The Teaching and Learning Expected Practice Series – Library & Learning Commons

The TDSB Virtual Library provides 24/7 access to engaging, student-friendly, rich, and relevant online resources, including streamed video, for students, teachers, and parents/guardians. It contains links to information and tools for digital collaboration and creation. Information literacy, along with digital, media, cultural and critical literacy, are vital to academic achievement and global awareness, and the TDSB Virtual Library serves as an accessible and safe portal.

Successful inquiry is dependent upon availability of quality resources, skill in accessing and evaluating these resources, and confidence in sharing findings in a variety of formats for numerous audiences. The TDSB Virtual Library connects learners to resources that support all stages of the inquiry process.

With access to technology, digital resources, and online collaborative tools readily available through school computers and personal electronic devices, students in today’s world require explicit instruction in how to evaluate, select, and use resources that are current, authoritative, and accurate in content. They need to identify bias that may be present in any text, have an awareness around electronic devices, students in today’s world require explicit instruction in how to evaluate, select, and use resources that are current, authoritative, and accurate in content. They need to identify bias that may be present in any text, have an awareness of alternative data sources to validate information, and provide alternative perspectives.

Teacher-librarians, working together with subject and classroom teachers, can ensure that technology is meaningfully integrated into learning experiences for students. Teacher-librarians and teachers should model and promote the attributes of digital citizenship, respect for intellectual property, and the practices of academic honesty.

The Teaching and Learning Expected Practice Series – Library & Learning Commons: A Resource for Principals, Teacher-Librarians, and Teachers

**CONTACT INFORMATION**

For further information, please go to [AW](#) or [TDSBweb](#) and see Program Coordinator, Library, under Contact Us.

March 2014

Library & Learning Commons

K-12

TEACHING AND LEARNING EXPECTED PRACTICE SERIES

A Learning Commons integrates the new and the old in a seamless physical and virtual space, in which all formats can be assimilated and studied. The Learning Commons liberates the exploration of ideas and concepts, encouraging inquiry, imagination, discovery and creativity through the connection of learners to information, to each other, and to communities around the world.

For schools, the Learning Commons incorporates the classroom, the school library, and the school board to connect students to the real and virtual worlds that are growing and maturing around them.

Just as the Internet has created a web of global connections, information and interactions, the Learning Commons creates a network of information, people, and programs for learning within a school and beyond. Universal access ensures that learning is within reach of everyone at all hours...day or night.

Evidence-based research indicates that effective strategies for teaching and learning recognize that students today have immediate access to global information, wider possibilities for collaboration, and a need to see relevance in their studies. The focus in inquiry has moved from teachers directing learning, to each student directing his or her own learning.

**Teacher-librarians:**

- expand curriculum experiences and improve student achievement
- promote equity of access and accommodate students with varied learning strengths and needs
- provide explicit instruction in inquiry and research skill development
- foster a love for reading and provide opportunities for critical literacy
- integrate effective use of new technologies and collaborative online tools into teaching and learning

**Classroom teachers and teacher-librarians together:**

- plan collaboratively to support student inquiry and project-based learning
- integrate authentic experiences for students beyond the classroom walls
- provide opportunities for students to investigate, form opinions, take action, and reflect
- embed awareness and use of multiple literacies such as media, digital, and cultural literacy into curriculum

Information Seeking and Reporting

<table>
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<tr>
<th>Information Seeking and Reporting</th>
<th>Individual &amp; Collective Knowledge Creation</th>
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<td>Teacher-directed learning</td>
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<td>Classroom learning</td>
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<td>Teaching</td>
<td>Process and active learning</td>
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<td>Individual teacher expertise</td>
<td>Collaborative learning partnerships</td>
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Information Studies: Kindergarten to Grade 12 and Together for Learning: School Libraries and the Emergence of the Learning Commons form the framework for teaching and learning in the school library, linking curriculum expectations to research and inquiry skill development, and providing a vision for school library practice within both a physical and virtual environment. By explicitly addressing and delivering a continuum of information literacy skill development and by connecting students to the local and global community and its resources, teacher-librarians prepare students as literate, contributing, global citizens.

