

Collaboration and Evolution of Teacher Practice

A hugely important role of the teacher librarian is that of collaboration and support of our colleagues. Our professional focus on information services and information technology gives us a great opportunity to help our colleagues in trying new methods and evolving their practice to be engaging and supportive for learners. The Concerns-Based Adoptions Model (CBAM) provides a framework by which teacher librarians can meet colleagues wherever they are along a continuum of use and support them to evolve their practice in manageable and realistic ways. The table below (Loucks-Horsely, 1996) gives an overview of the typical levels of use that we see in educators and the behaviours that go along with that level. In supporting colleagues to grow their practice we must be mindful of where they are at and to not skip levels, otherwise users may feel frustrated and be resistant to change.

Levels of Use	Behavioral Indicators of Level
VI. Renewal	The user is seeking more effective alternatives to the established use of the innovation.
V. Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
IVB. Refinement	The user is making changes to increase outcomes.
IVA. Routine	The user is making few or no changes and has an established pattern of use.
III. Mechanical	The user is making changes to better organize use of the innovation.
II. Preparation	The user has definite plans to begin using the innovation.
0I. Orientation	The user is taking the initiative to learn more about the innovation.
0 . Non-Use	The user has no interest, is taking no action.

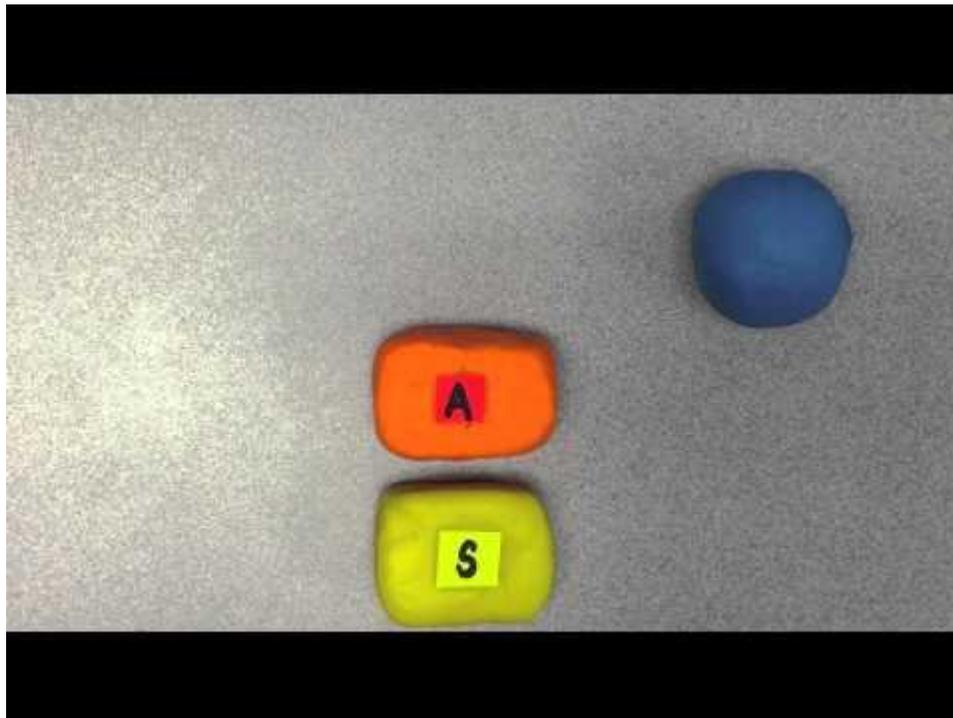
Collaboration is a key piece for this support, as teacher librarians need to be involved with their colleagues teaching practice to be able to identify where on the continuum they fall and how best to support change. In addition to encouraging co-planning and teaching, teacher librarians can conduct

regular surveys of staff, attend committee or grade group meetings and offer information sessions to keep in touch with the staff and what their interests and struggles are.

Following are two examples of teachers at different points along the concern continuum with respect to reference resources and a plan of support for each.

