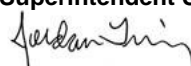


Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Surrey	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD36
Developed by: Andrea Langelaar, Martha Cameron, Angela Monk, Debbie Cassells	Date Developed: November 1, 2018
School Name: North Surrey, Fraser Heights & Kwantlen Park	Principal's Name: Darren Bedard, Rick Breen & Tim Cross
Superintendent Approval Date (for School Districts only): November 19, 2018	Superintendent Signature (for School Districts only) 
Board/Authority Approval Date: November 21, 2018	Board/Authority Chair Signature:
Course Name: Library Information & Literary Studies 11	Grade Level of Course 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Special Training, Facilities or Equipment Required:

Library Learning Commons

Course Synopsis:

This course provides students with an in-depth study of the role of the Library Learning Commons as the learning center of the school as it supports all members of the school community. Through supported inquiry, students will continue to develop and practiced their transliteracy skills and promote them to the school community in various ways. Students will continue to develop their ability to promote and support access to the Library Learning Commons resources, services and programs not only to their peers but to all members of the school community.

Goals and Rationale:

Library, Information and Literary Studies 11 is designed to support students in their developing understanding of the Library Learning Commons model in the school as it supports the whole school community. This cross has cross-curricular elements as students will

develop transliteracy skills through supported inquiry, study, discussion, collaboration and providing support to all members of the school community in the Library Learning Commons.

Thinking core competencies will be developed through an inquiry project where students will be supported by the Teacher Librarian in topics that reflect the course goals. As students put in to practice their emerging proficiency of operation methods, they will develop communication core competencies. The application of the course content is practical and designed to develop leaders who have knowledge, skills and understanding to be effective members of the Library Learning Commons Leadership Team. Through this engagement, students will develop the social responsibility aspect of the personal and social core competencies.

Study and exposure to a variety of literature and research will develop all the core competencies (Communication, Thinking, Personal and Social) empowering students to become thoughtful, ethical and responsible citizens of a diverse society.

Goals:

- Develop transliteracy skills as they support inquiry research
- Develop a broad appreciation of literature and research participating in the reading culture promoted by the Library Learning Commons
- Gain understanding of the important role of the Library Learning Commons as the learning center of the school community
- Develop the knowledge and skills necessary to support the school community through access to Library Learning Commons resources, services and programs
- Gain leadership experience participating as a knowledgeable student representative on the Library Learning Commons Leadership Team

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Library work involves strong support for individuals and community
- Library work offers many opportunities to establish relationships in a multi-disciplinary arena
- Literature involves memory, history and story
- Literature helps individuals explore identity

Declaration of Aboriginal Worldviews and Perspectives

Libraries reflect a variety of Aboriginal Worldviews and Perspectives:

- Personal identity
- Awareness of history
- Power of story
- Language and culture
- Community engagement
- Learning environment and resources
- Experiential Learning

BIG IDEAS

Access to Library Learning Commons **resources, services** and **programs**, can affect the way we understand the world

The **Library Learning Commons** is the center of learning in a **school community**

Inquiry Research gives us a framework to explore our questions, curiosities, problems and meet learning goals

The Library Learning Commons promotes a culture of reading and supports this in individuals and the school community

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Promote and Assist the Library Learning Commons resources, services and programs</p> <ul style="list-style-type: none"> Assist the Teacher Librarian in organizing and managing the Library Learning Commons resources Support the Teacher Librarian in evaluating and developing the Library Learning Commons resources Consult with the Teacher Librarian on evaluating current and developing new programs and services to support school community Develop a print or digital resource that outlines, promotes or clarifies a Library Learning Commons service for a particular group in the school community <p>Contribute to the Library Learning Commons as the learning center of the school community</p> <ul style="list-style-type: none"> Participate as members of the Library Learning Commons Leadership Team providing a student perspective to the work of the team Support the learning needs of the school community Promote transliteracy in the school community Assists Teachers in the school community by connecting them to Library Learning Commons resources, services and programs Contribute to the Virtual Learning Commons 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Effective listening and communication skills for the purpose of assisting all members of the school community in the Library Learning Commons Organization methods for Library Learning Commons print and digital resources Routines and procedures necessary to operate a Library Learning Commons as it supports all members of the school community Process for acquiring all types of resources Method for evaluating print and digital resources The importance of including authentic Indigenous voice in resource selection Role, purpose and importance of the Library Learning Commons in supporting individual and collaborative student learning Supports the use of emerging technologies, including computer based software, web 2.0 tools and apps, that support student learning

- Support the Teacher Librarian in **Collaborative Teaching Engage in guided Inquiry Research as a way to understand the role of Library Learning Commons as the learning center of the school community**

- Undertake a major inquiry research project that investigates an aspect of the role of the Library Learning Commons in a school setting
- Develop **information literacy** skills for effective inquiry research
- Practice **digital literacy** skills to enhance inquiry research
- Implement **critical literacy** skills as they pertain to inquiry research
- Integrate **emerging technologies** in to inquiry research
- Consider **cultural context** as it relates to inquiry research topic

Develop a diverse literary foundation and promote traditional literacy to the school community

- Read for pleasure and information from a wide variety of mediums and sources
- Demonstrate an awareness of literature, historic and current
- Engage the school community through Library Learning Commons services to promote traditional literacy
- Assist the Teacher Librarian in running and developing Library Learning Commons programs that promote traditional literacy

