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**VICTORIA UNIVERSITY
CITY CONFERENCE CENTRE
LEVEL 12, 300 FLINDERS STREET, MELBOURNE
COST: \$300 FOR MEMBERS (NON-MEMBERS \$450)
[HTTP://SLAV.ORG.AU/EVENT-3696736](http://slav.org.au/event-3696736)**

The logo for 'slav' is in a bold, lowercase, sans-serif font. The letters 's', 'l', and 'a' are solid black. The letter 'v' is white with a black outline and contains two stylized eyes with black pupils and red highlights, giving it a face-like appearance.

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

- Albert Einstein

In SLAV's sixtieth year, this conference is the first in a year of celebration. The conference theme, 'School Libraries: Powering Learning', is also the theme for the 2020 Professional Learning Program and it clearly acknowledges the school library's central role in powering, supporting and leading learning.

This conference will focus on our role in learning in relation to inquiry and thinking and the capabilities, both Victorian and Australian, as they relate to the profession. We will explore big picture ideas and examples of best practice.

Conference Program

8.30am	Registration
9.00am	Welcome: Camilla Elliott SLAV Vice President and Professional Learning Chair
9.10am	Keynote Address: Professor Emerita Dianne Oberg School libraries: Powering ethical and intercultural learning
10.15am	SLAV Professional Learning 2020 IFLA Strengthening the Global Voice of Libraries
10.30am	Morning Tea and Trade Exhibition
11.00am	Concurrent Sessions <ol style="list-style-type: none">1. Bridget Forster Libraries: Fuel for powering the learning of our bright sparks2. Adria Juros Re-imagine. Re-discover. Re-connect: Collaborating to inspire learners3. Diana Kelly Preparing students for 21st Century learning through supporting students in the general capabilities
12.00pm	Featured Address: Monica Bini, VCAA Curriculum Manager for the Capabilities, VCE Extended Investigation and VCE Philosophy Powering up the capabilities
12.45pm	Lunch and Trade Exhibition
1.30pm	Concurrent Sessions - Round Two <ol style="list-style-type: none">1. Jennifer Cain Creating knowledge building skills: Supporting the IB Learner Profile and MYP2. Karin Gilbert and Rosalie Austin Aligning critical and creative thinking with the research skills framework, strategy and practice3. Joanne Lowe and Fiona Longfield Critical consumers in a digital world
2.30pm	Featured Address: Dr Claire Scoular, Australian Council of Educational Research (ACER) Integration of the general capabilities: Assessment, teaching, and pedagogy
3.15pm	Announcements and Closing Address: Professor Emerita Dianne Oberg

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. Re-imagine. re-discover. re-connect: Collaborating to inspire learners

- Adria Juros

Changes and improvements to provision of Library Services will be outlined and explored, including the introduction of a comprehensive suite of digital databases, how research and referencing is embedded in each unit, and how digital technology is enhancing learning. Advocacy and promotion is important in all libraries and some examples of how this is achieved will be showcased. Using the LMS at the school to link to newsfeeds, embed databases into unit pages, and inform parents of events will be explained. Celebrating success is so important and how Library Services ensure this is a regular feature will also be discussed.

Adria Juros (B.Ed Librarianship) has been Library Services Manager at Kardinia International College since 2010. She is passionate about ensuring the library is at the centre of the school, physically and digitally.

Preparing students for 21st Century learning through supporting students in the general capabilities

- Diana Kelly

Teaching the capabilities can occur in a myriad of ways. They can be assessed within existing subjects, through subjects designed purely around a specific capabilities curriculum (e.g. Philosophy using Critical and Creative Thinking), or through cross-curricular, inquiry-based programs or opportunities designed to address these vital skills. How you teach the capabilities differs depending on the specific context you are working within, but what does remain the same is the need to support students in developing these skills with explicit teaching and practice. The Library has an advantage of having a 'bird's-eye-view' of the curriculum and learning that occurs within the school, and so can be instrumental in supporting teachers and students in developing a 'shared language' in regards to the consistent teaching and assessment of the capabilities across the school.

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.

Diana Kelly is Head of Library at Balwyn High School. She teaches a Critical and Creative Thinking subject at Middle School called 'Extend', has run staff Professional Development on teaching Ethics, and has supported the implementation of the Year 9 Inquiry Program designed using the general capabilities.

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. Aligning critical and creative thinking with the research skills framework, strategy and practice

- Karin Gilbert and Rosalie Austin

In this workshop, we will focus on outlining our process for aligning the Critical and Creative Thinking Capabilities with a research skills development framework. This framework became our platform for connecting curriculum with the research skills crucial across subject areas. To demonstrate the transferability of this learning across multiple domains, we will show some of the strategies we used in Wider Reading classes, digital literacies, and issues research. In each of these areas we will focus on making explicit the

connections between the desired outcomes of CCT and the research process.

Karin Gilbert is Leader of Library Services at Star of the Sea College. **Rosalie Austin** is a teacher librarian at Star of the Sea College. Karin and Rosalie are passionate advocates for reading, digital literacies and the lifelong learner. They, along with their team, have created a dynamic flexible learning space that brings the library into the life of the user and allows for serendipitous connections, as well as the articulated learning experiences we provide as educators.

3. Critical consumers in a digital world

- Joanne Lowe and Fiona Longfield

What do our students need to know in order 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 to 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. Until last year, 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.

Trade Exhibition

We once again welcome our trade exhibitors, who work hard to support school libraries through the provision of a range of resources, programs, services, and equipment. They look forward to discussing their products with you.

Enquiries

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For online registration please go to:
<https://slav.org.au/event-3696736>
or the professional learning page of the SLAV website slav.org.au

