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A VIRTUAL CONFERENCE

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COST: \$210 FOR MEMBERS (NON-MEMBERS \$300)

[HTTP://SLAV.ORG.AU/EVENT-3696736](http://slav.org.au/event-3696736)



Education is not the learning of facts, but the training of the mind to think.

- Albert Einstein

This conference theme may be familiar to some as this event was first scheduled for March 2020. The theme, "School Libraries: Powering Learning", and the excellent content from that earlier program were too good to let go, and so, with a few changes, this program is a new version of the March 23, 2020 virtual event. We are thrilled it can finally happen!

We are excited to be able to bring this program to you as it clearly acknowledges the school library's central role in powering, supporting and leading learning.

The March 12 2021 conference will focus on our role in learning in relation to inquiry, thinking and the capabilities, showcasing outstanding featured and concurrent presenters who will explore big picture ideas, research and examples of best practice.

9.00 - 9.10am	Welcome: Di Ruffles - SLAV President
9.10 - 10.15am	Keynote Address: Professor Emerita Dianne Oberg (live From Canada) School libraries: Powering ethical and intercultural learning
10.20 - 10.35am	SLAV Professional Learning 2021
10.35 - 11.00am	Morning Tea and Resource Gallery
11.00 - 12 noon	Concurrent Sessions <ol style="list-style-type: none">1. Bridget Forster Libraries: Fuel for powering the learning of our bright sparks2. Camilla Elliott Who am I? Adolescent identity formation through personal storytelling3. Lena Hume-Twining Community of Inquiry: Nurturing critical and creative thinking
12.05 - 12.50pm	Featured Address: Monica Bini, VCAA Curriculum Manager for the Capabilities, VCE Extended Investigation and VCE Philosophy Powering up the capabilities
12.50 - 1.20pm	Lunch and Resource Gallery
1.20 - 2.20pm	Concurrent Sessions - Round Two <ol style="list-style-type: none">1. Jennifer Cain Creating knowledge building skills: Supporting the IB Learner Profile and MYP2. Monica Morscheck Inquiry: Maximising your library resources3. Joanne Lowe and Fiona Longfield Critical consumers in a digital world
2.30 - 3.15pm	Featured Address: Dr Claire Scoular, Australian Council of Educational Research (ACER) Integration of the general capabilities: Assessment, teaching, and pedagogy
3.18 - 3.30pm	Announcements and Plenary: Camilla Elliott - SLAV Vice President and Professional Learning Chair and Di Ruffles SLAV President

Keynote

School libraries: Powering ethical and intercultural learning

- Professor Emerita Dianne Oberg

The 2015 IFLA International School Library Guidelines emphasize two foundational purposes for our work in school libraries: *the moral purpose* of school libraries (i.e., making a difference in the lives of young people) and the *educational purpose* of school libraries (i.e., improving teaching and learning for all). Our work in service of the educational purpose has been well researched. Numerous studies have demonstrated how school librarians contribute to students' academic success, for example, working with teachers and students to meet the discipline-based goals of the Victorian F-10 Curriculum Learning Areas (integrating Literacy, Numeracy, and Information and Communication Technologies). Our work in service of the moral purpose of school libraries, related to themes such as social justice and cultural competency, is now receiving attention from both researchers and practitioners. Two of the four Victorian F-10 Curriculum Capabilities, Ethical and Intercultural, speak directly to these themes. These themes are also reflected in national and international initiatives such as Canada's Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples.

Dianne Oberg, PhD, Professor Emerita, Faculty of Education, University of Alberta.

Dianne's research has focused on teacher-librarianship education and on the implementation and evaluation of school library programs. She continues to contribute to the work of Canadian School Libraries and the International Association of School Librarianship (IASL) and was the founding editor of the peer-reviewed international journal, *School Libraries Worldwide*. She co-edited the second edition of the *IFLA School Library Guidelines* (2015) and a new book published by Libraries Unlimited, *Social Justice and Cultural Competency: Essential Readings for School Librarians* (2020).

Featured Address: Powering up the capabilities

- Monica Bini

This address will explore how our profession can help to develop the Victorian Curriculum: F-10 Capabilities in students through the school library. Beginning with an overview of the Capabilities, the presentation will move to a discussion of each Capability in a library context with the aim of ensuring that any initiatives the library wishes to undertake to develop the Capabilities are well designed.

Monica Bini is VCAA Curriculum Manager for the Capabilities, VCE Extended Investigation and VCE Philosophy. She was involved in the development of the Australian and Victorian Curriculums and assists school leaders and teachers with implementation of the Capabilities, as well as managing projects associated

with the monitoring, review and implementation of the two VCE studies. Monica has a background in Commerce and Philosophy, including critical thinking and ethics. Prior to working at the VCAA she taught Philosophy, Critical Thinking and Business Studies in secondary schools.

