

Scan



the journal for educators

inspire

connect

transform

share

reflecting and sharing new knowledge

In this issue

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Great Book Swap

Scan

understanding of how various literacies connect to create new knowledge. Judy also touched on managing knowledge obsolescence in a crowded information environment.

In response to these changes, teacher librarians need to reframe what they teach and how they organise library spaces in schools to meet the needs of future learners.

Judy's presentation provided a wealth of information and resources about how this shift could be accomplished and many conference delegates expressed their excitement about her vision for school libraries of the future. Judy shared her [presentation slides](#) and tweeted out the link during the conference.

Keynote 2: Future learning – spotlight on innovative practice



Dr Kylie Shaw – identifying and implementing innovative practice

The [second keynote presentation](#) was presented by Dr Kylie Shaw, Senior Lecturer and Researcher at The University of Newcastle. In the first part of her engaging and informative presentation, Kylie outlined the methodology and findings of the *Innovative Teaching and Learning* research project. This comprehensive study of 159 schools across 7 countries included several NSW public schools and was sponsored by Microsoft Partners in Learning. The extensive study identified the kinds of pedagogical practice which was most effective for development of future learning skills, which are identified as:

- knowledge building
- self-regulation and assessment
- problem solving and innovation
- collaboration
- global awareness
- ICT use
- skilled communication.

A detailed outline of this study and its findings are outlined in two recent *Scan* articles, which were part of the conference pre-reading (See [references and further reading](#)).

Delegates were asked to evaluate their own practice and consider how they could incorporate the innovative teaching practices identified in the study and listed here, in future learning design:

- including long term learning activities
- extending learning beyond the classroom
- incorporating innovation and problem solving
- using ICT to build knowledge and engage

- incorporating cross disciplinary tasks and learning across the curriculum.

Kylie also emphasised that effective teacher collaboration was pivotal to success in implementing innovative practice and its role in effective pedagogy is not a new concept for teacher librarians. However, it is not always easy to implement in schools. Kylie's presentation provided fresh, evidence-based inspiration and effective tools to help teacher librarians to develop this key 21st century/future learning skill.

The conference was excellent. I was so inspired I shared much of the day in the staff meeting Monday morning and have already collaborated with staff to put some of the strategies discussed at the conference into action. The Principal and staff were also very enthusiastic - enthusiasm is infectious!

CS 1: *Oliver* - What benefits for learners and teachers?

This session showcased the [Lighthouse Schools Program](#) (intranet) and their implementation of *Oliver* as a learning and teaching tool. Two teacher librarians presented, outlining examples of using *Oliver* to engage students in explicit, scaffolded learning. Emphasis was placed on the potential of *Oliver* for supporting future learning.



Julie Grazotis-improving student engagement at Banks PS

Julie Grazotis, teacher librarian and Acting Assistant Principal at Banks PS, provided a [powerful example](#) of readily achievable [action research](#) in a rich curriculum context.

Julie outlined how she uses *Oliver* in a flexible and collaborative environment, with a student directed approach to make the most of the interactive features. Her action research focus was on engaging students as critical readers of print and digital texts. Scaffolded learning experiences enabled students to make informed reading choices through selecting PRC titles, explicitly sharing and analysing their reading experiences, and writing reviews. Polished reviews were published on *Oliver*. Student suggestions, based on these rich tasks, were included in Reading lists on *Oliver*. Julie also provided examples of evidence used to show the learning achieved by students, for example, work

samples and student interviews in the ClassMovie, and key skills assessment. PRC participation and comparative borrowing rates added quantitative data to this rich mix of qualitative evidence.

Tuneil Ivsic, teacher librarian at Sarah Redfern High School, outlined a change process she has led in the library, how students are learning better through the use of *Oliver*, and her visions for further enhancing learning using *Oliver*. Tuneil's *Oliver* journey was inspiring. She identified how both the Department provided digital reading lists in *Oliver*, and those she has added in her collaborative teaching and planning with teachers, have enhanced student learning. Tuneil has had some very positive feedback from students and teachers at her school.

