

“It’s not just about signing out books!”

From Library to Library Learning Commons: A Catalyst for Change

By

Sarah McLeod

B.A. University of British Columbia 1989

B.Ed., University of British Columbia 1991

Diploma in Teacher Librarianship, University of British Columbia 1993

A Project Submitted in partial Fulfillment of the
Requirements for the Degree of

MASTER OF EDUCATION

In the Department of Curriculum and Instruction

©Sarah McLeod, 2015

University of Victoria

All rights reserved. This project may not be reproduced in whole or in part, by photocopy or other means, without permission of the author

Supervisory Committee

Dr. Helen Raptis, Department of Curriculum and Instruction

Supervisor

Dr. Graham McDonough, Department of Curriculum and Instruction

Department Member

Abstract

This project was pursued to examine one teacher's journey to transform a traditional library to a library learning commons and the challenges that were encountered. There was no mention in the literature reviewed of the challenges educators experience when redefining and transforming a library to a library learning commons. Furthermore, literature pertaining to educational change remains separate from the literature documenting the vital role a library learning commons can play in creating a culture of change in a school setting. This project draws from both literatures. In doing so, this project provides insight to School Districts and Provincial policy makers of the potential teacher librarians have as change agents within our education system. It also magnifies the pivotal role a defined, well stocked and well staffed library learning commons can play in pedagogical change. The library learning commons may be the perfect space and place to support the shifting educational paradigm in British Columbia as framed by *The British Columbia Education Plan* (2011).

Table of Contents

Supervisory Committee.....	i
Abstract.....	i
Table of Contents.....	ii
Acknowledgements.....	iii
Dedication.....	iii
Chapter One: Introduction.....	1
Purpose and Project Descriptions.....	6
Defining Key Terms.....	7
Context.....	8
School Context.....	11
Summary.....	12
Chapter Two: Literature Review.....	14
Approach to Searching the Literature.....	17
The Purpose of a Library.....	19
How to Define Space and Place.....	22
The Needs of Learning Communities in a 21 st Century Paradigm.....	25
The Library Learning Commons.....	33
The Teacher Librarian.....	36
Change Theory and Complexity Theory.....	37
Summary.....	43
Chapter Three: Methodology.....	49
Chapter Four: Journal: Library to Library Learning Commons, August, 2014 to February, 2015.....	57
Chapter Five: Reflections - What Does This All Mean?.....	89
Relationships Drove Transformation.....	91
The Library Learning Commons: A Creation of Place.....	107
Resources: What Is Needed?.....	111
Challenges.....	116
Final Thoughts.....	118
Future Directions and Next Steps.....	122
References.....	128

Acknowledgements

I would like to thank all of the people that have supported and encouraged me through my graduate studies journey. You have made this experience thought provoking, professionally fulfilling and most of all fun.

Thank you to my husband John, and my three children for their patience, encouragement and support. When I thought I would never finish your kind words, “Go mom, go” gave me the grit to continue. And to Julie, for the muffins and cookies you provided along the way!

I would also like to thank my friends and colleagues who have acted as a sounding board for my ideas and provided wonderful conversation regarding their thoughts on books, libraries, technology, education in the 21st Century and building learning communities. In particular, I would like to thank, Marissa Boyce, Darlene DeMerchant, Jessica Hoyt, Metthea Maddern, Emily Mathias, Lorraine Powell, Lindsay Ross, Kim Smit and Helen Truran. Cathy Thornicroft, deserves a special ‘thank you’ for she saw the potential a library learning commons could provide and allowed me to embark on the transformation journey with unwavering support and encouragement.

Finally, thank you to the professors at the University of Victoria, Department of Curriculum and Instruction. Their guidance and exposure to new ideas and the world of pedagogy and paradigms was inspiring and thought provoking. In particular to Dr. Helen Raptis for her support, guidance and encouragement throughout my studies, she was inspirational.

Dedication

For my husband, John, for his unfailing support
and for my father, Robert Mair, who passed away during my studies.

Chapter 1 - Introduction

"A library outranks any other one thing a community can do to benefit its people. It is a never failing spring in the desert." - Carnegie (1835-1919)

The *British Columbia Education Plan*, which encompasses '21st Century' pedagogical practice, will be mandatory as of the fall of 2015. The plan involves significant changes in teaching methodology. It recommends moving away from a content-driven curriculum to knowledge building processes. The plan also includes an information and digital literacy framework. Key to the plan are inquiry based practices. As of yet, there is no mention of the library or teacher librarian in drafts or online in documents provided by the British Columbia Ministry of Education. The political and economic climates do not support an increase in school funding to accommodate a pedagogical shift. What resources will be made available to educate teachers about this new model? How does a school library and teacher librarian fit into this plan?

The go-forward role of teacher librarians intrigues me as I learn more about the 21st Century School. Libraries have always influenced the way I learn and teach. As an avid reader, I love heading to the library. As a teacher-librarian I revel in sharing resources, developing skills and integrating technology when working with students and colleagues. I struggle with decisions made by policy makers that do not support properly staffing and financing libraries: research regarding the importance of a well-stocked, well-staffed library exists yet seems to fall on deaf

ears. With the *B.C. Education Plan* soon to be implemented educators will need support, particularly in the area of information and digital literacy, a burgeoning area of study in which technological advances have transformed the way knowledge and information are delivered. Schools where teacher librarians, “collaborate with colleagues, locate resources, teach students, have flexible schedules and take time to promote literacy have higher student achievement levels than those that do not” (Haycock, 2011, p.47). New curricula, the *B.C. Education Plan* and the integration of technology into classrooms have created an opportunity to forge a new leadership role for teacher librarians. B.C. school administrators and school policy makers should not ignore the importance of the library as a potential nerve centre for educational change in every school in British Columbia. It is no secret that school libraries have been seriously underfunded for the past 12 years. What needs to occur so the place we know as a ‘school library’ can be a conduit for change?

Curiously, to me as a teacher-librarian in British Columbia, both Ontario and Alberta have redefined the role of the school library. Guidelines stating expectations of school libraries, The 2014 *Alberta Education New Learning Commons Policy* and the 2010 *Together For Learning: School Libraries and the Emergence of the Learning Commons*, have been published in these respective provinces. Curiously, the draft BC Ed Plan does not mention the role of libraries and has no guidelines for a 21st Century library model.

Why is this of interest to me? In 2012, I began a Master of Education degree. My reason for returning to University was to pursue the study of how one creates change in a school. Previously, I had been a primary teacher: I had a classroom and its four walls were my domain. I became interested in 'space and place' and how they affect one's teaching practice in 2009. The school building I was working in was deemed unsafe. Built in 1904, it needed to be replaced. At the same time the school staff began an inquiry project on 21st Century Pedagogy. This opened the door to new pedagogical practices, inquiry-based learning and a library learning commons model in schools. I was hooked. The role of a library learning commons staffed with a full time teacher-librarian in every school that could operate as a collaborative learning hub was of great interest. I had had the role of teacher librarian from 1991 until 2001. I had shifted back into the classroom due to the unstable nature of the teacher librarian role in the district that I was working in. From 2002 to 2012, I had seen the role of the teacher librarian shift from being an educational collaborator to a teacher preparation time provider, particularly in elementary schools in the district that I had been teaching in. I saw teacher-librarian colleagues' percentage of teaching time almost vanish in elementary schools yet the expectations of the job remained the same. Cutbacks had forced the true nature of the teacher librarian as a school leader to a lesser role.

Early in my graduate studies, it became clear in my learning that 'space and place' could affect change. I looked into research that specifically addressed these concepts. I discovered space and place weren't well explored in the field of

education. I found that Fielding and Nair, a large architectural firm in the United States was at the forefront of a very interesting shift in practice in school design. I also began researching the library as one space and place I could focus on as a conduit of change within a school. My reason for narrowing the focus was a conversation I had in November, 2012 with Rod Allen, Assistant Deputy Minister of Education. I had peppered him with questions regarding the importance of providing appropriate learning spaces to support the 21st Century pedagogical model. It was clear from his comments that there were no resources to build new schools or transform school spaces: physical changes were not going to be provided as part of the *BC Education Plan*. The pedagogical model was going to have to be embraced and teachers were going to have to adapt without changing spaces. In light of this, I wondered: why not provide an ‘in house’ place where professional development and growth could occur? Somewhere that provided educators with resources to explore, take risks and create new knowledge? Could we not model the new pedagogical practices and provide at least some space and a place in each school to allow for this inquiry, risk taking and collaboration to occur? How could anyone expect the mandated *BC Education Plan* to fly? Where in each school could a model ‘space and place’ be showcased? Who could be a key player in this process?

Interestingly enough, at the same time as I was looking into these ideas I began as a Teacher On Call with the local school district. I was now visiting umpteen number of schools day in and day out. I was seeing a huge variety of

designs and seeing how these spaces and places affected the students and staff in them. I was also exploring 21st Century pedagogy, change theory, and ideas about 'space and place'. It became clear to me that an ideal location for change within each school may be the library: it was a space which existed in every school. It was staffed (sparingly) with a teacher librarian, who was well versed in inquiry-based teaching and learning, a focus of the 21st century model. Most of the libraries that I have visited housed resources such as banks of computers, iPad carts, document cameras, and SMART boards. The space was provided in every school so now how would one create the 'place' for change? Due to budgetary constraints and year after year cutbacks, libraries weren't buzzing as collaborative spaces; qualified teacher-librarians had been pared down to the bone. My thoughts went to a quote by Yi-Fu Tuan, 'In the absence of the right people, things and places are quickly drained of their meaning so that their lastingness is an irritation rather than a comfort' (*Tuan, 1977, p. 140*). The library had become a sore point within schools. Without resource support for staff and students provided by a fully qualified teacher librarian on site, what was the purpose of the place? The library, as a space and place, and the role of the teacher librarian needed redefinition. Could a transformation of the place provide a channel for change?

Purpose and Project Description

The purpose of this Master of Education project is to document the revitalization of a school library as it transitions from a traditionally-conceived repository for books to a library learning commons. My questions within the context of this project were as follows: How can school personnel revitalize the space conceived in the 19th century as a “library” and turn it into a “library learning commons” to serve as a 21st century learning hub? What resources are necessary? What do teachers and administrators need to know and do in order to make this change? Further, what are the barriers to such a change and how can these be overcome? Once transformed can the Library Learning Commons be a catalyst for change?

The project consists of five chapters. The first chapter describes` the project and research questions. Chapter two outlines change theory, research on space and place and the definition and purpose of a library, a library learning commons and the role of a teacher librarian. The qualitative research method used, autoethnography via journal analysis, and my reason for using this method as well as its pros and cons are discussed in chapter three. The six-month journal of events that detailed the journey from traditional library to library learning commons is detailed in chapter four. Finally, a detailed analysis of the journal, references to literature read and reflections on the process, as well as recommendations are elaborated upon in chapter five.

Defining Key Terms

The following terms will be used extensively throughout this project.

Space: *the amount of an area, room, surface, etc., that is empty or available for use*
(<http://www.merriam-webster.com/dictionary/space> retrieved January 29th, 2015)

Place: *a space that has been given meaning and value by one's experiences in it*
(Tuan, 1977, p. 177)

Inquiry-based learning: *“a complex process where students formulate questions, investigate to find answers, build new understandings, meanings and knowledge, and then communicate their learnings to others”.*
(<https://education.alberta.ca/teachers/aisi/themes/inquiry.aspx>, retrieved January 29th, 2015)

Teacher Librarian: *“A professional teacher with a minimum of two years of successful classroom experience and additional qualifications in the selection, management and utilization of learning resources, who manages the school library and works with other teachers to design and implement resource-based*

instructional programs” (<http://www.cla.ca/> , Canadian Library Association, retrieved, January 29th, 2015)

School library: *“The instructional centre in the school that coordinates and provides on site and offsite access to information, resources, services and programs that integrate information literacy, the intellectual access to information, with teachers, to develop independent learners who are effective users of information and ideas and committed to informed decision-making”*
(<http://www.cla.ca/> , Canadian Library Association, retrieved January 29th, 2015)

Library Learning Commons: *“is a combination of the physical and virtual library worlds. It is a place that brings together programs, services, resources and technology that support success. A place where a community of learners discovers, learns and connects with their world and their passions”* (Video - Learning Commons in B.C., 2011)

Context

The library was once defined as a place where an organized collection of materials and information were made accessible to a community for borrowing. This definition can still stay true if one can change their mindset to include the many forms that ‘a collection of materials and information’ can take these days.

Yet, for some reason there is a perception of a school library being equated only with books. Scholars argue that a library learning commons is different. A library learning commons embraces a combination of the physical and the virtual worlds. It brings together programs, services, resources and technology that support academic success. This is what a true 'collection of materials and information' is in the 21st Century. A library learning commons is a place in a school where the learning community, students as well as teachers, discover, learn and connect. It is where a community of learners comes together and connects with their world and their passions (Learning Commons in BC, 2011). It is the idea of a learning community that includes all partners in education that sets a library learning commons apart from a traditional school library. Education in a library learning commons occurs in a non-linear manner, the teacher librarian as a guide, with all partners, "exploring issues, thinking critically, and solving problems from multiple perspectives" (Doll, 2008, p. 203). It is a place where the teacher librarian serves as a guide helping students and colleagues while they utilize available resources to formulate their own questions and pursue answers. It provides a place where people can meet, collaborate and connect using the available tools they need to find answers (Learning Commons in B.C., 2011).

It is clear that the exponential growth of information and rapid evolution of technological tools have changed what a library can be and how it is used: a library is, and must (can?) be, so much more than stacks of books. The library's transformation to a library learning commons is needed to keep up with this ever-

changing environment. It combines, “the collaborative richness of a library and the technology laden richness of a technology lab” (Learning Commons in B.C., 2011). Key opinion leaders are examining and researching this transformation of the library to learning commons, including Todd Ross, Carol Koechlin, and David Loertscher to name a few. These advocates point to libraries no longer being storehouses of material but busy, active knowledge centres. A library learning commons provides a common place where access to information, resources, materials and technology are provided for all. This newly defined space provides not only the exchange of materials and resources but a place where the focus is on, “learning action rather than information provision” (Todd, 2010, p.19). Learning action is at the core of inquiry-based educational models. Teacher librarians, keen collaborators and masters of inquiry-based learning, are pivotal to the place as they forge and guide partnerships with users, integrate resources, and apply technology.

It is active, inquiry-based learning that also sets the library learning commons apart from the traditional library. In this information age, it is a given that there is an integration of the physical and virtual worlds. As libraries evolve towards learning commons, technology, inquiry and collaboration become even more critical. In a library learning commons, knowledge is dynamic and alive (up to the minute database searches) not static and passive (hard copy resources). Students and teachers alike actively participate and interact with devices such as computers and tablets and with each other and with the global community. The

participants scaffold their learning with print resources, other learners and devices. Actively engaged and driving their thinking, there is a greater level of engagement in a learning commons than in a library. In a learning commons, students work with students, students work with teachers and teachers work with teachers, all with the resources to connect with others on a global stage, actively engaging, thinking, scaffolding and building knowledge. Collaboration and communication are key tenets; these information centres are no longer quiet places where learners are passive, noses in books. Teachers and students are co-creators of the scaffolding needed to build knowledge. The focus is on skills acquisition not content retention. A learning commons necessitates discovery, delving deep into knowledge and understanding rather than solely information provision and access is provided for all; learning in 'a commons' is tied to the passions of individuals and it is personalized. It is, "where people are creators and producers of knowledge rather than receivers of information" (Todd, 2012, p.13). Researchers argue that it is up to teacher librarians to be advocates for the key role they are well trained to fulfill within the shifting educational paradigm.

School Context

The school described in this project in which the library to library learning commons transformation occurred is a small private school that was established in 1908. There are approximately 380 students, all girls, from Junior Kindergarten to

Grade Twelve; one third are international and stay in residence. The school library was renovated in 2011. New furniture was also purchased at this time. It is my understanding that over the past few years the library staff were not trained teacher librarians. The library as a place was underutilized and needed revitalization.

Summary

The overall purpose of the project was to provide insight to teacher-librarians, educators, school administrators, trustees and government authorities as to the resources that are needed to transform a traditional school library to a library learning commons and what challenges are faced when doing so. Further, it is my hope that this project will demonstrate the potential value that a library learning commons can bring to a school community. With the right conditions can the library learning commons be a catalyst for change of thought and practice in a school?

In this project, I identified the questions to which I wanted to find answers. With the shift to a personalized, inquiry-based approach to teaching and learning, having a “third place” (Oldenberg, 1997, p.16) in each school, a “pedagogical fusion centre” (Todd, 2012, p. 18), where risk taking would be embraced and resources shared, it is possible that change may occur more rapidly. The library learning

commons may provide a place to embrace global pedagogical change and be the answer to successful implementation of the British Columbia Education Plan.

Chapter 2: Literature Review

“The mission of librarians is to facilitate knowledge creation in their communities” -

Lankes, 2011, p.31

The omnipresence of technology has not only changed the way people think but has also minimized the boundaries of time and space. How do schools support their communities when the lines are blurred between individuals, communities, cultures, and countries? Where are the borders and boundaries to the global village we inhabit? How do schools adapt and support their communities in such a time of change? Traditionally, the place in schools that had been the conduit for information and resources and the space that supported inquiry and research was the library. However, with budgets slashed and library staff relocated, libraries in B.C. schools are at risk of vanishing.

According to a British Columbia Teachers Federation Research Report published in 2013, there was a 31% decrease in the number of Teacher Librarians, between 2001 and 2013 (BCTF Research Report, 2013). In June, 2014 the Coquitlam School District eliminated Teacher Librarians as a line item in their budget (Croll, 2014). We face a daily torrent of information accessible through digital technologies. It would seem essential that support be provided for digital and information literacy. Otherwise, how can we possibly sift through the deluge and adapt to the speed at which change is occurring? At the community level, many libraries are being re-invented. Community libraries are adapting to the digital age

and changing community needs. Many are busier than ever before. What is occurring in BC schools? What is the library's role in the changing learning paradigm? Should the school library be redefined as the space and place to provide support?

As I review 21st Century pedagogy, the go-forward role of the library intrigues me. Libraries have always influenced the way I learn and teach. I struggle with decisions made by policy makers that do not properly support staffing and financing libraries: research regarding the importance of a well-stocked, well-staffed library exists yet falls on deaf ears (Haycock, 2003). The issue of underfunding is not new: In 2002 Roch Carrier, Canada's National Librarian, was quoted as saying, "The state of our school libraries can only be described as desperate in almost every province." (Haycock, 2003). With 21st Century curricula soon to be implemented in British Columbia, all parties involved will need support, particularly in the area of information and digital literacy, a burgeoning area in which technological advances have transformed the way knowledge and information are delivered. Is it possible for the library to be a conduit for change? The space exists in every school. So that leaves me thinking: can the redefined library play a key supporting role for the changing learning paradigm? We know that different ways of teaching, as advocated by the BC Ed Plan, is in the works.

As I consider the 21st Century teaching and learning models suggested by the *B.C. Ed Plan* and the role of a 21st Century library, I see a clear link between

them, namely flexible and adaptable learning spaces that are both virtual and physical. The emphasis in the Education Plan is on personalized learning, inquiry and the integration of technology. The library seems integral to this model as a shared space where collaborative inquiry and knowledge building are paramount, for teachers and students alike. In many places, the school library is being transformed into what people are calling a library learning commons (LLC). The LLC is defined:

“As a space where there is a, “blending of physical and virtual environments, teaching and learning is transformed by allowing both staff and students to co-create knowledge. It is a place where educators can be provided with professional development, experiential learning, and where action research may be incubated, explored and analyzed”, (<https://www.educationmatters.ca/library-to-learnincommons/>, retrieved, October, 2014).

Why does this transformation not seem to be happening in British Columbia’s schools?

It is clear from research that to thrive, a space and place must be valued and its purpose clearly defined by its community. Yi-Fu Tuan defines space, “as that which allows movement, and place is a pause: each pause in movement makes it possible for a location to be transformed into place” (Tuan p. 6, 1977). How is a library, a pause in movement, defined as a space and place? What are the needs of the learner in the 21st Century paradigm? What is the role of the school library within this paradigm? Will the redefining of the library as a learning commons

provide a space and place that could bridge our existing teaching paradigm to the 21st Century paradigm? These questions are important. The answers may help determine the success of the soon to be implemented BC Education Plan which advocates new ways of teaching.

Approach to Searching the Literature

My guiding questions to approaching the literature were: what is the purpose of a library? How do we define a library as a space and place? What are the needs of the learner in a 21st Century paradigm? What is a library learning commons? How does one create change? And finally, is a library learning commons a place to support pedagogical change?

Using these guiding questions I investigated qualitative research articles, studies, texts, a blog, frameworks, policies and web based podcasts on the topic of space and place, the purpose of libraries, the rebirth of the school library as a learning commons, change theory and the potential for a library learning commons to support pedagogical reform. I also looked at complexity theory as an idea that could help me connect the dots. I selected materials that discussed the purpose of a library, and focused particularly on those articles that discussed redefinition of the library as a library learning commons. As the notion of transforming libraries to learning commons is current and fluid, very little

research exists on the topic of using a library learning commons as a catalyst for change.

I searched for information regarding the definition of space and place, with a focus pertaining to the history and purpose of a library, school library reform (i.e. library to learning commons) and 21st century learning and teaching. I reviewed the databases of the Education Resources Information Centre (ERIC) and ProQuest Digital Dissertations databases for peer-reviewed articles and theses. I examined the literature I found and accompanying citations. *KnowledgeQuest*, the *Journal of the American Association of School Librarians*, published excellent articles on the shift from library to learning commons. The following key words were in my search: 21st Century learning, change theory, school library, and learning commons. The search generated approximately 86 results. I chose five texts, two YouTube video files, one blog, one keynote address, two reports, a framework and 23 articles for study in this literature review. There is very limited commentary on the challenges faced when transforming a library to a learning commons. Further, I did not find articles that focus on the role of the library learning commons as a catalyst for transformation in thought and practice. I divided my literature review into four sections. First, I review literature that examines the purpose of a library, the necessity of a library as a space and place and its redefinition. Second, I look at the needs of learning communities in the 21st Century education paradigm. Third, I examine articles that discuss the challenges of transformation of space and place, the library to a learning commons, and how a

learning commons could be a model for pedagogical change. Finally, I looked at change theory and complexity theory.

