a wealth of further reading on the key concepts. If you are interested in exploring the theory behind the management of information in some depth, this book will be worth perusing.

Reviewed by Rosemary Abbott, Reviews Editor Synergy

At a Glance

This is an addition to the review section of *Synergy*. It contains brief reviews alerting busy practitioners to new resources, with both a local and global focus. It may include books (print and online), online resources (websites, blogs, etc.), research reports and journal articles.

We would be delighted to have SLAV members contribute to these reviews. So if you would like to share a useful resource with your colleagues, it is not intended to be an arduous task – 2 or more lines is all you need to send to me at **synergyreviews@slav.vic.edu.au**

Rosemary Abbott
Reviews Editor

In this edition

Teaching students to become self-determined learners. (2020)
Published April. Looks at choice and autonomy in student learning. Practical approach, including case studies and resources

Design Thinking in Play: An Action Guide for Education, (2020) Published April.
Aimed at those leading in schools, applies the principles of design and innovation to manage change from a leadership perspective.

Learning That Sticks, (2020). To be published in June. Looks at cognitive science as means of "intentionality" in teaching – the when and why, not just the how

(All above publications are from the US Association of Supervision and Curriculum Development (ASCD)

2020 Educause Horizon Research Report. This year's annual report sees a major revision. Looks at teaching and learning in the future in terms of trends and challenges in the higher education arena. K-12 version published in 2019.

Fisk, Selena, (2020). *Leading Data-Informed Change in Schools*. Melbourne, Hawker Brownlow. A practical guide on how to generate and use data for improved student learning. Fisk has also previously published *Using and Analysing Data in Schools* (2019) which also focussed on using data to change how students see their learning

Fullan, Michael & Gallagher, Mary Jean (2020). *The Devil is in the Details: System Solutions for Equity, Excellence and Student Well-Being.* London, Sage. 9781544317977. A new title examining why attempts at changing education systems have often failed. Fullan and Gallagher propose new and alternative approaches, based on research and detailed case studies. Available in print and eBook format.

School Library Association of Victoria (SLAV) Professional Learning

Masterclass seres: Powering Learning: with Kevin Hennah
Online
July 23 - Genrefication Showcase

Reading Forum – Collaboration
Online
30 July 2020

Masterclass – Libguides
Xavier College
10 August 2020

Masterclass seres: Powering Learning: with Kevin Hennah
Online
August 19 - Inspired Library Layout and Seating

Masterclass – Powering Learning: Supporting Aboriginal and Torres Strait Islander perspectives
In partnership with LMERC
CoAsIt Building, Carlton
4 September 2020

Primary Conference
School Libraries: Powering Learning
William Angliss Conference Centre
14 September 2020

Masterclass seres: Powering Learning: with Kevin Hennah
Online
September 17 - High-Impact, Low-Budget Library Makeovers

Reading Forum – Book Talking
Abbotsford Convent
29 October 2020

Conference
School Libraries: The Power of Reading
Melbourne Convention and Entertainment Centre
27 November

These are all listed on the **SLAV website**.

National and International Professional Learning Events

Children's Book Council of Australia (CBCA)

2020 AAA Professional Development Conference
2 November 2020
https://cbca.org.au/news/date-change-for-2020-aaa-pd-conference
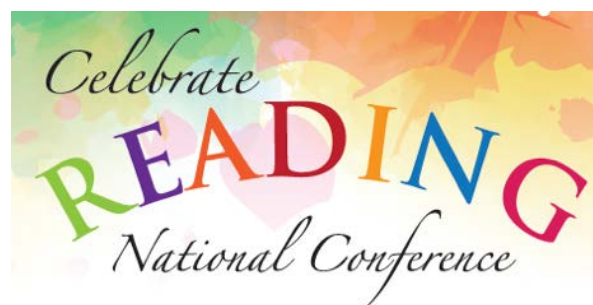

The Literature Centre

Celebrate Reading National Conference 2020
Theme: The Inside Story on Quality Australian Literature for Children
Fremantle, Western Australia
1-2 November, 2020
https://www.thelitcentre.org.au/news/2019-celebrate-reading-national-conference-join-us-in-fremantle-1-2-november/

International Federation of Library Associations (IFLA)

IFLA WLIC 2020 Dublin Congress - Cancelled

IFLA General Conference and Assembly – TBA
Rotterdam 2021

International Association of School Librarianship (IASL)

The 24th International Forum on Research on School Librarianship – Texas, USA
Theme: A Rich Tapestry of Practice and Research around the World
12 – 16 July 2021

The International Association for School Librarianship, Texas Woman's University, and the University of North Texas invite you to attend the 49th Annual Conference and the 24th International Forum on Research on School Librarianship. The conference is dedicated to the advancement of theory and practice in school librarianship.
https://iasl-online.org/event-3667867

American Library Association (ALA)

Future Midwinter Meetings and Annual Conference and Exhibition

2021
Midwinter Meeting, Indianapolis, IN: **January 22-26, 2021**
Annual Conference, Chicago, IL: **June 24-29, 2021**

2022
Launch of New January Event, San Antonio, TX: **January 21-25, 2022**
Annual Conference, Washington, DC: June **23-28, 2022**

2023
New January Event, New Orleans, LA: **January 27-31, 2023**
Annual Conference, Chicago, IL: **June 22-27, 2023**

http://www.ala.org/conferencesevents/upcoming-annual-conferences-midwinter-meetings

American Association of School Librarians

Future National Conferences
2021 **October 21-23** **Salt Lake City, UT**
2023 October 19-21 Tampa, FL
2025 October 16-18 St. Louis, MO

http://www.ala.org/aasl/conferences/events

Australian Literacy Educators' Association (ALEA)

National Conference, Brisbane -2021
Theme: Literacies of our learners: Understanding, responding, connecting
https://www.alea.edu.au/professionallearning/2020-national-conference-sydney

VALA Libraries, Technology and the Future

Bi-annual Conference and Exhibition in Melbourne - TBA 2022
https://www.vala.org.au/conference