PERSONAL INQUIRY

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In fulfillment of Queens Coursework
CONT 999 BC Teacher-Librarian Specialist

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INQUIRY QUESTION

How has the current global pandemic effected the ability of teacher-librarians and teachers to participate in true collaborative practice?

INQUIRY SUB-QUESTIONS

Sub-question 1: What does true collaboration between a teacher-librarian (TL) and teacher look like and how does this support student learning?

Sub-question 2: Due to the pandemic, what are the new collaboration challenges and how has this effected collaboration within school?

Sub-question 3: How are teacher-librarians currently building a community of collaboration despite the challenges of a pandemic?

LEADING LEARNING CONNECTION
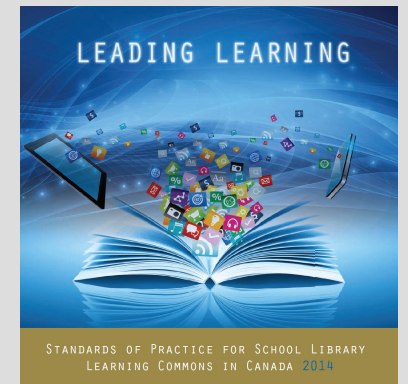
Collaborative practice is embedded in the work of teacher-librarians, as shown in the Leading Learning document.

Leading Learning Standard: Facilitating Collaborative Engagement to Cultivate and Empower a Community of Learners.

- **Vision for Learning:** LLC [Library Learning Commons] builds learning communities and is responsive to evolving school, district and *global* changes.

- **Partners in Collaboration:** LLC leadership team and teacher-librarian work with teachers to build habits of mind and skills for working in a collaborative world.

INQUIRY SURVEY

➤ Since my inquiry was investigating an issue that is very new and still on-going, in addition to my research, I conducted a survey to see how current teacher-librarians are finding the affects of the pandemic on their ability to collaborate.

➤ I will be inserting all the results from the survey throughout my presentation, where relevant.

➤ I surveyed a total of 26 different teacher-librarians, majority of them from the Surrey and Langley School Districts in BC. General participant data will be presented on the following slides.
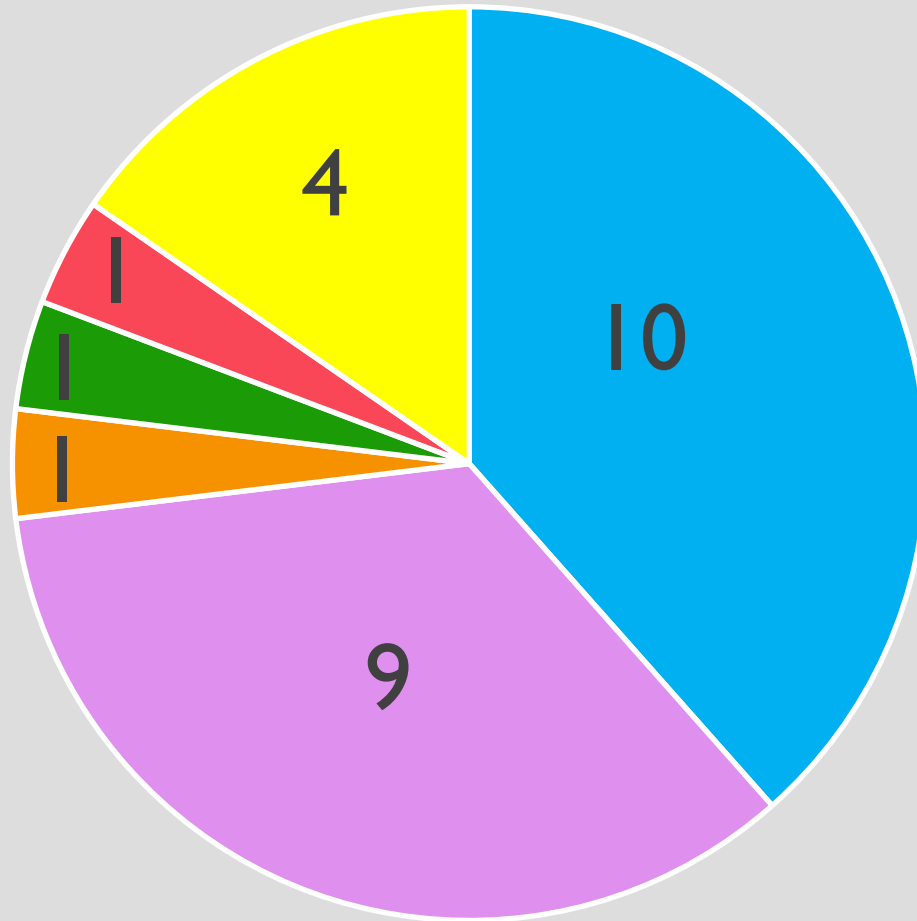
What age group do you teach?
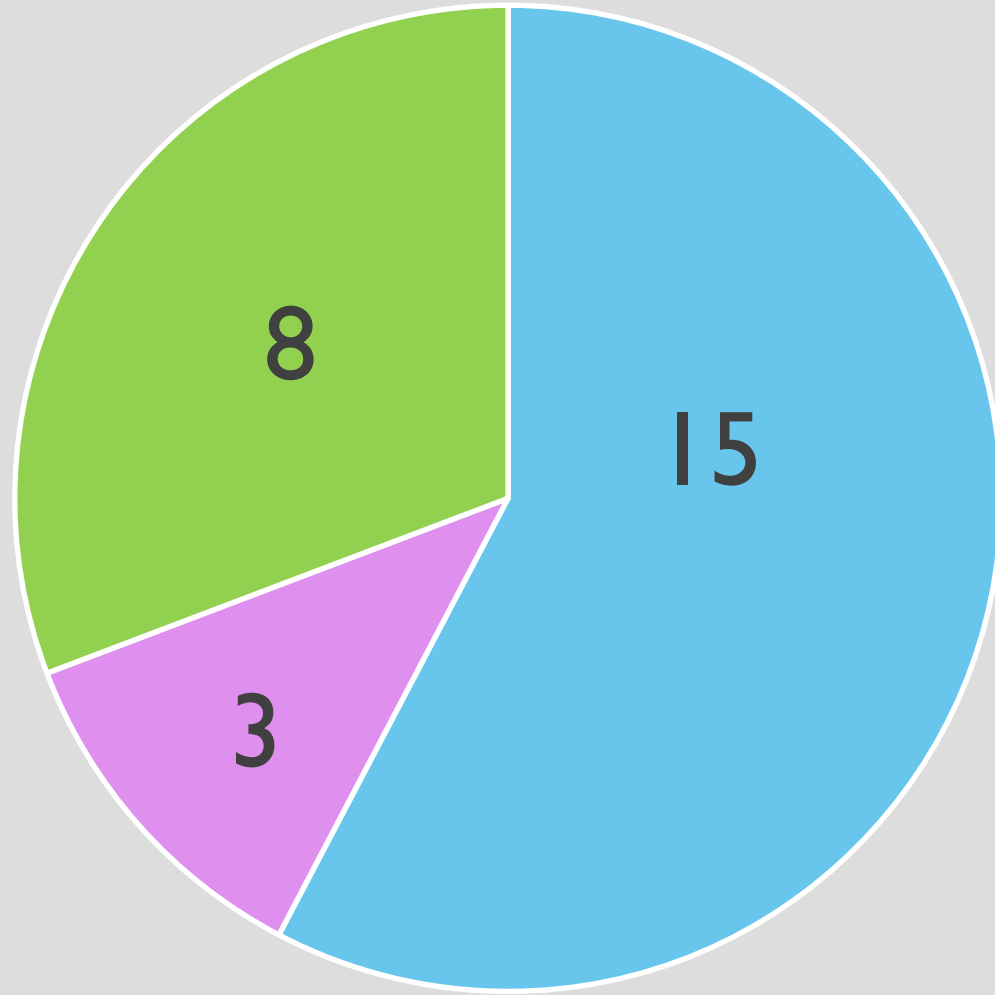
15 — Elementary
3 — Middle School
8 — High School

