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PDLib - Professional Development Library
http://www.iasl-online.org/Professional-Development-Library

Developing a library scope and sequence

Elizabeth Greef
IASL VP Advocacy and Promotion
E: greef@optusnet.com.au

+ Why?

- Provide a mental and explicit framework – and checklist – for teacher librarians in planning

- Demonstrate how the library links to the curriculum, to specific skills and general capabilities

- Make the skills engendered through the library explicit for teaching staff and other colleagues

- Inspire colleagues to see a broader and more relevant vision of the library to all curriculum areas

+ How?

- Think about your library and student skills development

- Reflect on primary skills documents relevant to your school,

- Develop a structure which becomes the skeleton on which to build your scope and sequence

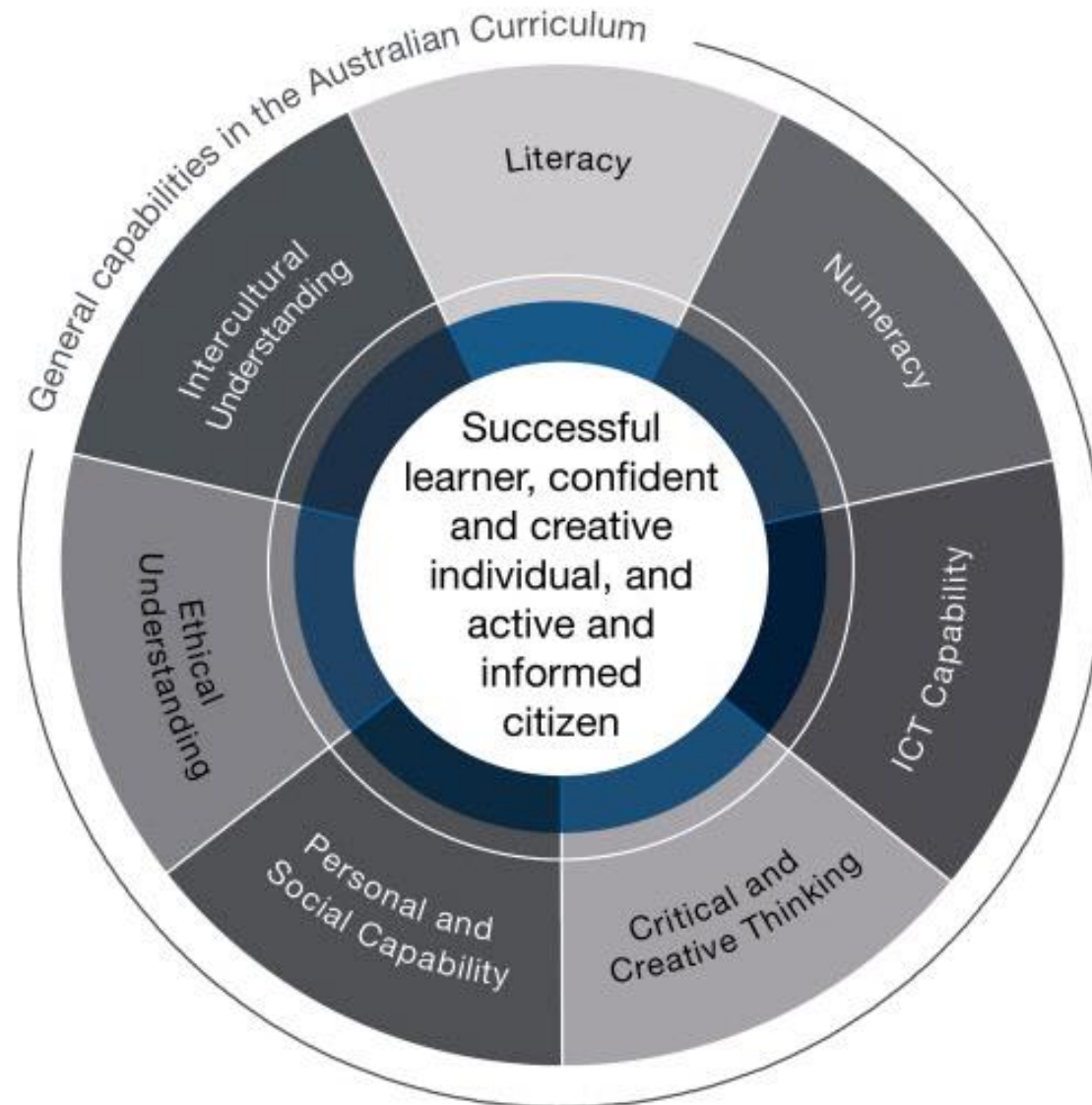- Investigate existing scope and sequences for ideas

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Frameworks

Australian curriculum
Information skills
Blooms
PBL

General capabilities in the Australian Curriculum

Source: http://www.australiancurriculum.edu.au/generalcapabilities/overview/introduction

Table 2. Commonalities in Australian Curriculum inquiry sub-strands.