The Purpose of a Library

What is a library and why was it established? We must look to the past to define what a library is, what it means and how it fits into the educational framework. The word library originated from the Latin, 'liber', meaning book. The word library is defined as, "a building or room containing collections of books, periodicals, and sometimes films and recorded music for use or borrowing by the public or the members of an institution"

(<http://www.oxforddictionaries.com/definition/english/library>). For reference, we can look to our past at the early libraries in places such as Constantinople and Alexandria. These libraries provided resources to scholars to facilitate discussion, knowledge creation and the evolution of ideas within their communities (Battle, 2003). Resources at this time were in the form of the printed word. Matthew Battle, in *Library, an Unquiet History*, describes the library as a place to house all knowledge of the world in one place and where great scholars came to study and share ideas.

The first libraries were built to store collections of material that were special and cherished. It was the needs and tastes of private collectors that determined which books survived (Battle, 2003 p. 31). In the late 19th Century,

libraries became available to the public rather than just the elite, educated and scholarly. These libraries became places where the public gained access to resources and materials regardless of their wealth or education. Used for the pursuit of knowledge, libraries became universal repositories devoted to the preservation of liberal learning (Battle, 2003, p. 31). Philanthropist, Andrew Carnegie funded public libraries throughout North America and his statement, “there is not such a cradle of democracy upon earth as the free public library” (Lankes, <http://quartz.syr.edu/blog/?p=1567>, retrieved March 17, 2014), sums up the cultural significance and the importance of libraries. Battle notes that the library provides universal access to information and that a great library builds a community.

Battle notes that within a democratic society, a library has been a space and place where beliefs, ideas, information, resources and sharing of knowledge have occurred. When nations have been at war, it has been a country’s national library that has been a target of attack (Battle, 2003, p.156). This solidifies the importance a library has within a society’s mindset. The library houses the history, culture and beliefs of a community. It provides access to information and resources. From the literature, it is clear that a library is fundamental to the evolution of ideas and knowledge creation within a community. These themes are reiterated throughout history by community leaders.

Recently, Andrew Petter, President and Vice-Chancellor of Simon Fraser University and leader of the Engaged University Initiative, spoke to the value of a library for a community in his address at The Libraries Summit hosted in Vancouver in 2012. The following quote from Dr. Petter strongly supports the importance of libraries in the age of Google:

An increasing number of people, companies, and governments have been seduced lately by the idea that all we need is Google. They think that because we have the internet, arguably the largest and most extensive library ever assembled, all we now need are sufficiently proficient web crawlers – virtual spiderbots programmed to search, collate, categorize and retrieve. You take an inexhaustible amount of information; add a clever assortment of mathematical formulae, and “voila!” – you can shrink buildings, cut storage fees, and dispense with all those pesky people who have been telling you to “shush!” This is naïve – shortsighted in a dangerous way. A library is not an abacus or even a supercomputer that harbours only the precise answers to specific questions. On the contrary, libraries by their nature are filled with surprises, with answers to questions that you haven’t thought to ask – and sometimes with questions that only you can answer.

(Petter, 2012 <http://commons.bclibraries.ca/inspiringlibraries2012/>)

Petter is clear that the need for a library still exists. It provides a space to explore information and ideas, and to share questions and create knowledge with others.

With the information explosion and increasing use of digital technologies, Stuart Murray, in *The Library, An Illustrated History*, describes a reconceptualization of the library within a community. Access to information remains at the forefront but the patron has become much more interactive in the relationship (Murray, 2012). In the past, “the library’s role was more passive and

focused on acquiring and keeping collections”, as the University of Victoria’s Librarian, Jonathan Bengtson has noted, “We are about to enter a Golden Age for libraries. Libraries are positioned as never before, and it’s taken thousands of years of history to have a much more direct and interactive relationship with the learning process and the research process. We sit as the non-siloed space.” (Bell, Times Colonist, Nov. 12th, 2012 p. C6). The library is an all-encompassing place which welcomes all learners and provides access to resources that are both physical and virtual. The redefining of the library as a place and space is occurring in public libraries and university libraries in B.C. In my own observations it seems school libraries are slow to follow. Research is clear that without a clearly defined mandate it is difficult to extract value from the space (Tuan, 1977). What is this space and place in a school that we call a library and how is it currently defined by educational communities in B.C.?

How to define space and place

Theorists Edward Relph and Yi-Fu Tuan have looked extensively at space and place and its relationship in the lives of human beings. Tuan states in *Space and Place – The Perspective of Experience* (1977) that space reveals and instructs. Space and place are basic components of the lived world and they require each other for definition. Places are, “centres of felt value where our basic biological needs are satisfied” (Tuan, 1977, p.4). Tuan asks, ‘In what ways do people attach

meaning to an organized space and place?” He states that culture and experience are decisive factors. What begins as an undifferentiated space, becomes a place once we are more familiar with it. Tuan further defines space as the physical world in which we live that allows “movement” within it (Tuan, 1977). Tuan explains that “place” defined, is a “pause” in the movement through space (Tuan, 1977, p. 5). It is, “each pause within the movement that makes it possible for location (space) to be transformed into place” (Tuan, 1977, p.6). It is the experience of the place that gives it definition and makes it become part of our existence. Edward Relph adds to the idea that we assign the value and meaning to a space to create a place. Relph states, “it is the degree of attachment, involvement, and concern that a person or group has for a particular place” (Seamon, Sowers, 2008, p.46) that adds value. Relph stresses that one must have a thorough understanding of a place and why it is special so that, “existing places in need of repair can be mended” (Seamon, Sowers, 2008, p. 42). Relph’s interest in place is particularly relevant to the discussion around defining a library in today’s school setting: we *must* define our places to give them value. How does the library as a space and place fit into the 21st Century school? What is the library as “place” and how are we going to define it?

Key thinkers Yi-Fu Tuan and Edward Relph stress the importance of defining a place to give it meaning. Tuan believes it is a person’s experience in a space that creates a sense of place. Relph argues that people’s identity of a place is created by the activities, situations and events that occur in that place give it meaning. With regard to a shift from a traditional library to a library learning

commons these views are particularly relevant. With cutbacks, the transformation of information delivery and the exponential growth in technological advances, if transformation is to be successful the library as a place must be given meaning within the school framework.

Tony Hiss in *The Experience of Place* states that there is no right way to experience places yet there are commonalities. He states that people enjoy familiar places and public spaces where they are “spatially anchored” and give them a reason to visit (Hiss, 1990, p.34). We must look carefully at this when looking at the library as a place we want to be visited. Ray Oldenberg further discusses the idea of creating spaces in *The Great Good Place*. He discusses the idea of a home being “the first place”, work or school being “the second place” and “the third place” as being the “core setting of informal life” (Oldenberg, 1997, p.16). This “third place” provides an escape from home and work (or school, in the case of students). This place is inclusive and all are to contribute to its environment. It is a gathering point for a community. It is a social centre where groups gather, discuss and share ideas and information. In *Library As Place* Wayne Wiegard sums up in what libraries have done well in the past:

They have made information accessible, provided billions of reading materials to billions of people and provided hundreds and thousands of places where users have been able to meet formally as clubs or groups, or informally as citizens and students utilizing a civic institution and cultural agency (Wiegard, 2005, p.76)

We want school library spaces that allow, “cultural, social and intellectual exchanges to occur, mediated by the resources in the library collection” (Wiegard, 2005, p. 5). This place is defined by the cultural, social and intellectual values of the communities and the cultures that exist in our environment (Wiegard, 2005). The library is a place where our values of society are entangled. Wiegard’s opinion is that the politics of school are meshed within the culture and communities in which we live. What will this ‘library’ look like? What needs to be provided to create a “third place” in these learning communities?

The needs of learning communities in a 21st Century paradigm

The 21st Century learner is connected: digital technologies are the primary learning tools. Today’s learners use tools to communicate and they are “action oriented problem-solvers” (BCTLA, 2011). According to Roy Dorion in, *Confronting the Crisis of Significance in 21st Century Libraries*, the new generation, “embraces world views, and values creativity and diversity; they are competent” (Dorion & Asselin, 2011, p. 2). These learners’ lives are saturated by media and they have digital technologies at their fingertips. These active learners want to be engaged in relevant, pertinent global topics. They are comfortable sharing ideas and communicating information quickly and easily. The new learner “grazes” for information using a variety of resources available and they are indiscriminate about what they are exposed to. These learners, “value choice, relationships,

diversity and independence, and they want to be globally connected” (Dorion & Asselin, 2011, p.2).

Twenty-first century learning is often equated to an inquiry approach. The inquiry method is best described as the student defining a question or problem that requires extensive investigation or “inquiry”. In *Inquiry: Inquiring Minds Want to Know*, Barbara Stripling describes the student as actively engaged in their learning, accessing material and scaffolding their knowledge creating rather than solely acquiring information (Stripling, 2008). The competencies acquired through this environment are seen as essential tools for functioning and thriving in our ever-changing world. The American Association of School Librarians’, *Standards for the 21st Century Learner in Action*, states that,

learning in the twenty-first century has taken on new dimensions with the exponential expansion of information, ever-changing tools, increasing digitalization of text, and heightened demands for critical and creative thinking, communication, and collaborative problem-solving... All learners must be able to access high-quality information from diverse perspectives, make sense of it to draw their own conclusions or create new knowledge, and to share their knowledge with others. (AASL, 2009)

It is clear that the rate at which the world is changing is rapid. The needs of the 21st century learner in this environment are paramount. The British Columbia Teacher Librarians’ Association describes learning in this information age as follows:

in this dynamic world where information changes and expands as fast as technological innovations. Information grows

exponentially and comes in multiple formats presented without prior expert editing for truth or reliability, often without logical organization and frequently with a very short “shelf life”. Learning in the information age is very different from the kind of learning that took place prior to the advent of the computer. (BCTLA, 2011, p.3)

Many educators are questioning how best to meet the needs of their students. They know that, “students are learning in a dynamic world where information changes and expands as fast as technological innovation” (BCTLA, 2011, p.3). There is no doubt that the inquiry model best fits the world in which we live. The role the teacher librarian can play in modeling progressive teaching practices matches well with the inquiry model. John Dewey’s idea of, learning through experience and a constructivist approach that, “stimulates learners to question and discover rather than passively to receive information deliver delivered to them” (Stripling, 2008, p.50) is key to the inquiry process.

In an information age, teachers are realizing that students need to learn *how* to learn not just *what* to learn. The inquiry cycle, which is, “messy and recursive” (Stipling, 2008,p.51), operates as follows: tap into background knowledge, generate a problem or question to be solved, develop a plan, select resources, organize information, create something to share with others, reflect and then generate new questions (Stipling, 2008, p.51). It is the ability to formulate good questions that is a key point in the inquiry process. The exploration of the question in turn creates deep learning experiences. An inquiry based program

motivates students as they are actively participating in the learning process. It is the collaboration and knowledge that the teacher librarian brings to the inquiry process that further adds to the rich exploration of information. It allows students to, “be actively involved in the learning process, use prior knowledge, ask questions, hypothesize and investigate, construct new understandings, communicate their understandings with others, and reflect and critically think while acquiring skills for independent learning” (BCTLA, 2011, p.5). The BCTLA stresses in its document *Points of Inquiry* that students need to, “be information savvy, they need to find meaning in information, use information meaningfully and have access to high quality information and be able to make sense of it” (BCTLA, 2011, p.5). In a library learning commons, “broader inquiry-based cognitive abilities that empower and position students to become strategic lifelong learners” (BCTLA, 2011, pg.15) are stressed. The model provides opportunities for students to do more than just cut and paste research projects. It creates opportunities for development of deep knowledge and critical thinking. Further, students “develop self motivation, self awareness, self direction, self assurance, self assessment and self accountability”, (Wallace & Husid, 2012, p.25). Inquiry-based learning enables and empowers students.

A culture of inquiry must be provided but what tools are needed so that this new learner can be successful in their quest for information? It is clear from the American Association of School Librarians and the British Columbia Teacher Librarians’ Association that the 21st Century school library must be a space and

place to embrace this type of learning. It must be an environment that will take in this new learner and help them meet the challenges of a rapidly changing and exciting global environment. Card catalogues are long gone, replaced with computer terminals, WiFi, charging stations and docking stations: school libraries elsewhere are embracing technology (Murray, 2012).

Technology has made life easier and made running a library much more efficient. As Murray notes:

far from being a threat, computers and the internet are valuable instruments that enhance a library's collection and the librarian's abilities and importance to patrons... Sorting through vast amounts of electronic data, and understanding how to access it, requires knowledgeable, trained personnel in the library...key is the goal to assist patrons to distinguish between authoritative sources of information and the vast quantities of unmediated materials available on the internet." (Murray, 2012 p.231).

What does all this mean for the school library as a place? It is clear that the library must be a place that students want to be and a place that is conducive to inquiry as a way of learning. It needs to provide an experience to become that place. How can a school library become the place that will be a necessity in the 21st Century educational landscape? Twenty-first century school libraries must be willing to have answers to the following questions that students ask when entering a library, "Is this my kind of place; can I be successful here; and does it fit into the rest of my life?" (Williams, 2002, p. 71).

Research tells us that the design of learning areas must emphasize both active and collaborative engagement and also quiet contemplation and study (Todd, 2012). The place should evoke a sense of ownership and belonging. Why enter a physical library place when searching and sourcing information can be done easily online? It is the experience of the place and the need to connect in person that continues to make the library place relevant and engaging for the 21st Century learner. “School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating and safe environment” (AASL, Standards for the 21st Century Learner, 2007). The library is the place where patrons interact, share information, collaborate or work in solitude using resources that are available physically and digitally. Jefferey Pomerantz and Gary Marchionini comment in *The Digital Library as Place*, that a library adds value to information resources by organizing them and making them available. It is a fact that books and people take up space. This is why libraries were built in the first place. It is the linking of the physical and intellectual spaces of people’s ideas and each other that make libraries effective and essential (Pomerantz & Marchionini, 2007). Despite technological advances and the availability of online resources, physical libraries continue to thrive in many communities. The physical library is part of our culture and our value system. It provides a place that is essential in our need to communicate with each other. It is a meeting place that provides support, interaction and energy for our learning. The research explains that a 21st Century library encompasses both the physical

and digital worlds and each needs the other to survive. The needs for both are summed up nicely by Pomerantz and Marchionini:

Digital spaces are not physical spaces, and so are unable to fulfill those functions for which the physicality of the library is important, functions of the library that are by nature place-bound. One such function of the library is a place for people to congregate; in short, the digital library cannot fulfill the function of a library as a physical community centre. Another such function is to be a space that can be physically moved through and modified to suit physical needs. Thus, the visceral advantages of holding, seeing and smelling material objects and the sense of awe that a well-designed physical space offers are missing in digital libraries. Just as face-to-face communication is often preferable to mediated communication, working with digital materials leaves something behind in exchange for convenience and new functionality (Pomerantz and Marchionini, 2007, p.4)

The library is an information hub and a centre of communication and culture.

Libraries have a unique role to play. David Lankester states, "Libraries need to become true platforms of the community. The mission that has driven libraries for the last 3000 years is in the service of a better tomorrow. That mission is hope through knowledge and the empowerment of the individual" (Virtual Dave... Real Blog, 2012). Architects, Prakash Nair and Annalise Gehling sum up the importance of a library as an integral place in the 21st Century educational framework:

A library can do some things better than the internet. A good library not only has answers to our questions, past and present and future (as the internet can usually provide), it has a place, a physical domain in which we can become absorbed in those answers. A good library makes interacting with texts of all kinds irresistible. It's comfortable and peaceful... Libraries have humans in them. One of the greatest things about Internet 2.0 applications is their focus on

sharing. Libraries, similarly, are all about sharing: connecting people with others and resources that might feed a passion or spark an idea” (Nair and Gehling, 2009).

Libraries are part of our cultural fabric. The library’s role has been and clearly will always be a place provided to improve society through facilitating knowledge creation in communities (Lankes, 2012). According to scholarship quoted above the physical and virtual library is clearly here to stay and is not obsolete in the age of Google.

In, *From Libraries to Learning ‘Libratories’: The New ABC’s of 21st Century School Libraries*, Bernie Trilling explains that this redefined space and place will be wired with technology and funded with digital and physical resources. The ‘libratory’ will be the link from the past to the future of inquiry-based learning and knowledge creation. Futurist, Thomas Frey comments that libraries need to provide an ultimate experience. He states, “the ultimate experience at libraries will be where great ideas happen and people have the tools and facilities to act on those ideas” (Frey, 2013, <http://www.davinciinstitute.com/papers/the-future-of-libraries/>, retrieved March 17, 2014). The library will offer, “information and stimulation” (Frey, 2013). Scholarship supports the library as a space and place that embraces the 21st Century paradigm and pushes forward innovation, change and experimentation (Trilling, 2010).

There are numerous ideas of what this space and place should be called. All of the literature also comments on what the space and place must contain. It is a learning space that is both physical and virtual, a place to experiment, practice,

celebrate, learn, work and play. It is a place where “technology can be used efficiently for creation and for sharing but also enables 24/7 access to resources. It is a “shared collaborative space for teachers and students.”

([www.education.alberta.ca/ media/8752414/learningcommonsguidelines.pdf](http://www.education.alberta.ca/media/8752414/learningcommonsguidelines.pdf),

retrieved, October 11th, 2014).

According to Hemming, Johnstone and Montet, a library must be a place where the intellectually curious student seeks out the best information they can find (Hemming, Johnstone & Montet, 2012). David Loertscher, professor at San Jose State University and school library advocate, designated the redefined school library as a ‘library learning commons’. This is this term that now describes the place that we want school libraries to become. The question remains whether in B.C. creation of these spaces is possible with the resources available.

The Library Learning Commons

In November 2008, David Loertscher wrote the article, *Flip This Library: School Libraries need a revolution, not evolution*, printed in School Library Journal. This article was the first of many which stated the traditional school library paradigm was broken and redefinition was essential. Given the advances in digital technologies and the way information and knowledge are delivered, libraries must be “redesigned from the vantage point of the users” (Loertscher, 2008, p.46). He, along with Canadian educational consultants Carol Koechlin and Sandi Zwann,

created the term 'library learning commons'. They described it as, "a physical and virtual space that's staffed not just by teacher-librarians but also by other school specialists, such as department heads. It is an open commons where collaboration is key and teachers together can create learning experiences for the students" (Loertscher, 2008, p.46). A library learning commons is a combination of physical and virtual worlds. It brings together programs, services, resources and technology that support success. A library learning commons is a place where a community of learners discovers, learns and connects. It is where learners come together and connect with their world and their passions (Video -*Learning Commons in B.C., 2011*). Education in a library learning commons occurs in a non-linear manner, with the teacher-librarian as a guide and with all partners, 'exploring issues, thinking critically, and solving problems from multiple perspectives' (Doll, 2008, p.203). The Vancouver School Board District Principal and Teacher Librarian, Gino Bondi describes a library learning commons as combining, "the collaborative richness of a library and the technology laden richness of a technology lab" (Learning Commons in BC, 2011, <http://www.youtube.com/watch?v=StlDhPJ9Upq>, retrieved March 29, 2014).

Advocates, Loertscher, Koechlin and Todd note that libraries are no longer store houses of material but rather are busy, active knowledge centres. The newly defined space provides not only the exchange of materials and resources but also a place where the focus is on, "learning action rather than information provision" (Todd, 2010, p.19). Todd comments, "the learning commons is a knowledge space

rather than an information place, where students are creators and producers of knowledge rather than receivers of information” (Todd, 2010, p. 13). A learning commons model is where students learn to be, “information savvy, they need to find meaning in information, use information meaningfully and have access to high quality information and make sense of it” (BCTLA, 2011, p.15). Together, Koechlin, Luhtala and Loertscher describe a learning commons as providing, “exceptional learning experiences that build individual understanding and expertise and spur development of collective knowledge” (Koechlin, Luhtala, & Loertscher, 2011, p. 20). A library learning commons contributes to the ecosystem of a school. Ross Todd states, “it supports learning across the school and fosters the development of deep knowledge through provision of accessible resources and information for all” (Todd, 2010, p. 17). A library learning commons provides a space and place that truly supports the 21st Century paradigm: it serves as, “a learning tool to support every avenue of education; it is the centre of the school where all people and disciplines meet” (Todd, 2010, p. 10).

According to the research by Loeschter, Koechlin, Luhtala, Zwann, Todd and Bondi, the library to library learning commons shift is occurring in schools in Canada and the United States. They support the redefinition as a necessary step to provide support for educators for the 21st Century paradigm shift. Their articles provide ideas and guidelines for creating a library learning commons model. It remains to be seen whether in British Columbia the library learning commons will

feature as a busy active learning hub utilized to support educators and students as they embark on the 21st Century teaching paradigm.

The Teacher Librarian

The greatest challenge facing any teacher-librarian is the stereotype that the profession is only about resource management and the library as a book repository. The traditional library and librarian were about information storage and retrieval. This stereotypical image is difficult to shake; policy makers, funding allocators, administrators, teachers and students need to gain a better understanding of the potential role teacher librarians can play. “The engagement with information and the development of human understanding, meaning making and constructing knowledge”, (Todd, 2012, pg.9) is what it is all about. A teacher librarian must be willing to take on a leadership role, evolve with the changing educational environment, respond to and embrace advances in technology and respond to student needs. It is imperative that they recognize and demonstrate their unique skill set in order to maximize value to a school program. Researchers, Koechlin, Luhtala and Loertscher state that there are four areas of expertise that teacher librarians need to create excellence: “collaborative instructional design, high quality information and media, clever use of technology and basic literacy for every learner to build a life-long reading habit”, (Koechlin, Luhtala & Loertscher, 2011, pg.20). The teacher librarian is best positioned to create a community of transformation, where, “there is a push towards excellence as a team rather than a

collection of isolated pods” (Koechlin, et. al. pg.21). The role of teacher librarians will soon be obsolete if resource management is their only mandate. It is imperative that the teacher librarian seize the opportunity to create a library learning commons that will be the “pedagogical fusion centre” (Todd, 2010, pg.18) in the school. The library learning commons should provide, “exceptional learning experiences that build individual understanding and expertise and spur development of collective knowledge”, (Koechlin, Luhtala, Loertscher, 2011, p. 20). These library researchers and consultants are not practicing teacher-librarians. Realistically, what is needed to transform libraries within schools in BC? What challenges are there when trying to create a true library learning commons?

Change Theory and Complexity Theory

I looked to change theory and complexity theory when researching change within a school. With unprecedented growth in information and technology, teaching and learning has become even more complex. “Complexity means change, but specifically it means rapidly occurring, unpredictable, nonlinear change” (Fullan, 2001, p.V). Education is changing in many ways, therefore, how does one create a positive culture and the climate necessary to embrace change? Educational change expert, Michael Fullan states that “deep and sustained reform depends on many of us” (Fullan, 2001,p.2). Collaborative support is needed to support change (Mitchell and Sackney, 2008). Coral Mitchell and Larry Sackney

believe that it is the scaffolding of collective knowledge and the creation of a supportive culture using a 'learning communities' framework that will create professional growth and in turn create change. How fitting for a 'library learning commons' model: a learning hub for all school members, building and creating knowledge together.

