VISION

To be leaders in providing quality education to rural students in a dynamic learning environment.

DIVISION MISSION STATEMENT

To develop critical thinkers and lifelong learners who become contributing citizens. This will be accomplished through consistent delivery of high quality programming and teaching that is responsive to diverse student needs and interests in an inclusive environment.

CORE VALUES

Livingstone Range School Division models and promotes a safe and caring environment of mutual respect within the education community. Accountability for excellence in student achievement is supported by the following behaviors:

- **TRANSPARENT** and effective communication;
- **COLLABORATIVE** decision making;
- **COMMITMENT** to success and achievement;
- **RECOGNITION** and celebration of accomplishments.

GUIDING PRINCIPLES

1. Decisions must be student centered.
2. Decisions must take into account our geography and ruralness.
3. Schools and communities must work collaboratively to provide the best quality educational opportunities for students.
4. Decisions are best made closest to the child through site-based decision making.
5. Decisions reached must be affordable now and sustainable in the future.
6. Equitable access to programming opportunities for students within their communities.
7. Program delivery must be flexible and responsive to student needs.
8. Accountability must be built into every decision.
9. Decisions must reflect board policies.

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SECTION 1: LEARNING COMMONS

To support students in attaining the goals and standards as stated in the *Ministerial Order on Student Learning*, school authorities must ensure that students have access to a Learning Commons. A Learning Commons is an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning.

*(Alberta Education Learning Commons Policy 2014)*

LEARNING COMMONS GUIDELINES

The goal of the Learning Commons is to enable all students to be engaged thinkers and ethical citizens with an entrepreneurial spirit. The concept of a Learning Commons is a shift in thinking from a library as a physical space that is a repository of books, to an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning. A Learning Commons is an agile and responsive learning and teaching environment available to individuals and groups to use for multiple, often simultaneous, purposes. It supports literacy, numeracy, competency development and student learning outcomes through access to and instruction in the effective use of print and digital resources. The Learning Commons approach functions best when learning experiences in the school community are coordinated to support student learning outcomes through collaborative planning, teaching and assessing.

*The Learning Commons should:*

- support the development of competencies in many areas, including the gathering, analysis and evaluation of information;
- provide support, space and resources for inquiry, play and imagination;
- provide support, resources and opportunities for transferability of learning to support broad exploration and inquiry that leads to deeper learning;
- provide and support technology for learning to enable creation, collaboration and communication;
- provide student access to and guidance on the use of:
  - online public access catalogues (OPAC);
  - online licensed and open access resources;
- quality print and digital learning resources in multiple formats that are reviewed to ensure they address a diverse range of student learning and developmental needs.

- focus on quality learning resources in multiple formats and provide exposure to a wide variety of Canadian and international resources (fiction and nonfiction) which reflect multiple perspectives, promote literacy and numeracy and develop students’ interests and competencies beyond the school setting. These resources should include those that:
  - recognize and respect Indigenous knowledge and ways of knowing of the First Nations, Métis and Inuit peoples;
  - reflect and support the cultural and linguistic perspectives of Francophone communities.

- provide high quality learning resources in English, French and other languages, as applicable, in order to support instruction and self-directed reading;

- be flexible enough to provide teacher support in person or via technology, in varied full-time equivalencies or shared among schools/districts; and

- continue to promote intellectual freedom

*(Alberta Education Learning Commons Guideline 2014)*

**SECTION 2: RESOURCES**

- **Canadian Library Association**: Voices for School Libraries Network: CLA National Project
- **Building a Learning Commons: A Guide for School Administrators and Learning Leadership Teams**
- **The Virtual Learning Commons**
- **The School Learning Commons Knowledge Building Center**
- **Ontario School Library Association: Together for Learning: School Libraries and the Emergence of the Learning Commons**
- **Leading Learning: Standards of Practice for School Libraries in Canada 2014 eBook**
- **Learning Commons Policy, Alberta Education**
- **Learning Commons FAQ** *(Alberta Education)*
- **essentialconditions.ca**
- **Transforming Canadian School Libraries** *(Guidelines Links to Alberta Education Documents “The future of libraries in Alberta”)*
- **Chinooks Edge Library Wiki**
- **LCA toolbox**
- **Chinooks Edge-Implementation Guide**
- **Alberta Educations FAQ page on School Library Services Initiative**
- **Elizabeth Rummel School Video**
The following questions will guide schools in transitioning to a Learning Commons.

**SHARED VISION**

- How do we envision our Learning Commons serving students in our school?
• How do we involve our stakeholders in a process to create a vision for our school?

LEADERSHIP

• What steps are necessary to make the transformation of the library possible? How are these steps prioritized?

• What will be the priorities for the physical space, the virtual space, the teaching pedagogy and staffing skills?

• What supports will be needed to make this work?

• How does this transformation fit into current school goals and plans?

RESEARCH AND EVIDENCE

• What does current research indicate and how will this help us to move forward?

• Are there current models that would be helpful to look at?

• What evidence will we gather that will tell us whether the Learning Commons is supportive of student learning?

RESOURCES

• What is the state of our current collection? What changes need to be made to support the transformation?