- Importance of and strategies for being a positive digital citizen
- **Advocacy strategies** in the form of digital marketing to promote Library Learning Commons resources, services and programs
- Aboriginal Worldviews and Perspectives can be incorporated in to the goals of the Library Learning Commons
- Foundational understanding of Inquiry Research methodology and research behind this method of learning
- Developing understanding of information literacy, media literacy, digital literacy and critical literacy skills
- Emerging technologies including computer-based software, web 2.0 tools and apps to support inquiry research
- Role of **cultural literacy** as it pertains to their inquiry research

Big Ideas – Elaborations

- Access: opportunity to use or participate in
- Resources: sources of information
- Services: activities performed for users to support learning goals
- Programs: activities and opportunities offered that support learning goals
- Library Learning Commons: The physical and virtual learning hub of the school community, designed to engineer and lead learning where everyone is working together to enhance learning
- School Community: Administrators, Teachers, Staff, Students and Families invested in the welfare and vitality of the school
- Inquiry Research: An approach to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, issue, or topic

Curricular Competencies – Elaborations

- Library Learning Commons Leadership Team: A committee to lead a cohesive approach to learning for the future, responsive to the needs of learners, via the Library Learning Commons teaching expertise, resources, technologies and physical and virtual spaces. Includes the Teacher-Librarian, lead or specialty Teachers, Administrators, Learning Commons support staff, classroom Teachers, Students, Parents and other interested school community members
- Transliteracy: The ability to read, write and interact across a range of platforms, tools and media
- Virtual Learning Commons: The online force of the Library Learning Commons, a digital learning community in which the school community participates
- Collaborative Teaching: One or more Teachers planning, teaching, coaching and assessing a learning event together
- Information literacy: The ability to access, evaluate, use and share information effectively and ethically for a range purposes
- Digital literacy: The ability to understand, evaluate and integrate information in multiple formats
- Critical literacy: The ability to analyze, synthesize, retell, relate and reflect on information from multiple formats
- Emerging Technologies: Tools and innovations that enhance learning
- Cultural context: Society that surrounds and influences a person, place or thing
- Traditional literacy: reading and writing with depth and understanding in order to transfer learning to new learning situations

Content – Elaborations

- Effective listening and communication skills: actively understand information and focused clear oral or written word for a purpose
- Organization methods: arrangement of materials: Dewey Decimal and Library of Congress Classification systems, Fiction classification systems including genre, log in information, processes and access points for digital resources, ebooks and other digital resources
- Routines and operations: Activities that surround the lending and accessibility of resources
- Acquiring: Process to select, purchase and process resources
- Evaluating: Process of examining a resource for suitability based on a set of criteria
- Advocacy: Planned, deliberate and sustained effort to raise awareness
- Cultural Literacy: The ability to understand and appreciate cultural diversity leading to respect of differing cultural points of view

Recommended Instructional Components:

- Direct Instruction
- On-line teaching
- Demonstration
- Modelling
- Hands on learning
- Experiential learning
- Reflective writing
- Guided Inquiry

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

The teacher will:

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback
- Provide opportunities for ongoing self and peer assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content. Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary. The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

Abridged Dewey Decimal Classification and Relative Index 15th Edition

Melvil Dewey (Author), Joan S. Mitchell (Author), Julianne Beall (Editor), Giles Martin (Editor), Winton E. Matthews (Editor), Gregory R. New (Editor)

The Learning Commons: Seven Simple Steps to Transform Your Library 1st Edition

Pamela Colburn Harland (Author)

Guided Inquiry Design®: A Framework for Inquiry in Your School (Libraries Unlimited Guided Inquiry)

Carol C. Kuhlthau (Author), Leslie K. Maniotes (Author), Ann K. Caspari (Author)

Discovering Today's Library (Library Binding)

Alice K. Flanagan

Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward [Book] BC Ministry of Education

First Peoples Principles of Learning www.fnesc.ca

What is a Learning Commons? <http://ilsop.canadianschoollibraries.ca/library-learning-commons/>

Tips for Building a Virtual Learning Commons <http://ilsop.canadianschoollibraries.ca/appendix-6-building-a-virtual-learning-commons/>

Research on and Models of Inquiry

- <https://librarysupportedinquiry.weebly.com/>
- <https://bctla.ca/resources/point-of-inquiry/>
- <http://www.togetherforlearning.ca/discovery-and-guided-inquiry/>
- <http://galileo.org/teachers/designing-learning/articles/what-is-inquiry/>

What is Transliteracy? http://hlwiki.slais.ubc.ca/index.php/Transliteracy_for_librarians

Collaborative Leadership in the Library Learning Commons http://ilsop.canadianschoollibraries.ca/wp-content/uploads/2016/09/IASL2015Koechlin_Kirkland.pdf

References:

This document was created in consultation of Leading Learning and Together for Learning OLA

Canadian Library Association (CLA). 2014. *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*. Available: <http://ilsop.canadianschoollibraries.ca/wp-content/uploads/2016/09/ilsop.pdf>

Ontario Library Association (OLA). 2010. *Together for Learning: School Libraries and the Emergence of the Learning Commons*. Available: <http://www.accessola.org/web/Documents/OLA/Divisions/OSLA/TogetherforLearning.pdf>