Technological advances have created changes in the way learning occurs and educational paradigms could be described as being on an "edge of chaos" (Morrison, 2008): an edge that should be embraced and not feared. In an ever-changing world where digital technologies have changed the way information and knowledge are delivered, educators are best off to embrace change, for change is going to be a constant. To create a positive culture and the climate necessary to embrace change, Mitchell and Sackney believe they have the answer in their model 'building a curriculum for capacity'. The 'building curriculum for capacity' model has three pivotal capacities: personal, interpersonal and organizational (Mitchell, Sackney, 2001, p. 2). The authors believe the learning of the teachers is as important as the learning of the children. Their ideal learning community is "active, reflective, collaborative and growth promoting" (Mitchell and Sackney, 2001, p.2). It is the "curriculum of capacity", the authors believe as, "the single most important way to improve a school" (Mitchell and Sackney, 2001, p.2). The support, trust and encouragement of colleagues will create positive, natural, desirable change. Any conflicts that arise should be seen as challenges to be met: learning arises when problems are being solved. An interpersonal, "building",

climate involves contributions, participation and collective inquiry. It generates “learning power” (Mitchell and Sackney, 2001, p.5) improving teaching and learning among participants. Traditionally teachers were isolated in their own classrooms. This privacy and individualism didn’t necessarily foster collaborative professional learning. In building organizational capacity, Mitchell and Sackney focus on the value of sharing, collaborating and collective reflection being valued. Power is dispersed (Mitchell and Sackney, 2001, p. 6) and a ‘community of leaders’ is created where all are empowered. These researchers believe that it is the scaffolding of collective knowledge and the creation of a supportive culture using a “learning communities” framework that will create professional growth and in turn create change. Interestingly, this idea of scaffolding of strengths and collaboration is reiterated by library learning commons experts and complexity theorists William Doll and Kevin Morrison.

Professor Dr. Graham McDonough brought the ideas of complexity theory to my attention in EDCI 532, Emerging Trends and Topics in Curriculum Studies course in January of 2013. The scaffolding of knowledge is explored in William Doll’s article, *Complexity and the Culture of Curriculum* (2008), and Kevin Morrison’s *Educational Philosophy and the Challenge of Complexity Theory* (2008). Doll stresses the importance and the strength in, ‘seeing more and seeing from multiple perspectives’ (Doll, 2008, p.27); a key tenet in complexity theory. A ‘third place’, the library learning commons would be an excellent forum for an open, interactive system, a system where, ‘construction of knowledge through tool use,

social interaction, and recursive thought' (Doll, 1993, p. 122) occurs. Kevin Morrison lays out complexity theory and how it fits into the current change in pedagogy. It is clear that a 'change of mindset' is needed.

A 'learning community model' (Mitchell and Sackney, 2008) housed within each school in the 'library learning commons' could be a key player and change agent in the process. Comfortable with the inquiry process and a resource, project-based program, the teacher-librarian could develop a connected-ness within each school community. It is the co-evolving, co-adaptive and fluid community of practice (Morrison, 2008) that could guide us from the 'edge of chaos' (Morrison, 2008) to an empowered collective whole. It is in this environment that creativity, imagination and rich ideas and practices will occur and evolve. The literature supports school communities benefiting from the collaborative environment of a school library learning commons.

Implementing change along with new technologies presents unique challenges, as theorist and researcher Michael Fullan writes in his latest text, '*Stratosphere*'. Fullan provides guidance and puts pedagogical and technological transformations in a positive and proactive light: his ideas are refreshing. Fullan sees, "while change is radical it will not be as hard as it may seem if we can organize technology, the new pedagogy and change knowledge to guide transformation" (Fullan, 2013, p.25). He states that, "we must create conditions for deep engagement of both students and teachers... in some ways teachers are more important than students because each teacher affects, for better or worse, between

25 to 150 students per day” (Fullan, 2013, p.30). Fullan writes further that it is vital for teachers to be provided with collaborative, focused instructional opportunities linked to twenty first century learning skills. It is this deep engagement of teachers and students that is necessary for change to occur.

Fullan sees certain challenges in his proposal to create change. He states three key points that could be fulfilled by having a fully staffed and fully stocked library learning commons in a school. A library learning commons could provide “the organizational support for the use of technology in schools”, which he states is, “badly underdeveloped” (Fullan, 2013, p.36). A qualified teacher librarian who teaches information and digital literacies would solve the dilemma of, “a real propensity on the part of the students to take what they find online as given” (Fullan, 2013, p.37). And, further a library learning commons could provide a place where innovative teaching practices could be modeled and shared for Fullan sees teachers currently, “ on their own when it comes to figuring out how to use technology” (Fullan, 2013, p.37). A pedagogical learning hub is what the library learning commons advocates are fighting for. The learning commons model seems ideal to support and fulfill Fullan’s need for, “making it all about the learning, letting technology permeate, and engaging the whole system” (Fullan, 2013, p.74).

Why is it that Fullan makes no mention of the library or learning commons in *Stratosphere*? He makes no mention of what seems to be the connection between digital and information literacies, skills so desperately needed by all

partners in education, and his solution to ‘create capital with labour’ (Fullan, 2013, p.74) with the library learning commons research. His plan for reinventing education is admirable and his theories of engagement, connection and technology could infuse a community yet he does not provide the ‘vehicle for transport’. The vehicle is right before us. We have an existing space to create the place where Fullan’s plan could be demonstrated. A library learning commons could be the model and inspiration for schools and for educators in B.C. ... could it not?

Mitchell, Sackney and Fullan write about the necessity for a collaborative environment, supportive relationship and scaffolding knowledge for change to occur yet they do not define a non-threatening place within a school for this to occur. Where best would this ‘learning hub’ for change be? Realistically, what place within each school has the space, resources, and is non-threatening to teachers and administrators alike? Within each learning community the relationship and experiences each person has with the places within the school create the culture (Seamon & Sower, 2008). If we want a culture of change to be embraced we need a place which is inclusive to all parties in education: where everyone is welcome. The spaces in most school buildings are physically divided and have already been given meaning: the staffroom, the office, and the classrooms. A redefined ‘library’ is a non-threatening ‘third place’ that can be a gathering point for a school community. It is a social centre where all partners in the community are able to collaborate, discuss and share ideas and information. It

is the best equipped for being a conduit for change for it houses the resources, physical and virtual that are required for 21st Century learning. Once redefined as a place it could be the pedagogical fusion centre of a school.

Summary

The literature reveals what the current role of a library is: libraries provide universal access to information and resources, both physical and virtual. Ideally, in a school community, they could provide a gathering space to engage in knowledge creation and collaboration with others in the school community and also others locally and globally. It is clear from the research that the original purpose of a library was to provide universal access to information. Information in the 21st Century is both physical and virtual. Therefore, a 21st Century library must provide both to fulfill its purpose or provide universal access to information, and to remain relevant. Public libraries and university libraries are being redefined. They are providing a 'third place' and collaborative learning environments that welcome users and provide access to physical and virtual information. However, school libraries are slow to follow. Some districts in British Columbia have begun to redefine the role of the school library but others have not. The role of the school library and its place and space within a school remain still in question with some policy makers.

The research reveals that a space and place must be clearly defined to make it meaningful. Without definition, it will not be valued. From this review it appears that 'space' is a physical domain that needs to be given value. Once a space has been given value it can then be defined as a 'place' (Tuan, 1977). This is a *vital* step in the process of redefining libraries and it is not covered in any depth in the articles and information I researched regarding the library learning commons.

The literature stresses that the 21st Century learner is connected: digital technologies are their primary learning tools. They use tools to communicate and they are "action oriented problem-solvers". The research is clear as to the needs of these learners but *less* clear as to where in a school environment these needs are supported and met. There is a link between the role of the library and a learning community's needs in a 21st Century paradigm. It is access to information, the virtual and physical resources that support their learning that is the link, resources that historically have been accessed through libraries and librarians. This connection has not been made in the draft BC Education Plan.

The literature provides an excellent definition of what a library learning commons should be and what resources should be made available. Advocates also support a move from a library to a library learning commons. It is clear that a redefining of libraries to a learning commons model in some communities is occurring as noted in Alberta and Ontario. There is no mention of the learning commons model in the BC Ed Plan, so where does that leave school libraries in B.C.? What steps must be taken to transform a library into learning commons?

There are articles on schools that have made the shift from library to learning commons; however research is lacking when it comes to the challenges when transforming to a library learning commons model.

What challenges are faced when trying to shift to a library learning commons model? Loeschter, Koechlin, Todd, Bondi, and the rest of the library to learning commons advocates all note the virtual and physical resources that should be made available. All of the articles mention the needs of the learner in the new paradigm. It is also clear from the articles that without redefinition, a library with stacks of books and book exchange periods will not survive a paradigm shift – it will be irrelevant. What’s lacking is any mention of challenges that must be overcome (for example, financial restraints, physical and technological impediments and educator resistance) when transforming a library to a library learning commons. One must not overlook challenges of the community one is working in, budget strapped school districts, rapid technological developments and professional autonomy when embarking on the transformation. These issues are not fully explored in the literature supporting a shift from library to a library learning commons.

Further, the literature does not examine the learning commons model as a catalyst for educational change. It is recognized that the teacher-librarian is already well versed in information literacy and digital technologies and therefore a natural fit for a supporting role within the new educational model. There hasn’t been a longitudinal study of the potential benefits of using a learning commons

model to support a paradigm shift. This may be due to the fact the concept is fairly new and the practices haven't been established long enough to assess the role within and impact on pedagogical change over a period of time. The topic is fresh and inviting. The nature of the library learning commons model lends itself to supporting learning communities embracing a pedagogical shift. This shift is now occurring and it remains to be seen whether the library learning commons model will be utilized as a catalyst for educational change.

My project is informed by four bodies of literature which are: the role of a library and the teacher librarian in schools, Change Theory, Complexity Theory and the importance of space and place. Each area of the literature can be inextricably entwined to support the new pedagogical model in our midst; these bodies of knowledge support and scaffold each other's strengths. I have studied the history of libraries and their reason for being an integral part of a community. As documented in research regarding school libraries, these spaces and places have faltered with constant education cutbacks (White, 2013). Literature supporting the importance of student achievement and well stocked, well staffed school library is plentiful (Haycock, 2011). This is where the connection to change knowledge connects with the transformation of a school library. Literature supports the shift from a school library to a library learning commons as a space and place for collaboration, connection and knowledge creation. Change knowledge literature mirrors the need for collaboration and a scaffolding of knowledge. To create a shift in theory and practice within our schools we need to provide a hub for

collaboration, inquiry and knowledge creation. Currently, many of the spaces we teach in are 'siloed'. We need a 'third place' to promote growth, risk taking and change. Change knowledge literature supports solidifying purpose, building relationships, collaborating to create knowledge and using collective knowledge to accelerate change (Fullan, 2013). Further, change theory research suggests a need for collaboration, innovation and risk for transformation to occur (Mitchell and Sackney, 2008). School library learning commons research supports the provision of a non-siloed space, a third place where educators can push themselves, build relationships and communicate: it can become a place and conduit for new ideas (Koechlin, 2011). Why is space and place important? It is clear from the readings done that how a space and place are defined in a community is relevant. Without definition it is difficult for a community to define a place as important (Tuan, 1977). The value and meaning a community gives to its library will justify its importance to that community. Complexity Theory facilitates the connection between the above ideas as it clarifies the importance to scaffold, cross-pollinate and integrate to survive. Yet, how do we get there? What is blocking change and what are the challenges facing a teacher librarian who is trying to transform a traditional library and create a library learning commons? Once created, can the library learning commons be a change agent? These are the questions for which I am unable to find an answer for.

More research needs to be done to answer these final three pressing questions. Times are changing and the library is clearly being redefined at a

community level and at universities in British Columbia. It is clear from the research the shift from library to learning commons is occurring in some schools. Has the BC Ministry of Education considered the role of the library in the 21st Century education model, as a learning commons and potentially as a catalyst for pedagogical change? Looking at the draft *BC Education Plan*, one would conclude that the Ministry has not. If this is the case, the Ministry would seem to be working against the trend set by policy makers in other jurisdictions, including Ontario and Alberta. Change has its challenges, but why not use a space already available and embrace and support the place, ‘the library learning commons’, as a change agent?

This Literature Review provides the rationale for pursuing my graduate project. There is a lack of authentic voice, little mention of challenges when embarking on transformation and further the potential of the library learning commons being a catalyst for change. Furthermore, the literature lacks the voices of teachers and teacher-librarians themselves. These are the gaps that I hope to begin to fill with this project.

Chapter Three- Methodology

“What would make a better subject than a researcher consumed by wanting to figure it all out?”- Ellis, 1991, p.30

I thought I would be presenting an entirely different project at the end of my graduate program. Potentially, a research paper with data, tables, surveys, possibly a scope and sequence, etc., but interestingly enough, it evolved into auto-ethnography via journal analysis. Initially, I had read that this method of using oneself as the data source was seen as indulgent naval gazing. I discovered auto-ethnography has been an extremely effective and reflective authentic research process. It highlighted to me the importance of inquiry and reflective practice as an educator. It is, “the freedom of the researcher to speak as a player in a research project and to mingle his or her experience with the experience of those studied that is precisely what is needed to move inquiry and knowledge further along” (Wall, 2006, p.3). The autoethnographic method I used, researching data from a journal analysis was the only method that could have answered my research questions. I wanted to know what was needed to transform a traditional library into a library learning commons (LLC). I was curious as to what challenges someone trying to do this would face, what resources were needed and further I wanted to know if a true library learning commons could affect change of pedagogical thought and practice within a school. Given the newness of the topic and the lack of teacher voices in the available literature it was difficult to find the

answers. It was necessary that I used a method that considered, “the lifeworld and internal decision making of the researcher to be valid, noteworthy, that encouraged systematic reflection and ensured a scholarly account” (Duncan, 2004, p.3)

My project evolved into auto-ethnography via journal analysis due to a teaching position I received at an independent school just as I was deciding which direction my graduate project should take; it was serendipitous. I was asked to transform a traditional library into a library learning commons. I had been reading about transforming spaces, the library learning commons model and change knowledge for two years. I assumed I would be presenting an action research project or a case study. I thought I may possibly end up being an academic ‘tourist’ rather than a true player as I had very little seniority in the district I was working in. I couldn’t believe my luck. The job, at a small independent school, gave me the opportunity to be a true critical, reflective practitioner. I decided to document this experience first-hand, to be an authentic voice to colleagues, researchers and the education community as a whole. I was pleased as this lack of local voice was a gap in the literature I had discovered. Research included few local teachers’ voices that described the journey from a traditional library to a LLC. Further, there was very little written on using an LLC as a potential conduit for change as this is a new direction in thought of the potential a school LLC can offer a learning community.

Autoethnography provided the ideal method as it gave the ability to present information from a personal point of view: I had a chance to tell my own story. Seen as part of the “fifth moment in the history of qualitative research, in which participatory research and experimental writing feature more strongly” (Duncan, 2004, p.3) the context of the research could be mine. The first hand study would provide others with knowledge about what it was truly like to go through such an experience. I was going to present a lived experience. Autoethnography as a research method provided me with the opportunity to document and then critically reflect on the change process. The project could shed light on what were the true realities of transforming a library to a library learning commons, what resources were needed and what challenges a teacher librarian and a school community faced. It would also give me the opportunity to see whether an LLC model could provide a conduit of change of thought and practice in one school. I would be an insider conducting research and, “gathering systematic observations (Berg and Lune, 2012, p.205). I found some of the research that I had read about library transformations frustratingly distant from the true realities of schools, particularly in British Columbia. Therefore, autoethnography as a research method fit well to provide answers to my burning questions. I applied what I had read from the research, such as the need to define the place, from researchers Tuan and Relph, and the importance of building a collective environment from Koechlin. Then scaffolding the knowledge of the experts with my discoveries, I undertook a recursive and reflective process.

This journey of self learning moved me forward along my journey to transform the library. This ongoing examination led to interesting conclusions; conclusions that may benefit those wanting to create a library learning commons and further to policy makers and administrators who may want to use an LLC as a vehicle for change within a school, district or province.

Autoethnography was a beneficial method to answer my research questions as it allowed me to ask questions effectively; I was the participant on the inside conducting the field research. As the participant, I didn't need to gain permission to be studied. I was fully absorbed in the situation; my accessibility and being inconspicuous didn't pose as obstacles (Berg and Lune, 2012). The journal served the purpose of documenting actions that took place day to day and also provided a place for reflection on events that occurred. It allowed me to record ideas, responses, thinking and connections that may have otherwise not have been noticed had I not kept close account (Berg and Lune , 2012). I went about the journal entries with a clear purpose: I documented my daily activities, discussions, communications and collaborations as I applied what the research said was needed to create a library learning commons. This would allow me to direct my efforts towards positive change. I would be an advocate for the role of teacher-librarians in schools throughout the province for using a library learning commons as a potential change agent within their school communities and propel educational change forward. I was not solely a reporter but "actively constructing interpretations of the experience where I would provide reflexive knowledge" (Berg

and Lune, 2012, p.205) to the educational community. Key to this process was to remind myself to, “see as an insider but think as an outsider” (Berg and Lune, 2012, p. 205). I needed to make sure I didn’t lose my sense of who I was in the place, a practicing teacher librarian, with my role as a researcher.

The drawback of using autoethnography was that I had to make sure that I remained a critical reflective practitioner throughout the process. The criticisms toward autoethnography as a research method are that it demonstrates how one researcher makes sense of the world. Important and key to the validity of the research results are what one does with the data collected and how it is systematically analysed. It is, “the analysis that is supported by other data that can confirm or triangulate the opinions” (Wall, 2006, p. 5) It is this important connection between stating observations and then analyzing the data in relation to research, theories and ideas of others that must be done in order to give autoethnography respect among its critics (Wall 2006). Critics suggest, if pursuing autoethnography, one must take heed, “by adhering closely to accepted research conventions” (Wall, 2006, p.9). These were the limitations that I had to be aware of when using this method.

Berg and Lune point out, that “research is seldom undertaken for neutral reasons” (Berg and Lune, 2012, p.209). It is the active and involved researcher, who has a reason to pursue a topic that may be able to provide exceptional insight. It is the insider that may be able to provide answers to questions that may not be able

to be answered by external investigators. This research method, “is more authentic than traditional research approaches, precisely because of the researcher’s use of self, the voice of the insider being more true than that of the outsider” (Wall, 2006, p. 9). It is an insider’s voice that gives autoethnography merit and supports it as an accepted qualitative research method.

I initially took ideas about how to transform a library into a LLC and I made a plan of what I wanted to do. The ideas came from research regarding the transformation of a library, space and place and change knowledge. I documented the process of transformation in a reflective journal. I began the reflective journal at the end of August and I wrote entries every one to two weeks. The data entries consisted of handwritten notes, averaging one to two pages for each period. Entries included opinions and observations and these were supported with documents, surveys, letters to staff, emails, photos and lesson plans. The journal was reflective in nature.

As with all best laid plans the transformation took a few detours. But overall, the results over the first six month period were successful enough to begin analysis of the journal and the transformation process. It became clear that a library learning commons is a place that keeps changing and evolving within a learning community. It is not stagnant but growth promoting and I realized that I had to impose a stopping point to reflect, code and write.

At the beginning of February, I began the analysis of data. I read the journal several times looking for key words and phrases; I undertook first-level, open coding. This process, “opened inquiry widely” (Berg and Lune, 2012, p. 364). I read the journal multiple times and wrote on the journal as well as used post-it notes. I then re-read the journal and examined my initial coding. There were eleven codes. I undertook a second level of coding (axial) in which I combined my codes into comprehensive frames. The frames were what I analyzed as the four key themes that were prevalent over the six month period. The broader themes were chosen as they appeared most frequently and fulfilled all of the initial open codes. The themes were: relationships, the library as place, resources and challenges. I had to look carefully at how the information was displayed yet these themes were clearly visible once the axial coding was completed. This content analysis helped me make sense of the data. It was the interpreting of the data that helped me fit what I had learned from LLC researchers, change knowledge experts and theories on space and place with my own experience. The analysis also helped fill gaps in the literature regarding the transformation of a library to an LLC and it being a conduit for change.

Autoethnography via journal analysis provided a research method that fit the questions that I wanted to answer. It was the recursive process of analysis that let me interpret and look for patterns in data that provided invaluable information for my intended audience: other teacher librarians, educators, administrators and policy makers. When corroborated with research, ideas and theories from others,

my project, an autoethnography via journal analysis, provided me with clarity on the value of critical reflection as a research practice. It is my hope that in this case, autoethnography will also provide a vehicle for collective agency.

I thought back to my teaching experiences and what had affected my practice. What had been most influential and how would my own experiences and perspectives along with my research findings help me find an answer to my question? What elements had changed in the way I teach?



I have been part of inquiry focus groups, part of action research projects and professional learning groups. Many of these experiences have helped shape me as an educator and exposed me to teaching practices and ideas from other teachers and education communities. What I discovered from being part of these is that every teacher brings their own perspectives and experiences to create their personal teaching style. What I have realized is that this professional autonomy can be positive yet also challenging when trying to develop a common ground for change amongst staff.

Space and place has been a factor that has affected my own teaching practice. But as I read I realized that this was only part of what caused me to change elements of my practice. It is part of the equation most definitely yet not the sole deciding factor. It is a combination of this along with experiences, exposure to ideas and connections with others. I say others because I believe it is not just connections with other educators but other people in our community throughout, locally, nationally and globally. The many ways we now are able to communicate with others has allowed our 'classroom' to be exposed and broadened as we never

thought it could be. It is the collaboration with others that creates momentum. I have read about, 'space and place', 'change knowledge', 'indigenous methodologies', 'play and inquiry based pedagogy', 'project based learning', 'the library to learning commons shift' and of course qualitative research methods. I have read from books, journals, blogs, texts, emails, tweets. I have had conversations with many: educators, parents, students, journalists, computer programmers, public librarians, authors, first nation's educators, soccer coaches, and the mayor of Victoria, with people at the bus stop and in the lineup at the grocery store. I have asked a lot of questions. I have discovered that all of these conversations, ideas, theories and research can be connected and there is a place that a shift in practice can be fostered and modeled in a school. A place that allows us to connect with each other, take risks, explore ideas and create knowledge together. It is the library.