Featured Address: Integration of the general capabilities: Assessment, teaching, and pedagogy

- Dr Claire Scoular

There is recognition that students need to be equipped with appropriate social and cognitive skills demanded by the workforce. The unresolved question is how to do this. Many education systems globally are addressing this demand by including skills such as critical thinking, problem solving, collaboration, and creative thinking into curriculum documents or supplementary materials. However, there is little research which identifies an evidentiary basis for successful integration. An integrated approach to teaching the skills across domain areas is necessary for sustainability. Traditional methods of assessment may not be sufficient, and innovative methods need to be sought and validated. Teachers require professional development, resources and tools to be effective. This presentation outlines an approach by the ACER Centre for Assessment Reform and Innovation (ACER CARI) to develop an assessment framework for measuring and monitoring the skills in the classroom. Through a combination of curriculum-orientated assessment tools, resources, and professional development, the agenda is to equip teachers to integrate teaching and assessing of general capabilities into their classroom. This presentation will outline the work of the project so far, and identify ways in which school libraries, in particular, are a critical component of a successful integration approach.

Dr Claire Scoular's work focuses on the improvement of assessment practices through the application of psychological measurement. Specifically, her expertise revolves around the assessment and teaching of 21st century skills. She has worked with numerous countries to identify and bridge the gap between their assessment, curriculum, and pedagogy in relation to skills. In particular, she has worked with many developing countries to review and develop curriculum documentation, develop classroom-based assessment tools, and generate teaching resources for skills, including problem solving, collaboration, learning in digital networks, critical thinking, creative thinking, and self-regulation.

Concurrent Sessions

Session One

1. Libraries: Fuel for powering the learning of our bright sparks

- Bridget Forster

School libraries are perfectly placed to power the learning of gifted students. This session will touch on

research regarding the specific needs of gifted students, and then follow up by focusing on how libraries can and do cater to them. We will examine international examples of best practice in library-led extension activities. We will also share local exemplars in the fields of information literacy, inquiry research and critical reading with links to the Victorian Curriculum Critical and Creative Thinking capability. Session participants will leave with creative activities and extension projects worth offering. Importantly, they will be empowered to pitch to their school leadership on how the Library is a key partner in extending students.

Bridget Forster is a Teacher-Librarian at Strathcona Baptist Girls Grammar, where she also runs the middle school Gifted Program. She has previously held roles as Head of English, Head of Library, and Gifted Education Co-ordinator. Over the summer months, she enjoys giving exhibition talks as a volunteer guide at the Mornington Peninsula Regional Gallery.

2. Who am I? Adolescent identity formation through personal storytelling

-Camilla Elliott

The personal and social capability enables students to recognise and regulate emotions, develop empathy for others and understand relationships. It is a critical element in adolescent growth. This presentation will explore how an action research project focussed on facilitating the exploration of students' personal family stories, has been integrated into the VCAL curriculum at Mazenod College. By seeking to uncover the personal story of one key family member, students opened conversations, created bonds and revealed identities whilst developing an understanding of their own roots. Exploring the hopes, joys and disappointments of one familiar individual developed in these adolescents a sense of self and brought them to a deeper understanding of themselves and others at a formative time of life. The success of this action research, undertaken with the support of the International Boys' Schools Coalition, has cemented it into the VCAL curriculum at Mazenod College.

Camilla Elliott is Head of Library and Digital Learning Resourcing at Mazenod College, Mulgrave, Vic. She is Vice President of the School Library Association of Victoria and a recipient of the Association's John Ward Award in recognition of her contribution to the school library profession. Camilla is an advocate for the Learning Commons model of school libraries and is an active networker in the international learning community having a passion for authentic learning and information literate outcomes for students. Her combined role of library and digital learning places her in a unique position within the school. Camilla may be contacted at www.linkingforlearning.com or on Twitter @camillaelliott

3. Community of Inquiry: Nurturing critical and creative thinking

- Lena Hume-Twining

School Libraries are uniquely placed to establish and facilitate clubs that serve the needs of philosophically minded students - those students who are interested in

the deep mysteries of life and who crave to be part of a community that muses on meaning.

In this session you will learn how to establish and facilitate a student club that nurtures critical and creative thinking by using the Community of Inquiry model of discussion. The cognitive and social benefits of using a collaborative-constructivist model of discussion will be outlined, and a framework for facilitating a Community of Inquiry with students will be provided. The practicalities of establishing a student club will be covered, from the initial proposal of the club, to its promotion within the wider school community, and the recruitment process for students. Examples of best practice will be shared, as well as resources for stimulus material and theme selection. This session will look at different methods and strategies you can use to teach students how to develop their skills in each capability in turn, and the different options for assessment.

Lena Hume-Twining is Director of Library and Information Services at OLSH College Bentleigh and is on the Editorial Committee of *fyi*. She specialises in teaching at a senior year level, she currently teaches Year 11 VCE English and has previously taught Year 11 and 12 VCE Philosophy and History, as well as Year 11 and 12 IB Theory of Knowledge and History. Lena endeavours to provide students with a supportive and challenging learning environment that nurtures critical and creative thinking.

Session Two

1. Creating knowledge building skills: Supporting the IB Learner Profile and MYP

- Jennifer Cain

The IB MYP (Middle Years Program) ATL (approaches to learning) skills and the IB Learner Profile attributes align with the four capabilities in the Victorian Curriculum. The ATL skills are identified as: research, thinking, self-management, communication, and social, and are embedded across the MYP curriculum from years 5-10. The IB Learner Profile aims to develop learners who are risk-takers, caring, principled, inquirers, balanced, knowledgeable, thinkers, open-minded, reflective and communicators. The four capabilities in the Victorian Curriculum can be described as a 'discrete' set of knowledge and skills that can and should be taught explicitly and are relevant to both IB MYP and Victorian Curriculum-based schools.

Teacher-librarians and library programs have a significant role to play in building these skills into the curriculum to improve student learning and outcomes. Practical examples, strategies, and resources to ensure students and teachers are supported in these areas will be shared, including an outline of a celebratory 'Knowledge Week', which specifically focuses on developing the attributes of the IB Learner Profile.

Jennifer Cain is the Head of Learning Commons and MYP Personal Project co-ordinator at Mater Christi College, Belgrave. She has worked in government, independent, co-ed and single-sex Catholic school libraries for over 20 years. She has written for *FYI*, *ALIA Incite* and *Canadian School Libraries Journal*. Follow her on twitter @jennifercain26

2. Inquiry: Maximising your library resources

- **Monica Morscheck**

“Skepticism: the mark and even the pose of the educated mind.” John Dewey

The term inquiry learning has been around for over fifty years. Its origins are partly attributed to Dewey's experiential learning pedagogy, that is, learning through experiences. The first part of the session will unpack inquiry learning and consider several of the inquiry models that provide structure to inquiry-based approaches to teaching. The second part of the session will focus on maximising the resources available in your libraries and school communities to teach and/or support inquiry learning. The session will share case examples from P-12 schools, from both International Baccalaureate and Victorian Curriculum, and encourage participants to add their ideas to maximise their school's resources.

Monica Morscheck is passionate about delivering contemporary library services. Her strengths include digital literacy, research, data analysis and problem solving. She teaches using a student-centred inquiry model. Monica is originally from Sydney and spent many years working in large International Schools in the Middle East, Thailand and Hong Kong. Now she calls Melbourne home and works as Head of Library and Extended Investigation teacher at Melbourne High. She is happy to talk sports with everyone and is a very willing listener.

3. Critical consumers in a digital world

- **Joanne Lowe and Fiona Longfield**

What do our students need to know to be critical consumers and skillful navigators of information in a digital world?

Our students have an abundance of information at their fingertips. According to a 2016 report from Stanford Graduate School of Education, 'whether this bounty will make us smarter and better informed or more ignorant and narrow-minded will depend on our awareness this problem and our educational response to it.' At Christian College Geelong this study provoked teachers of Year 8 English to create a unit in collaboration with the Library which requires students to explore, critically analyse and discuss contemporary events in the digital world, based on the over-arching question, 'What in the World is going on?' Students access a selection of current media issues provided in a variety of different modes on LibGuides. They are encouraged to show and share their thinking through a variety of Visible Thinking Routines and demonstrate their learning through the creation of a podcast and infographic on a current social issue.

Joanne Lowe is a Middle School English Coordinator at Christian College Geelong with a wealth of experience teaching English across Years 5-9. She is a knowledgeable curriculum creator. Jo enjoys developing English curriculum and pedagogy that is engaging and promotes relevant contemporary knowledge and skills. Over the last five years she has developed curriculum documentation to support her middle years team in understanding and delivering creative, critical and collaborative pedagogy. Jo was an early adopter of Harvard University Project Zero's Visible Thinking Routines. She is also passionate about working with teens and helping them through the difficult middle years.

Fiona Longfield has worked in School libraries for many years. She was the Head of Library at Fintona Girls' School where she advocated for the School Library to be involved in collaboration with teaching staff in planning and supporting the specific research components of the School curriculum. Over the last few years she was actively involved in the implementation of Schoolbox as the School's LMS, particularly focusing on its use as a tool for curating and sharing selected digital resources to assist students in effective research. 2019 was her first year at Christian College Geelong where she has embraced Visible and Design Thinking pedagogy and is looking forward to opportunities to expand her interest and involvement in digital resource curation using LibGuides.