

SHARED FOUNDATIONS

Collaborate

MARY CATHERINE COLEMAN

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TRANSFORMING LEARNING

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SHARED FOUNDATION III

Collaborate



KEY COMMITMENT

Work effectively with others
to broaden perspectives
and work toward common goals.

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Series Introduction

The Shared Foundations series from the American Association of School Librarians (AASL) examines the six Shared Foundations that anchor the comprehensive approach to teaching and learning in the *National School Library Standards for Learners, School Librarians, and School Libraries*. The Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage—represent the core concepts that all learners, school librarians, and school libraries develop and promote in their K–12 learning environment.

Each of the six books in this series is dedicated to the deep exploration of a single Shared Foundation. Although each of the Shared Foundations supports its own inherent priorities, it cannot be implemented in isolation. The writing process used by the authors created a series of books that, like the AASL Standards Frameworks, are unique and yet parallel each other. Common elements are found throughout the series:

- A balance between theoretical discussion, practical strategies, and implementation examples, promoting reflection and creativity
- Development of the Competencies and Alignments for the Learner, School Librarian, and School Library in all four Domains—Think, Create, Share, and Grow
- Differences in application and assessment across grades K–12, promoting a growth mindset and envisioning outcomes for all learners, whether student learners, school librarians, or other educators
- An emphasis on personalized learning experiences, project-based learning, and authenticity of learning and projects
- Challenges addressed, illustrating ways to implement the Shared Foundations in various environments and levels of support

Questions for the Reflective Practitioner conclude each chapter, allowing readers to consider the application of concepts specific to their own learning communities and stimulate nuanced professional conversations. For ease of reference, readers also will find the AASL Standards Integrated Framework for the relevant Shared Foundation included in this work.

AASL and its series authors hope that this immersive and dedicated examination of the Shared Foundations will help school library professionals deepen their understandings, broaden their perspectives, make connections for personal relevance, and innovate and reflect on their practice with a professional community.

For more information about the *National School Library Standards*, and to access the latest implementation assistance resources, visit standards.aasl.org.

Collaborate

Domain	LEARNER DOMAINS AND COMPETENCIES	SCHOOL LIBRARIAN DOMAINS AND COMPETENCIES
A. Think	<p>Learners identify collaborative opportunities by:</p> <ol style="list-style-type: none"> 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction. 	<p>School librarians facilitate collaborative opportunities by:</p> <ol style="list-style-type: none"> 1. Challenging learners to work with others to broaden and deepen understandings. 2. Scaffolding enactment of learning-group roles to enable the development of new understandings within a group. 3. Organizing learner groups for decision making and problem solving.
B. Create	<p>Learners participate in personal, social, and intellectual networks by:</p> <ol style="list-style-type: none"> 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge. 	<p>School librarians demonstrate the importance of personal, social, and intellectual networks by:</p> <ol style="list-style-type: none"> 1. Modeling the use of a variety of communication tools and resources. 2. Cultivating networks that allow learners to build on their own prior knowledge and create new knowledge.
C. Share	<p>Learners work productively with others to solve problems by:</p> <ol style="list-style-type: none"> 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes. 	<p>School librarians promote working productively with others to solve problems by:</p> <ol style="list-style-type: none"> 1. Demonstrating how to solicit and respond to feedback from others. 2. Advocating and modeling respect for diverse perspectives to guide the inquiry process.
D. Grow	<p>Learners actively participate with others in learning situations by:</p> <ol style="list-style-type: none"> 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility. 	<p>School librarians foster active participation in learning situations by:</p> <ol style="list-style-type: none"> 1. Stimulating learners to actively contribute to group discussions. 2. Creating a learning environment in which learners understand that learning is a social responsibility.

KEY COMMITMENT

Work effectively with others
to broaden perspectives and
work toward common goals.



SCHOOL LIBRARY DOMAINS AND ALIGNMENTS

The school library facilitates
the Key Commitment to and
Competencies of COLLABORATE

Domain

The school library facilitates opportunities to integrate collaborative and shared learning by:

1. Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding.
2. Leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community.

A. Think

The school library's policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by:

1. Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's mission.
2. Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis.
3. Including the school community in the development of school library policies and procedures.

B. Create

The school library provides opportunities for school librarians to connect and work with the learning community by:

1. Facilitating diverse social and intellectual learner networks.
2. Designing and leading professional-development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness.
3. Promoting and modeling the importance of information-use skills by publicizing to learners, staff, and the community available services and resources; serving on school and district-wide committees; and engaging in community and professional activities.

C. Share

The school library supports active learner participation by:

1. Creating and maintaining a learning environment that supports and stimulates discussion from all members of the school community.
2. Demonstrating and reinforcing the idea that information is a shared resource.

D. Grow

Introduction: The Complexity of Collaborate

In the school library, a learner shares an idea during a class discussion on the topic of water conservation. Another learner raises a hand and says, “Building on what Sloane said about clean water, I think . . .” and shares ideas and connections to the topic related to the classmate’s ideas. In another space in the school library, learners are gathered in a small group, planning and designing a project, collecting resources, and sharing ideas to define the problem and present solutions. Learners are listening and sharing with each other. In a study room, a learner who made a presentation is reading feedback received from the educator, peers, and a local expert who visited the class. At tables across the library, educators are gathered to learn about a new piece of technology they are interested in incorporating into their curriculum. All these learners are engaging in collaborative work.

Collaboration is complex and layered. Collaboration includes whole-group discussions, small-group work, and even individual work. It takes time and space to develop the skills of a collaborator to “work effectively with others to broaden perspectives and work toward common goals” (AASL 2018, 85). Collaboration is about listening and learning from others. It includes communicating and sharing knowledge and ideas, as well as defining and solving problems. Collaboration includes negotiating and compromising as part of accomplishing shared goals. Collaboration is about empathy for others and welcoming diverse perspectives to understand a challenge and reach a solution. Developing the mindset of collaboration takes time and space. Learners need the opportunity to collaborate, fail at the process, learn from it, and try again.