No longer is the name of the library valid. It needs to be redefined to be accepted as 'the place' for this seems to be what is causing confusion currently in school libraries. The big question seems to be, 'why' have a library in a school? What is its purpose? The 'school library' as a place has lost its way. Years of cutbacks have created a lack of understanding as to why a community of learners needs this place. It seems people relate libraries to stacks of books and knowledge acquisition not as places of knowledge creation. Why is it that libraries are seen as just stacks of books and people saying, 'shhh'? When TOCing in a library a young teacher said to me, 'I don't know why they bother with librarians anymore, they just sign out books'. I was not surprised by her comments as she has gone through the school system during its worst years of cutbacks. Of course she probably hadn't seen a true teacher-librarian at work. How terribly unfortunate for her and all of her peers! Further, I had seen firsthand as a teacher the slow deterioration of a school library as 'place'. It wasn't just a B.C. issue but worldwide... libraries were losing their 'place' in communities everywhere! Below is a photo of a library in Freeport, Maine having been turned into an Abercrombie and Fitch Clothing Store!



Carnegie Library, Freeport, Maine an Abercrombie and Fitch Clothing Store
(Courtesy:Author, July 2014)

For centuries, the library has been ‘the *space and place*’ that has connected people not only to resources, but to ideas and to others. Libraries have been about democratic access to resources, whatever those resources may be. Over the past 20 years these resources have changed. We no longer rely on books as our sole resource for information. We now have many more tools from which to draw.

Really, it is connecting people to each other and to ideas that is key to change. We are all busy and engaged in our daily tasks. With technology demanding every bit of our attention and the daily information overload (just looking at your inbox causes stress!) how can we fit in any more and adapt to the constant stream of information and ideas encountered? Could the answer be a redefined library to a library learning commons? A third place where real and virtual resources are available, community connections can be made, and questions can be answered in a non-threatening inquiry based environment? A place where risk taking can be honoured?

Historically, the library has been a place where a learner can feel supported, nurtured and engaged. It is a place where they can admit that they don’t know but

could find the answer, or even find new questions. The learner's quest does not solely need to be about knowledge acquisition but connections and knowledge creation. Is it possible that the method of creating change in every school and transporting schools into '21st Century' learning is the redefinition of a library to a library learning commons? Is it the the 'space and place' that can be the change agent in every school?

The difficulty that I am facing professionally is that I have transferred to a new school district and my seniority does not transfer over until I have a continuing contract. Where will I be able to find a place to put my ideas into practice? My positions in the last two years have only been temporary and it has been difficult to gain momentum.

I just have to find a place to put my ideas into practice...

With my luck came an independent school knocking in July. It needed a trained teacher-librarian. They were interested in transforming their once traditional library into a library learning commons. Their collective wish was for a dynamic, collaborative learning hub.

The transformation from a library to a library learning commons begins...

August 11-14, 2014 : The Space

I began the transformation by taking stock of the 'space'

I took a good look at what I am going to be working with. The space itself has everything to create the perfect place. It is ideal. Renovated in 2010, it has large windows along two sides of a lounge area. The view out the window is picturesque. The space itself is divided into four distinct areas. There is the entry way which is bright, open and welcoming. As soon as you walked in on one side there is a circulation desk which housed one computer. On the opposite side of the entry, there is a bank of 10 apple computers allowing for virtual access. At each computer has a chair on wheels. Off of the entry is a large room divided by three very large stacks of books and a staircase to the lower floor. In the lounge area there is new furniture that was recently purchased. There are 10 upholstered chairs, 2 glass tables and 8 amazing swivel chairs with tablet desks attached. Comfortable, cozy, and the furniture is light enough to be moved and reconfigured. Three very high stacks of books divided the large library space into two distinct areas. As I move

further I see a small conference room, a larger room that is a primary library and then another open area with 10 hexagonal tables and accompanying chairs. Shelving in the fiction area is two metres high and packed tight with novels.

The flexibility of the furniture is great as are the variety of spaces that had been designed. This space can support collaboration, contemplation, small and large group work, reading and inquiry. The space has restful areas by the windows and roomy areas that can be used for discussion and exchanging of information and ideas. The furnishings, the flexible spaces, the new coat of paint! What more could one ask for: it was awesome! It was a perfect 'third space'. It was as Ray Oldenberg had described, a place that provided an escape from home and work. A place that was inclusive and a gathering point for the community. It provided ideal spaces for groups to gather, discuss and share information and a wonderful spaces for solitude and reflection.

The four spaces or areas, the lounge area, the fiction area, the conference/work room and the primary library, were ideal. The furniture would be easy to reconfigure to provide for different workspaces depending on the activity. Computers were available, Wi-Fi was easily available in all areas and there was an IT team to provide support. I had hit nirvana!

The Lounge Area



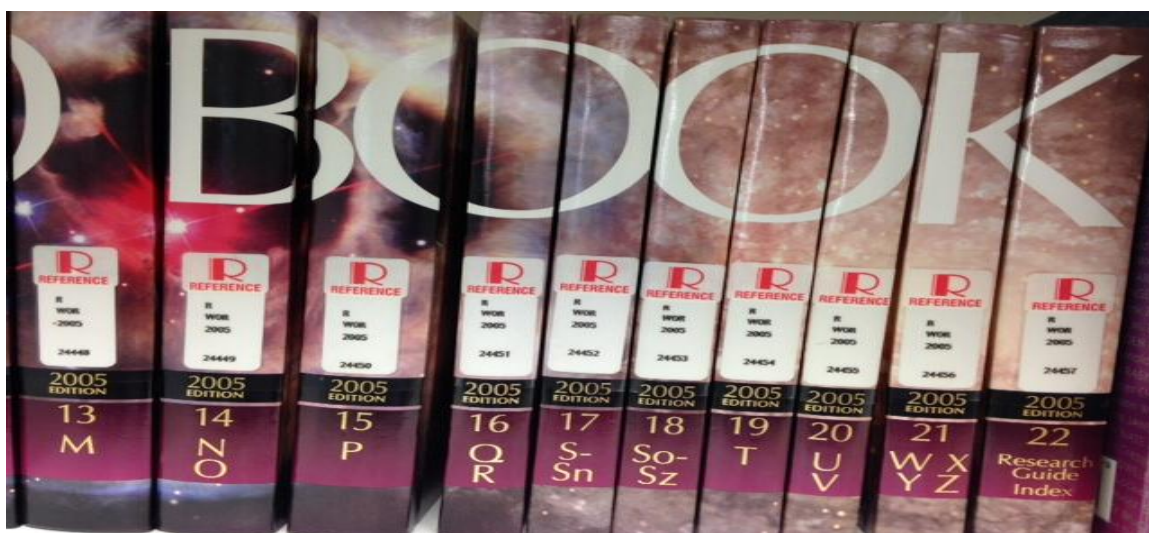
Yet, then I heard the space was seldom used...

A number of years earlier the teacher-librarian had passed away from cancer. It seems that the library had not had a qualified teacher-librarian for quite awhile. It made me think of Tuan's quote, '*In the absence of the right people, things and places are quickly drained of their meaning*' (Tuan, 1977, p. 140). It was clear that there had been vision when designing the space. What had happened to the sense of place?

I find the discussion of space and place fascinating. Human geographers, Yi-Fu Tuan and Edward Relph have theories on the importance of defining space and place. Tuan focus' that it is the value and meaning that we give to a space that creates a place. Relph stresses that one must have a thorough understanding of a place and why it is special so that, "existing places in need of repair can be mended". What had occurred in this place to make it just a space? What redefining needed to be done? More on that later...

I didn't mention much about books and resources as I was solely looking at the space when I first arrived. Stacks of non-fiction books divided the large lounge area and the smaller fiction area. There were also books lining the shelves in the elementary library room. There were a lot of books! Yet, as I observed further the collection was very dated and it had been divided into areas that were seemingly not user friendly.

Front and centre in the high priced real estate of the lounge area were reference books that desperately needed to be discarded. Non-fiction books had been divided into elementary and secondary zones. With a high percentage of secondary students who where English Language Learners it made sense to move all of the non-fiction together.



This would allow for the students to be able to access all reading levels when looking for non-fiction material. Further, many of the non-fiction books needed to be weeded. A Follett collection analysis, which provides a detailed analysis of the school collection's age, use and demand, gave the telling details of areas of the collection that needed attention. A big weeding process would allow for the shelves to be less full and potentially lowered to provide a more open area between the lounge and fiction areas. ELL books were not in a visible area so those were moved into bins to make browsing easier. Graphic novels, periodicals and a new resources purchased were moved from the fiction shelves and put on shelving in the more prominent lounge area to entice readers to sit and enjoy. Signage, which was not present, was put in place clearly marking the areas of the library and the resources. What was there was now easier to access.



Shelves full... labeling and accessibility needs to be worked on

This weeding and moving was taxing but I got an intimate knowledge of the collection! I was careful not to weed too thoroughly as I was concerned coming in new and getting rid of anyone's favourite materials. I decided to hold off on some

material and put off a heavy cull until the spring. I did get rid of the obviously out of date material. Gone were the 'World of Mesopotamia' published in 1952 and the 'Great Men of Canada', published in 1926; they were sent to the archives. Even a minor weed and the moving around required a lot of time. Was it going to be worth it? Would accessibility to material cause more visits to the space? Only time would tell.

We need to have an optimum showcasing of the material we have. I think the rearranging of materials has created a better flow and the work stations for accessing the catalogue and checkout procedures have made the place more user-friendly.

The space also needed to be made more personal. I asked for a few bulletin boards to be placed in more prominent areas. This would be a great way to showcase the student's work.

A 'self service checkout' computer was set up on the front circulation counter to alleviate me from having to be present for circulation to take place. Further, a desktop was set up in the fiction area so students and staff could search the database without having to come back to the entry way computers at the front of the library. Ease of access to the online public access catalogue (OPAC) and databases was key. The physical and the virtual resources now could be more easily accessed!

Although it was August a number of staff dropped by and it was great to meet some colleagues. They were excited to meet a qualified teacher-librarian and some were even eager to discuss units and plans for the coming year. The comments on changes to the space were overwhelmingly positive.

After all of my graduate courses, conversations and reading (!) I am finally getting the opportunity to create the place.

August 25-29th , the last week of summer (!)

Defining the Place

What was needed to redefine the 'place'? I needed to think about how best to approach a staff with the transformations occurring from a traditional library to a Library Learning Commons. I wrote a *Hello* letter and explained the changes that I had made to the space and the collection. I described the new self service check

out and now liberal library policies: take out resources... as many as you need and that includes the students too! I send this out by email and also put a hard copy in staff mailboxes. I then create a 'Support and Services' statement (Appendix 2) that defined what I believed to be the role of a Library Learning Commons in a school. All of my reading about philosophy of a Learning Commons, the environment and the collaborative hub model came into play.

I sent out a survey to ask staff how they would like to collaborate in the Library Learning Commons and asked how best I could support their needs. Most of the surveys returned expressed the need for a library program and a scope and sequence of skills. Some mentioned resource and literacy support.

I made sure I referred to the place as the LLC and not the library. To me this was important to the redefinition. I noticed the school runs on three timetables, (Foundation Years, Middle Years and Senior Years) and realize I must adjust my daybook accordingly. I create a LLC timetable that has 30 minute blocks that run from 8:30-3:30 each day. I create blank schedules for each of the defined areas of the LLC so that teachers can sign up for areas that they would like to use. These areas, the meeting room, Fiction area, lounge area and primary room also run on 30 minute scheduled blocks.

I make sure the redefined place has its door open and is ready for the new school year to begin!

September 1-12

Introductions, staff meetings and welcome BBQ's encompass my first week. I met lots of new faces, students eager to read and staff keen to connect. I am excited at the prospect of collaborating with educators from the Early Childhood Education level up to Grade twelve. I see two key areas to focus on over the next month. These are to build relationships with a new staff and work on a draft scope and sequence of the Library Learning Commons program. These become my first term goals.

Relationship building, I believe is key to the success of the new model. A trained teacher-librarian has not been in the school for a while and it seems there needs to be clarification of the role. There is not a library program in place. I decide to present at the next staff meeting the support and services that a teacher-librarian

in the new model can provide. I explain the sign up schedules for the different areas in the LLC. I explain that it is a shared space.

I ask staff to book a time to meet with me to discuss their class and their wants and needs within the new model. This allows me to provide them with guidelines as to what the newly defined Library Learning Commons can provide with a qualified T-L at the helm.

I need to draft a school library program for our Library Learning Commons model. It seems difficult to find one that fits. Everything I am finding tends to focus on one area of learning or another. The old programs that I have don't include the new realities and 21st Century learning. But the new Drafts and Inquiry based frameworks don't give the students the basics on which to scaffold their knowledge.

There are a number of frameworks that need to be looked at and connected to provide the ideal program. I believe *The BC Draft of Digital and Information Literacies* seems to leave out basic information literacy skills, skills that are of particular importance for developing a student's ability to access and evaluate information. Further, I believe skills that develop a student's ability to use information and integrate information literacy into all areas of their learning particularly in the younger years are not covered. I keep hearing from T-L colleagues that they are needing a framework of skills that is more current and progressive. Many, being strapped for time have been unable to focus on the development of a clear scope and sequence integrating the physical and virtual world we are to embrace.

The Points of Inquiry from the BCTLA is an excellent resource for developing an inquiry-based, collaborative program. Although published in 2011, I would like a framework to include the digital literacy skills also.

I am keen to adapt and morph these models into a set of skills I want to be the focus of each of the grades in this learning community.

The Foundation Years teachers are wanting scheduled times. All the reading on LLC stresses the need for a flexible schedule. Having been a classroom teacher I understand the need to have a set scheduled library time in the K-5 years and I respect this. I decide to create a fixed schedule for the ECE to grade six's. Realistically, these grades needed to have the LLC set in their schedules. This was to ease return of materials in a timely fashion on a set day of the week and to make

sure these grades had a place in their timetable to connect with me. I decide this hybrid schedule should best meet the community's needs.

We have a few Follett computer circulation issues to sort out that are causing delays in the ability to access the collection information. I haven't been able to take a good look at the catalogue, through library reports, create new patron lists or do a collection analysis. The IT team is on it...

Hmmm... I come upon some surprises once Follett is accessible ... I realize when setting up the classes in the database that there are a lot of overdues... I look a little more closely at this and realize that 30% of the collection has not been returned! I decide to ask the local bookstore for prizes to give to the teachers and students if they return their overdues ; I was given bookmarks, decks of cards, stickers, buttons and books! I added a few coffee pods (all the rage these days). The word went out and the books came in! I also realized inventory hadn't been done for a number of years.

It is clear that the collection requires a major stock take and the automated catalogue needs a cleanup. The home page needs to be more inviting and links need to be added for ease of access to suitable sites for research. I need to work on this to create the optimum physical and virtual place for my clientele.

I redo the home page to include one of my favourite library quotes from the New York Historical Society Library:

"Libraries are filled with answers. You bring the questions! "I wonder..." Those two words launch voyages of discovery. Libraries offer answers - or at least clues to answers. Strolling through information often sparks entirely new questions to tickle your curiosity. Come explore!" (<http://www.nyhistory.org/library>)

I include links that connect to areas the teachers have mentioned they are doing. I include news sites, information on citation machines, STEM resources, and anything else I think that may be useful to the community right now.



Entry area with 10 Apple Computer work stations

September 15-26

Classes start coming in for orientation. The older students get a lesson in using the self service check out (see below), a tour of the collection and the teachers and I book in classes to come in and get a virtual tour of the online library resources (OPAC) and databases. The younger students are shown the areas of the library learning commons and the 'library learning commons basics'.

I subscribe to a free copy of *The Times Colonist* to expose those sitting in the lounge area to a 'print' newspaper. Over the next few weeks I notice it provides interesting discussions. It's ability to attract the reader by headlines and photos still proves true! One class even started a debate on one of the articles. This print copy available each day is an interesting study on how students are still drawn to print sources.

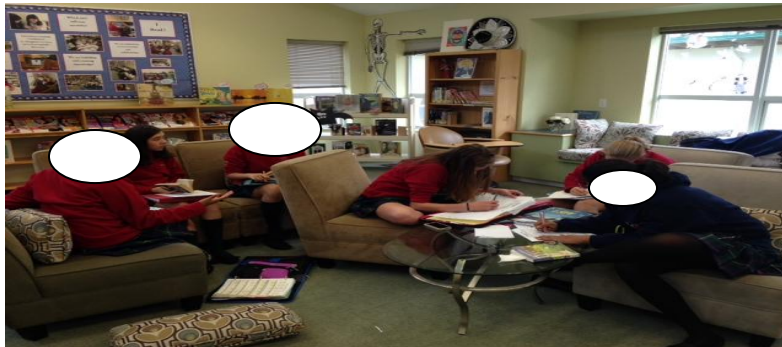
The weather is nice and I keep making sure the doors are propped open each day so that the community drops in. When at the circulation desk I greet patrons. I put up displays of books based on themes I know teachers are covering. I make a display of patrons 'favourite' after asking visitors to fill out a 'Recommended Reads' form.



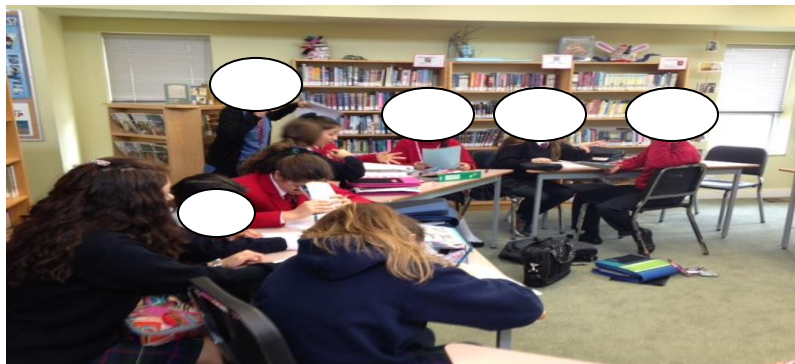
Lounge Area (with Bulletin Boards – student book recommendations displayed)



Non -Fiction Book Stacks (not weeded enough yet!)



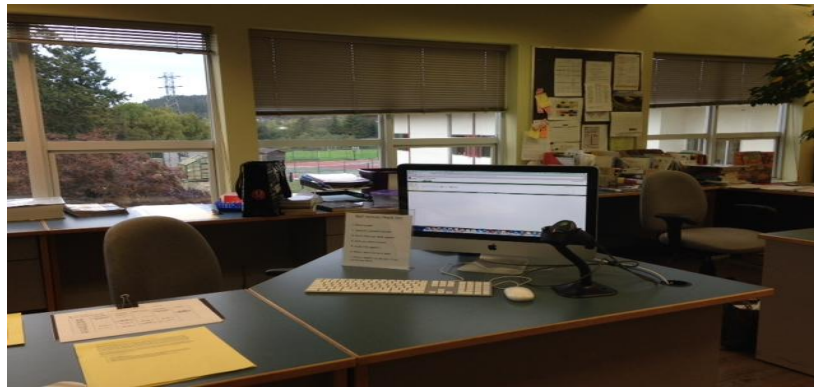
Lounge area (Bulletin Board with student photos and work)



Fiction Area (introducing new novels to grade eights)

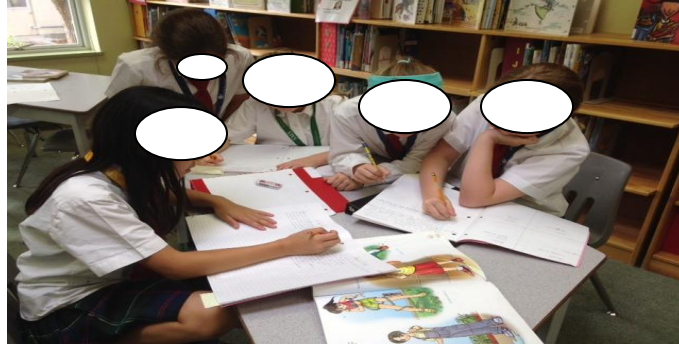


Primary Area (bulletin boards with student work)



Self Service checkout and schedules for LLC area sign up

My job is to support the community, design a curriculum that embeds the information literacy skills and literacy development. I need to provide a range of resources and delivery modes to support a resource based model. I ask the teachers to set a collaboration meeting time with me. I start meeting with staff to set up what I see as library basics before any of the inquiry research units begin. My community needs a thorough understanding of how best to access information. I bring what I have to each meeting, describing what may be a good place to start each grade group. I listen to staff to see what they are working on and how we can connect our strengths.



Accessing Information – Physical Resources first! What to look for?

I meet with the Director of Curriculum and we look at the draft of the Digital and Information Literacies and try to see how this can help guide our practice. We also realize that we both love math and literature and we decide to create a Math and Literature Inquiry theme collection to be housed in the LLC.

I begin inventory, with a laptop and scanner. The joys of technology! I remember doing this with a shelf list and how tedious it was. Although much easier to do now-a-days it is still time consuming. The collection maintenance wouldn't be my favourite part of the job. I am much more about programs although I realize that I should get the house in order!

I must remember, Rome wasn't built in a day, and I should prioritize my goals. My list is long.

September 29 –October 3

Needing assistance with circulation, mainly shelving returned books and shelf maintenance I decide to empower the students. I ask for volunteers to be part of a 'Library Squad' for grade 5-6's and 'Library Monitors' for grades 7-12. The Library Squad will be in charge of shelving returned easy Fiction picture Books and novels in the Fiction area. Each squad member chooses a section of the fiction area they would like to be in charge of. We 'personalize' their area with their photo and a list of things they like to do and what they like to read. They each sign up for a time that works for their schedule to come in and keep their area tidy, in order and

the books shelved that for into their section. The Library Monitors are in charge of coverage for lunch between 12-12:30 and for shelving non-fiction.

I notice that it is fiction that is the main draw and when doing a quick check in the Follett software I see that our circulation has increased by 40%! It is a positive step that the community is coming into the space.

October 6-17

I feel the library learning commons is beginning to look, sound and feel like a learning hub. Teachers are coming in to ask for resources and are booking the areas for use. Students are also coming in early and wanting to stay afterschool for research help. People are asking questions... it is great! It isn't a quiet place and some students are still looking for that so when the primary room isn't being used those students are going in there to study.

I decide to spend part of my budget on new resources as I see a desperate need for a more up-to-date collection. A number of the teachers, including myself are using our own books for lessons. I need to ignite a passion for literature... there are so many good new titles to chose from. I need to create a collection that reflects the needs of my community and the curriculum content. I decide to ask staff and students what they would like to see in the LLC. I believe this partnership is key to ownership of the collection and the learning community. I purchase \$1200 of new books. It was hard to choose but I focused on requested topics and authors that we just had to have! We needed an infusion of the best out there: Oliver Jeffers, Julia Donaldson, Steve Jenkins, Mo Willems, David Weisner, Wendy Mass, John Green, Shannon Hale, etc.

