

RELATIONSHIP BETWEEN MY TOPIC AND THE STANDARDS OF THE *LEADING LEARNING* DOCUMENT

There are MANY connections to supporting and leading inquiry learning through the LLC in the *Leading Learning* document.

I see it reflected in the first learning standard "Facilitating Collaborative Engagement to Cultivate and Empower a Community of Learners", under "Vision of Learning" (p.11) where they mention that the "LLC drives school wide collaborative teaching and learning". I think that inquiry can definitely be part of that whole school vision of collaborative teaching and learning.

Under the second standard "Advancing the Learning Community to achieve school goals" it mentions that the ultimate goal is to see "Teachers co-plan with teacher-librarian for school-wide learner led approaches to inquiry" (under "Teacher collaborative role" p.14).

When looking at the third standard "Cultivating Effective Instructional Design to Co-plan, Teach and Assess Learning", we can see how this standard is highly connected to inquiry-based teaching/learning, as it has links to it in every single theme addressed (p.15-16). Under "Instructional Leadership", we can see that an established LLC would have a Teacher Librarian that "works with teachers to understand and implement inquiry models to the design of excellent learning experiences". Under "Instructional Partnerships", it mentions that in an established LLC "Teacher-librarians are active participants with all faculties in the design of guided inquiry to plan, teach, assess and reflect on effective learning experiences". It also has a theme specific to inquiry, "Engaging with Inquiry Approaches", which takes the emerging LLC from "Learning experiences are designed to give students research experience" to the more advanced LLC that would have "Learning experiences [that are] co-designed and planned with students to empower real-world and relevant learning experiences". The following four themes, which are "Differentiated Learning", "Technology for Learning", "Assessment for, of and as Learning", and "Evidence-Based Practice" (p.16) also all have connections to inquiry-based learning, such as "Teacher-librarians and teachers build and share their professional knowledge of approaches and environments to support inquiry learning and assess its effectiveness". By having a whole-school approach lead by the TL, this would make it more likely to achieve higher growth stages in regards to inquiry, and to prepare all students with inquiry skills that they need for lifelong learning.

The fourth learning standard, which is "Fostering Literacies to Empower Life-Long Learners" (p.17-18), doesn't directly mention inquiry, though many components would be called upon when doing inquiry projects. Teachers working with the TL would be "design[ing] and appl[y]ing learning experiences to nurture all literacies" and the "Teacher-librarian [would lead] the school community in the design of information literacy learning strategies and processes in order to empower independent learners". Through inquiry-based learning, you would also be addressing "Critical Literacy" and "Digital Literacy and Citizenship" skills throughout the different stages of your chosen inquiry model.

Under the last standard "Designing Learning Environments to Support Participatory Learning" (p.19-20), I could see how having "a Collaborative Physical LLC" space and "Designing for a Participatory School Culture" would help in achieving a whole-school approach. I could also see how inquiry projects could help address the theme "Designing for Creativity and Innovation" by helping to plan "Learning experiences [...] to invite creativity and innovation".

Work Cited

Leading Learning: Standards of Practice for School Library Learning Commons in Canada. Canadian Library Association, 2014, CLA Voices for School Libraries Network, CLA School Libraries Advisory Committee, pp.1-37, <http://llsop.canadianschoollibraries.ca/wp-content/uploads/2016/09/llsop.pdf>.