National School Library Standards: A Call for Collaboration

The *National School Library Standards for Learners, School Librarians, and School Libraries* call for school librarians to create a culture of collaboration that includes not just learners but fellow educators, administrators, and the larger school community. The school librarian is in the position to be a powerful force behind that culture of collaboration. The role of the school librarian enables working with other educators in the building, across grade levels and disciplines. School librarians usually see multiple, if not all, grade levels, and in many cases the school librarian has connections across schools and districts in a way that other educators do not. The diverse roles that school librarians enact present opportunities to delve deeply into the Shared Foundation of Collaborate—one of six Shared Foundations (Inquire, Include, Collaborate, Curate, Explore, and Engage) anchoring AASL's *National School Library Standards*—and to identify opportunities for school librarians to establish and shape a culture of collaboration in the school community that benefits learners, fellow educators, and other stakeholders.

The AASL Standards state that “an effective school library results in learners’ increased academic achievement and improved educator effectiveness” (AASL 2018, 90). A cornerstone of that improved educator effectiveness is the school librarian’s driving of the sharing of resources, including technology, research, and information-literacy skills to benefit learners. It also includes leading professional development at the school. Professional development led by the school librarian is an effective way to ensure that the school library remains front and center within the school culture and that the school librarian is a leader in the advancement and innovation that are happening at the school. The role of the school librarian is still rooted in the foundations of literacy, research, and information-seeking skills, but because we are well into the second decade of the twenty-first century, the role of the school librarian has expanded to include modeling and teaching Internet research skills, safe use of social media, characteristics of good digital citizenship, and knowledge about emerging technologies and devices. School librarians and school libraries are also playing a key role in the maker movement. Followers of this movement provide a space for designing, innovating, and tinkering with hard materials, such as 3-D printers and laser cutters, as well as soft materials, like cardboard and yarn. This movement is changing the physical space of the school library. Being at the center of an evolving educational landscape puts school librarians in a unique position to influence and advance the changing culture and offers the amazing opportunity to incorporate the Shared Foundation of Collaborate in meaningful, far-reaching ways.

A Winding Path to Successful Collaboration

The AASL *National School Library Standards* provide an integrated framework for the implementation of their Shared Foundations in three areas: learners, school librarians, and school libraries. The Domains of Think, Create, Share, and Grow further define specific Competencies for learners and school librarians and Alignments for school libraries. The AASL Standards Integrated Framework for the Shared Foundation Collaborate can be found immediately following the Series Introduction to this book. The challenge for school librarians in implementing the Shared Foundation Collaborate within their communities is that the path to developing a culture of collaboration is not linear. The school librarian's collaborative work with fellow educators in designing lessons flows into the learners' engagement in collaborative opportunities, which are connected to the space and time available in the school library for collaboration. Also, as learners and fellow educators develop the skills of collaborators, the collaboration in which they engage becomes more complex. Collaboration looks different at different stages, with different age groups, and in different school communities. All these aspects of collaboration play a role in the school librarian's design and plan to implement the *National School Library Standards* and develop collaboration skills in the school community.

The Intersection of Learner, School Librarian, and School Library

The organization of this book approaches the Shared Foundation of Collaborate, the Domains, Competencies, and Alignments not as a checklist to follow but as a Venn Diagram. This approach illustrates the intersections within the AASL Standards Integrated Framework (figure I.1) and will demonstrate how to recognize the shared responsibilities of the learner, school librarian, and school library in developing a culture of collaboration.

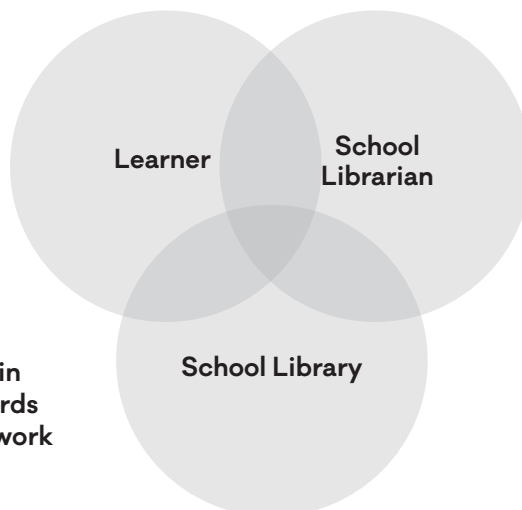


FIGURE I.1 /
Intersections within
The AASL Standards
Integrated Framework

Each section of this book covers an aspect of the Shared Foundation Collaborate. The first part looks at the role of collaboration in school librarian-led professional development, connections to the mission of the school, and the work of the school librarian as a co-designer of projects and lessons with fellow educators to connect the curriculum of the school library with the curricular work of the school. The second part of the book dives more deeply into developing the skills of a collaborator in learners and the development of those skills within different age groups. The chapters in the final part explore the role that school library spaces, both physical and metaphorical, play in the development of a collaborative culture. Even though each section tackles an area of the *National School Library Standards* by focusing on the learner, school librarian, or school library, the intersections with the other areas are documented. Each chapter includes examples demonstrating the connected Competencies and Alignments in action to allow readers to see these intersections. The goal is for readers to recognize the interconnected nature of these three areas in creating a culture of collaboration within a school community as well as the complexities of collaboration when developing this mindset in learners and educator partners. The hope is that this book will help readers see their own paths to developing implementation plans based on their school communities and patrons and to developing the skills of collaboration in learners, fellow educators, administrators, and other members of the school community.

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