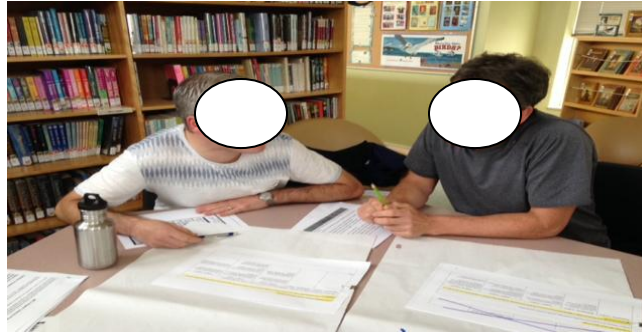


New books arrive!

October 20-31st

I decide to loosen circulation policies. Initially, students had a limit on the number of books they had out. I kept the Kindergarten limit at two but let all other students take out as many as they wanted. This was very successful after a few weeks of chaos! Students realized after a while how many for them was reasonable... some kids were great with ten others with three... but it let them self regulate what worked best.

Along with the Director of Curriculum I present the Draft Information and Digital Literacy Framework to a group of interested teachers at a professional development day.



Teacher Profession Development - Presenting the Draft Digital and Information Framework

We discuss the merits and how it fits in with our programming at the school. How is it integrated, the information literacies with the technologies... we discuss and brainstorm ways we can work together with this new document. We decide to meet again in the spring to explore these ideas further. Until then we will individually explore the draft document and see where best it fits into our current practice and how we would like to collaborate using it as a school. Discussion about a committee is tossed around but nothing is finalized. Seems the word 'draft' makes us all reflect on the lack of urgency to commit time in our schedules.

The upper grades continue to come in for 'information literacy', focusing on accessing information. I go over databases available, explain the importance of using good search techniques, and a criteria for evaluating websites.

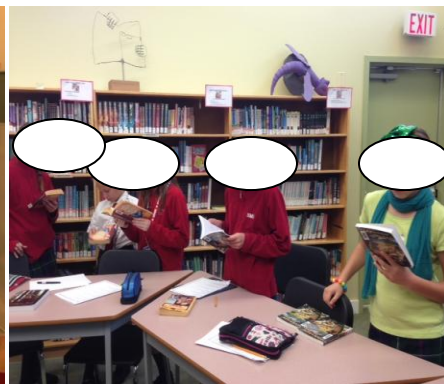


What is on all those shelves? Exploring the collection with students!

I begin Literature Circles with the grade six class: a collaborative inquiry unit with the teacher and 16 students. The teacher and I chose seven books which the students could choose from. We showed the students the titles did a quick book talk on each and then let the students have a 2 minute speed read with each title. This gave them the opportunity to choose which title they would like to read for their circle.



Using Destiny Quest



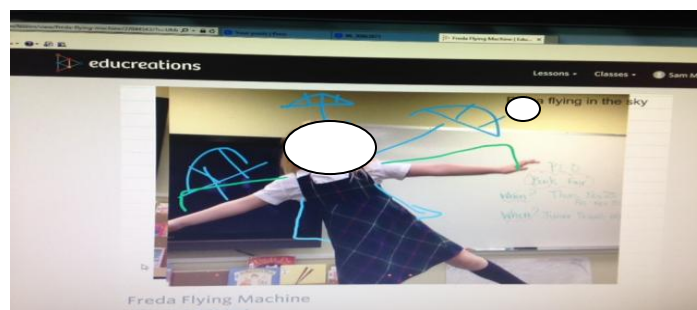
Speed Read of Novels to Choose From

The students choose their book, meet and discuss expectations for their group. We decide to have 6 weeks until final projects are presented. Together we come up with guidelines for group expectations and build questions. We discuss what the students know and connect to new information, jot down ideas and potential questions.

November 3-14th

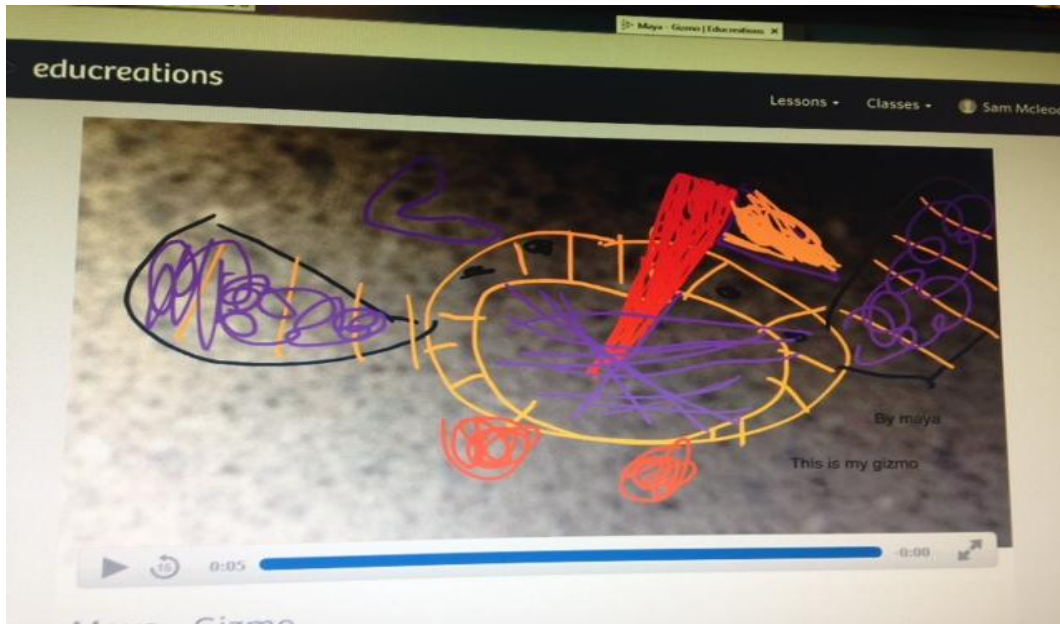
LLC basics info is covered with the younger grades (1-3) so I decide to ask these teachers if they would like to use the App Educreations with their classes. The App allows users to draw, record, take photos, and then post creations. Educreations is an interactive, recordable whiteboard we could use to create knowledge with the iPads with the classes. This allowed us to use the iPad as a tool to respond and to reflect on stories read aloud. I thought this might be a great way to collaborate and also get this technology being used. I believed if we used this in a supportive collaborative environment and took some risks we may enjoy it! Both staff and students were on board. After an initial lesson on how to use the App all parties were engaged, excited and on task. It was exciting to see the kids so keen to show their creativity!

With the grade 3's we read 'Rosie Revere Engineer' by Andrea Beaty and the students responded to the text by creating their own flying machine.



A Personalized Flying Machine

With the Grade 2's we read 'The Most Magnificent Thing' by Ashley Spires and the students responded by creating their own 'gizmos'.



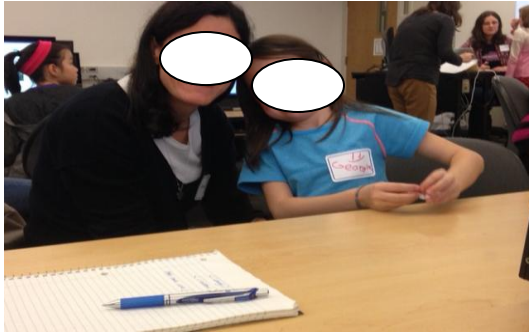
A 'Gizmo'

I really like how this turned out... it demonstrated that through this exposure we could further our knowledge and understanding of teaching effectively with the iPads together (students and staff!).

I approach the PAC for more funding for LLC resources and for the possibility of having a book fair with a community bookstore instead of the giant Scholastic cooperation, as has been tradition; funding for more books being a necessity to build the collection. The community connection was with a local bookstore who was trying to get a 'book fair' idea going; I thought fit in well with our community. We could provide good quality books, choosing the themes and authors provided and within a wide price range as some were used. Russell Books sells new and used books side by side. Having a sale that allowed the community to choose what was sold along with lower priced books would potentially benefit everyone. PAC was keen to provide more funding and then set to organize the first Russell Books/School Bookfair.

I attend an all day Girls Learning Code workshop at UVic organized by the non-profit organization Ladies Learning Code. Wanting to broaden my knowledge in this area, I believe this will be a good introduction to computer coding. It is! I believe this is a wonderful opportunity to build another community connection and develop a 'literacy' of coding with the students and school community. I

connect with the founder of the local chapter and ask if she can come to the school and do another all day workshop. After a few meetings with our school leaders and LLC we plan for a workshop in January.



Participating in the Workshop



18 kids from the school!

I spend a bit of time cataloguing the deluge of new books and share them with the community. We have a huge K-8 Buddy Read with all of the new books after an assembly. This allows the students to peruse the new material and share their love of literacy with each other.

I am pleased that some of the teachers that have been working with the iPads in the LLC are now using the Educreations App within their classroom teaching. This transfer of knowledge is great to see.



Sharing the new books with Kindergarten to grade eight

Our grade 6 Lit Circle groups continue to meet to discuss their novels. Discussions are rich and rewarding. Questions are posed each week, journals are written and read from. We have whole group discussions to share their ideas, thoughts, challenges and questions.

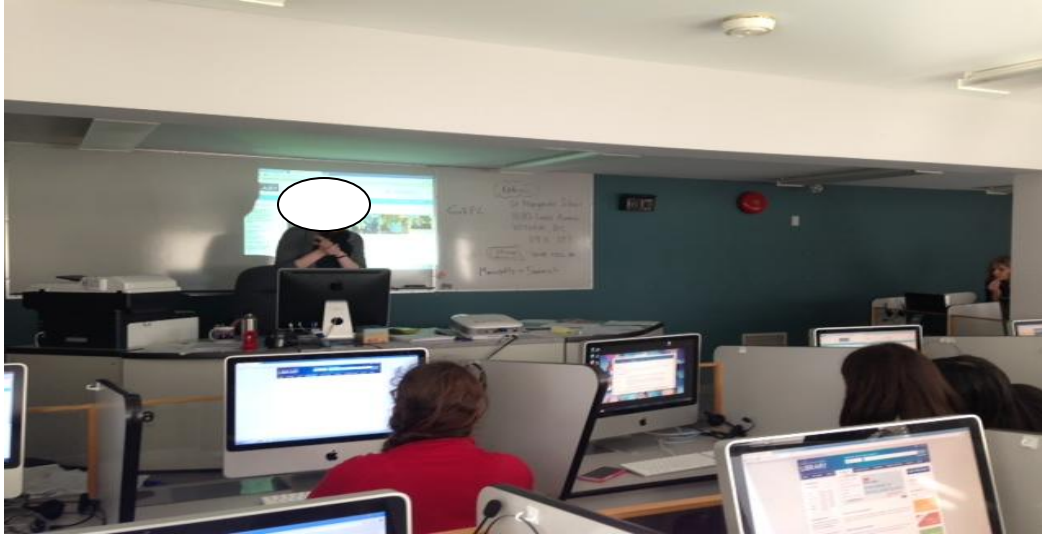


A Literature Circle Meeting

November 17-28

Book fair is set up for November 19th. We get 30% of the proceeds to buy more books for the LLC. The school PAC provides \$3500 for purchasing of resources on top of that!

I meet with the English Language Learner (ELL) team leader to discuss ways to get the ELL students reading more English material. We decide to get the public library involved and sign all of the students up with public library cards. This is so they can take out digital resources, such as eBooks and magazines, through the public library virtual collection. With so many of the students having devices we believe this is the best way to have them access fiction material that suits their tastes and needs. Also, with many of them heading back to different countries during the winter break this may be a useful tool they can access. We fill out all necessary forms and the cards are ready for pick up. We have the teen public librarian come in to go over all of the accessible resources. There is a wealth of information available to them through this source. Staff are also intrigued to see what is available to them through the public library.



Public Librarian shares Digital Collection with ELL Students

December 1-12

December 2nd, I meet with other teacher-librarians from Independent School Association of British Columbia schools at a meeting in Vancouver. I am pleased to see that there is a network through the schools as I thought I was an ‘island’ out on my own! The discussion is around what is a library Learning Commons and we decide as a group that a rationale and purpose must be defined. We muddle with ideas and come up with the draft: *“ISABC libraries/learning commons supports a collaborative learning community that engages all members of the school in the pursuit of active inquiry, an appreciation of literature, encouraging creativity and innovation and developing information literacy skills which results in “informed and responsibly critical citizens who are committed to learning and to the spirit of inquiry.”*. We also discuss the need for a new job description for a teacher-librarian. The following is in draft form:

Role of TL & Job Description

Developing and administering a program that:

- is flexible and adaptable to meet the needs of our students and teachers*
- manages both physical and digital resources and embeds technology use*
- promotes literacy and the learning that comes with it, including a love of reading, understanding information, and teaching the multiple literacies*
- implements collaborative teaching and supports the curriculum*
- teaches students to be curators and creators of content*
- supports the needs of learners as collaborators and active participants in their*

learning

-moves beyond the physical confines of the library to extend the learning commons as the hub, including the virtual commons

-includes the creation and management of a maker space

We also collaborate to write an ‘elevator pitch’ as an advocacy piece as a lot of the discussion revolved around the importance of the ‘library’ in the new pedagogical model.

The elevator pitch:

For our learning community, the library/learning commons is a physical and virtual space that facilitates access to resources in many formats that promote a range of literacies; and the TL collaborates with other educators to provide students with the skills and tools they need to thrive as inquiring learners today and into the future.

The investment in the library ensures that the learning community can respond efficiently and effectively to the challenges and opportunities afforded by the advances in information technologies and the changes in educational practice.

It is clear from discussion and the drafts that we are all on the same line of inquiry. We decide that each of these needs to be thought about and further discussed at our next gathering in March. We have our own inquiry going on!

December 8th

We celebrate the Grade 6 Literature Inquiry project. After six weeks of sharing, discussing, writing, talking, reading, and listening the students are ready to present their individual projects. They were allowed to choose from six different styles how they presented their information. Presentations are made and the students did an amazing job. Their projects demonstrated an in-depth study of the books they read and shared. It was truly a celebration!



Literature Circle presentations



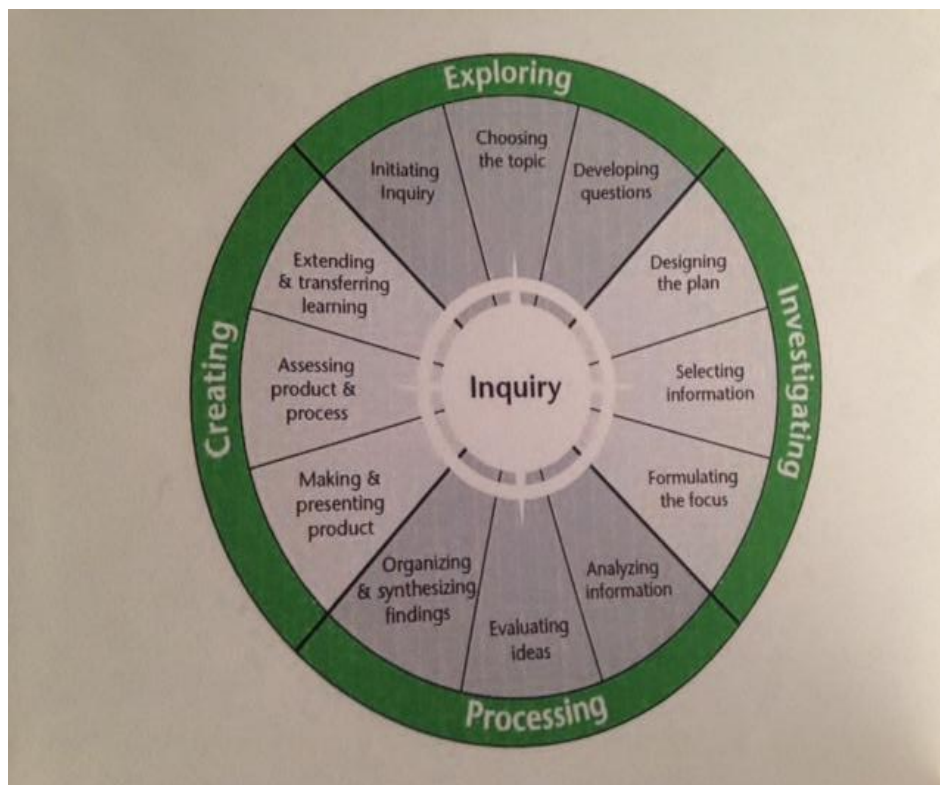
Projects

With the Holiday fast approaching I take stock in what was done and what needs doing. I've neglected weeding and collection maintenance in favour of teaching and learning. I also realize I need to advocate more frequently for the LLC in the school newsletter. Two things I will work on in the coming term.

I set up another Inquiry Unit with the grade six class. We decide to use the resource 'Little Bit', like electronic Lego, to entice the students with the true inquiry process. Our Literature Circles dabbled in inquiry but we believed that we could take this further.

We decide to use the "wheel of inquiry" from the Ontario School Library Association document Together for Learning (Together for Learning, 2010, p. 23) to guide our thinking. Our reason being is that it clearly defines the inquiry research process in a way that is easily visible to the user, be it a teacher or student. We liked how applicable it was not only to this project but also to others that could be planned.

Ontario School Library Association: Together for Learning, 2010



I feel the need to have a professional book club and find the title '*Comprehension and Collaboration: Inquiry Circles in Action*'. I ask who on staff would like to participate from January to May; ten people sign up. I order books and divide it into four sections. Our first meeting will be in February.

I plan a collaborative unit with the grade 1, 2 and 3 classes on thinking and text, the metacognition used while reading to begin after the break as we have a famous brain researcher coming to speak in mid-February.

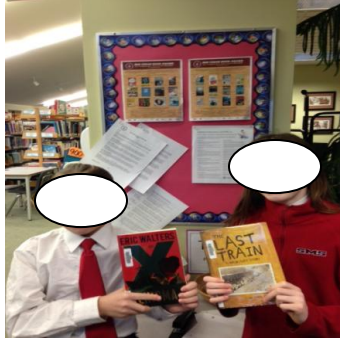
I realize that there are still big gaps in the collection that I need to order for. First Nations resources, ELL resources, professional books, and our higher level novels are all in need of upgrading. I take resource catalogues home for the break...

January 5-16th

I order resources needed and spend another \$1500 after taking a good hard look at what is used and what is needed. It seems a lot of circulation occurs in the easy fiction picture books, beginning novels and chapter books up to the late intermediate level. Non-fiction material seems very popular with the kindergarten to grade five students. I decide to enhance the fiction collection and purchase First Nations titles to develop our collection. I also purchase professional books on inquiry, mindfulness and reading and Literacy that have come up in discussions with staff. I purchase a number of titles from a local publisher, Orca, that have high interest/low vocabulary for our ELL students. I am hopeful that this infusion of resources will further entice the community.

I send photos of activities taking place in the LLC to the school weekly newsletter so the community can see the LLC as an active learning hub.

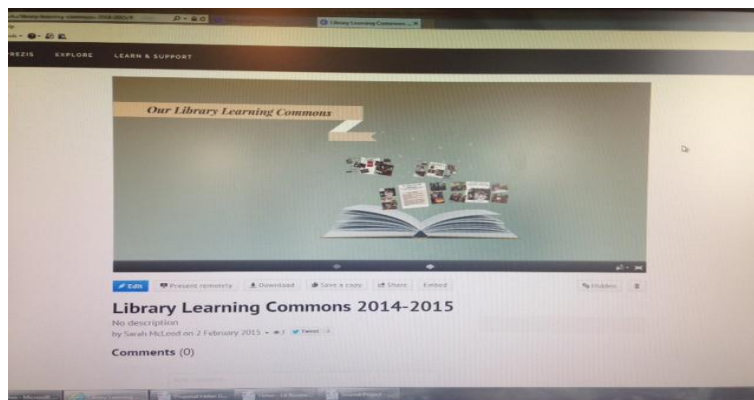
I begin a Red Cedar Book Club with the intermediate students to participate in; sixteen students join. This is well set up by The Red Cedar Awards committee so it requires me to provide the book titles nominated, photocopy book review sheets, set up an online account and voting for the group. It is otherwise self sustainable.



Red Cedar Awards Club Starts Up

I begin looking at doing a more thorough weeding of the collection. I focus on the non-fiction as I would like to lower the shelving. I begin to weed visibly worn and out of date material. I start my 'discard box' which soon turns into boxes. I still struggle with getting rid of too much. Although some resources are seldom used the information they contain is difficult to find online. I leave some of the material I have queries about and will ask the school archivist what her thoughts are.

I am pleased I have more staff members asking for collaborative time in the LLC. I am finding myself a little overwhelmed by what I have begun. I love it but at the same time am trying to stay focused, prioritize and delegate. New to the school, it is at times hard to know who to ask for what. I feel wholly supported by the administration and staff which keeps me going. I decide to present a prezzi to the school leadership team on the first five months as we shift from a Library to Library Learning Commons :



Putting together the Prezi helps me solidify what has been accomplished in a short time and makes me realize how far thought and practice has come within this learning community. It also gives me goals to focus on. I have neglected working on the scope and sequence of skills. I also need to further build relationships with the Secondary staff.

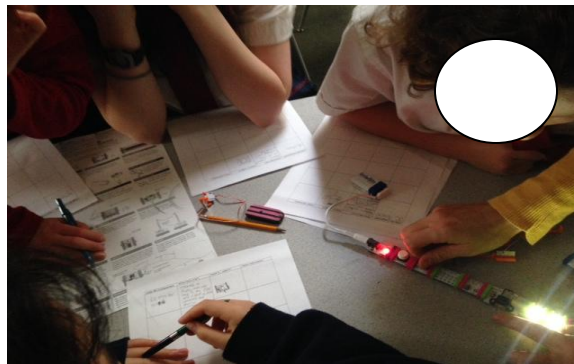
I book an author visit for the K-8 students. Nikki Tate, local author, is set to visit to discuss writing and book publishing.

I begin a collaborative unit with the grade ones and the grade 12 writing class. They are going to be exploring picture books with the goal being to write picture books together.

I connect with the secondary science teacher and we discuss suitable databases for her class to use when researching Infectious Diseases. She decides it is best to have them come in so I can show them the ins and outs of EBSCO searching.