How long have you been a teacher-librarian?

- 🟩 1 or less
- 🟪 2-4 years
- 🟨 5-10 years
- 🟦 More than 10 years

INQUIRY SUB-QUESTION #1:

What does true collaboration between a teacher-librarian and teacher look like and how does this support student learning?

What does true collaboration between TL's and teachers look like?

Throughout my research, similar key words surrounding "true collaboration" continued to surface. Some of these words/phrases were:

- **Being authentic**

- **Trust**

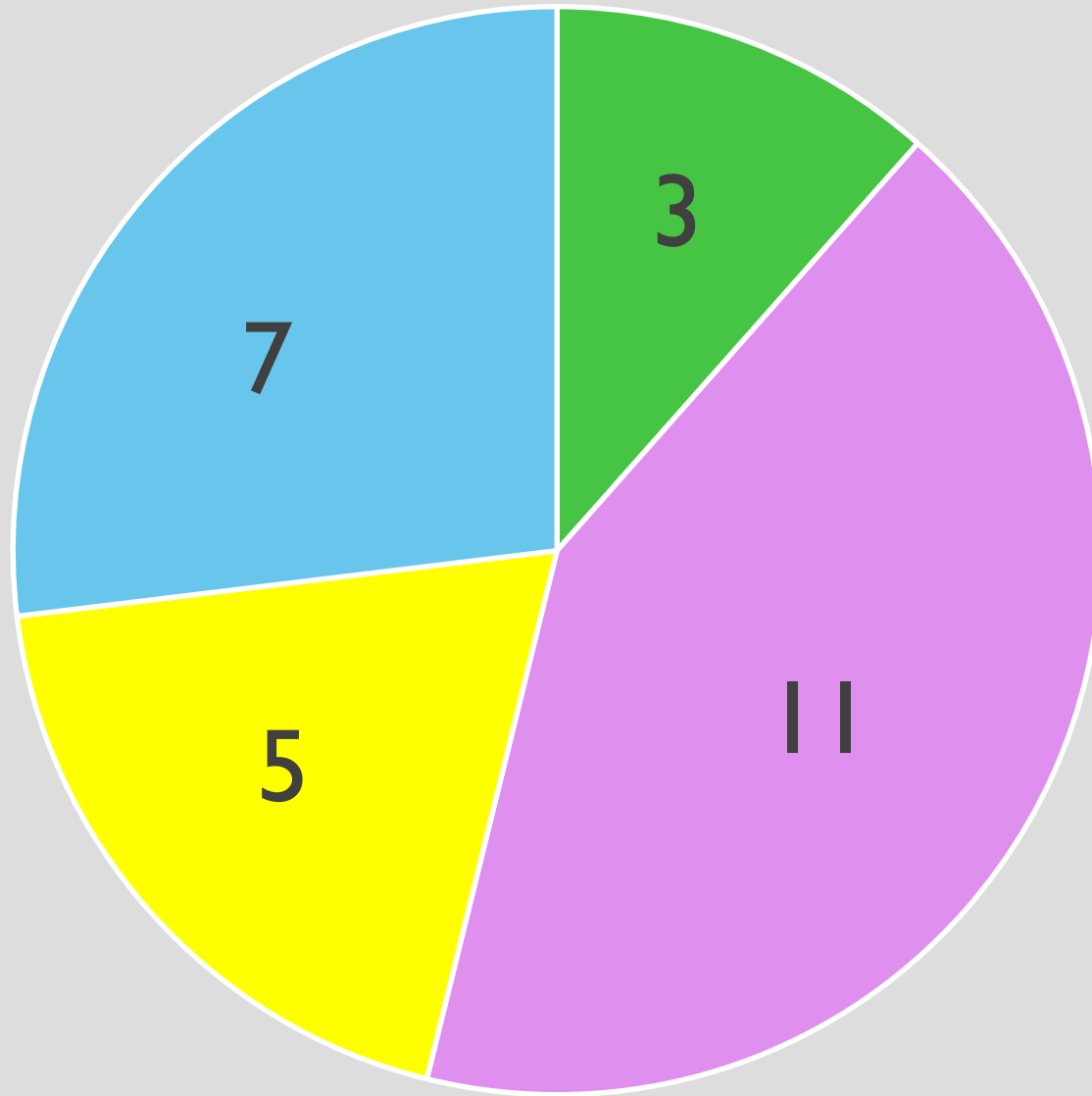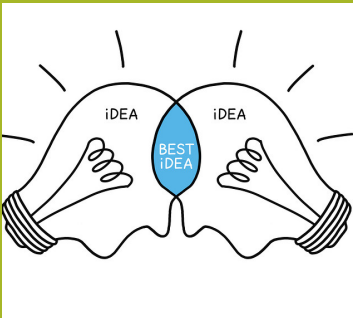- **Communication**