Implementation of TDSB ICT Standards: Digital Learning for Kindergarten to Grade 12 will help students and teachers acquire confidence and competence with emerging technologies and digital citizenship.
Research and Inquiry are integral to Ontario curriculum in all subject areas. While subject expectations are expressed in a variety of ways, they all identify aspects of the inquiry model and require students to:

- formulate questions to guide research
- access, select, gather, and critically evaluate information in multiple formats
- synthesize information to draw comparisons and conclusions
- create and communicate new knowledge

Research and Inquiry are integral to Ontario curriculum in all subject areas. While subject expectations are expressed in a variety of ways, they all identify aspects of the inquiry model and require students to:

- formulate questions to guide research
- access, select, gather, and critically evaluate information in multiple formats
- synthesize information to draw comparisons and conclusions
- create and communicate new knowledge

The four phases of inquiry are fluid and recursive. For example, as students engage in the exploratory phase, they may return to their initial topic or question and revise it according to new insights and information. Similarly, in the analytic phase, they may discover that they need to return to their research. And when they share their findings, and engage in discussion, they may decide to return to the beginning of their inquiry and develop a new question or topic.

### Role: Resource Management

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<th>Descriptor</th>
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<tr>
<td>Evaluate, select, and promote learning materials that support learning</td>
<td>Consider TDSB policies, print and online book reviews, and recommendations from school staff for selection and acquisition of new resources</td>
</tr>
<tr>
<td>Access, select, gather, and critically evaluate information in multiple formats</td>
<td>Attend TDSB-supported publishers’ displays</td>
</tr>
<tr>
<td>Maintain an up-to-date and appropriate collection</td>
<td>Acquire resources specific to school-based programs and initiatives</td>
</tr>
<tr>
<td>Budget for and purchase appropriate learning resources</td>
<td>Follow TDSB protocols for maintaining collection, e.g., weeding brochures and collection-development videos</td>
</tr>
<tr>
<td>Ensure all students are aware of the TDSB Code of Online Conduct</td>
<td>Employ collection-analysis tools to identify gaps</td>
</tr>
<tr>
<td>Explicitly teach online safety, online etiquette, and address privacy issues</td>
<td>Using Teacher-Librarian access to library system reports</td>
</tr>
<tr>
<td>Provide equitable access for all users to information technologies</td>
<td>Submit a budget proposal each year, identifying needs and priorities</td>
</tr>
<tr>
<td>Promote the TDSB Virtual Library as a safe and academically sound online portal</td>
<td>Maintain accurate records for expenditures</td>
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<tr>
<td>Connect with organizations that support curriculum, e.g., Royal Ontario Museum, Veterans Affairs, Art Gallery of Ontario</td>
<td>Use TDSB-contracted vendors whenever possible to ensure fiscal responsibility</td>
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<tr>
<td>Maintain library systems, records, and procedures</td>
<td>Ensure all students are aware of the TDSB Code of Online Conduct</td>
</tr>
<tr>
<td>Work with Library Technical Services to ensure accurate cataloguing of new resources</td>
<td>Explicitly teach online safety, online etiquette, and address privacy issues</td>
</tr>
<tr>
<td>Keep accurate records of purchases, service contracts, and orders</td>
<td>Ensure teachers have contact information for the TDSB Professional Library</td>
</tr>
<tr>
<td>Network with community partners</td>
<td>Promote the public library through visits, outreach, and library cards</td>
</tr>
<tr>
<td>Display student work for the school community</td>
<td>Provide equitable access to library computers and other technologies</td>
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<tr>
<td>Foster diversity</td>
<td>Connect with organizations that support curriculum, e.g., Royal Ontario Museum, Veterans Affairs, Art Gallery of Ontario</td>
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<tr>
<td>Exhibit cultural literacy in practice and through library environment</td>
<td>Maintain accurate online catalogue for school library collection</td>
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<tr>
<td>Provide professional learning to promote cultural responsiveness</td>
<td>Ensure all students are aware of the TDSB Code of Online Conduct</td>
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### Role: School Leadership and Professional Growth