Science	History	Geography
Questioning & predicting	Historical questions & research	Questioning & observing
Planning & conducting		Planning, conducting & evaluating
Processing & analysing data & information	Analysis & use of sources	Processing, analysing, interpreting & concluding
		Reflecting & responding
Evaluating	Perspectives & interpretations	
Communicating	Explanation & communication	Communicating
	Chronology, terms & concepts	

© *Australian Curriculum, Assessment & Reporting Authority 2012*

Source: Lupton, M. (2013). Inquiry skills in the Australian curriculum F-12. Available
https://www.dropbox.com/s/pqqqolftee9mk4g/F-12_inquiry_skills.pdf

Intercultural Understanding learning continuum

Sub-element	Level 1 Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Recognising culture and developing respect element						
Investigate culture and cultural identity	share ideas about self and belonging with peers	identify and describe the various groups to which they belong and the ways people act and communicate within them	identify and describe variability within and across cultural groups	identify and describe the roles that culture and language play in shaping group and national identities	explain ways that cultural groups and identities change over time and in different contexts	analyse how membership of local, regional, national and international groups shapes identities including their own
Explore and compare cultural knowledge, beliefs and practices	identify, explore and compare culturally diverse activities and objects	describe and compare the way they live with people in other places or times	describe and compare a range of cultural stories, events and artefacts	describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom	analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts	critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time
Develop respect for cultural diversity	discuss ideas about cultural diversity in local contexts	describe ways that diversity presents opportunities for new experiences and understandings	identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation	discuss opportunities that cultural diversity offers within Australia and the Asia-Pacific region	understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities	understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world
Interacting and empathising with others element						
Communicate across cultures	recognise that people use different languages to communicate	describe how the use of words and body language in interactions may have different meanings for various cultural groups	recognise there are similarities and differences in the ways people communicate, both within and across cultural groups	identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding	explore ways that culture shapes the use of language in a wide range of contexts	analyse the complex relationship between language, thought and context to understand and enhance communication

Literature Scope and Sequence to reflect the Cross-Curriculum priorities

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PBs about Libraries. For example:	Author Study: Australian authors	Asia and Australia's Engagement with Asia	Author Study: Overseas authors	PBs about Sustainability. For example:	Home by Narelle Oliver	Home and away by John Marsden
Beverly Billingsly Borrows a Book by Alexander Stadler	Pamela Allen Inside Mary Elizabeth's House	Jin Jin the Dragon by Grace Chang	Anthony Browne Willy the Wimp (series)	WALL-E (DVD)	The Peasant Prince by Li Cunxin	The dream of the thylacine by Margaret Wild
Curious George Visits the Library by Margret Rey	Mr McGee series The Toymaker and the Bird	Peeking Ducks by Krista Bell	2014 - KC Gorilla Piggybook	The Rainbow Serpent" by Dick Roughsey (also available on DVD)	Imagine a place by Sarah L. Thomson	The Lost thing by Shaun Tan
Library Lion by Michelle Knudson	My Cat Maisie The Pear in the Pear	Wabi Sabi by Mark Reibstein	Into the Forest Changes 2014 - KC	The Last Tree" by Marc Wilson	Imagine a day by Sarah L. Thomson	Ziba came on a boat by Liz Lofthouse
Mr Wiggle series of 4 books by Paula M Craig	Tree The Potato People	The Other Bears by Michael Thompson	The Shape Game 2014 - KC	The Giving Tree" by Shel Silverstein	Imagine a night by Sarah L. Thomson	
Carlo and the Really Nice Librarian by Jessica Spanyol	Who Sank the Boat Mr Archimedes' Bath	The Magic Pot Pleasant DeSpain	Silly Billy 2014 - KC The Tunnel	The Great Bear" by Libby Gleeson	A day to remember by Jackie French	
Carlo likes Reading by Jessica Spanyol	The Little Old Man Who Looked Up at the	The Red Bridge by Kylie Dunstan	Little Beauty 2014 - KC My Dad 2014 - KC	Zoo" by Anthony Browne Just a Dream" Chris Van	Cat on the Island by Gary Crew	
I Like Books by Anthony Browne	Moon Alexander's Outing	Speak Chinese Fang Fang and others in the	Me and You 2014 - KC What if? 2014 - KC	Allsburg Where the Forest Meets	Rules of Summer by Shaun Tan	
Dog Loves Books by Louise Yates	PBs about	PB series by Sally Rippin Seams of Gold by	Willy's Pictures 2014 - KC Willy the Dreamer 2014 -	the Sea" by Jeannie Baker Moondog" by John A		
Parsley Rabbit's Book about Books by Frances Watts	Aboriginal and Torres Strait	Christopher Cheng Ayu and the Perfect	KC	Rowe I Saw Nothing: The		
Stella Louella's Runaway Book by Lisa Campbell Ernst	Islander Histories and Cultures	Moon by David Cox The Little Refugee by	OR	Extinction of the Thylacine" by Gary Crew		
Winston the Book Wolf by Marni McGee	Tiddalick: The Frog	Anh Do Ten little fingers and ten	Oliver Jeffers	Mang the Wild Orangutan" by Joan Van		
Wild About Books by Judy Sierra	Who Caused a Flood by Robert Roennfeldt	little toes by Mem Fox Sarindi and the Lucky	The Incredible Book Eating Boy	Loon The World That We		
Too Loud Lily by Sofie Laguna	Malu Kangaroo: how the first children	Bird by Janine Fraser The Wishing Cupboard	The Hueys in the New Jumper	Want" by Kim Michelle Toft		
	learned to surf by Judith Morecroft	by Libby Hathorn and Elizabeth Stanley	The Hueys in It Wasn't Me Stuck	The Refugees" by David Miller		
		The Most Beautiful Lantern by Sally Heinrich	The Day the Crayons Quit How to Catch a Star	The Story of Rosy Dock" by Jeannie Baker		
			The Way Back Home			

Evolution of Bloom's Taxonomy

Original Bloom's	Revised Bloom's	Digital Bloom's
Evaluation	Creating	programming, filming, animating, blogging, video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, boradcasting
Synthesis	Evaluating	blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing.
Analysis	Analyzing	mashing, linking, validating, reverse engineering, cracking, media clipping
Application	Applying	running, loading, playing, operating, hacking, uploading, sharing, editing
Comprehension	Understanding	advanced searches, Boolean searches, blog journaling, twittering, categorizing, tagging, commenting, annotating, subscribing
Knowledge	Remembering	bullet pointing, highlighting, bookmaking, social networking, social bookmarking, favorite-ing, local bookmarking, searching, googling

Source: http://mnpsbloom.weebly.com

The Information Skills Process (ISP)

Defining — What do I really want to find out? *Quality Teaching*

Locating — Where can I find the information I need? *Quality Teaching*

Selecting — What information do I really need to use? *Quality Teaching*

Organising — How can I use this information? *Quality Teaching*

Presenting — How can I present this information? *Quality Teaching*

Assessing — What did I learn from this? *Quality Teaching*

Source: http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/index.htm

Stage of Information Search Process: What the individual is doing	Phase of Guided Inquiry: What the Inquiry community is doing
Initiation	Open
Selection	Immerse
Exploration	Explore
Formulation	Identify
Collection	Gather
Presentation	Create and Share
Assessment	Evaluate