The Reading Lists helped a lot when I had my Extremes Assessment due. I used the Reading List because I knew all the information was in one spot and all the websites were good websites. It even showed me how to reference.

Samantha, 7 Green

Oliver prepares students for further study. Much like universities set reading lists, our faculty has decided to set reading lists for students for both homework and assessments.

Frank, Maths/ Science Faculty

Future issues of *Scan* will highlight further successes from *Oliver* Lighthouse schools, who are currently working on their reports. These reflect the results of a variety of simple action research projects, which offer evidence of the ways *Oliver* has enhanced student learning in schools.

CS 2: Evidence-based practice: The evidence is in

The aim of this session was to establish a rationale for evidence-based practice and provide an example of best practice in schools. Three main reasons for using an evidence-based approach to teaching and learning were identified in the [introductory presentation](#) (Office 365/DoE portal login required):



Jenny Scheffers-creating evidence of great learning

In the main part of the session, Jenny Scheffers outlined how evidence of great student learning

- to identify areas for improvement in learning programs and implement changes, so that lessons meet the needs of individual students in classes
- to demonstrate how teacher librarians and school library spaces have a positive impact on learning and engagement
- to create evidence for professional accreditation as part of our everyday classroom activities.

and high quality teacher practice can be effectively gathered by adopting a Guided Inquiry framework for learning in the classroom.

As an experienced and award winning practitioner, Jenny shared the many benefits of using this approach, including the way in which it helps students to develop ownership of their learning. Jenny emphasised the importance of streamlining when collecting data and shared her version of Lee Fitzgerald's *Skinny toolkit*, which simplifies this process for students and teachers.

The feedback for [Jenny's presentation](#) was very positive and a PDF of the PowerPoint is available on the new School libraries website. Further examples of her expertise can be seen in her ClassMovie [Integrating Guided Inquiry and ICT at Caddies Creek PS](#) and in several articles in *Scan*.

CS 3: Collaborative learning: strategies revealed



This session was presented by Penny Galloway, a Learning Design Officer in the Learning Systems Directorate of State Office.

The foundation statement of this session was that collaborative learning is a 21st century/future learning skill vital to student achievement, and, it does need to be explicitly incorporated into the learning program. Participants were shown the online tools Google Apps and Microsoft Office 365 that are now available to all students and teachers in NSW public schools to assist them in this process. These can be easily found in *My learning tools* both in the staff and student portals. More information can also be found on the DoE



Learning Design Officer, Penny Galloway, explains the benefits of Learning tools

A tool highly recommended was OneNote Class Notebook (found in Office 365) that enables teacher librarians to quickly and easily set up a personal workspace for every student, curate a content library for class material and create a collaboration space to enable interaction, feedback and content creation. No longer do teacher librarians have to wait for the class to come to the library in order to actively engage with students throughout the learning process.

Use of these tools varied among participants from those teacher librarians who were already well advanced in embedding online collaborative learning in their library program to those just starting out. The presentation provided all participants with a host

intranet [Learning with technology](#) site.

The session outlined how teacher librarians can use these tools to actively engage and monitor teaching programs. For example, collaborative student group documents can now be viewed in real time and commenting tools can be used by teacher librarians to assist and direct student learning. The tools also enable more efficient collaboration with class teachers when planning learning activities.

of valuable information to use in a cooperative and collaborative learning environment. The [full presentation](#) can be found in the professional learning section of the new School libraries website.

Penny also introduced the *Collaboratus* series which will integrate the development of 21st century learning skills into curriculum-based resources for K-10 students. This series will model how collaborative and online learning tools can be used in a modern pedagogical classroom setting.

Gai Davis - Teacher Librarian-Pennant Hills PS



CS 4: *Oliver* and ebooks for learning

This session was presented by Doug Jenkins, Oliver Library Project Subject Matter Expert (SME). [Doug's presentation](#), can be viewed on the School Libraries website.