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<tr>
<td>Collaborate with teachers and administrators</td>
<td>Use a grade-by-grade skills continuum for inquiry and ICT skills</td>
</tr>
<tr>
<td>Model high-yield instructional strategies and differentiated instruction and learning</td>
<td>Promote school-wide approaches to digital citizenship, academic honesty and plagiarism, and copyright and intellectual property issues</td>
</tr>
<tr>
<td>Provide professional learning opportunities to others, e.g., schools, FOS or Quadrant, TDSB conferences, provincial conferences</td>
<td>Follow ILC Handbooks guidelines, including submitting reports outlining program highlights, literacy initiatives, circulation and class data, and professional development</td>
</tr>
<tr>
<td>Have knowledge of curriculum design</td>
<td>Ensure collection analysis and purchasing practices that reflect the foundation statements of Equity in the TDSB and the great student diversity within the TDSB</td>
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<tr>
<td>Assist in the understanding of sensitive and controversial issues</td>
<td>Provide professional learning to promote cultural responsiveness</td>
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<tr>
<td>Understand and employ strategies from documents such as A Teaching Resource for Dealing with Controversial and Sensitive Issues in Toronto District School Board Classrooms</td>
<td>Ensure collection analysis and purchasing practices that reflect the foundation statements of Equity in the TDSB and the great student diversity within the TDSB</td>
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<tr>
<td>Examine learning resources to determine issues that may be controversial or sensitive, e.g., read books included in external reading programs prior to program implementation</td>
<td>Model high-yield instructional strategies and differentiated instruction and learning</td>
</tr>
<tr>
<td>Promote discussion, reflection, and critical literacy</td>
<td>Provide professional learning opportunities to others, e.g., schools, FOS or Quadrant, TDSB conferences, provincial conferences</td>
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<tr>
<td>Demonstrate cultural literacy in practice and through library environment</td>
<td>Ensure collection analysis and purchasing practices that reflect the foundation statements of Equity in the TDSB and the great student diversity within the TDSB</td>
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**ROLE: TEACHING AND LEARNING**

**Teacher-Librarian Action**

- **Implement Ministry and Board policies**
  - Create a safe, inviting, and Board policies
  - Technologies
  - Diverse literary and inquiry/research process
  - Deliver consistent instruction on the inquiry/research process
  - Promote rich and diverse literacy and informational texts
  - Enhance learning through information technologies
  - Connect students to school, public, and community resources

**Implement TDSB Policy ST2 in the selection of learning resources**

- Follow protocols of TDSB Policy ST2 if concerns regarding controversial and sensitive issues in learning resources are raised.

- **Create a safe, inviting, and dynamic learning environment**
  - Create warm and welcoming environment with flexible areas for collaborative learning
  - Make available to students a variety of new and wireless technologies
  - Develop a culturally inclusive and curriculum-relevant collection
  - Ensure all Health and Safety, Safe and Caring Schools, and Mental Health and Wellness policies are reflected in the library’s physical and virtual spaces
  - Encourage the placement of assistive technologies and devices in the library

- **Collaborate with classroom teachers**
  - Collaborate fully with teachers in design, delivery, and assessment
  - Explicitly teach transferable skills such as search strategies and resource evaluation
  - Create pathways and back-up to support curricular activities
  - Apply Achievement Chart criteria of Knowledge and Understanding, Thinking, Communication, and Application to research and inquiry
  - Use appropriate tools to assess learning, e.g., anchor charts, organizers and templates, checklists, rubrics, portfolios, and surveys
  - Teach software and digital applications for student learning, collaboration, and creating/demonstrating new knowledge
  - Plan for project-based research tasks that provide authentic learning experiences