January 19-30th

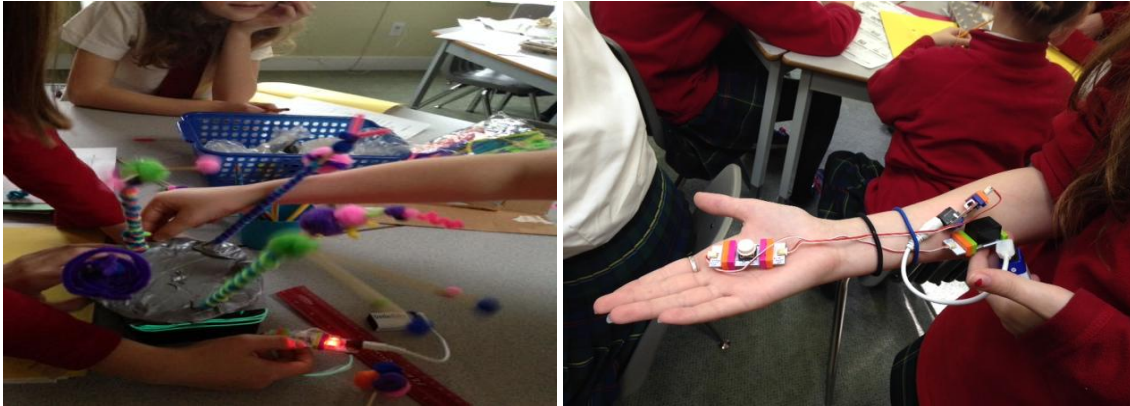
The Little Bits Inquiry project is a huge success; the kids are engaged and asking lots of questions. We closely followed the Inquiry Cycle from the OSLS.



Exploring the New Resource – Asking Questions about each ‘Little Bit’

They begin the inquiry process by developing questions and designing a plan. Then they select the information they need and formulate their focus. The students then decided what they would each need to execute their plan. Plans

were printed off the 'Little Bits' Website. They each organized and synthesized their findings in order to create a product. Material lists were made and items were brought in. Projects were created.



Looking Online for Projects to Create

I visit the Aboriginal Education Library at the local school board to get lists of titles that would be suitable for purchase to update our First Nations collection. They have an amazing collection and a very helpful volunteer librarian. I ask if we could get some sticker labels like they have to signify what books have First Nations content so they are easy to spot on our shelves. The assistant sends me some in the mail.



Resources at the GVSD Aboriginal Library

A Girls Learning Code workshop is held on the last Saturday in January. A different form of literacy is celebrated: coding! It is an exciting event for the community to be involved in and it is celebrated on CHEK television!

I continue to work with the grade 1-3's using the App Educreations . This week we are using it in our metacognition lessons when we are reading books for information. We are making text to world connections. The students are using the photo option to take a photo of an illustration in a Steve Jenkins book that they are interested in. They are then typing and recording information that they learned from the text and making a connection to the real world.



Using iPads to document thinking

We have our first book club meeting to discuss *Inquiry Circles in Action*. The book is well received by the group. Participants like the discussion topic of the inquiry versus the coverage approach. The chapter regarding the importance of collaboration amongst learners, students and teachers is discussed in detail. Examples of positive group collaboration with our schools' explorations project are celebrated. It is clear from the talk that this group likes to collaborate!

February 7th , I attend a professional development day on the new Canadian Library Association's Leading Learning Document for School Library Standards. The workshop provides rich discussion around the shift from library to learning commons. It allows me to make connections and interact with other teacher librarians from similar schools. This networking proves invaluable as I meet other teacher-librarians. Each of us discusses our role in our school and I realize many have yet to embark on the library to learning commons journey but are keen to discuss how to embark on it. It is clear from the discussion that the school library environment is slowly evolving.

I am interested in creating a makerspace within the LLC. This is described in the literature as a creative tinkering space where people can gather to create, invent and learn. These spaces are usually housed in libraries and include a variety of

resources such as printers, software, tools, craft and hardware supplies and electronics. It is a place where people use resources, materials and tools.

I connect with the Director of Curriculum and the STEM co-ordinator at the school. I discover they are being moved into the LLC. Their new office is going to be the small conference room. It will be exciting to have two more staff members in the space. We can collaborate and connect. We too can take risks, integrate our thinking, scaffold our ideas and create new knowledge.

It is clear from my last six months that a library learning commons is a learning hub where anyone can come explore, investigate, imagine, create, collaborate and communicate... even the teacher-librarian!

I was fortunate to be given the opportunity to create the place and am now currently refining the programming. I feel the LLC is providing the community with a place to explore, learn and actively engage with information and resources in a variety of formats.

As Douglas Coupland, artist, writer and futurist asked, “what will the world look like where anywhere becomes everywhere becomes everything becomes anything?” We are there, and the only way to survive is to connect, collaborate and take risks. The integration of ideas and the creation of knowledge in a non-threatening, non-siloed space such as a library learning commons can be the key. I have begun the transformation of a place that is a collaborative learning centre, it embraces personalized learning and empowers the community, staff and students, to be resourceful and create new knowledge. On the advent of the BC Ed Plan’s implementation it is this active learning centre, the Library Learning Commons that could be the conduit of new pedagogical practices. It can be the space and place to create change within each school.

It seems the ideas are ever changing to meet the needs of a learning community. I believe the transformation of this ‘learning hub’ is ongoing and fluid. With the ‘great rapidity and nonlinearity’ (Fullan, 2001) of change in our world today, once a library learning commons is established, it is clear that the collective learning journey of a community never ends. Just like the technology that surrounds us, it radiates a constant hum.

Chapter Five – Reflections – What does this all mean?

“While we are impressed by our own work in the field, what has not been realized is a sense of our indispensability across the wider educational community.” -Koechlin, Luhtala, Loertscher, 2011, p. 20

I can't help thinking of a couple of famous children's stories when I think of the transformation from a traditional library to a library learning commons. The first story that comes to mind is *The Tiny Seed* by Eric Carle. It is about a seed which is dormant and waiting for the perfect conditions to grow. Once the perfect conditions are provided it grows to become the tallest flower in the land and people come from far and wide to see it. The other story that comes to mind is the more traditional Charles Perrault's *Sleeping Beauty*. Dormant, the princess is awoken from a long sleep by a kiss from a charming prince. In each case, there is an awakening once certain conditions are met. In the case of the seed there needs to be light, water and soil. In the case of *Sleeping Beauty* there needs to be a kiss from a real prince! In the literature which discusses the transformation from a traditional library to a library learning commons there are certain conditions that work in favour of its implementation as laid out by researchers and theorists. There needs to be a space, preferably with flexible furnishings. There needs to be a person, preferably a qualified teacher librarian, who can collaborate, integrate and communicate with the community as a whole. And, there needs to be a program, preferably inquiry and resource based, to be delivered that is supported by a plethora of physical and virtual resources. I have documented the journey of transformation of a library to a library learning commons in one school. It is here that I will reflect on my experience and draw from research and literature on the shift from a library to a library learning commons.

I was fortunate to begin with what the literature stressed as the necessary ingredients: I am a qualified teacher librarian, a space has been provided with flexible furnishings and there was a multitude of physical and virtual resources from which to draw. My research questions were as follows: How can school personnel revitalize the space conceived in the 19th century as a “library” and turn it into a “library learning commons” to serve as a 21st century learning hub? What resources are necessary? What are the challenges to such a change and how can these be overcome? And finally, once transformed can a library learning commons be a catalyst for change? I will review what I have learned about the LLC models presented for me to follow. I will discuss the challenges I faced and how I overcame these barriers; finally I will comment on the possibilities of using a Library learning Commons as a conduit for change. How does the life cycle of ‘The Tiny Seed’ and Sleeping Beauty living happily ever after possibly connect with the transformation from a traditional library to a library learning commons? Let’s read and find out!

Keeping a journal over the past six months has been enlightening and I would highly recommend it for anyone going through a similar transformation. Seldom in the teaching profession do we actively document our daily practice. It has been an extremely effective tool for discovering what the big ideas are in the community I am involved in to transform a library to a library learning commons (LLC). Themes that I would not necessarily have focused on became apparent when analyzing the journal. What was most important was not necessarily what I had expected. Just as fascinating was what was least important. The overarching main theme was the importance of relationships to propel change. Less important although still relevant, were the themes of space and place, resources, and LLC programming. Creating a divide amongst the most and least important

is not intended as each of the themes had a reason for being. What I noticed from the literature was the equal emphasis on all parts to the puzzle yet once in practice it was clear in my situation that this was not the case. The most important and most often mentioned theme in my journal was the building of relationships in the community.

Relationships Drove Transformation

“When you are engaged with others doing something meaningful, you can accomplish wonders.” -Fullan, 2013, p. 70

The theme of relationships, connecting and collaborating with others, was clearly out in front as the most influential to the success of the transformation. This theme was a daily occurrence in the journal entries; it shouldn't be surprising as libraries have been about sharing information, resources and ideas for thousands of years!

Michael Fullan suggests that relationships make all the difference (Fullan, 2001). I began my transformation project by building relationships with the staff. I went into the school a number of times before the school year began. I made contact with a number of staff members and discussed what they would like to see in the Library Learning Commons. This initial contact gave me the opportunity to meet and discuss our strengths so that we could build our program and create our place together. I sent out a survey to staff that asked questions about how I could best support their teaching practices, what themes were they doing in their classrooms, what resources they relied on most, and questions which they may have had. This gave me an excellent overview of what their experience had been with using the library. It allowed me to see how best to provide for

the community's immediate needs and wants. It gave me a guide on what needed to be done for it showed me what this library had been and what its potential could be.

Ultimately, I wanted to know how best to support my patrons: staff, students and the wider community? I was pleased to see that most answered the survey question, would you like to cooperatively plan a unit with a resounding yes!

It is the relationships that I developed with colleagues that allowed a synergy to develop. Initially, it was just a few colleagues but as time went on the number grew. Researchers Mitchell and Sackney (2001) believe the learning of the teachers is as important as the learning of the students. Mitchell and Sackney's ideal learning community is "active, reflective, collaborative and growth promoting" (Mitchell and Sackney, 2001, p. 6). They focus on the value of sharing, collaborating and collective reflection. This is also reiterated by Library Learning Commons advocate Carol Koechlin who stresses that collaboration is key and it is the learning commons approach that "invites everyone to join as full partners in learning collaboratively... it is everyone working at learning to learn that is the strong link that provides purpose, credibility and accountability to this valuable partnership called education" (Koechlin, Teacher Librarian, 2011, p. 63).

Initially, I began working with a few staff members. We developed inquiry units and we pooled our knowledge and our expertise to develop programming that best fits the students' needs. Schedules were created and we collaboratively decided that the grade 7 to 12 classes would run on a flexible schedule based on their needs. This meant that they could sign up for library learning commons times when needed. The Kindergarten to grade 6 students would have one LLC scheduled block so that consistency could be

established with book returns and their other scheduled classes such as P.E., Music and French. They also had the option to book in more LLC time if they were working on a unit or project that needed LLC support and services. In the LLC literature it stresses a flexible schedule for all (Koechlin et al., 2011). As a past practicing classroom teacher who has tried both scheduled time and flexible time, I felt that this gave the K-6 teachers the best of both worlds. The students (and parents) could depend on a specific day to return print resources and the teachers and I would collaboratively work through a continuum of information literacy skills that would enhance the students' understanding and expertise when using the LLC's physical and virtual resources. This was key to developing each student's ability to be resourceful in the personalized learning environment of the LLC. An inquiry model and resource based, personalized learning program are key tenets that the *BC Education Plan* emphasizes.

What I enjoyed most from the collaborative discussions and planning was the sharing of others' strengths, abilities and passions. What did they want their students to learn, what did *they* want to learn, how could I help them and how could they help me? Mitchell and Sackney (2001) comment on this key point of sharing strengths when they discuss what is necessary for change to take place in a school. They write, "educators are putting their professional identities on the line, to admit they do not know everything, to expose their knowledge gaps to themselves and their colleagues and to reconstruct their professional narratives and professional identities" (Mitchell & Sackney, 2001, p.8). The relationships built over the first six months of sharing and planning were key to establishing teacher buy in of the LLC model. We shared our knowledge and built our program around the soon-to-be mandated curriculum together. Inquiry units, new to many of the staff, were planned. For example, the grade six teacher and I set up Literature

Inquiry Circles and once finished we moved onto an inquiry project on electronic circuitry. New resources on personalized learning, resource-based teaching and inquiry-based pedagogy were shared. I began a book club on inquiry-based pedagogy. I gave the teachers a choice of three books to choose from. The titles were, *Comprehension & Collaboration: Inquiry Circles in Action* by Stephanie Harvey and Harvey Daniels, *Creating Innovators - The Making of Young People Who Will Change the World* by Tony Wagner, *Invent To Learn : Making, Tinkering, and Engineering in the Classroom* by Sylvia Libow, Martinez and Gary Stager. Ten staff members from various grades signed up and chose *Comprehension and Collaboration* as the title to be discussed. I set up four meeting dates, divided the book into four sections and off we went! Here, ongoing professional development was offered: it was manageable, collaborative and sustainable.

Over the years I have seen in many schools the shift to a 'learning communities' model for professional development as defined by Mitchell and Sackney. I believe, as Mitchell and Sackney do, that this model can create positive change. I agree on their point that, for it to be successful, teachers must "put their professional identities on the line" (Mitchell and Sackney, 2001). This means an educator must be confident in their strengths and abilities in order to feel comfortable exposing their knowledge gaps to themselves and their colleagues. For this sharing to occur there needs to be a great deal of trust with sharing of knowledge gaps, but also with each other when collaborating and constructing new knowledge together. In addition, Mitchell and Sackney mention that individuals may bow out of the deconstruction process and this "professional autonomy" then works against building "a curriculum of capacity"(Mitchell and Sackney, 2001). Buy-in needs to occur and not all will want change despite its benefits. With the survey that I had asked teachers to fill out and with the information I had received at my initial meetings with

staff I chose one grade in each of the elementary, middle and senior years with whom I would begin inquiry based units. These five key players were instrumental in spreading the word for what co-teaching and collaboration was possible in the LLC. The LLC was a place that allowed for inquiry, risk-taking and knowledge creation: it created a community of learners.

In the past, I have been part of inquiry groups, collaborative working environments and learning communities in schools but I have to disagree with the researchers that say these are 'the' avenues for change to occur in our schools. These models for change have been active for a number of years and change is not as widespread as it could be. With information growing exponentially and new technologies being invented daily we need to provide a model for change that will allow for professional development to be integrated into our daily practice at every school. This is entirely possible through the LLC model. The model strives for collaboration amongst colleagues. It is a common place where access to information, resources, materials and technology are provided for all. The sharing of the resources provides the place for collaboration, discussion and co-teaching to occur. Currently, technology is not actively used by every student or teacher and in many classroom settings it is not even provided. To quote Michael Fullan, "technology is being grossly underutilized pedagogically"(Fullan, 2014, p. 40). The 'learning communities' or 'curriculums of capacity' models currently in practice are not reaching enough of the profession for architecture of the school buildings does not provide a 'learning place'. Libraries are traditionally seen as places of inquiry, places where ideas and information can be shared and explored. The LLC model creates a pedagogical fusion centre where the focus is on "learning action rather than information provision" (Todd, 2010, p. 19).

When transforming a library into an LLC there is an ability to increase the number of educators interested in participating with new methods of teaching and new technologies. In our school, our LLC was giving off a buzz! Patrons could explore and experiment, tinker and inquire. They weren't forced or threatened or assessed or judged. They could come in when they wanted to and they could ask questions and find answers. They felt safe as learners. As educators we strive to provide this atmosphere for our students yet have often forgot about ourselves: we need to provide this atmosphere for each other. The resources, physical and virtual were available, shared and constantly utilized. It is a financially efficient model for resource purchasing: materials are not sitting idle but constantly used: resources are shared.

The transformation from library to LLC has made me realize the importance of providing a place not only for the students but the community as a whole. The provision of an equal space, a space that is non threatening where *all* patrons can dabble with ideas, try new things, explore information and technologies and further be taught how to use these resources is necessary in this time of unprecedented change. The provision of a less formal and less fixed place that can embrace a new service delivery model of professional development is needed. If professional development were to be mandated and specified in a top down model it would be far less likely to be embraced. We need to entice all of the partners in education to work collaboratively if there is going to be any great shift in the pedagogical practice. There has been an unprecedented growth in information and technology. The growth has not been supported to schools publically by funding, resources or by professional development offered to educators. Further, if paid for by individual educators they are not able to write it off their taxes as other professions are able to. The solution to this dilemma is to provide a place where new pedagogy and

technology can be shared. This means not just a one day workshop or power point presentation but a place where there is continual discussion and collaboration where resources can be shared and used efficiently. Educators and their communities need to redefine the place once known as a library and create a library learning commons to propel change within each school.

Another important theme that resulted from my project is giving meaning to space to create 'place'. Interestingly, this is not mentioned in the literature regarding the transformation from library to LLC. There is a deep connection between what society values as important and what it will support. I believe this is a key point in the LLC literature that should be addressed. As Tuan states, a place loses its meaning and becomes an irritation if it's purpose is not defined (Tuan, 1977). Public libraries are thriving in this information age because their purpose of providing information and digital tools for all has been defined and embraced. Within our schools we must support and speak to the value of a properly staffed library learning commons. There needs to be an active learning hub in every school just as there is in every community. We need to redefine the space of the library to be a place called the library learning commons: "a pedagogical fusion centre" (Todd, 2010, p.18). Funding cutbacks have broken the ever so important relationship between teacher-librarians, teachers and school communities. These relationships need to be renewed.

Hargreaves and Fullan mention that, "professional cultures are more and more collaborative... the best groups are diverse, full of unique individuals bringing together their different insights, capabilities and classroom teaching strategies together... teaching is a profession with shared purposes, collective responsibility, and mutual learning"

(Hargreaves and Fullan, 2012, p. 143-144). It is not a surprise that this came out as the most relevant theme in the LLC transformation. Knowing the importance of as Hargreaves and Fullan call “social capital” (Hargreaves and Fullan, 2012, p. 70) policy makers, administrators and the BC government have yet to provide a place in schools to allow this synergy to occur. Interestingly, change researchers and theorists make no note that a physical place is needed for their change theories to evolve. Yet, Fullan and Hargreaves mention architecture as a barrier to change but then give no solution. Clearly, school buildings are not going to be rebuilt to provide the perfect arrangement for “social capital” to be maximized. A library learning commons, a virtual and physical learning hub staffed by a qualified teacher librarian, provides exactly what is needed to shift pedagogical thought and practice. It is the provision of a ‘non-siloed’ third place in a school that allows for risk-taking and experimenting to occur. During my project, the, “individualism that is deeply ingrained within the habits and cultures of teaching” (Hargreaves and Fullan, 2012, p.108) was diffused: new thoughts and ideas percolated. Together my colleagues and I were integrating information and technology. Innovation was occurring because we were, “collaborating in a focused way on particular instructional practices linked explicitly to 21st Century learning skills” (Fullan, 2012, p.43).

Relationships that were developed with the students were also imperative to the transformation process. The school has 365 students from Junior Kindergarten to Grade 12. Connecting to the students and figuring out what they wanted was key to them taking ownership of the LLC. I needed them to buy-in to the new model. The LLC was not just a repository for books. In my journal I described the connections I made with the students: these connections made a difference to how often they came into the LLC. They needed to develop a relationship with the place; an ownership that made them want to come in

and explore, ask questions and also create new knowledge. Past president of the American Library Association, Joan Frye Williams describes three questions students have in their minds when entering a library space: “Is this my kind of place? Can I be successful here? Does this place fit in with the rest my life?” (Mardis, 2011, p.2). What did I need to do to have students respond positively to these questions?

The most obvious approach to building relationships with students was to get to know each student by name as quickly as possible. Given there was a student body of 380, it was easier to do so than if it had been a bigger school. Second, I needed to see what they liked to read and what they felt the collection was lacking. This list was long and many of the titles were not available in our LLC so I started recommendation lists based on their ideas. Third, I asked for more bulletin boards to be put up to showcase work that had been done by classes during the LLC lessons. Fellow teacher-librarian, Jennifer LaGarde stresses this on her blog, ‘Library Girl’ (LaGarde, Feb.12, 2014, retrieved March 25th 2014). Key to buy-in is for the teacher-librarian to be ‘visible, present and engaged’ (LaGarde, 2014) and further, to display students’ ideas and work everywhere. If work wasn’t available the bulletin boards were made to be interactive. For example, sometimes I posted questions that required a personalized response: What was their favourite title? What genre was their favourite? The questions required responses using Post-it note paper, each note personalizing the board and creating a sense of ownership in the space. For Chinese New Year I posted a flip board with the signs of the zodiac and each sign had a tab that could be lifted to reveal characteristics of the signs. Another display had ‘tooth traditions’ from around the world regarding how children dealt with loose baby teeth. Thirty percent of our student population is international so this was a great way to encourage cross-cultural understanding. These interactive bulletin boards opened up

casual discussion and built upon the relationships that were developing. It created conversation and sharing of information and ideas from patrons coming into the LLC.

Trying to keep up with circulation and the shelving is always time consuming, so two teams of students were enlisted to help with LLC resource shelving, general tidying and maintenance. Jobs, once modeled, could be easily carried out by students. This built my relationship with a crew of students from a variety of grades. One group was named the 'Library Squad'. These were students who volunteered from the middle grades and they were to be in charge of shelving and keeping the fiction areas of the LLC tidy. The job was self regulated. Each student chose a specific section of the library that they were individually in charge of. They chose when they could come in (before school, after school or at lunch) and they personalized their LLC shelf with a photo and information card describing who their favourite author was, their hobbies and their likes. Some of the students took this a bit further added details such as handmade book marks for patrons to take and put theme related items decorating their area. Another group of students from grade 9-12 were named library monitors. These students were in charge of non-fiction material, shelving and keeping these areas tidy. These students could earn volunteer hours for their time.

These avenues, the squad, the monitors, the interactive bulletin boards and displayed work, allowed relationships to develop and opened up the opportunity to ask students what they needed and wanted from the LLC; student opinions and perspectives on resources and on ways to improve the LLC were provided. These partnerships created a sense of community and connectedness that went beyond established programming. The literature mentions the importance of connecting with the students yet little practical

advice on 'how to's' are given other than the idea of displaying their work. This may be due to past practice in schools when budgets only allowed for library technicians and staff support workers to do basic circulation procedures. In the past, there also used to be more parent volunteers available although what I notice nowadays is that so few parents are available to help during school hours due to work commitments. What isn't mentioned in the literature is the importance of a student connection to the LLC as a place they want to take care of. Key to my experience is that I notice now when the classes come into the LLC those that hold the role of squad member or monitor are quick to explain to their classmates the importance of keeping the library in order and they model what the expectations of basic library maintenance are! This speaks volumes to their commitment and relationship to me as co-owners of the space: these words and actions to their peers were far more effective than any lesson I could have ever given on the importance of keeping the LLC organized and tidy!