School Community

In the school being considered, the school library resource centre is a well used space, as the teacher librarian's assignment contains the bulk of the prep for the schools, and this happens in the SLRC. Unfortunately, this schedule does mean that not a lot of collaborative time is available for working with colleagues. The school also has a fair amount of technology available (SmartBoards in classrooms and SLRC, a few class sets of iPads and some AppleTVs) but there is not a lot of integration into day to day practice. Given this situation I have also considered the SAMR model to support the use of digital resources. This model allows you to evaluate technology use, and much like CBAM, offers a continuum of use so you can support users where they are at and build from there. This video gives a brief overview of the model:



Teacher 1

This teacher has many years of experience and has been at this school for much of that time. They teach grade 1 and have stayed with that grade for several years, and most of their experience has been in early primary. They have a very set program for their students which doesn't change much year to year and they don't do a lot of collaboration with other teachers, though they are an active part of the staff in that they attend meetings and offer support to teachers newer in their careers. They don't come into the library much outside of dedicated time for their class as they have an extensive classroom library that supports their program and they tend to stick with those resources each year. They have a

smart board in their classroom but rarely use it, and don't sign out iPads. In terms of the CBAM model, I would identify this teacher at 0. Non-use stage of use and at the 0. Awareness level of concern. The goal would be to get to the Substitution level in SAMR, and just replace a resource currently used with something different.

My plan of support for this teacher includes reaching out to them and taking things very slow considering the likelihood of resistance to change. Using Holloway's (2003) suggestions, I would use a "one-legged interview" style to have informal conversations about what is happening in the classroom, to help confirm what stage the teacher is at and highlight any specific concerns they have. An example of a questions could be "How are your students enjoying the new science apps on the iPads?"

I would also use less specific, open-ended questions to get a feel for any areas this teacher may be interested in exploring. This type of information could be gathered by attending primary group meetings. Having these discussions at a meeting like this also opens up the opportunity for collaboration among the team. There could be other primary teachers who would be interested in teaming up to give specific examples of success in their classes. My goal for this teacher is to integrate digital resources such as an online encyclopedia app or database into their practice. Using something like the Discovery Kids online database would be a substitution for the less current print resources in the school. Encouraging use of the webcat district database would open up their options for resources in the classroom is a low-pressure way to explore other resources available.

Teacher 2

This teacher is earlier in their career, they have been teaching about 7 years and at this school for two years. Currently they are teaching a grade three class and do a lot of project based learning. They are comfortable with using technology and digital media in their day to day practice – they have and frequently use the SmartBoard in their class and sign out iPads for class use often. They have attended some professional development opportunities and lunch and learns around technology and new apps or equipment at the school. My first impression is that this teacher is likely at the Routine level of use, and is largely using digital resources as substitutions or augmentations of typical patterns. A common concern for teachers who have students using the internet for research is that of inaccuracy of information or results being far too broad and so I would ask some specific questions related to the process of research in their class and if they have any concerns. This is a teacher I would also feel comfortable giving a survey/questionnaire to seek guidance about areas of support. From the information gathered I could offer lunch and learns or after school workshops on specific apps and resources.

This teacher has done units of space before, and an app that is available on the school iPads is Stellarium, which works as planetarium for devices and uses GPS to show you the sky as seen regularly or through a telescope. It has overlays that show the animals and characters associated with each constellation and this could be used as the basis for an extension into a writing or art activity. I could also offer to collaborate on this unit and use prep time on this focus. One personal goal is to transform the SLRC into a Learning Commons space, as detailed in the Leading Learning (2014) document. One of the standards of practice is to design learning environments that support participatory learning, and the concept of a makerspace fits into this. NASA has many interactive lessons that can be integrated into a space unit, one of which is building pinhole cameras. This could be a perfect model lesson to showcase the possibilities of the SLRC as a hands-on learning space and encourage future collaboration.

My goal for this teacher would be to support her to the Refinement stage of her practice and get her to explore how her teaching can have more of an impact on her students.

Considerations and Follow Up

Something to be mindful of is the need to support colleagues in the midst of change so that it is sustainable. Holloway (2003) has great resources to organize a maintenance plan to make sure not only that teachers are successful in their transition to a new level of innovation and use, but that they feel supported in continuing in this journey.

For both teachers, I would monitor their progress and check in often so they know that I'm there to support them. Continuing with open ended questions focusing on concerns they may have will help to ensure they feel comfortable in expressing concerns and problem solving obstacles so they can feel successful in evolving their practice.

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