- **Deliver consistent instruction on the inquiry/research process**
  - Maintain a current, engaging collection in a variety of genres, formats, and levels of complexity
  - Ensure opportunities for critical literacy for student discussion, reflection, and sharing
  - Run supplementary reading programs, such as Forest of Reading®, Kids Lit Quiz, book clubs
  - Organize author visits, book fairs, literacy nights
  - Participate in Board-wide literacy programs and events
  - Collaborate with teachers to suggest current and engaging titles for literature circles, class novel studies, and student independent reading

- **Build reading literacy**
  - Maintain a current, engaging collection in a variety of genres, formats, and levels of complexity
  - Include authors and topics that reflect the diversity of the TDSB student population
  - Use displays, newsletters, school announcements, and online communications to build circulation
  - Collaborate with teachers to suggest current and engaging titles for literature circles, class novel studies, and student independent reading

- **Enhance learning through information technologies**
  - Provide explicit instruction for TDSB Virtual Library, use of online databases, websites for learning, and online tools for collaboration
  - Model use of new presentation tools and software within library program
  - Match new technologies to student need and preferences for online collaborative activities
  - Offer workshops for teachers to build technological capacity
  - Provide opportunities for student use of mobile devices
  - Provide free digital resources that expand opportunities for learning, e.g., OSAPAC

- **Connect students to school, public, and community resources**
  - Provide orientations for students, teachers, and parents/guardians
  - Attend School Council meetings
  - Present Library program and resources to parents/guardians
  - Seek out and maintain community partnerships
  - Build connections with post-secondary institutions for both student use and planning

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**Exploring**

**Investigating**

**Processing**

**Creating**

**Knowledge & Understanding**

- The student: identifies the purpose and features of the inquiry
- The student: identifies how the topic suits the purpose and features of the inquiry
- The student: identifies how selected sources support investigation of the topic
- The student: identifies the purpose, features, and organization of print, media, and electronic information selected

**Thinking**

- The student: uses a variety of strategies to design a plan for, and determine the form of, the presentation
- The student: uses a variety of strategies to select relevant information
- The student: uses conferencing (physical and virtual) to discuss the topic with the learning community
- The student: uses a variety of strategies to record information from personal knowledge and selected sources

**Application**

- The student: transfers current knowledge and skills to help understand the purpose and features of the inquiry
- The student: transfers current knowledge and skills to modify plan of the inquiry
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**Communication**

- The student: expresses thoughts and feelings about the inquiry process
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**GROWING SUCCESS: ASSESSMENT, EVALUATION, AND REPORTING IN ONTARIO SCHOOLS (OMS, 2010)**

- States that “criterion-referenced assessment and evaluation ensure that the assessment and evaluation of student learning in schools across the province are based on the application of the same set of well-defined performance standards.”
- Using Achievement Chart categories in the context of research and inquiry-based activities creates opportunities for descriptive feedback, peer and self-assessment, and student reflection. Explicit teaching of inquiry skills and co-creation of success criteria will enable students to independently apply strategies for success.

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**Building Capacity Series: Critical Literacy**

**Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools**

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March 2014

March 2014
Assessment: Learning Skills and Work Habits

Inquiry offers opportunities for students to develop, practise, and demonstrate the learning skills and work habits required for personal and academic success. By modeling a variety of strategies and providing descriptive feedback, teacher-librarians can effectively direct students toward assessment as learning within the context of doing research, making reading selections, and learning collaboratively in small groups.

Report cards for both elementary and secondary students now include assessment of Learning Skills. These skills should be continued learning. Rubrics and conference notes enable students to be part of assessment as learning by monitoring their learning, using feedback from teachers, self, and peers, and to set individual learning goals.

Report cards for both elementary and secondary students now include assessment of Learning Skills. These skills should be explicitly discussed with students within the context of research and inquiry, and the strategies within the TDSB student research guides used with students for self-, peer, and teacher assessment.

Responsibility
Students know what is expected of them as learners, and their actions reflect their understanding. In all learning environments, students are accountable to themselves, to each other, and to the larger community.