• Are there changes to our physical space that are required to support the transformation. If so, how will we accomplish those changes?

• How is our virtual environment being utilized? Do students and staff get full value from what we currently have available? Are there other appropriate virtual tools that would support our learners better?

• What budget and staffing allocation are needed to support the transformation?

PROFESSIONAL LEARNING

• What skills and pedagogical practices are needed for a Learning Commons philosophy to take hold in our school?
• How will we support our staff in refining their skills and practices to take full advantage of the Learning Commons as a support to student learning?

• How do our current endeavors with literacy and student engagement, and the consequent staff development, merge with a transition to a Learning Commons?

**TIME**

• What is our overall timeline, based on the priorities we have laid out?

• How will we create time to work with staff, students and other stakeholders to ensure that they understand the changes we are proposing?

• Will the Learning Commons, as we envision it in our school, necessitate changes to scheduling and timetables?

**COMMUNITY ENGAGEMENT**

• Which stakeholder groups should be involved in the transformation process and what will their roles be.

• How will we communicate the transformation process and the reasons for it to our stakeholder groups?

• What are the key messages to each of our stakeholder groups? Are there avenues to collect feedback and solicit support?

• Is there a potential partnership opportunity with our public school library?

**SECTION 4: THE LEARNING COMMONS FACILITATOR**

The Learning Commons is the hub of the school in both environment and philosophy. Under the leadership of the Principal and the support from the Lead Learning Commons Services staff, the Learning Commons Facilitator will maintain and develop this environment and philosophy.

A Learning Commons is an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning. The following may be a responsibility of the Learning Commons Facilitator.
• Promote the vision of the Learning Commons

• Provide a safe, friendly Learning Commons environment that is conducive to learning engagement for all students and teachers.

• Maintain the Learning Commons schedule/calendar

• incorporate existing and new technology in managing and using Learning Commons resources

• develop and select resources for the Learning Commons

• maintain and circulate a library collection

• collaborate and communicate with people who use the Learning Commons

• Plan, promote and implement special Learning Commons events

• Maintain and ensure timely technical support for software, systems, peripherals, and database services (i.e.; Follett ,Destiny, Accelerated Reader)

• Maintain a current catalogue of resources:
  
  o Develop and implement a circulation policy and circulation system for the Learning Commons
  
  o Plan for and select resources for the Learning Commons

  Order and receive materials, following established procedures and annual prescribed resource budgets

LEARNING COMMONS ACQUISITIONS

The Learning Commons is guided by the needs of the student. Student learning is at the focus and will be supported by a Learning Commons collection of resources. Resources may include, but not limited to print material, digital resources, technology, video special collections, teaching, maker movement, green screens and learning materials. The following will provide a guide and resources to acquire Learning Commons resources.

Reviews- A good method of selecting resources for your Learning Commons is through reviews. Sources for reviews include books, magazines and newspapers. Review available digitally include:

• [Kirkus](#)

• [School Library Journal](#)

• [Canadian Review of Materials](#)
Interjurisdictional Resource Centre (IRC) - Livingstone Range possesses a Divisional membership in the Interjurisdictional Resource Centre, which provides a variety of digital resources for student learning. All staff and students have access to the resource. The following provides some guidelines of available resources. To acquire additional resources for the Learning Commons through the IRC, please contact Julie Hutchinson (Hutchinsonj@lrsd.ab.ca)

Access Learning - The school User Names and Passwords have been given to the school principal or secretary. To use this resource, please go to the website at http://accesslearning.com/

Learn 360 - The passcodes have been given to the school principal or secretary. If the passcode has been misplaced, please contact Julie Hutchinson. To use this resource, go to the website at http://www.learn360.com

Discovery Education - The pass codes have been given to the school principal or secretary, and is also located in the Education Technology Sharepoint site. If the passcode has been misplaced, please contact Julie Hutchinson. To use this resource, go to the website at http://www.discoveryeducation.ca/Canada/
## Technology Purchasing Process

<table>
<thead>
<tr>
<th>Process</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools may contact the Technology Services Department for advice, quotes, and assistance prior to submitting a tech requisition</td>
<td>Initial contact: Site Technicians</td>
</tr>
<tr>
<td>Schools may go to the TLD website to purchase consumables and supplies that are listed on that site. All other technology purchases will be coordinated through the Technology Services Department.</td>
<td>TLD web site</td>
</tr>
</tbody>
</table>

### 1. Schools create a **Technology Purchasing Requisition** (Education Services Forms in [Staff Site](#) – under “Technology Forms”) and forward to Central Office Technology Department. Principal’s signature and GL account must be on the **Technology Purchase Requisition** Form.

### 2. After quotes, pricing, GL account #’s and any additional information has been gathered, the **Purchase Order** is prepared and sent to:

- The vendor
- The school
- The financial department

Purchasing Technician will sign PO and approve invoices for payment on school purchases while the Senior Technician does this for all other items.

### 3. Technicians may initiate the purchase requisition process. They will send the signed requisition and the Purchase Order (should they generate the PO themselves) to the Technology Services Secretary who will follow the process.

Technology Services will sign PO and approve invoices for payment.