To enable ownership of the place I gave patrons more responsibility for circulation; this was a task easily handled by a computer and individual patrons. A self-service circulation computer was set up so patrons could check out their own materials using a scanner and patron barcode. Students from grade 3-12 were shown how to use this system. They could use their student card or find their name card in a handy binder beside the scanner. Also, each patron was permitted to take out as many resources as they liked. Initially, some kids took out a lot of books. Cloth book bags were given to kids who needed to take home more than they could carry! Nevertheless, students eventually realized what they could handle and they self regulated the amount they took out. Both the self-circulation and self-regulation of resources gave the students a sense of responsibility but more importantly it developed a sense of trust with the materials. The

resources were there for them to use and how they chose to use and treat the resources was a task they took great pride in doing well. This important part of relationship building and personalizing the physical LLC experience wasn't mentioned in LLC research or theory.

Jennifer LaGarde's 'Library Girl' blog stresses to focus on what students can do, not what they can't (LaGarde, Feb. 14th, 2014). This is valuable advice to follow for a teacher-librarian transforming a library to a library learning commons: what can the patrons do, what are their strengths and what do they need support in? Each community of learners needs need to be personalized to that community; it is not a one-size fits all model by any means. The atmosphere in the LLC developed synergy and learning power for the transformation of thought and practice to be embraced by the community. The key to buy-in was the community redefining the place together, collaborating and connecting with information, ideas and resources.

I implemented other ways to build student relationships. Activities that required cross grade combinations were planned. Some of the activities included: cross-grade buddy reading with new resources purchased, younger students teaching older students Apps, such as Educreations, Chatterkids and Explain Everything. This created a sense of confidence and competence among students and forged relationships using their knowledge of information and digital literacy tools. This knowledge building and creation fit in beautifully with 21st Century pedagogy. These activities engaged students and teachers as they cooperated and collaborated, shared knowledge and resources and created new knowledge together.

The relationship building didn't end with staff and students. It was necessary to connect with the rest of the community also. Parents were my next focus. I wanted the parents, as part of our learning community, to feel comfortable coming into the LLC. I also wanted to use their skills and expertise if in need of a speaker on a topic or skill that would benefit student learning: parents can often be an untapped resource! During the welcome open house I asked parents who came into the LLC to let me know what skills they may be able to offer. Further, I wanted to make sure parents knew they were welcome to come in any time and sign out books: I went to a PAC meeting to let this be known. I put photos and captions in the school online newsletter describing lessons and activities going on in the LLC. The relationship became invaluable when appealing to parents for money to purchase new resources. Little is mentioned in the research available about connecting with the many facets of a school community. I find this surprising as parents are an invaluable resource.

Connecting and collaborating with the community beyond parents also plays a part in the LLC model. What resources for the student could be tapped and what relationships could be forged to support the students? Connecting with the local public library to help keep costs down on digital resources, such as e-books, audio books and e-magazines is imperative. These digital resources were easily accessed using a public library card and the public librarian was keen to come in and meet the students and show them how to access the public library resources online. This built the relationship with the public library so the students could access further virtual resources.

In addition, I invited a local author to come in and speak about writing and book publishing. This contact would give the students access to a knowledgeable primary

source of information. The parent advisory committee (PAC) held a book fair in collaboration with a local book store that sold new and used books and a percentage of sales went towards purchases for the LLC. This kept costs down and the purchases local and when possible sustainable if used copies of titles were available. Author visits at local bookstores, were publicized in the LLC. Local booksellers were available to discuss new titles, and also provided book marks, posters, stickers and various paraphernalia to give away to patrons and the library squad and monitor teams.

Not stopping at print resources, but providing an avenue to digital literacy and knowledge creation, I connected with the local chapter of Girls Learning Code (GLC). GLC provides free computer courses to girls in the community. The GLC came and gave a day-long workshop at the school for interested students. The workshop entailed learning how to create a website based on a topic of choice: it empowered the students to create new knowledge using technology as a tool. The workshop was taught by women volunteering from the local technology industry so once again the students were exposed to primary sources of information and local expertise that could be tapped if needed. As a community of learners we were connecting locally with others and globally with the websites created: we were connecting physically and virtually! The websites created were just another form of literacy the students could add to their tool box of 21st century skills.

Professional connections with the local teacher-librarian associations within the public and the private school networks were invaluable during the transformation process. These provided me with contact with colleagues embarking on similar library to learning commons transformations. Physical and virtual contact through workshops, roundtable discussions and virtual connections through blogs, facebook, emails, moodles, twitter, and

texting connected me locally and globally. Koechlin stresses “the importance of developing a personal and professional learning network...to share what you know, learn from others, and co-create to give back” (Anonymous, Teacher-Librarian, 2011, p. 63). Relationships with these people worked to scaffold my knowledge and to work together to continually improve our knowledge base and create new knowledge together.

Change always faces resistance. As the BC government works to enact the *BC Education Plan*, the Ministry of Education is struggling with how best to navigate implementation without funding. It has even gone as far to pass Bill 11 that amends the *School Act* that will require teachers to pursue professional development, on existing Professional Development days or on their own time (*Times Colonist*, March 27, 2015, p.2). This top down, government mandated approach will not speed up the necessary pedagogical changes that need to occur in BC schools. The government would be wise to look “to create conditions for learning rather than trying to make it happen” (Fullan, 2014, p. 49). Change theorists stress the need for slow and sustained professional development where trust and mutual respect are fostered (Mitchell and Sackney, 2001). When I read about Bill 11, I thought of the 20-60-20 rule of Susan Annunzio, a world leading management consultant. She believes that 20% of the people will go for a change and be early adopters. Twenty percent will resist in some fashion or another and the other 60% will be fence-sitting. It is clear from my experience in schools that this rule runs true. The early adopters, the 20%, are usually part of school or district inquiry teams, professional learning networks and/or action research projects. These are the 20% that don't need to be forced to accept change. These are the ones that probably won't mind pursuing mandated professional development. It is the other 80%, that need to be

nurtured not mandated. The provision of a 'third place', an LLC, would provide a place for engagement to occur without using a top-down approach. Barbara Stripling describes a third place as "a place where learning can occur through experience where learners are stimulated to question and discover rather than passively receive information delivered to them"(Stipling, 2008, p. 50). I believe that the teacher librarian is the natural change agent as we are on equal footing with the practicing classroom teacher: we are collaborating with not prescribing to our colleagues. Professionally, we have had to adapt and configure our learning to keep up with the unprecedented information explosion and technological advances in our field: we have had to embrace change on a daily basis. We are the "teachers with technology who will make a difference" (Fullan, 2013, p. 72). Well versed in inquiry- based learning, as documented in 'The Points of Inquiry' published by the BC Teacher-Librarians' Association, we understand that learning is "messy and recursive" (Stripling, 2008, p.51).

Each of the relationships forged and nurtured created a culture of collaboration and inquiry that benefited the learning of a whole community. This scaffolding of information and sharing of ideas was built on relationships with others and couldn't have been replaced by a search engine or digital device. The connection, collaboration and cooperation with a variety of partners in education, expanded the periphery of all involved. With the soon-to-be implemented *BC Education Plan*, information growing exponentially and new and better digital technologies being created every day, working with others is key. We need to "reconfigure and respond" (Morrison, 2008, p. 21) in a non-siloed third place. The relationships that I formed created the momentum that was

pivotal in the success of an LLC transformation: even greater was the momentum of change in thought and practice that occurred. This was the creation not just of a place for patrons to find answers to questions or a good book to read, but a place to discuss, deliberate, connect and create. We shared information and ideas. As Ross Todd stresses in *To Be or Not to Be: School Libraries and the Future of Learning* (Todd, 2010) our LLC has become an active learning centre, “where creating, sharing and using knowledge for learning living and life” (Todd, 2010, p.19) is occurring. The LLC’s sense of place had been discovered. It was this transformation that propelled change and created a culture of inquiry for everyone in our school community.

The Library Learning Commons: A Creation of *Place*

“In the absence of the right people, things and places are quickly drained of their meaning so their lastingness is an irritation rather than a comfort”. (Tuan, 1977, p140)

The library space was perfect: flexible furniture, computers, charger and docking stations, a projector, t.v. and a whiteboard. The space was well lit, comfortable and it provided a variety of learning spaces for quiet contemplation, active group collaboration or whole group instruction. I initially began my research journey with preconceived notions that a transformation of space could be a change agent within a school. It was clear in this case that without a qualified teacher-librarian collaborating and connecting patrons to the library space it had lost its sense of place.

My mission was to transform this space into a place. In an open letter to staff the first week of September, the role of the LLC and the support and services that staff could

expect were highlighted. I opened the letter with the Canadian Library Association's recently published definition on what a LLC was:

A Library Learning Commons is a physical and virtual collaborative learning hub of the school community, designed to engineer and lead learning for the future, a transformational shift from traditional library to whole school learning culture where everyone is working together to enhance learning and to continually improve thinking, questioning, analyzing and creating.

(CLA, Leading Learning, 2014)

I put wedges in both entry doors to give the space a more welcome feel. I cleared off the majority of the circulation desk and made it available for any staff member that wanted to use it. As mentioned, the self service computer was set up for ease of access for patrons. I greeted everyone that came in. A tools table was created with staplers, hole puncher, paper, pencils, scissors etc. (of course all were labeled with LLC). Collection material was moved around to create easier access. Resources were weeded that hadn't been used for years. The weeding opened up shelving to display student work and allowed for patrons to see all the great resources available. The underutilized library moodle and homepage were expanded and links were added that would appeal to the users. Signage was put up to direct patrons to the areas and to the collection.

In the LLC, I was working with patrons, staff and students and the greater school community. We were asking questions, sharing ideas, scaffolding knowledge and creating new knowledge together. Inquiry units that had been co-planned brought the first few classes in. The teachers that I had initially met with spoke positively about their experiences in the LLC, the units they were working on and support they had received with others that had not yet come in to meet with me personally. Information literacy

basics were taught to the kindergarten to grade fives and it was during these lessons I scaffolded knowledge from the classroom teacher with my own. I brought in physical and virtual resources and modeled how to use technology as a tool for knowledge creation. There was an interchanging of ideas, resources and information. Library historian, Wayne Wiegard sums up the importance for “cultural, social and intellectual exchanges to occur, mediated by the library collection” (Wiegard, 2005,p.5).

Patrons felt a sense of belonging and the LLC became a gathering point for the community. Staff signed up to bring their students in to utilize the various areas. At times up to five groups have been working on various projects as well as individual students working alone; thus I realized early on that it was imperative to have a fool proof sign up system! After trying different ways, signing up for use, it was best carried out using an old-fashioned pencil and paper schedule available at the entry desk for each of the four designated LLC areas.

The space provided the tools patrons needed but it wasn't until relationships were forged that it became their kind of place. The experience of place and the need to connect in person made the LLC relevant and engaging to the community. As Joan Frye Williams describes three questions students have in their minds when entering a library space: “Is this my kind of place? Can I be successful here? Does this place fit in with the rest my life?” (Mardis, 2011, p.2). Researchers Pomerantz and Marchionini comment that a library adds value to information and resources by organizing them and making them available: books and people take up space. That is why libraries were built originally. But it is the linking of the physical and intellectual spaces of peoples' ideas and each other that makes libraries effective and essential (Pomerantz and Marchionini, 2006). The LLC became a

place for people to congregate and connect face to face. The place was now owned by staff and students alike. Patrons felt empowered. They could sign out books at will and they had been taught how to access resources physically and virtually. The LLC contributed to the ecosystem of the school. As Library and Information professor, Dr. Ross Todd describes, our LLC was supporting learning across the school and was fostering the development of deep knowledge through provision of accessible resources and information for all (Todd, 2010, p. 17). Futurist, Thomas Frey says, 'the ultimate experience at a library should be where great ideas happen and people have the tools and facilities to act on those ideas' (Frey, 2013,) Our LLC was a place that was embracing the 21st century paradigm and was pushing forward innovation, change and experimentation (Trilling, 2010).

David Lankes in, 'The Atlas of New Librarianship' comments on the necessity for those in library positions to show what they can do as facilitators of knowledge creation and empowerment rather than allowing the perceptions of just being a quiet book depository. What shapes a librarian's mission is the need for conversations to occur between all parties involved. Lankes stresses that, "libraries have gone from a place to gather knowledge to a place to create and transmit knowledge" (Lankes, 2011, p. 28). This echoes, Carol Koechlin when she stresses the need for perceptions to change. Teacher-librarians, "must project an aura of indispensable leadership in learning for the future. We must help classroom teachers integrate technology tools to boost desired learning" (Koechlin, Teacher Librarian, 2011, p. 62-63) . In our LLC, learning was occurring in a non-linear manner, with myself as a guide and with all partners, "exploring issues, thinking critically, and solving problems from multiple perspectives" (Doll, 2008, p. 203). But wait!

Why has this been able to be facilitated here and not elsewhere? It all has to do with scarcity of resources.

Resources: What is Needed ?

“One of the greatest things about internet 2.0 applications such as Facebook, YouTube and MySpace is their focus on sharing. It might sound a little like this: ‘I love this book; I think you’d like it too!’ Libraries, similarly are all about sharing: connecting people with others and resources that might just feed a passion or spark an idea. A good library makes interacting with texts of all kinds irresistible. It’s comfortable and peaceful. Libraries have humans in them. Librarians – real people who know their clientele have an idea of the scope of resources available and can help students find and navigate their way through them adding so much beyond the sheer power of the internet.” (Harrison & Hutton, 2013, p.98)

The space was there, the place had been created but what resources were needed to have a successful transformation? The LLC was staffed from 8-4 Monday to Friday, which allowed for excellent access to the physical domain; 24/7 access was available to the virtual learning commons. Practicing teacher-librarians, Moira Ekdahl and Sylvia Zubke (2014) stress in their recently published *From School Library to Library Learning Commons* that an LLC that exceeds expectations has, “sufficiently qualified staffing to enable outreach, collaborative planning and co-teaching, and creation and maintenance of the virtual learning commons”. Staffing wasn’t initially an issue, although once the programs were established and periods booked, there didn’t feel as though there was enough to go around. Circulation was way up due to the liberal take out policies and therefore it was imperative to have the students and community help with shelving.

My personal experience in schools has confirmed that lack of time given to qualified staff has been the greatest detriment to a transformation to an LLC. This doesn't come as a surprise. Inadequate library staffing has been an issue for over a decade. Yet, my personal experience of actually being able to put thought into practice and fully implement the LLC model has made it clear that properly staffed LLC with a fully qualified teacher librarian can make all the difference when propelling change of thought and practice. Without the ability to forge the necessary relationships, the connections made between people to ideas, information and resources it is impossible to use the LLC as a conduit for systemic change. Yet, surely it must be the most cost effective solution to trying to address teacher professional development: infusing schools with progressive pedagogy and resources. This is the vehicle of transport the Ministry of Education needs to tap into. It is a necessity to have a teacher librarian, "integrate all types of resources, ideas and information into a more accessible form" (Lankes, 2011, p.160). "In a world of spreading digital-connected ubiquity, information is everywhere and from everywhere, and is in every format...in such a world, librarians as facilitators of knowledge are invaluable" (Lankes, 2011, p. 159).

Once staffed properly, collection maintenance and collection development is important. With relationships forged, I inquired of staff, students and parents what they would like to see in the LLC. The collection was dated and needed an infusion of new resources to support the community. Despite growing access to online e-books and resources there is still a necessity for print resources which may come as a surprise to some. When talking to colleagues, it is also the case in public libraries and in other school libraries where e-readers and e-book sites such as Tumblebooks have been made available. Patrons seem to pick physical fiction resources over virtual fiction resources. Interestingly,

they choose digital resources when searching for non-fiction information. Therefore, I focused my initial purchasing on print fiction, mainly picture books. I weeded the non-fiction collection (an ongoing process) and purchased some, but not a lot, of non-fiction print resources to support younger readers and the ELL population. Despite the plethora of information on the internet, teaching beginning information literacy skills using non-fiction print resources rather than online information is best; print resources provide concrete, vetted information in a simple format from a credible source. Once students' skills became stronger one can move onto internet sources for factual information. Understanding how to access databases available was also a necessity. I was a conduit between the internet, the plethora of information and resources available, and the patrons. Invaluable, teacher-librarians teach how to search smarter not harder. I focused my purchases that were specifically needed on site by my community that supported their needs and interests. I directed patrons to e-resources provided by the public library. This allowed me to provide even more for my patrons. I sought to purchase resources that would maximize my community's, "super learning experiences and created a knowledge building centre" (Koechlin, Luhtala, Loertscher, 2011, p.21). I have found the up-to-date print resources that catered to the community are actively being used. I must mention that before purchasing, I asked for donations from the community for titles and series' that were in demand. A large number of books, such as the Rainbow Fairies, Geronimo Stilton, Magic Tree house, etc., readily came in; this providing many of the titles younger readers wanted.

It is important to be able to provide a plethora of resources for patrons. There is discussion of public schools being asked to collaborate and share their collections. This is difficult to fathom. District or provincial wide purchasing could occur for some titles yet

so much of what is used by my patrons is individually chosen for the school community. Having been a teacher-librarian in four schools and a teacher-on-call in twenty-one other schools during the past three years what interests one group of students isn't necessarily what interests another. My experience has demonstrated that community-based resources purchased with the interests of the students and personalized to fit the needs of the programs and projects carried out in each school site are effectively and efficiently utilized. Our LLC's circulation is high and there is a literacy rich physical and virtual collection to support our programs.

Little is written in LLC literature regarding the connection to using resources such as public libraries, community organizations, and other people outside of the school setting. The search for resources that best fit the needs of a community can come in many forms. Real people, in the form of guest speakers, can promote greater understanding of a topic. Connections made through others, sharing information, resources, ideas, skills and knowledge can be invaluable. Change theorist Fullan comments that the work of Daniel George and Catherine and Peter Whitehouse on intergenerativity indicate, "how to bring older people and younger people together to foster collective wisdom and community health" (Fullan, 2013, p. 76). Particularly in an inquiry-based environment, real people, through a University or community-based speakers' bureau, a member of legislature or parliament, an environmental education centre, etc. can be wonderful primary resources and there are many that will come for free or for a nominal fee. The use of others as a source of knowledge is echoed in the First Nations Holistic Lifelong learning model from the University of Saskatchewan's Aboriginal Learning Knowledge Centre. They use the model of a tree to, "represent the link between lifelong learning and community well-being" (Aboriginal Learning Knowledge Centre, 2007). What is key is the importance of a

variety of sources to be drawn from for an individual's well-being to be nurtured. The nurturing then grows along side supporting, "the cultural, social, political and economic collective well-being" of the whole community (Aboriginal Learning Knowledge Centre, 2007). Guides, sources and domains of knowledge are all part of the support system and it is the "community collective that rejuvenates the individual's learning cycle" (Aboriginal Learning Knowledge Centre, 2007). This ties in beautifully with the role of an LLC in a school community. A collective learning hub that provides a place to share, collaborate and grow together: a place that "fosters pushing towards excellence as a team rather than a collection of isolated pods" (Koechlin, Luhtala & Loertscher, 2011, p. 21). It is a well staffed, well-stocked LLC that is the answer to pedagogical shift in thought and practice.

The Ministry of Education hasn't formally printed a mandated LLC continuum of skills to follow. Currently what is available is *The Points of Inquiry* published by the British Columbia Teacher Librarians Association and the *Draft Information and Digital Literacy Continuum* from the Ministry of Education. Given that these do not have a thorough scope and sequence of skills for early information literacy skill development, I combined these directives with past resources from the BC Education Ministry, the Delta School District and the California Department of Education into a set of skills that aids students in how to access, evaluate, apply and incorporate physical and virtual information. My reason for doing so was that the recent resources seem to lack basic information literacy skills at the younger grades and the dated resources do not contain digital literacy skills. I'm not sure why little is offered to the younger grades in the Draft document from the Ministry. It would make sense to start these skills as early as possible; older students should have excellent digital and information literacy skills by the time they reach high school. Too often older students are using simple search techniques and

unreliable websites. Students need to know early on how to search deeper and have the skills to find the best resources possible to support their personalized projects and programs.

The literature from the LLC researchers and theorists doesn't go into detail regarding a continuum of skills to be developed; mentioned is the need for an inquiry based personalized program. There seems to be little in the Draft Digital and Information Literacy document where the continuum is to be taught. The draft is headed with a quote from the American Library Association, although there is no mention of a Library Learning Commons in the document. Without a scope and sequence of skills being developed the students levels of understanding on how to access, evaluate, apply and integrate information are so varied. It is imperative in this climate of personalized, inquiry based programs that students learn skills that develop their ability to use information and digital tools to their greatest advantage. They need to be empowered and learn to be discerning users of information and technology (Todd, 2010).

Challenges

“To be a librarian is not to be neutral, or passive, or waiting for a question. It is to be a radical, positive change agent within your community” - Lankes, 2013

I have mentioned minor challenges through the sections on relationships, place and resources but the greatest challenge was to try to change the perception of what a library is and what it can be. Koechlin, Luhtala & Loertscher comment that, “stereotypes die hard, particularly when digital devices move information and media around far more

efficiently than do humans and when the public perceives that information is free” (Koechlin, Luhtala & Loertscher, 2011, p.20). It is imperative that those of us who are in teacher-librarian positions demonstrate what value we can bring and the results that can be achieved within our schools. We must evaluate our practice and be accountable. We must transform our spaces from book repositories to pedagogical fusion centres (Todd, 2010, p. 16) and create places that provide “exceptional learning experiences that build individual understanding and expertise and spur development of collective knowledge” (Koechlin, Luhtala & Loertscher, 2011, p.20). Those of us fortunate to be in well stocked and staffed school libraries must act; we must toot our horns to convince public policy makers to support the LLC as a conduit for change.

Connected to the challenge of perceptions was the challenge of time. It took time to change the perception. Change was not instantaneous. I had to put theory into practice and communicate what I was doing along the way. At times I was so busy with what was going on in the LLC I would forget to communicate and connect with individuals that were not working within the LLC domain. I made a point of submitting more and more information into the school newsletter, school staff weekly newsletter and began meeting with the Director of Curriculum on a weekly basis just so the whole community would know what was happening in the LLC. I believe this open line of communication helped develop the understanding that a Library Learning Commons was far different than a repository of books with me as a keeper of knowledge. The relationships forged were instrumental in changing perceptions and were key to the transformation process. Relationships were allowed to flourish that were important to developing value and meaning to make a space a place. Once the perceptions changed, patrons were open to

what the LLC had to offer. It took time for thought and practice to change and for real learning to begin.