Organization
Students know and apply a variety of strategies to create and follow a process to complete work and tasks. This process includes management of time, materials, and resources.

Independent Work
Students self-direct and self-monitor to reach established goals and to complete tasks in a defined time frame.

Collaboration
Students work and interact with each other to promote critical thinking and honour the opinions of others when working toward a common goal.

Initiative
Students introduce ideas and/or identify a need for action and follow through with a plan, without prompting.

Self-Regulation
Students engage in critical reflection to identify, articulate, monitor, and advocate their social, emotional, and academic needs.

The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.


Roles

- teaching and learning
- resource management
- school leadership and professional growth

Within these roles, the teacher-librarian must address four key components of a Library Learning Commons:

- physical and virtual space
- equitable access
- learning partnerships
- technology in learning

As part of the inquiry and research process, teacher-librarians should provide opportunities for students to:

- evaluate and select resources that will support their learning
- interpret print and media texts, images, and graphics
- use applications and online tools for collaborative knowledge construction
- develop global awareness and appreciation for different cultures
- demonstrate ethical use of information and digital citizenship
- develop inquiry questions of personal relevance and think deeply about their research findings

As part of developing a love for reading and to acquire critical literacy skills, teacher-librarians should provide opportunities for students to:

- work with text that is printed, visual, and spoken
- make meaningful connections between themselves and what they encounter in texts and the world around them
- understand that all texts advance a particular point of view that must be recognized, questioned, assessed, and evaluated

As part of providing opportunities for differentiated teaching and learning, teacher-librarians should assess their physical and virtual spaces, print and electronic resources, and library instructional strategies to differentiate the following:

- Content: Offer a wide range of print and electronic resources available for all student abilities, levels, interests, and learning styles.
- Process: Recognize the importance of personal choice in topic and resource selection.
- Product: Encourage, demonstrate, and teach traditional and new mechanisms for creating and sharing knowledge and understanding.
- Physical Environment: Meet student needs for individual workplaces and flexible group collaboration, access to technology, and a safe and welcoming environment.
Inquiry offers opportunities for students to develop, practise, and demonstrate the learning skills and work habits required for personal and academic success. By modelling a variety of strategies and providing descriptive feedback, teacher-librarians can effectively direct students toward assessment as learning within the context of doing research, making reading selections, and learning collaboratively in small groups.

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- The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.


### Tools for Assessment

- **Reflective logs**
- **Journal templates**
- **Checklists**
- **Rubrics**
- **Conference notes**
- **Graphic organizers**

### Roles

- **teaching and learning**
- **resource management**
- **school leadership and professional growth**