### Selected information is recorded in the FAME asset database

- **Technology Services Secretary**

### Goods received directly in schools:

1. On date of receipt of goods, the technician will notify the Technology Services Secretary that goods have been received.
2. Technician or school personnel will forward the packing slip with a signature verifying receipt of the goods and the date received, to the Technology Services Secretary to be placed in the purchasing binder.
3. A signature will signify goods were received in good order and are cleared for payment.

*.../continued*
REMOVAL OF MATERIALS IN THE LIBRARY’S COLLECTION

Weeding

Outdated, seldom used or worn items remaining in the collection can weaken a library as surely as insufficient acquisitions. In time such material characterizes the whole collection, over-shadowing newer and more useful purchases. This type of collection does not encourage patrons to use the Learning Commons.

Weeding should be done on a continuous basis in order to maintain a meaningful collection. The following criteria should be considered.

Weeding based on appearance

- Books of antiquated appearance.
- Badly bound volumes with soft pulpy paper.
- Badly printed works, with small print, dull or faded print, cramped margins, poor illustrations.
• Worn-out volumes with dirty, brittle or yellow paper, missing pages, frayed bindings, dirty or dingy covers.

**Weeding of duplicated volumes:**

• Unneeded duplicated titles.
• Older editions that have been replaced with updated editions.

**Weeding based upon poor content:**

• When information is dated
• When information is incorrect
• When improved editions exist

**Weeding based upon usage patterns**

Before books are weeded solely on this basis, the attempt must be made to ascertain whether or not potential circulation values may exist. Subject specialists who make suitable recommendations should check volumes in subject areas.

An attempt should be made to promote Fiction books, which may not have circulated because of their locations on the shelves.

• Books not circulated in three years.
• Reference books that have not been used for reference in the last three years.

**Excellent resource for weeding**

  [Crew: A Weeding Manual for Modern Libraries](#)
APPENDIX 1: THE DESTINY LIBRARY SYSTEM

Destiny is an integrated library management system that supports active student learning. Destiny Library Manager provides centralized access to digital content and tools that help librarians, staff and students locate and share resources in the Learning Commons.

The following will provide guidance in accessing and using the Destiny Software.

To access Destiny, navigate to the Parents/Students tab on the divisional or school website and choose Destiny Library.
Select your school and login. Please contact Julie Hutchinson for login information.
You can select a variety of options that are specific to your school.

The catalog tab allows the user to access the resource inventory of the school. To access support click on the “How do I” tab.
LEARNING COMMONS MODIFICATION REQUEST

Administrator: ___________________________________________________________

School / Site Name: ______________________________________________________

Phone number: __________________________________________________________

Alternate phone number: _________________________________________________

Email address: ___________________________________________________________

Type of Request (check all that apply)

☐ Virtual Space  ☐ Physical Space  ☐ Other

Please describe the purpose of the modification requested.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Learning Commons Facilitator Signature: _________________________________

Principal or Supervisor’s Signature: _______________________________________

Date: ______________

 Copies to: Technology Department and Maintenance Department

To be kept on file by Principal and Director of Learning and Innovation
APPENDIX 3: LEARNING COMMONS INTRODUCTORY CHECKLIST

LEARNING COMMONS CHECKLIST

☐ Multi-literacy learning
☐ Inquiry based
☐ Project based
☐ Problem based
☐ Experiential (play, makerspaces, arts)
☐ Cooperative learning
☐ Critical thinking
☐ Access to library professionals; teacher collaboration
☐ Inclusive access to learning resources and new and emerging technologies
☐ Developing lifelong readers
☐ Accommodates a variety of learning activities
☐ Accommodates all learning modalities

PHYSICAL SPACE

☐ Space as teacher – designed for the learning needs of students, accessible
☐ Flexible, comfortable design/furnishings
☐ Sufficient group work areas (at least one class)
☐ Sufficient individual study/reading areas
☐ Welcoming, safe, bright, spacious
☐ “Studios” or knowledge production areas -high tech maker spaces; making/editing iMovies, recording voice/music
☐ Collaborative community space; social learning, e.g., “coffee house” concept
☐ “Theatre” or meeting space where students share information, story tell, engage in movement, drama
☐ Resources - shelves on walls or in open pods so the facility is open
☐ Display boards, smart boards, areas designed to handle a continually changing display of student projects from art & sculpture to iMovies, plants, etc.
VIRTUAL SPACE

☐ Flexible in design
☐ Continually monitored & updated
☐ Knowledge-building centres
☐ Accommodates a variety of learning activities
☐ Gateway to the virtual landscape, digital resources, online databases and libraries
☐ Active learning in real-time; Web 2.0, social networking, gaming, webinars, blog, video-conference
☐ Collaborative community/social learning
APPENDIX 4: LEARNING COMMONS DEFINITION

WHAT IS A LEARNING COMMONS?

- flexible
- literacy
- accessible
- collaboration
- learner-centred experts
- inquiry
- elders
- mentors
- numeracy
- expand & deepen learning
- community partnerships
- experts
- multi-purposed
- inclusive
- imagination & play
- competencies

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A learning commons is an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning.