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# A New Model for the School Library at Vincent Massey Collegiate and Beyond

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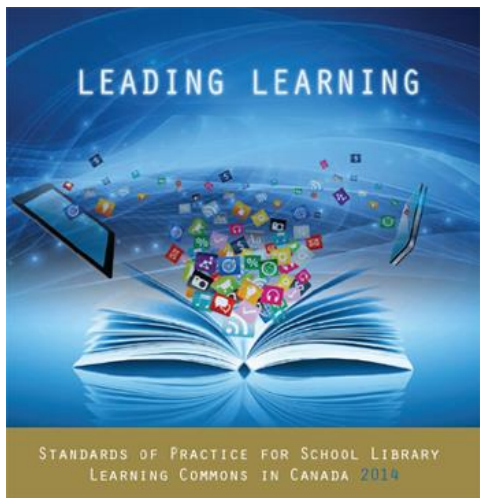
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# The 21st Century School Library

## The Learning Commons Shift:

*“The library learning commons is the **physical and virtual collaborative learning hub** of the school”*

-- Leading Learning, p.5



- Emphasis on:
  - Providing **collaborative teaching and learning space**;
  - Fostering **multiple literacies**;
  - Being a **3rd space for learning**;
  - Giving open **access** to scarce physical and technological resources.

# School Libraries in Quebec

- The learning commons shift in Quebec school libraries is still new;
- [QSLiN](#): *"Our mission is to advocate for the revitalization of school libraries as learning commons, to promote literacy, information literacy skills, and digital citizenship throughout the K-11 curriculum across Quebec."*
- A time of great opportunity, but...
  - Very tenuous time for cuts to school library programs.

# Vincent Massey Collegiate Library

- Print collection: Well stocked and well weeded;
- Digital presence: [EMSB Virtual Library](#), OPAC, Overdrive eBooks, [VMC Library site](#);
- We lack digital resources for advanced research;
- Space is small, in terrible shape, does not reflect our current technological landscape;



Photo by Stephanie Germain, 2015

# Making a 21st Century Library at VMC

- A complete makeover for the physical space;
- Technology:
  - 3D printing,
  - Multitouch wall,
  - Lendable devices,
  - Sound and video equipment,
  - Tech compatible furniture.



*Photo by Stephanie Germain, 2015*

# Inspiration



Eventbrite Office, San Francisco

Image from: <http://www.dezeen.com/2014/09/02/eventbrite-headquarters-san-francisco-bleachers-hammocks-rapt-studio/>

Lounge seating and low shelving with multiple and accessible outlets



Hamilton Grange Library Teen Center, New York Public Library

Image from: [http://www.ricelipka.com/work\\_detail.php?id=46](http://www.ricelipka.com/work_detail.php?id=46)

# Inspiration

- Creating spaces that accommodate group collaboration and individual work,
- Emphasizing flexibility, and mobility, and the importance of information technology.



South Mountain Community Library, Phoenix

Image from: <http://lj.libraryjournal.com/2011/12/buildings/year-in-architecture-2011-wall-to-wall-wonders/#>

# Applying the Learning Commons Principles

- Create a space that facilitates **collaboration** between librarians and teachers;
- **Diversifying the information landscape** of our students by providing a wider variety of technological tools;
- Providing a desirable **third space** atmosphere that fosters all forms of learning;
- A place where **lifelong learning starts...**



# Collaborating Beyond the School Library

- An essential part of our learning commons model is partnership and collaboration within the school, but it lends well to **looking outward**:

*"Local, regional and global connections and collaborations are a vital part of progressive future-oriented learning environments."*

-- Leading Learning, p.11

- Transitioning our school library into learning commons creates a **natural pathway to fostering new collaborative relationships**.

# What we all get from more collaboration

- A smoother transition from high school to CEGEP and University research;
- A better knowledge and understanding of our users;
- Shared resources for a shared responsibility;
- Library awareness and advocacy;
- Fostering lifelong learning.

# School and University Library Collaboration: Background

- “Blueprint for Collaboration”, American Library Association, September 1, 2006.
  - A thorough AASL/ACRL Task Force on the Educational Role of Libraries.
- Burhanna, K. J. (2013). *Informed transitions: Libraries supporting the high school to college transition*. ABC-CLIO.
  - Case studies of collaborative projects.

# A Proposal for Collaboration : First Steps

## Form a working group:

- Potential players could include: high school, CEGEP, University librarians, teachers, faculties of education and Information Studies, shared professional associations.
- **Form a working group** with representatives from various backgrounds to **assess the potential and the logistics of a partnership**.

# Establishing Collaboration : The Ground Work

Gather information on users and their needs:

- Create **information literacy performance indicators**: Use indicators to survey high school students to assess the gaps in their level of information literacy;
- Speak with professors, and study syllabi to **assess the information needs of first year CEGEP and University students**;
- Use gathered information to **create checklists for the college bound**, indicating what information seeking skills high school students should have.

# Realizing Collaboration : Potential Projects

Using gathered data, develop instructional programs:

- **Organized Visits:**
  - Co-teaching in high school classes,
  - Trips to CEGEP and/or University Libraries.
- **Workshops** on Information Literacy:
  - Workshops with school librarians;
  - Workshops in schools with teachers.

# Realizing Collaboration : Sharing Results

Share the research and/or practical experience:

- Co-Authoring and/or co-presenting on collaboration:
  - Making a lasting and replicable model;
  - Fostering **continued networking between school and academic librarians.**

**Thank you!**

**Contact me @**

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