Final Thoughts

“Knowledge is created through conversation” (Lankes, 2011, p. 31)

During the research process, what I found challenging was the availability of research which crossed disciplinary boundaries. The literature on libraries was separate from change knowledge and other topics such as school design and 21st century learning. There were areas well written about, yet there was no cross-pollination of ideas. For example, on the topic of library to learning transformation being a conduit for change, or the connection between the importance of meaning being given to a space to create a place. Further, the connection between change knowledge and what the possibilities a school library learning commons has to offer change theorists and researchers was not present. Finally, unbelievable was the missing link in research between school libraries and libraries in general. I looked into the idea of complexity theory, not necessarily an educational theory, but to help me make sense of this myriad of ideas to come to the conclusions that I have on the importance of providing a place in a community for change of thought and practice to evolve. I will elaborate.

In an ever-changing world where digital technologies have changed the way information and knowledge is delivered, educators are best off to assume and embrace change, for change is going to be a constant. There has been a re-organization of formal learning and that is where complexity theory finds a place. To embrace change, educators

will need to collaborate and cooperate with *all* partners in education, colleagues, students, parents, government, and truly *all* facets of society. Complexities theory's theme of connectedness, "that requires distributed knowledge systems where order comes for free and replaces control" (Morrison, 2008, p.21) is key. To keep up with constant change, information growing exponentially and new and better digital technologies that are being created every day, education and educators must "reconfigure and respond" (Morrison, 2008, p.21) to the environment. This "co-evolution will require connection and cooperation for survival" (Morrison, 2008, p.21). The feeling of being on the edge of chaos will be the norm; educators must get comfortable with being uncomfortable. It is this *chaos* that will demand creativity and imagination to reconfigure education and create a "web of learning" (Morrison, 2008, p.23).

Traditionally, educators have worked independently in their own classrooms and it is clear that we must "change or die, for learning is a dance between partners and agents" (Morrison, 2008,p.26). The scaffolding in learning that occurs will be in constant flux. The mutual support will create, "increased returns that will use the information to change, grow and develop" (Morrison, 2008, p.21) for the better. Classrooms will no longer be operating in isolation but will be connected with the world outside; the teacher-centric classroom will become extinct. Trust, respect and cooperation are key tenets for without these a shared, collective mind will be difficult to establish. We are stronger together.

Complexity theory will be best served in a "learning community model" (Mitchell and Sackney, 2008) within each school; the teacher-librarian being a key player and change agent in the process. Comfortable with the inquiry process and a resource, project based program, it is the teacher-librarian who will develop a connected-ness within each

school community. It is the co-evolving, co-adaptive and fluid community of practice (Morrison, 2008, p.27) which will guide us from the 'edge of chaos' to an empowered collective whole. It is in this environment that creativity, imagination, and rich ideas and practices will occur, and evolve. All facets of society will benefit from the mutual, collaborative environment in the schools.

Change is scary in any profession, yet in the classroom, where you are constantly interacting with society, it is really not possible to close your door and take time to reflect. Our daily practice is in constant flux. It is the nature of our job which makes it dynamic and exciting. We can plan a great day, but *really*, anything can and will happen! So how do we collectively embrace change and experiment with new technologies, and the explosion of information available? Collaboration is key. It is the collective inquiry and support we give each other as educators that will see us through change, innovation and the complexities which we face in education today. We need each other for our survival just as any "organism responds to its environment", (Morrison, 2008, p.20) we will need to re-configure and *metamorphosize* together. This will require trust, respect and mutual support in order to be successful. It is the collaboration mentioned in complexity theory funneled through the Library Learning Commons that will help us weave together a future education model.

The *BC Ed Plan* could be described as *organized chaos*. The Ministry is asking for input from all parties, which could be seen by some as a boat without a rudder. Really though, this is true complexity theory in practice. They are asking partners in education to work towards a common goal, to scaffold ideas and create a plan together. Admirable, to plan and provide a collaborative education model that will benefit all: a network of,

“interconnected, inter-related systems” (Morrison, 2008 p.27). Maybe the most cost effective solution is to fund a school library learning commons model.

Lastly, the constant stream of information on the topic was unnerving. It seemed I had found my perfect articles for my literature review only to have them superseded by more current thoughts and research. This certainly reflects the times in which we are living. At some point I had to stop collecting information and start creating it. Of course I added a few here and there. But what I discovered was although there were minor tweaks here and there, my goal was the same. Explore what a transformed library to a Library Learning Commons could offer to thought and practice in a school.

I began my Master of Education studies believing that creation of an ideal learning space could be the conduit for change in our schools. I have ended with the creation of a place where change can happen. I have discovered it is possible. I have had to read widely and deeply to come to the conclusions I now have. How does the transformation from library to library learning commons relate to the story of *Sleeping Beauty*? Well, there is a library renaissance occurring and I would love to see the ending be happily ever after: it would be amazing to have a library learning commons in every school fostering change in thought and practice. Although, I believe it will be more like the story of *The Tiny Seed*.

The idea of the library learning commons is growing in schools where the right conditions are provided. The model could be an effective solution for more rapid systemic change to occur. Yet, like in *The Tiny Seed*, without being provided with the right conditions libraries will go to seed. The opportunity to be a vehicle for change is now. Those teacher-librarians that are able to adapt, grow, and prosper with a learning commons model provide hope for those that are currently not able to. It is up to teacher-

librarians who have the right conditions to spread the word. We need to showcase and model our LLC's. We need to have conversations about what these pedagogical fusion centres can do. As Lankes states, "the greatest asset any library has is a librarian. Librarians go well beyond a collection of skills and tasks...they are on a mission to improve society through facilitating knowledge creation in their communities" (Lankes, 2011, p. 29). This is a necessity as we go through unprecedented pedagogical changes that support is given to all parties in education. Will Library Learning Commons' as places be around 5, 10, or even 30 years from now? It is difficult to predict but then I must ask... will schools? Are school libraries the canaries in the coal mine? As "change is the only constant in the universe" (Johnson, 2012, p. 219) , we must support each other to propel forward. It is the provision of a non-siloed third place in a school, with a qualified teacher-librarian at the helm that can guide education in B.C. through this sea of uncertainty.

Future Directions and Next Steps

"The alchemy occurs when the information is brought together; it occurs in that magic moment when a single piece of knowledge is brought to the attention of a seeker, or when two pieces of knowledge collide, intentionally or serendipitously, in the observer's hands" - Petter, 2012 <http://commons.bclibraries.ca/inspiringlibraries2012/>

I feel I have only scratched the surface of the possibilities that a library learning commons can offer a community of learners and the school system as a whole. I intend to continue documenting my journey and connecting and collaborating with colleagues and the community. It seems my project doesn't truly have an end; I am in a cycle of inquiry. This is somewhat perplexing but of course also exciting. The future of the library learning

commons model is difficult to predict given the torrent of information and daily technological changes but more importantly the fiscal realities school are faced with. I would like to look further into this as a financially feasible model for systemic change. What are the costs associated with an LLC model in each school versus a model of mandated systemic professional development as per Bill 11? Further, which is the best vehicle to propel change?

I would also like to work on building connections between libraries, those in public and private schools and those in our communities. I believe we have so much to offer each other. There is an untapped connection where cross-pollination and collaboration would be beneficial to society as a whole. The sharing of information, ideas and resources only makes sense, for as complexity theorist Kevin Morrison explains, connection and cooperation are necessary for survival (Morrison, 2008).

APPENDIX 1

Hello Staff,

Welcome to a new school year! I look forward to getting to know you and your students. I expect the library learning commons (LLC) to be the hub of the school with a vibrant hum! I would like to support you and your students in every way possible.

ECE to grade 5 teachers we will have a sign up on September 2nd for a period that you would like to have as a scheduled LLC period.

All other teachers will need to sign up for a period in the first few weeks of September to bring your classes in to have a LLC orientation.

If possible, I would like to have a year plan from each division so I have an idea of what themes or units you are working on.

I have made a few changes to the library so please take a moment to read this.

LLC Organization: *There are 4 areas in the Library Learning Commons:*

- *Lounge Area*
- *Fiction Open Area (fiction novels)*
- *Reading Room (picture book collection)*
- *Meeting/Conference Room (Staff and/or Tutors with Students)*

All areas may be booked by teachers. If you like to book a specific space please sign up on the weekly calendars found by each area.

Changes to the Collection

- I have moved the primary non-fiction to be part of the larger non-fiction collection and are marked with blue Easy Reader stickers.
- ELL/ESL books are in the fiction library on the first book shelf
- Story Compilations are found in the fiction section before A
- Graphic Novels are on the shelf in the front lounge area
- Reference books are now found in the meeting room
- Displays and new books will be in the lounge area

Signing Books Out: I have set up a self check out computer. All staff and students from grades 3-12 will be shown how to use this computer. To use this check out you must have your barcoded ID card to sign out books.

Returning books Please put books in the book return slot below the checkout kiosk not on the LLC counter

Purchasing for the Collection: Please let me know of any titles and resources you would like to have in our collection

General LLC Policies for students are as follows:

1. Loan period is set for two weeks
2. Overdue: students should renew books if they are not ready to return their selection
3. Students are expected to pay to replace lost, damaged or destroyed books

I have included a quote which I like that describes a LLC:

'A library can do some things better than the internet. A good library not only has the answers to our questions, past and

present and future (as the internet can usually provide), it has a place, a physical domain in which we can become absorbed in those answers. A good library makes interacting with texts of all kinds irresistible. It's comfortable and peaceful. Libraries have humans in them. One of the greatest things about internet 2.0 applications such as Facebook, YouTube and MySpace is their focus on sharing. It might sound a little like this: 'I love this book; I think you'd like it too!' Libraries, similarly are all about sharing: connecting people with others and resources that might just feed a passion or spark an idea. Librarians – real people who know their clientele have an idea of the scope of resources available and can help students find and navigate their way through them adding so much beyond the sheer power of the internet.' (An excerpt from Nair and Gehling – Fielding and Nair International)

Any questions? Just Ask!

Sarah McLeod

Teacher-Librarian

Appendix 2

Library Learning Commons (LLC)

Support and Services 2014-15

“A Library Learning Commons is a physical and virtual collaborative learning hub of the school community, designed to engineer and lead learning for the future, a transformational shift from traditional library to whole school learning culture where everyone is working together to enhance learning and to continually improve thinking, questioning, analyzing and creating”. (CLA, Leading Learning, 2014)

How the LLC can support YOU and your classes:

Ensure all learning partners feel welcome in the Library Learning Commons

- Have an ‘open door’ policy
- Create flexible spaces and areas for multi use
- Ensure all feel comfortable using the online catalogue, Destiny Quest and the Self Service Check Out Kiosk
- Ensure staff and students can access and understand online databases available
- Pull resources based on subjects, themes or specific topics
- Teach Information Literacy skills
- Share and develop ideas, co-plan, co-teach
- Celebrate student’s work by displaying and showcasing it in the Library Learning Commons
- Collaborate and develop lessons & units
- Research and recommend resources (text, first source, online and more)
- Teach and collaboratively teach inquiry and project based assignments
- Provide support to all learning partners (students, staff and parents)

Goals:

- Encourage all patrons to connect with the LLC
- Assess and support all learning partners needs
- Support all school events
- Make connections with community services
- Develop a scope and sequence of Information Literacy Skills for K-5 students
- Develop lessons and units with a view towards new curriculum implementation
- Set up a Library Squad (student monitors to help in the library)
- Set up a student Book Club
- Make connections with GVPL and UVIC Learning Commons
- Host and Plan Literacy events
- Be a hub of knowledge creation

- Alberta Education New Learning Commons Policy*. (2014). Retrieved October 8, 2014, from Alberta Government Ministry of Education website:
<http://education.alberta.ca/teachers/resources/connection/september-2014/other-news/learningcommons.aspx>
- Battle, M. (2003). *Library - An Unquiet History*. New York, NY: W.W. Norton & Company.
- BCTLA Information Literacy Task Force. (2011) *The Points of Inquiry: A Framework for Information Literacy and the 21st Century Learner*
- Bell, J. (2012, November 4). Head Librarian leads the digital revolution at UVic. *Times Colonist*. Retrieved from <http://www.timescolonist.com/>
- Bennett, S. (2008). The Information or the Learning Commons: Which Will We Have? *The Journal of Academic Librarianship*, 34(3), 183-185. doi: 10.1016/j.acalib.2008.03.001
- Berg, B., & Lune, H. (2012). *Qualitative Research Methods for Social Sciences* (8 ed.). Upper Saddle River, New Jersey: Pearson.
- Canadian Library Association. (2014, May 30). *Leading Learning: Standards of Practice for School Library Learning Commons in Canada* (ISBN 978-0-88802-344-5). Retrieved from Canadian Library Association website:
<http://clatoolbox.ca/casl/slic/lisop.html>
- Carle, E. (1987). *The Tiny Seed*. New York, NY: Simon and Schuster Books.
- Collaborator and Learning Commons Queen: Carol Koechlin Speaks. (2011). *Teacher Librarian*, 38(4), 62-63.
- Community Dialogues on First Nations Holistic Lifelong Learning: Learning as a Community for Renewal and Growth*. (2009). Retrieved from Assembly of First Nations, Canadian Council on Learning website:
http://www.afn.ca/uploads/files/education2/community_dialogues_on_first_nations_holistic_lifelong_learning,_2009.pdf
- Coupland, D. (2013). *Shopping In Jail Ideas, Essays, and Stories for the Increasingly Real Twenty-First Century*. New York, NY: Stenberg Press.
- Croll, S. (2014, May). The Future of School Libraries: Vibrant Spaces or Dead Coral Reefs? *Teacher Newsmagazine*, 26(6), Retrieved from
<https://bctf.ca/publications/TeacherNewsmag.aspx>
- Doll, W. (2008, February). Complexity and the Culture of Curriculum. *Educational Philosophy and Theory*, 40(1), 190-212.

- Dorion, R., & Asselin, M. (2011, August 8). Confronting the 'Crisis of Significance' in 21st Century School Libraries. *A Paper presented at the Association for School Librarianship Conference, Kingston, Jamaica*, Retrieved from <http://search.proquest.com.ezproxy.library.uvic.ca/docview/1221249369?accountid=14846>
- Duncan, M. (2004, December). Autoethnography: Critical Appreciation of an Emerging Art. *International Journal of Qualitative Methods*, 3(4), 1-14.
- Ekdahl, M., & Zubke, S. (2014, May). *From School Library to Library Learning Commons*. Retrieved from Vancouver School Board website: bctf.ca/bctla/pub/documents/2014/SL2LLC_ReviewingCopy.pdf
- Ellis, C., Adams, T., & Bochner, A. (2011). Autoethnography: An Overview. *Forum: Qualitative Social Research*, 12(1), 1-13.
- Frey, T. (n.d.). *The Future of Libraries*. Retrieved March 20, 2013, from Davinci Institute website: <http://www.davinciinstitute.com/.com/papers/the-future-of-libraries>
- Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco, California: John Wiley & Sons.
- Fullan, M. (2013). *Stratosphere: Integrating Technology, Pedagogy and Change Knowledge*. Toronto: Pearson Canada
- Hargreaves, A., & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. Toronto, Ontario: Ontario Principals Council.
- Haycock, K. (2011). Connecting British Columbia School Libraries and Student Achievement. *School Libraries Worldwide*, 17(1),
- Hemmig, W., Johnstone, B., & Montet, M. (2012). Creating A Sense of Place for the Mobile Learner. *Journal of Library and Information Services Distance Learning*, 6(3-4), 312-322. doi:10.1080/1533290X.2012.705175
- Hiss, T. (1990). *The Experience of Place*. New York, NY: Alfred A Knopf.
- <http://libraryquotes.org/quotes/activists-benefactors> . (nd). Retrieved April 15, 2015, from United For Libraries: A Division of the American Library Association website: <http://libraryquotes.org/quotes/activists-benefactors>
- Johnson, A. (2012). *A Short Guide to Action Research* (4th ed.). Upper Saddle River, NJ: Pearson Educational.
- Kines, L. (2015, March 27). Teachers to be forced to upgrade skills. *The Times Colonist*. Retrieved from <http://www.timescolonist.com/>
- Koehlin, C., Luhtala, M., & Loertscher, D. V. (2011). Knowledge building in the learning commons. *Teacher Librarian*, 38(3), 20-26. Retrieved from <http://search.proquest.com.ezproxy.library.uvic.ca/docview/856439883?accountid=14846>

- LaGuarde, J. (n.d.). *The Adventures of Library Girl*. Retrieved April 14, 2015, from <http://www.librarygirl.net/>
- Lankes, R. D. (2012). Expect More [Web log post]. Retrieved from Virtual Dave: <http://quartz.syr.edu/blog/?p=2431>
- Lankes, D. (2012, April). Libraries Are Obsolete [Web log post]. Retrieved from <http://quartz.syr.edu/blog/?p=1567>
- Lankes, R. D. (2011). *The Atlas of New Librarianship*. Boston, Mass: MIT Press.
- Library to Learning Commons*. (n.d.). Retrieved October 7, 2014, from Education Matters - Calgary Board of Education website: <https://www.educationmatters.ca/library-to-learning-commons/>
- Loertscher, D. (2008). *Flip This Library: School Libraries Need a Revolution, Not Evolution*. Reed Business Information, Inc. (US).
- Loertscher, D. V., & Koechlin, C. (2012). The virtual learning commons and school improvement. *Teacher Librarian*, 40(1), 20-24,4,63. Retrieved from <http://search.proquest.com.ezproxy.library.uvic.ca/docview/1115270090?accountid=14846>
- Mardis, M. (2011, January). Reflections on School Library as Space, School Library as Place. *School Libraries Worldwide*, 17(1), I-III. doi:10239391
- Martinez, S., & Stager, G. (2013). *Invent to Learn*. New York, NY: Lightening Source Inc..
- Mitchell, C. & Sackney, L. (2001). Building Capacity for a Learning Community. *Canadian Journal of Educational Administration and Policy*, (19)
- Morrison, K. (2008). Educational Philosophy and the Challenge of Complexity Theory. *Educational Philosophy and Theory*, 40(1), 19-34. doi: 10.1111/j.1469-5812.2007.00394.x
- Murray, S. (2012). *The Library - An Illustrated History*. (2nd ed.)New York, NY: Skyhorse Publishing.
- Nair, P., & Gehling, A. (2011, July 29). The Classroom Is Obsolete: It's Time for Something New. *Education Week*, 1-4. Retrieved from <http://www.edweek.org/ew/articles/2011/07/29/37nair.h30.html>
- National School Library Day Colloquia: "BC's New Education Plan: Learning Commons in BC" [Online forum post]. (2013, October 30). Retrieved from <http://drupal.it.ubc.ca/videos/11349-national-school-library-day-colloquia-bcs-new-education-plan-school-libraries>

- Oldenburg, R. (1997) *The Great Good Place: Cafes, Coffee Shops, Community Centres, Beauty Parlours, General Stores, Bars, Hangouts and How They Get You Through the Day*, (2nd ed.). New York, NY: Paragon House.
- Perrault, C., & Holmes, S. (1993). *The Complete Book of Fairytales*. New York, NY: Clarion Books.
- Petter, A. (2012). Keynote Address. <http://commonsblibraries.ca/inspiringlibraries2012/>
- Pomerantz, J., & Marchionini, G. (2006). The digital library as place. *Journal of Documentation*, 63(4), 505-533. doi:10.1108/00220410710758995
- Seamon, D., & Sowers, J. (2008). Place and Placelessness, Edward Relph. In P. Hubbard, R. Kitchen, & G. Vallentine (Eds.), *Key Texts In Human Geography* (pp. 43-51). London: Sage.
- School of Library and Archival Studies, U.B.C. (Host). (2013, October 30). *National School Library Day Colloquia- "BC's New Education Plan* [Audio podcast]. Retrieved from <http://www.youtube.com/watch?v=StlDhPJ9Upg>
- Standards for the 21st Century Learner in Action*. (2009). Retrieved from American Association of School Librarians' website: <http://www.ala.org/aasl/standards-guidelines/learning-standards>
- Stipling, B. (2008) Inquiry: Inquiring Minds Want to Know *School Library Media Activities Monthly* (25)1
- Sykes, J. (2010, April). *Transforming Canadian School Libraries to Meet the Needs of 21st Century Learners: Alberta Education School Library Services Initiative- Research Review and Principal Survey Themes* [Research Review]. Retrieved from Government of Alberta website: http://education.alberta.ca/media/1293749/slsi_research.pdf
- The British Columbia Education Plan*. (2015). Retrieved May 29, 2015, from Government of British Columbia website: www.bcedplan.ca/assets/pdf/bc_edu_plan.pdf
- Together For Learning: School Libraries and the Emergence of the Learning Commons*. (2010). Retrieved from Ontario School Library Association website: <https://www.accessola.org/web/Documents/OLA/Divisions/OSLA/TogetherforLearning.pdf>
- Todd, R. J. (2010). "To be or not to be:" School Libraries and the Future of Learning. *School Library Monthly*, 26(10), 16-19.
- Trilling, B. (2010, September). From Libraries to Learning "Libratories": The New ABC's of 21st-Century School Libraries. *School Library Monthly*, 27(1), 43-46. Retrieved from http://pgss.sd57.bc.ca/~vkilbey/2012_library.pdf
- Tuan, Y. (1977). *Space and Place - The Perspective of Experience*. Minneapolis, MN: University of Minnesota Press.

- Wagner, T. (2012). *Creating Innovators: The Making of Young People Who Will Change the World*. New York, NY: Scribner.
- Wall, S. (2006). An Autoethnography on Learning about Autoethnography. *International Journal of Qualitative Methods* 5 (2)2-12.
- Wallace, V., & Husid, W. (2012). Learning to the Second Power: Inquiry-based Collaboration and Learning Commons. *Teacher Librarian*, 39(3), 25.
- White, M. (2013). *FTE Learning Specialists Teachers*. Retrieved from British Columbia Teachers' Federation website:
<https://bctf.ca/uploadedFiles/Public/.../ResearchReports/RR2013-06.pdf>
- Wiegand, W. (2005, Fall). "Library As Place". *North Carolina Libraries*, 63(3), 76-81.
Retrieved from <http://www.ncl.ecu.edu/index.php/NCL/article/viewFile/70/88>
- Williams, J. (2002, April). Shaping the 'Experience Library'. *American Libraries*, 33(4), 70-72. Retrieved from <http://www.jstor.org/stable/25646305>