- **Teamwork**

- **Mutual respect**

- **Acceptance of each others ideas; Using mistakes to fuel growth/Learning from mistakes**

- **Having a "common mission, [and] planning is long-term"** (Levitov and Kaaland).

Levitov and Kaaland state that "for collaboration to be successful, it must start from a place of authenticity….it involves a common mission, trust, communication, teamwork, and sometimes courage" (2020). Levitov and Kaaland stress that being courageous is "**an especially good motto during this COVID pandemic – bravery is needed for uncharted territory**" (2020).

These key descriptors are common themes in how researchers describe what true collaboration should look like. Copeland and Jacob explain that "trust and acceptance are key: being willing to take chances, make mistakes, respect each other's perspectives, evaluate one's own teaching effectiveness, and accept constructive criticism" (2017).

WHAT DOES THE RESEARCH SAY?

What does true collaboration between teacher-librarian's and teachers look like?

- In order for the teacher-librarian and the teacher to establish a successful and true form of collaboration, they have "to establish and maintain a level of deep trust and respect of each other, rely on each other's areas of expertise, understand that it is fine to make mistakes, and accept each other's ideas." (Copeland and Jacob).

- There are various models that researchers have put forward to "identify factors that can contribute to successful collaborations and to create models of the levels of collaborative endeavors that might exist as teachers and school librarians move from lesser levels of interaction to *true collaborative* planning" (Kymes and Gillean). "Marcoux's (2007) model lists five steps, from "consumption" at the lowest level, to "connection," "cooperation," "coordination," and, at the highest level, "collaboration...At the highest level of collaboration, the librarian works with the classroom teacher to jointly plan, teach, and assess student work" (Kymes and Gillean).

WHAT DOES THE RESEARCH SAY?

How does this support *student learning*?

- The partnership between a TL and a teacher can be powerful if established in a positive way since teacher-librarians are in a unique position as they are able to look from the outside-in at a teacher's plan (Levitov and Kaaland). This allows "librarians [to] stimulate reflective thought among teachers causing them to focus their planning on their intended outcomes" (Levitov and Kaaland).

- In other words, sometimes a second set of eyes can help you figure out what you're really trying to achieve, and therefore hopefully you end up with a more complete product that will help enhance student learning.

- Research shows that "collaboration between teachers and teacher-librarians can lead to **increased reading engagement and increased reading achievement**" (Eri and Pihl). Furthermore, "when high-end collaboration takes place, students are better equipped to **become effective, ethical users of ideas and information**" (Copeland and Jacob).

- Kymes and Gillean further add that "by combining classroom objectives with information literacy standards, the dual focus can **allow students to participate in a more authentic and rich learning experience**" (2014).

THE IMPACT OF THE PANDEMIC

The research shows that collaboration between a TL and a teacher results in positive effects on students learning, so now the question is: how has the pandemic affected the TL's ability to pursue collaborative practice with teachers?

SURVEY FINDINGS

Survey Question: Overall, have you noticed a change in how willing teachers are to collaborate since the start of the pandemic?

- In order for collaboration to work, both the TL and teacher need to be willing to work together and collaborate on a task or project. I asked my survey participants if they had noticed a change in how willing teachers were to collaborate since the start of the pandemic.

- The pie chart on the following slide shows a break-down of responses. What should be noted is that 10 participants (38%) found that teachers, in general, have been less willing to participate this year.