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| **Create a safe, inviting, and dynamic learning environment** | - Implement Ministry and Board policies
- Offer opportunities for critical literacy and implement strategies found in the Literacy and Numeracy Secretariat’s Building Capacity Series; Critical Literacy Special Edition 6, August 2009
- Implement TDSB Policy 532 in the selection of learning resources
- Follow protocols of TDSB Policy 372 if concerns regarding controversial and sensitive issues in learning resources are raised |
| **Collaborate with classroom teachers** | - Collaborate fully with teachers in design, delivery, and assessment
- Plan for project-based research tasks that provide authentic learning experiences
- Apply Achievement Chart criteria of Knowledge and Understanding, Thinking, Communication, and Application for research and inquiry
- Use appropriate tools to assess learning, e.g., anchor charts, organizers and templates, checklists, rubrics, portfolios, and surveys
- Teach software and digital applications for student learning, collaboration, and creating/demonstrating new knowledge
- Plan for project-based research tasks that provide authentic learning experiences
- Develop models of inquiry/research, such as those outlined in Together for Learning
- Build lesson and unit design around stages of inquiry
- Incorporate a gradual release of responsibility
- Use a skills continuum for research and ICT skill acquisition across all grades and subjects
- Provide assessment for and assessment of learning as part of instructional practice |
| **Promote rich and diverse literary and informational texts** | - Maintain a current, engaging collection in a variety of genres, formats, and levels of complexity
- Ensure opportunities for critical literacy for student discussion, reflection, and sharing
- Run supplementary reading programs, such as Forest of Reading®, Kids Lit Quiz, book clubs
- Organize author visits, book fairs, literacy nights
- Participate in Board-wide literacy programs and events
- Create warm and welcoming environment with flexible areas for collaborative learning
- Make available to students a variety of new and wireless technologies
- Develop a culturally inclusive and curriculum-relevant collection
- Ensure all Health and Safety, Safe and Caring Schools, and Mental Health and Wellness policies are reflected in the library’s physical and, virtual spaces
- Encourage the placement of assistive technologies and devices in the library |
| **Enhance learning through information technologies** | - Provide explicit instruction for TDSB Virtual Library, use of online databases, websites for learning, and online tools for collaboration
- Model use of new presentation tools and software within library program
- Match new technologies to student need and preferences for online collaborative activities
- Offer workshops for teachers to build technological capacity
- Provide opportunities for student use of mobile devices
- Promote free digital resources that expand opportunities for learning, e.g., OSAPAC |
| **Connect students to school, public, and community resources** | - Provide opportunities for students, teachers, and parents/guardians
- Attend School Council meetings
- Present Library program and resources to parents/guardians
- Seek out and maintain community partnerships
- Build connections with post-secondary institutions for both student use and planning |

(Reprinted with permission: OSLA, Together for Learning: School Libraries and the Emergence of the Learning Commons, 2010)
SKILLS AND HABITS

• formulate questions to guide research
• access, select, gather, and critically evaluate information in multiple formats
• synthesize information to draw comparisons and conclusions
• create and communicate new knowledge

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Role: School Leadership and Professional Growth

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<td>• Continue professional learning in all facets of the library program</td>
<td>• Identify gaps in professional learning and seek opportunities for learning</td>
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<tr>
<td>• Support school-wide implementation of community, school, Board, and Ministry initiatives program</td>
<td>• Participate in professional growth opportunities for teacher-librarians by attending Area and FOS meetings, and participating in professional networks, e.g., AW 3.0</td>
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(Ontario Ministry of Education (OME), Getting Started with Student Inquiry: Capacity Building Series, Special Edition 24, October 2011)
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A Learning Commons integrates the new and the old in a seamless physical and virtual space, in which all formats can be assimilated and studied. The Learning Commons liberates the exploration of ideas and concepts, encouraging inquiry, imagination, discovery and creativity through the connection of learners to information, to each other, and to communities around the world.

For schools, the Learning Commons incorporates the classroom, the school library, and the school board to connect students to the real and virtual worlds that are growing and maturing around them.

Just as the Internet has created a web of global connections, information and interactions, the Learning Commons creates a network of information, people, and programs for learning within a school and beyond. Universal access ensures that learning is within reach of everyone at all hours...day or night.

Evidence-based research indicates that effective strategies for teaching and learning recognize that students today have immediate access to global information, wider possibilities for collaboration, and a need to see relevance in their studies. The focus in inquiry has moved from providing students as literate, contributing, global citizens.

Classroom teachers and teacher-librarians together:
• plan collaboratively to support student inquiry and project-based learning
• integrate authentic experiences for students beyond the classroom walls
• provide opportunities for students to investigate, form opinions, take action, and reflect
• embed awareness and use of multiple literacies such as media, digital, and cultural literacy into curriculum

The TDSB Virtual Library

The TDSB Virtual Library provides 24/7 access to engaging, student-friendly, rich, and relevant online resources, including streamed video, for students, teachers, and parents/guardians. It contains links to information and tools for digital collaboration and creation. Information literacy, along with digital, media, cultural and critical literacy, are vital to academic achievement and global awareness, and the TDSB Virtual Library serves as an accessible and safe portal.

CONTACT INFORMATION

For further information, please go to AW or TDSBweb and see Program Coordinator, Library, under Contact Us.