


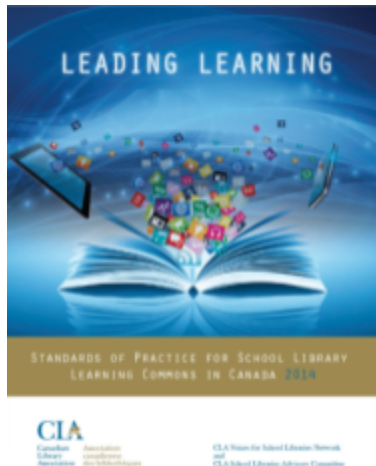

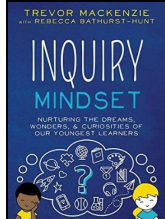
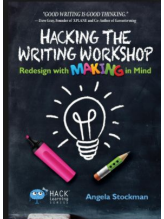
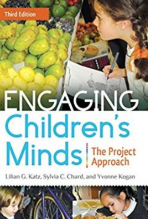
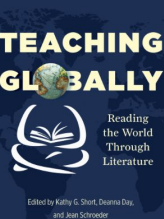


3-Year Plan for Creating a 21st Century Learning Commons

Year 1

<i>Physical and Virtual Space</i>	<i>Equitable Access</i>	<i>Learning Partnerships</i>
<ul style="list-style-type: none"> -start to select and purchase flexible, comfortable multi-purpose furniture -re-configure physical set up of all book areas (novels, picture books, non-fiction, resource room) to create an ease of flow and multi-use spaces -add signage to aid students and staff in self-selection of books -establish clear routines and expectations for daily management of collections to support independence and self-regulation (Free Flow Book Exchange) -create a "makerspace"- develop a makerculture (i.e loose parts, Lego, K'nex, Keva Planks and special events) -create a "Wonder Wall/Week" and library displays that reflect student interests (one per grade level hallway?) -establish a "virtual learning commons" presence via Twitter and Google Sites -initiate staff meeting segments to introduce aspects of the Learning Commons to the staff 	<ul style="list-style-type: none"> -continue to ensure that the learning commons is a safe and inclusive space for all -review collections and displays not only allow students to see themselves reflected in text and images but also to view windows into the lives and experiences of others -introduce the topic of equity education via the Learning Commons to all stakeholders (Free Flow Book Exchange) -establish a truly open and flexible schedule allowing for ongoing access to all the materials and the space itself -assess student need during and outside the instructional day for additional access to both text and technology to foster student success 	<ul style="list-style-type: none"> -create Design Inquiry team to launch Larkspur Day of Design and design provocations -develop a Maker Culture team to implement a maker stance within the school community -collaborative planning, teaching and assessing of lessons and inquiry facilitation -establish school wide "Wonder Wall" and access to Makerspace -create Library Committee with staff, student and community members -initiate ongoing communication protocols via staff meeting segments, Twitter and school newsletter -continue to develop Library Student Leadership program -co-ordinate Forest of Reading and author visits -create staff/student "wishlists" for library needs -initiate Brampton Public Library partnership -meet with School Council to discuss partnerships -create provocations through the use of maker materials and loose parts to expand students' education experiences within the learning commons
<p style="text-align: center;"><i>Technology in Learning</i></p> <ul style="list-style-type: none"> -lessons and professional development (Pineapple Charts) on the PDSB e-resources and available technology tools (to be planned in conjunction with Tech teacher) -encourage and support BYOD access -support staff and student learning that embed technology as one of many educational tools -co-develop a Virtual Learning Commons that provides support to all stakeholders -ensure all stakeholders are familiar with PDSB e-resources, library resources and BYOD account -research and develop a plan to purchase and develop an e-book collection -co-create a Twitter account for on-going communication with the school community -research and develop a plan to purchase TV's for the Learning Commons to display information <div style="text-align: right; margin-top: 20px;">  </div>	<p>Priorities:</p> <ul style="list-style-type: none"> -re-design physical layout of the learning commons space using newly purchased multi-use, flexible seating and develop a plan for future purchases -signage for the non-fiction section, re-organization picture books by making a space for favourite authors/characters to be more readily accessed, organize spinners/chapter books in order to develop a plan for new shelving -organize and develop "Makerspace" section in collaboration with staff/students and curriculum needs -introduce staff to "Free Flow Book Exchange" and the benefits for students (re: equitable access, increased reading and self-regulation of reading materials, more efficient use of space) <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">     </div> <p>Bolded font indicates that this was achieved.</p>	

Year 2

Physical and Virtual Space	Equitable Access	Learning Partnerships
<p>-continue to develop flexible, comfortable multi-purpose space (survey staff re: furniture and book set-up)</p> <p>-maintain and adapt daily collection management routines as needed to continue the development of independence and self-regulation</p> <p>-review "makerspace" Maker Culture - open making opportunities, badging, incorporating into grade level plans</p> <p>-continue use of "Wonder Walls/Week" REVISIT</p> <p>-begin to incorporate student art/work into decor of the learning commons</p> <p>-expand Virtual Learning Commons presence via Twitter and Google Sites with staff and student co-creating and contributing</p> <ul style="list-style-type: none"> ● <u>Student and Community Partnerships</u>: Students and community contribute talents to building school culture. (LEADING LEARNING) ● <u>Designing for a Collaborative Virtual LLC</u>: Virtual LLC supports the information needs of students and teachers. (LEADING LEARNING) <p>-consider the creation of a "collaboration nook" in the space across from the library door (at top of stair B)</p>	<p>-continue to ensure that the learning commons is a safe and inclusive space for all and that collections and displays not only allow students to see themselves reflected in text and images but also to view windows into the lives and experiences of others</p> <ul style="list-style-type: none"> ● <u>Planning for School Improvement</u>: LLC leadership team develops clear goals to align programs with school goals and share and showcase teaching and learning achievement. (LEADING LEARNING) ● <u>Cultural Literacy</u>: LLC collection builds connections to Canadian identity. (LEADING LEARNING) <p>-extend the topic of equity education via the Learning Commons to all stakeholders (Free Flow Book Exchange)</p> <p>-maintain a truly open and flexible schedule allowing for ongoing access to all the materials and the space itself</p> <p>-continue to assess student need during and outside the instructional day for additional access to both text and technology to foster student success</p> <p>-develop and plan to initiate after school library access</p> <p>-establish evening learning events for students, family and community</p>	<p>-continue to develop Library Student Leadership program</p> <p>-ongoing collaborative planning, teaching and assessing of lessons and inquiry facilitation</p> <ul style="list-style-type: none"> ● <u>Vision for Learning</u>: LLC drives school wide collaborative teaching and learning. (LEADING LEARNING) ● <u>Partners in Collaborative Learning</u>: LLC leadership team and teacher-librarian work with teachers to build habits of mind and skills for working in a collaborative world. (LEADING LEARNING), connection to global competencies ● <u>Instructional Leadership</u>: LLC leadership team works with teachers to apply information literacy instruction to the design of inquiry learning experiences. (LEADING LEARNING) <p>-expand develop school wide "Wonder Wall/Week", introduce weekly Genius Hour and expand access to Makerspace</p> <p>-continue ongoing communication protocols such as staff meeting segments, Twitter and school newsletter</p> <p>-survey staff re: Forest of Reading and author visits , previous years' staff/student "wishlists", library programs for feedback</p> <ul style="list-style-type: none"> ● <u>Engaging Readers</u>: Students participate in organized reading programs. Students engage in face-to-face and virtual book clubs based on their interests. (LEADING LEARNING) <p>-expand Brampton Public Library and School Council partnerships</p> <p>-continue to develop provocations through the use of maker materials and loose parts to expand students' education experiences within the learning commons</p>
<p>Technology in Learning</p> <p>-encourage staff and student modeling and sharing of expertise in variety of tech tools available</p> <p>-encourage and support BYOD access</p> <p>-continue to support staff and student learning that embed technology as one of many educational tools</p> <ul style="list-style-type: none"> ● <u>Information Literacy</u>: Teacher-librarian/ LLC teacher provides information literacy instruction in units and lessons to build student skills. (LEADING LEARNING) <p>-expand Virtual Learning Commons with contributions from all stakeholders</p> <p>-ensure all stakeholders are familiar with PDSB e-resources, library resources and BYOD account</p> <p>-implement plan to purchase and develop an e-book collection for a variety of purposes</p> <p>-continue to co-develop Twitter account for on-going communication with the school community</p> <p>-implement plan to purchase TV's for the Learning Commons to display information</p>	<p>Priorities:</p> <ul style="list-style-type: none"> - Work towards a greater understanding of teaching from an inquiry stance in all grades (e.g. Inquiry Mindset book talk?) - Develop open making/genius hour opportunities for students, badging system, begin to infuse making in more curriculum areas - Expand use of book clubs and introduce badging to promote a wide variety of reading to students - Creation of the Documentation Wall outside of the LLC to guide students and educators towards a greater understanding of Pedagogical Documentation (http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Pedagogical.pdf) - Creation of an EML plan for understanding and working with the 4 Belief Statements and 6 Elements within the LLC/Tech program ● <u>Evidence-Based Practice</u>: Teacher-librarians and teachers build and share their professional knowledge of approaches and environments to support inquiry learning and assess its effectiveness. (LEADING LEARNING) ● <u>Literacy Leadership</u>: LLC leadership team fosters multiple literacies (information, media, digital). (LEADING LEARNING) ● <u>Designing for Responsive Print and Digital Collections</u>: Print and digital collections are inclusive and support Canadian identity as well as the information needs of all learners in the school community. (LEADING LEARNING) ● <u>Designing for Creativity and Innovation</u>: Learning experiences are developed to facilitate presentation productivity. (LEADING LEARNING) <div style="display: flex; justify-content: space-around; align-items: center;">     </div>	

Year 3

<i>Physical and Virtual Space</i>	<i>Equitable Access</i>	<i>Learning Partnerships</i>
<ul style="list-style-type: none"> -review and build the text and tech collections based on staff and students feedback/need -maintain and adapt daily collection management routines as needed to continue the development of independence and self-regulation -continue use of Markerspace and Wonder Wall/Week -expand use of student art/work into decor of the learning commons -continue staff/student contributions to Virtual Learning Commons and Twitter -implement plan to create a "collaboration nook" in the space across from the library door (at top of stair B) 	<ul style="list-style-type: none"> -maintain the learning commons as a safe and inclusive space for all and that collections and displays not only allow students to see themselves reflected in text and images but also to view windows into the lives and experiences of others -embed the concepts of equity education in all areas of the Learning Commons -maintain a truly open and flexible schedule allowing for ongoing access to all the materials and the space itself -continue to assess student need during and outside the instructional day for additional access to both text and technology to foster student success -implement plan for after school library access 	<ul style="list-style-type: none"> -maintain Design Inquiry team, Library Committee, Library Student Leadership program -ongoing collaborative planning, teaching and assessing of lessons and inquiry facilitation -continue school wide "Wonder Wall/Week", weekly Genius Hour and access to Makerspace -continue ongoing communication protocols such as staff meeting segments, Twitter and school newsletter -survey staff re: Forest of Reading and author visits , previous years' staff/student "wishlists", library programs for feedback -maintain Brampton Public Library and School Council partnerships -maintain provocations through the use of maker materials and loose parts to expand students' education experiences within the learning commons
<i>Technology in Learning</i>	Priorities: To be determined after Year 2	
<ul style="list-style-type: none"> -foster a flexible learning commons environment that allows staff and students to utilize the variety of technology tools available -encourage and support BYOD access -continue to support staff and student learning that embed technology as one of many educational tools -expand Virtual Learning Commons with contributions from all stakeholders -ensure all stakeholders are familiar with PDSB e-resources, library resources and BYOD account -continue to revamp and implement plan to purchase and develop an e-book collection for a variety of purposes -continue to co-develop Twitter account for on-going communication with the school community -implements plan to purchase TV's for the Learning Commons to display information 		