Overall, have you noticed a change in how willing teachers are to collaborate since the start of the pandemic?
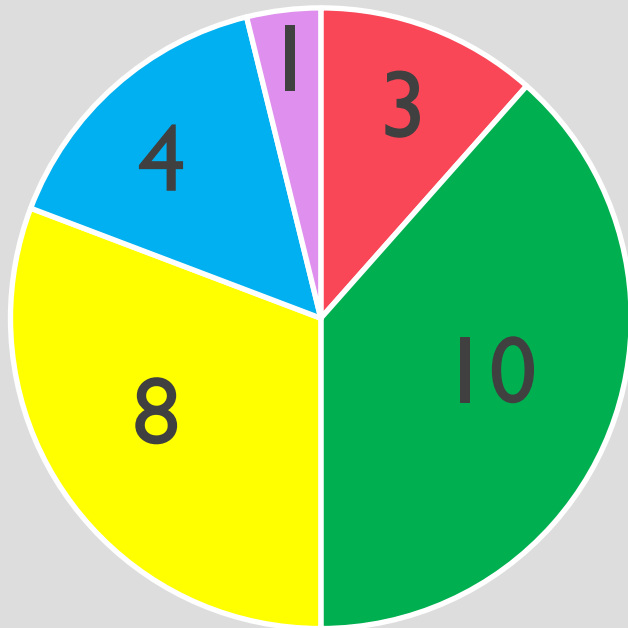
- ■ More
- ■ Less
- ■ No change
- ■ Other (new to school/position so unsure, specifically paired with a cohort - so no option to branch out, No TL last year so high interest this year simply due to having a TL)
- ■ Not even an option - job has become mostly resource

INQUIRY SUB-QUESTION #2:

Due to the pandemic, what are the new collaboration challenges and how has this effected collaboration within school?

WHAT DOES THE RESEARCH SAY?

- The initial response for TL's at the start of the pandemic "was providing additional resources for teachers who would now be online" (Beaudry). This was essentially the first way TL's were able to reach out and support teachers when they no longer were able to be in the same building. As time went on, TL's started to reach out through other means of technology, such as Microsoft Teams or email, offering resources and support (including virtual collaboration), as Health Officers had placed restrictions and safety guidelines on being able to meet in groups or common areas.

- Librarians reported that "it is often difficult to engage busy classroom teachers and other educators in their buildings to participate in collaborative projects" (Levitov and Kaaland). Levitov and Kaaland suggest that "perhaps one place to start [for TL's] is with self-forgiveness and excusing fellow teachers, recognizing that finding time, demands or even desire to collaborate on a regular basis is difficult, especially now [referring to the pandemic]" (2020). This was also the case when I surveyed current TL's. Many referenced **time and energy** as being hinderances to collaboration.

SURVEY FINDINGS

Survey Question: Due to the pandemic, what are the new collaboration challenges?

Responses to this question were split into **3 main categories**:

- Health and Safety

- Timetable Concerns

- Other Challenges

Responses were grouped together as best as possible in an effort to collate responses that were similar in nature. Responses may tally higher than the total number of participants as many participants included several points in their short answer responses and may have touched on more than one topic.

SURVEY FINDINGS

Survey Question: Due to the pandemic, what are the new collaboration challenges?

Two main responses under Health and Safety were:

- Cleaning issues

- Mask policy issues/teaching in masks

Main response under Timetable Concerns was:

- Quarter system issues/concerns
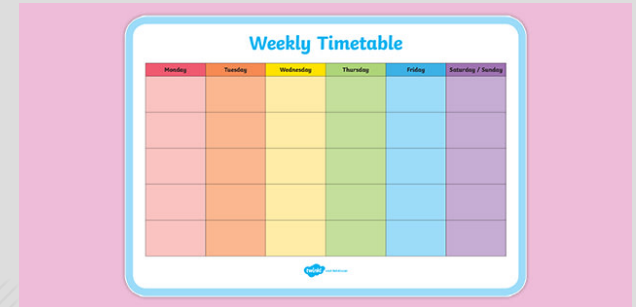
Main response under Other Challenges was:

- Lack of time, space and energy

- See slides 21-23 for more detailed responses

QUOTES FROM NEW COLLABORATION CHALLENGES QUESTION

"Safety is always on our mind, both for the students and the teachers."

"Quarter system restricts teachers from conducting lengthier open inquiries. Students are rushed to learn so they can move on to the next thing in the curriculum."

"I have no control over classes not wearing masks and social distancing is not obtainable when the collaboration takes place in the teachers' classrooms, this makes me feel unsafe and vulnerable. I can request it but there is little compliance."

HEALTH AND SAFETY

Response to the Question	Number of Participants
Where do we collaborate? (classroom or public-use library) How do we keep students safe and socially distanced?	1
Teachers are reluctant to meet in person; isolate themselves to their classroom/bubble; need to be persuaded to collaborate.	2
Unable to share supplies; cannot go into groups/combine classes to have students collaborate due to being limited to your pod.	3
TLs are exposed to a lot of cohorts/working closely with many cohorts --> Teachers may not be as receptive to working closely with TLs as they don't want to expand their "bubble".	3
Masks not being mandatory makes me feel unsafe and vulnerable; unable to **social distance** in classrooms; Teaching/reading with masks on is difficult.	4
Safety is always on our mind, both for the students and the teachers.	1
Cleaning issues: sanitize before touching equipment, wipe down all the iPads/technology with special cleaner after use. This is cumbersome and time-consuming. Collaboration requires extra cleaning. Takes extra time to clean.	4

TIMETABLE ISSUES

Response to the Question	Number of Participants
Quarter system issues: → Getting everything done in a shortened period of time. Student fatigue in longer blocks - two per day instead of the usual 4. Increased Teacher stress. → Classes are so condensed that a lot of teachers are just doing the bare minimum they can in their courses. This means that there's less time for new, collaborative projects with the TL. → Quarter system restricts teachers from conducting lengthier open inquiries. Students are rushed to learn so they can move on to the next thing in the curriculum. Students don't have time to explore and digest. → Many teachers have to choose what topics to teach and what to leave out. Projects are shortened or eliminated altogether, or new ones are developed that are quick and surface level, not requiring in depth writing or research. → Less class time, so fewer teachers willing to give up time and classes. Less face to face time.	5
Staggered schedule (in elementary) has resulted in less time for collaboration, in order to cover 20 divisions for teacher prep.	1
Blended learning (part in person, part online) doesn't allow for many projects with the limited time that teachers have with their students. Lots of teachers are more focused on the content of their courses.	1
Due to changes in my schedule to accommodate grouping cohorts and bubbles together, I do not have as much flexibility/consistency in scheduling collaboration time with teachers.	1