Ballroom 1 was packed to capacity for this informative presentation on *Oliver* and ebooks for learning. The groups comprised a mixture of school library staff who have already rolled over to *Oliver* and those that have not, each with their questions ready.

Several features of *Oliver*, the diverse range of ebooks and digital texts, the carousel taster of freely available ebooks and related reading lists provided as part of the *Oliver* installation, and the way *Oliver* interacts with ebook platforms were discussed. This included the benefits of catalogue records for ebooks, and the capacity of *Oliver* to display ebooks available for borrowing in an attractive carousel on the library

homepage. Doug also demonstrated searches for subjects and titles for a range of learning scenarios. Each title in the results has an icon which denotes the format (GMD) of the relevant texts.

Where to next?



The key to the successful implementation of ebooks is context.

- Successful migration to ebooks occurs “when people have to plan for what to do with them” (McCammon 2013)
- Access to, and reading of, ebooks was most prolific where there were planned, explicit learning activities (Foley 2012)

Having ebooks just for the sake of embracing the technology will not work. Focused reading related activities will stimulate additional engagement and interest in reading. (Foley 2012)



Ebooks-key to successful implementation

Issues involved with procuring ebooks through various providers were discussed. There are four basic types of ebooks providers from which schools can choose: aggregators; publishers; websites (can be freely available); and school produced publications, e.g. by students in a scaffolded teaching sequence.

Doug explained that *Oliver* provides an integrated solution for ebooks, so that users would not need to authenticate a second time when selecting an ebook in *Oliver*. For example, *Overdrive* from Softlink is now fully integrated, and *Wheeler* will have full integration in December 2015. There are also ebooks that come

with online purchases of resources like Britannica and World Book encyclopaedia. There are different deals, fees and selection options. Some companies allow you to share titles across sites.

Follow-up suggestions

What to do with ebook providers?

- Ask questions about selection of resources, costs, content and the provision of SCIS catalogue records
- Consider joining a consortium of schools for ebook provision
- Consider having more than one provider to get a more complete selection from the range of publishers. These do not need to be aggregators
- Start with a small targeted ebook collection that focuses on a specific curriculum area or a scheme to promote reading

Suggestions for working with ebook providers

Other educational issues and benefits relating to *Oliver* and ebooks were highlighted. Studies have shown mixed results, often measuring quite different things. Discussion is often about the technology rather than the learning. Considerations include:

- syllabus requirements for multimodal texts and the emphasis on concepts related to diverse literature in the new English P-10 syllabus
- selection/collection policies that reflect such curriculum priorities
- an ereading component for learning and leisure, that enhances available learning and reading

opportunities

- BYOD and the availability of ebooks from anywhere at any time and on any device – staff and students can download the ebooks to their own device, or one borrowed from the library
- resources that support new approaches to learning, and may assist when resourcing nonfiction area where print information can date quickly
- the ability to place audio and ebooks created with students on *Oliver*

As seen by the interest in the session, ebooks and *Oliver* is a very topical subject. Library staff need to consider the teaching and learning needs, do their research, talk to the suppliers and other library staff. There is plenty of discussion on SLS Yammer (linked from the [School library system](#) intranet site).

Educational issues, learning ideas and explicit learning benefits of using ebooks are explored in the [Ebooks for leisure and learning](#) test project report. An easy to read [overview](#) of the report, and [Students create ebooks](#) by Wendy Dawson are available in *Scan*.

Thanks to Doug for a very informative session.

Sue Buttrey M.Ed Teacher Librarian
Dubbo West Public School

CS5: Teaching standards - Teacher librarians and the teaching standards

June Wall, Consultant and Conference executive member, introduced this session on behalf of the Libraries Coordinator, Learning Systems. Panel members Marnie Etheridge, Teacher Librarian, Kanahooka High School, and Kim Pericles, Teacher