OTHER CHALLENGES

Response to the Question	Number of Participants
Teachers are not interested in true collaboration and co-teaching, they only want me to teach technology and give them support with students.	1
Cohort issues: Working within one cohort/Not being able to see kids and staff who are outside of my cohort; only one cohort can use the library each day.	3
We aren't able to do large scale projects or presentations that we used to do; no longer able to have large group events.	2
Time, Space and Energy: With all the extra precautions and stresses in a teacher's day, they are time pressed and stressed out. It is hard to find time and energy to collaborate right now; teachers are exhausted and stressed, just trying to survive → this makes co-planning difficult; time is tight, for both teachers and TLs; teachers have no energy; there is no space to safely collaborate.	6
Job has become prep coverage and/or working with transitional learners, so no time to collaborate.	2
Often my collaboration time is just me planning lessons for classes, since it's way too difficult to meet with teachers. Classes are always in their classrooms, so teachers can't prep in them. Makes it hard to find a space to prep.	1
No change.	1

Survey Question: How have these challenges effected collaboration within your school?

- For this question I have collated the responses to the question above. Some responses I combined together if they were similar in nature, however several responses to this question I left as many people seemed to have slightly different answers.

- The common theme that emerged is that very little collaborative practice has occurred this year due to these challenges:

  - safety restrictions (working within cohorts)

  - having less time and energy

  - more tasks to do in a day now that sanitizing and cleaning after

    every cohort is required

- See slides 26-27 for detailed responses

QUOTES FROM EFFECT OF COLLABORATION CHALLENGES WITHIN YOUR SCHOOL QUESTION

"I have gone from giving every division a set 30 minute block of collaboration every week to virtually no collaboration at all due to scheduling."

"Negatively impacted all students and staff, in my opinion. No access to specialty programs such as 3D printing, MakerSpace, story time, book talks, novel studies..."

"Teachers are so overwhelmed by the added stress and protocols they are unable to carve out time to meet and collaborate."

SCHOOL

CHALLENGES EFFECT WITHIN SCHOOL

Response to the Question	Number of Participants
I have gone from giving every division a set 30 minute block of collaboration every week to virtually no collaboration at all due to scheduling. The priority was COVID-19 safety so I teach cohorts on the same day. Also due to safety concerns, the PE teacher and I wanted less exposure to classes so we gave longer preps for library and PE this year to see classes less often. So instead of seeing classes between 1-3 times per week, I only see classes once per week. The effect of longer preps and only seeing cohorts together on the same day, is that I can't work with staff outside my daily cohort and don't have enough time to schedule quality collaboration. 30 minutes is at best the minimum but because I am setting up library in class due to COVID-19, between setting up, teaching, taking down, staggered class recess and lunch times, etc. I basically don't collaboratively teach this year.	1
Inability to share equipment as much. Students in library class are not able to do STEM activities because they cannot share materials. The additional time and effort required to clean iPads in between classes is prohibitive so students in library classes are getting almost no iPad time this year. Classes have one cohort class and are only able to work with that one class. This has limited the ability to spontaneously do activities with other classes, field trips have been eliminated altogether, and Reading Buddies has been discontinued this year.	1
Very little collaboration between teachers or podded students. Some paired classes according to scheduling might work together or share a topic e.g. Home Economics and English. Very little showcasing of learning in the library anymore, like jigsaws or gallery walks, videos, or group work. No guest speakers, even online. It's all done through TEAMS with their online class only.	1
Negatively impacted all students and staff, in my opinion. No access to specialty programs such as 3D printing, Makerspace, story time, book talks, novel studies; We can only do things in cohorts, so I think collaboration has suffered everywhere.	2
Some teachers are more eager to collaborate, some teachers don't want me anywhere near their classrooms (potential to add more germs)	1

CHALLENGES EFFECT WITHIN SCHOOL

Response to the Question	Number of Participants
Less time, less energy and less face to face with colleges to connect with them to see if there is a chance to collaborate; Everybody just seems a bit busier; Teachers are so overwhelmed by the added stress and protocols/struggling to adjust to the new changes in teaching they are unable to carve out time to meet and collaborate.	3
Strain on resources; everything takes longer.	2
Less opportunities for meaningful collaboration-developing units, etc. Fewer classes in the library	1
Collaboration time in our timetable was eliminated. People are just keeping their heads above water.; Very little is happening with the Teacher-Librarian.	1
I try not to work with too many groups. This is definitely a COVID-19 restriction; It's way more challenging for me to collaborate given the COVID-19 restrictions; don't get to work with enough staff because of the cohort restrictions; It has affected different classes from collaborating as it is limited on interactions.	2
Collaboration still continues and we are finding ways to make it work; A few teachers still want to collaborate.	4
Having to problem solve and be flexible.	2
Some are less likely to use technology.	1

SURVEY FINDINGS

Survey Question: Have constraints, such as new health and safety measures or a changed school timetable, played a role in your ability to collaborate?

- For this question I also collated the responses to the question above and like previously, some responses were combined together if they were similar in nature, however many responses were left individually.

- The most common response to this question was simply, "YES!", that changed timetables/schedules had very much so played a role in the TL's ability to collaborate. Some TL's offered further descriptions as to why timetable has played a role.

- See slides 30-32 for detailed responses

QUOTES FROM CONSTRAINTS QUESTION

"Collaborating with others outside of the school has been moved to Teams/Zoom, but most people are finding ways to still connect."

"Yes. Everything goes back to the quarter system."

"Yes. Meeting students outside at the start of the day, sanitizing, building outside time into the schedule, etc. all impact the time to collaborate properly."

"The timetabling is a significant hindrance to collaboration with the library. Health and safety measures limit student interactions outside of their cohorts, there are no drop-ins, study blocks, book clubs, or volunteers. Staff eat lunch in their rooms, so no more informal conversations, or after school visiting. It's very lonely and isolating for staff."

NEW SAFETY MEASURES/ TIMETABLE EFFECT ON COLLABORATION

Response to the Question	Number of Participants
YES!	9
No, not really.	3
Yes. Everything goes back to the **quarter system**.	1
Not really. Perhaps the additional cleaning time that I've built into the schedule (5 mins between classes) consumes time that could otherwise be used for collaboration. Some days this amounts to as much as 30 mins.	1
Hand washing takes much more time, specifically with younger students or large classes of 30.	1
Staggered lunches (also staggered recess, dismissal times) have made it impossible for casual collaboration. Everyone is tired! Health and safety has made it very tricky in terms of finding a space to collaborate outside of the timetable (release days); Because of the staggered times we loose 17 minutes a day for collaborations time. So in the schedule it looks like I have an hour but it's really 60-17=43 min.	3
Yes, but they are constraints I put in as I have control over my schedule. Administration is not forcing these changes, but I believe that if safety comes first, this is how I will runs things this year.	1

NEW SAFETY MEASURES/ TIMETABLE EFFECT ON COLLABORATION

Response to the Question	Number of Participants
Timetabling is a significant hindrance to collaboration with the library. Health and safety measures limit student interactions outside of their cohorts, there are no drop ins, study blocks, book clubs, or volunteers. Staff eat lunch in their rooms, so no more informal conversations, or after school visiting. It's very lonely and isolating for staff.	1
Timetable somewhat…all of my prep, admin and collaboration time are now scheduled on Monday and Friday. Then, if we have a failure to fill, I am pulled from the library to cover the class with no TTOC. Any planned collaboration is then cancelled. This has resulted in some teachers giving up on collaboration as I am pulled quite often.	1
Collaborating with others outside of the school has been moved to TEAMS/Zoom, but most people are finding ways to still connect.	1
Extra steps in the day: Cleaning in-between classes, meeting students outside at the start of the day, sanitizing, building outside time into the schedule, etc. all impact the time to collaborate properly.	2
Yes, with only one teacher to see a day I am limited to how many teachers I can reach and it also creates an extremely busy schedule for one TL to stay on top of all year.	1

NEW SAFETY MEASURES/
TIMETABLE EFFECT ON COLLABORATION

Response to the Question	Number of Participants
Less time to collaborate as open book exchange disappeared so all intermediate classes had to be scheduled in for an individual book exchange. In our school that is 20 classes.	1
Yes, very much so. On the face it looks like I'm doing more collaboration during the pandemic, but actually this is my second year at the school, so increased collaboration is due to feeling more comfortable in the school.	1

INQUIRY SUB-QUESTION #3:

How are Teacher-Librarians currently building a community of collaboration despite the challenges of a pandemic?

WHAT DOES THE RESEARCH SAY?

- "Many library professionals urge others to sit in on virtual team meetings to stay on top of curricular needs" (Jameson). Jameson, suggests to pair "teachers with valuable resources that tie directly to their needs: Even when people are not specifically seeking your help, go to them with the resources they did not even realize they needed…find ways to connect with all staff members and let them know that no request is too small or too large" (2020).

- Librarians "who have successfully maintained their presence in virtual classrooms advocate for others to create how-to-videos and continue to stay in a support role for research and media literacy assignments." (Jameson)

- It seems that, at least for now, the collaborative role of a TL has shifted into a role where the TL needs to put themselves out there by providing resources and support and reminding teachers that if they feel up to it, TL's are here to collaborate whenever (and if) possible.

WHAT DOES THE RESEARCH SAY?

- Levitov and Kaaland state that TL's should consider "what can be taught most effectively and appropriately, whether the library setting is *virtual, physical or taken to the classroom*" (2020).
  - This could include things like working on citations, showing how to access databases, teaching about the inquiry model, or curating resources for students and teachers who are working from home (Levitov and Kaaland).

- Using technology to reach out to those outside the library walls has made leaps and bounds during the pandemic. "Libraries have found innovative ways to deliver services to patrons when their physical buildings were closed. Before the pandemic, there were very few libraries using **video or livestream social media platforms** to deliver programming and information to people outside of the library walls" (Hursh).

- Some librarians have "turned to **email** to help [their] library communicate with [their] cardholders when the lockdown began" (Hursh). This seemed to be an option that TL's from my survey also used to increase potential collaboration avenues.

WHAT DOES THE RESEARCH SAY?

- The current global pandemic can "be viewed as an opportunity to **embrace new ways of thinking** and change the nature of the work performed by principals and school leaders…[including] the nature of leadership" (Hauseman et al.).

- When the pandemic hit, "school library media specialists rapidly adapted to meet the needs of teachers, students, and families and they have continued to adjust their practices and embrace the changing role of the uncharted virtual landscape" (Jameson).

- TL's "need to be ready to support our students, teachers and communities no matter what level of physical contact we can have" (Jameson).

  - This brings us back to the *Leading Learning* document that was referenced at the start of this presentation. Exemplary TL's are responsive to "evolving school, district and ***global*** changes" (Leading Learning).

Survey Question: What positive effects has the pandemic had on collaboration?

- The general takeaway from this question was that although there have been some positives, such as teachers being more willing to use technology to support student learning, many of the participants (42%), felt that the pandemic has had no positive effects.

- It seems that although there have been innovative ideas, such as virtual book reads, these cannot replace the value and effectiveness of practices like in-person read-a-louds.

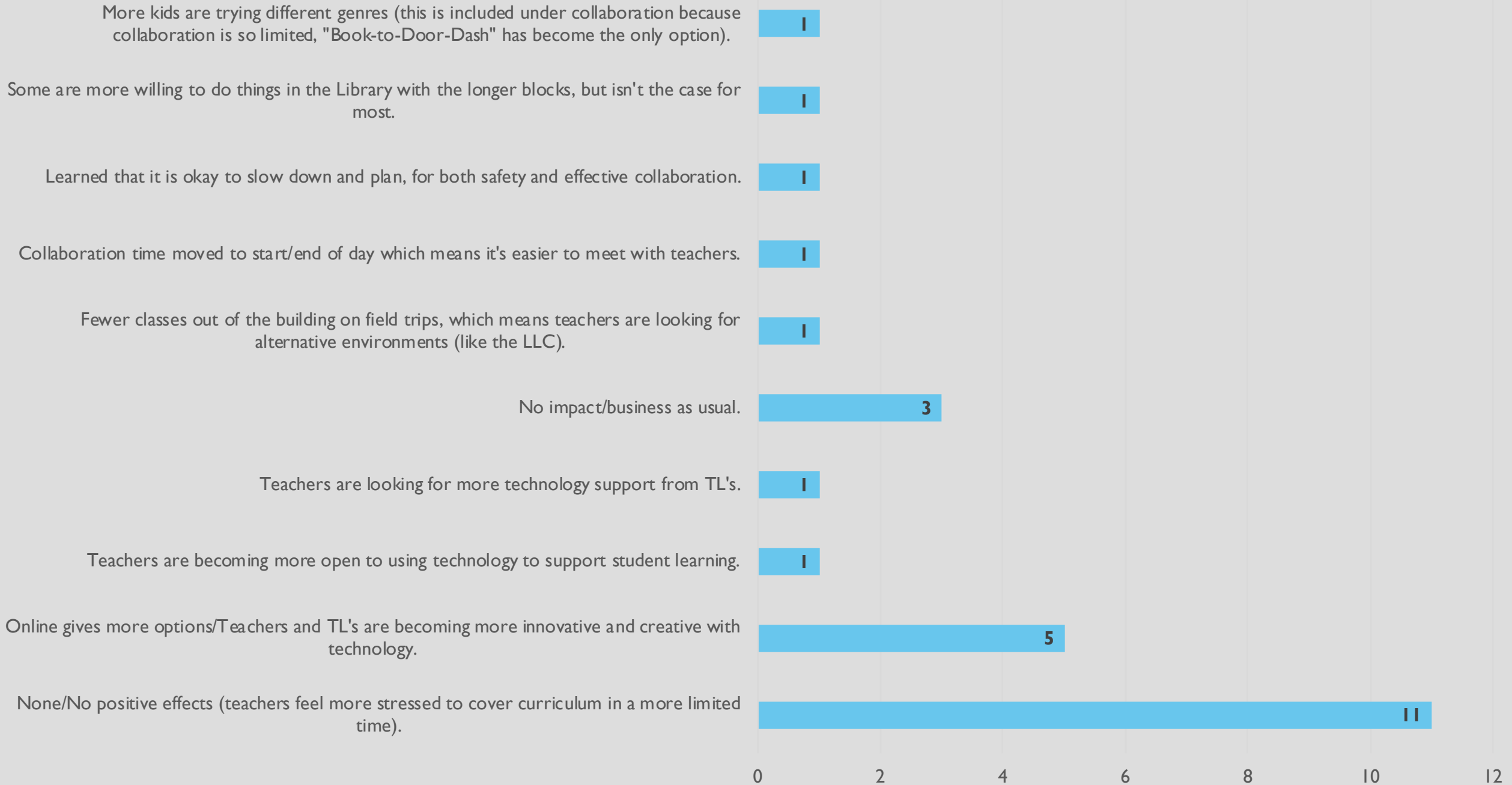- See slide 39 for detailed responses

HIGHLIGHTS AND QUOTES FROM POSITIVE EFFECTS QUESTION

"*None*, it has made it very difficult."

"The ability to meet online gives more options for meeting times."

Examples of new technology innovations: joining classes virtually, online book reads, virtual field trips, establishing a channel on Microsoft Teams specifically for the LLC.

What positive effects has the pandemic had on collaboration?

Category	Value
More kids are trying different genres (this is included under collaboration because collaboration is so limited, "Book-to-Door-Dash" has become the only option).	1
Some are more willing to do things in the Library with the longer blocks, but isn't the case for most.	1
Learned that it is okay to slow down and plan, for both safety and effective collaboration.	1
Collaboration time moved to start/end of day which means it's easier to meet with teachers.	1
Fewer classes out of the building on field trips, which means teachers are looking for alternative environments (like the LLC).	1
No impact/business as usual.	3
Teachers are looking for more technology support from TL's.	1
Teachers are becoming more open to using technology to support student learning.	1
Online gives more options/Teachers and TL's are becoming more innovative and creative with technology.	5
None/No positive effects (teachers feel more stressed to cover curriculum in a more limited time).	11

Survey Question: How are you currently building a community of collaboration in your school despite challenges of a pandemic?

- As said previously, some responses were combined together if they were similar in nature, however many responses were left individually.

- 13 participants total (50%) said that they have increased their communication through either Microsoft Teams (5) or Email (8).

- Some also reported that they are trying to reach out more (i.e. more self-promotion), through email or in-person, to check in with teachers and try to "get a feel" for their level of comfortability with collaborating.

- See slides 42-44 for detailed responses and more examples

QUOTES FROM BUILDING COMMUNITY OF COLLABORATION QUESTION

"Trying to let my colleagues know that I am available to help where needed. Collaboration can take on a different look! I can find resources, or take a small group of students (split the class) or do something online...**there are options!**"

"Self promotion, share ideas of COVID friendly adaptations to collaborate. I just touch base with teachers and poke my head in their class to check in and see what they are up to. I get a feel for what their comfort level is and ways to support the curriculum."

"Clear communication is integral during this time, even more so as people cannot always pop into the library."

COMMUNITY

BUILDING A COMMUNITY OF COLLABORATION DESPITE PANDEMIC CHALLENGES

Response to the Question	Number of Participants
Student book club is online. I am really pushing the library website and all its links and lessons developed in the spring when I was working from home. I've asked senior art students to chalk paint my library windows for events and celebrations. I've continued to run contests and sign out silent reading books. We are not open at lunch, but I sign out after school in limited numbers. I do have some EA's work with 2-3 students when it's quiet, and my seminar room is a designated COVID isolation room. Classroom space is at a premium, so teachers who lose their rooms during prep come and work in the library, so there is opportunity to chat them up, and see what they are doing, and if there is any way to involve myself.	1
I am not pushing at all, if teachers are wanting to collaborate great but they have enough on their plate as it is that I am not going to chase them down.	1
Self promotion, share ideas of COVID friendly adaptations to collaborate. I just touch base with teachers and poke my head in their class to check in and see what they are up to. I get a feel for what their comfort level is and ways to support the curriculum.	1
Trying to let my colleagues know that I am available to help where needed. Collaboration can take on a different look! I can find resources, or take a small group of students (split the class) or do something online...there are options!	1
Read aloud podcasts, TL collaboration planning sheets that teachers can fill out.	1
The use of more digital collaborative tools. Collaborating with colleagues in different schools to improve services in LLCs.	1

BUILDING A COMMUNITY OF COLLABORATION DESPITE PANDEMIC CHALLENGES

Response to the Question	Number of Participants
At the beginning of the year, we divided up the collaboration over the terms. This has taken away all chances of being spontaneous and doing small collaboration to help end or start units. Instead, now I help the same teachers for entire terms and sometimes I'm collaborating about "useless" things just because it's in the schedule. This is especially frustrating when I know there is another class in the school that actually needs real collaboration help. I feel like the pandemic halted all of the progress we had made surrounding collaboration.	1
Honestly, our priority has been to get as many classes in here as possible and/or deliver books to students. Sadly, collaboration with colleagues, other than our book club and a few other things, like classroom visits and teaching, has been reduced this year. Hoping for more opportunities when the pandemic is over and stress is down.	1
Teachers in each others cohorts are still collaborating. I am doing a great deal of virtual collaboration with outside sources such as our public library. We are running together our school's Reading Link Challenge completely online.	1
Book-To-Door Dash. Introducing holds in Destiny. More purchase of e-resources to support transitional learners.	1
Using Teams: Post more on Teams (resources, new books, etc.); have a specific library channel; joining team collaboration meetings as much as possible; Using teams to assign work to collaborating classes; joining teachers' class teams and post resources or links directly.	5
Using email/reaching out online or in person: Collecting resources and sending information to help staff via email; seeking out teachers more when I have resources or an idea for them; reaching out to teachers at staff meetings; using announcements or phone calls to reach out; Clear communication is integral during this time, even more so as people cannot always pop into the library; connecting with teachers either online or in-person with teaches to find out what they are doing and how I can support them.; I email a lot more than I previously did.	8

BUILDING A COMMUNITY OF COLLABORATION DESPITE PANDEMIC CHALLENGES

Response to the Question	Number of Participants
I have tried to set up book talks through zoom with minimal buy in.	1
No time to collaborate: library is operating as "bare bones."; since I teach prep classes for 92% of my schedule, I don't have time in my schedule to collaborate.	2
Using the opportunity to set up virtual field trip for class.	
Unfortunately not too much is happening in that regard; Not really anything. I often approach teachers with ideas and unique skills I can offer to keep my schedule full.	2
Team teaching with technology - me on an iPad video call.	1
I have offered my space for lunch so that I can still see teachers and interact.	1
Business as usual, so no change.	1

INQUIRY QUESTION

How has the current global pandemic effected the ability of teacher-librarians and teachers to participate in true collaborative practice?

IN SUMMARY

So, how has the current global pandemic effected the ability of teacher-librarians and teachers to participate in true collaborative practice?

1. Collaboration is incredibly valuable and important to student learning, however, due to the stresses imposed by the pandemic, overall, there has been a reduction in collaboration occurring in schools this year.

2. Safety protocols, quarter system/scheduling changes, and feeling like there is generally less time and energy, has affected the ability to engage in true collaboration. Teachers are tired. TL's may be bound by their cohort or schedule restrictions. Overall, the pandemic has caused teachers to be less willing to collaborate with their teacher-librarian.

3. TL's are still doing great things! Among all the stresses, teacher-librarians around the province are stepping up to this global change by taking charge of the virtual world, creating library channels on Microsoft Teams, reaching out to colleagues through email and even moving book clubs online! TL's have demonstrated that even through all the challenges, they are being innovative.

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Special thanks to all the teacher-librarians who responded to my survey. Your responses were extremely valuable to this inquiry and provided insight into what is currently going on in our schools – so thank-you!

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