Source: https://guidedinquirycommunity.pbworks.com

Information Search Process
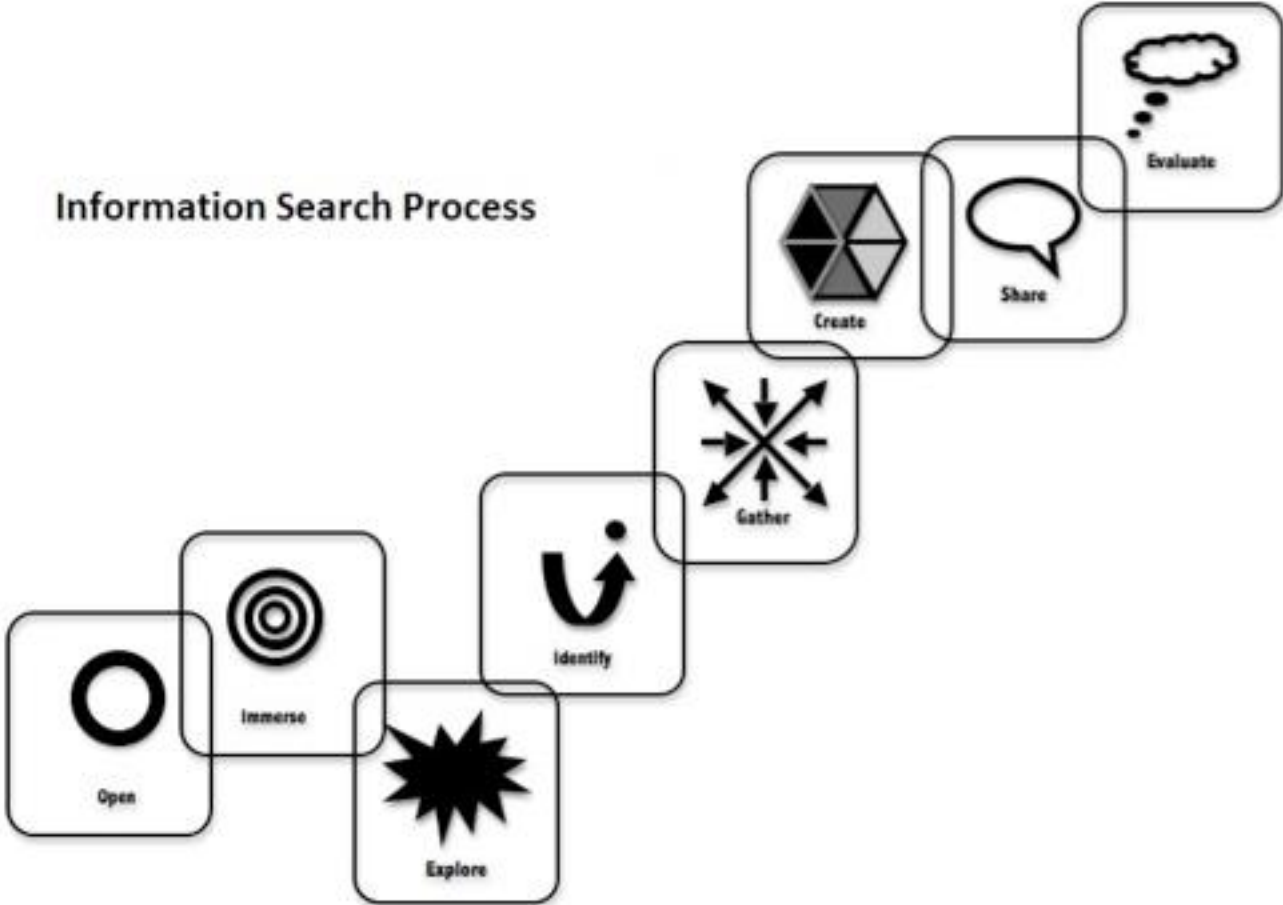
Figure 1.1 Guided Inquiry Design Process. (Kuhlthau, C., Maniotes, L and Caspari, A. 2012.)

8 Essential Elements of Project-Based Learning

TIPS: Check your project against Adria Steinberg's 'six As' of project-based learning

Educationalist Adria Steinberg has developed a set of design principles for project-based learning that she calls the six As. It is useful to check your project against these at all stages of design.

AUTHENTICITY

Projects should:

- use a real world context
- emanate from a problem that has meaning to students
- result in a product or performance that has personal and/or social value.

ACADEMIC RIGOUR

Projects should:

- address key learning standards (could be national, local, school specific…)
- pose essential question(s) of relevance to the student
- develop habits of mind and work associated with academic and professional disciplines

APPLIED LEARNING

Projects should:

- engage students in solving semi-structured problems
- demand skills expected in high-performance work organisations
- require students to develop organisational and self-management skills

Source: http://www.innovationunit.org/sites/default/files/Teacher's%20Guide%20to%20Project-based%20Learning.pdf

(CONTINUED)

ACTIVE EXPLORATION

Projects should:

- extend beyond the classroom
- connect to field-based investigations, community explorations, and work internships
- require real investigations using a variety of methods, media, and sources.
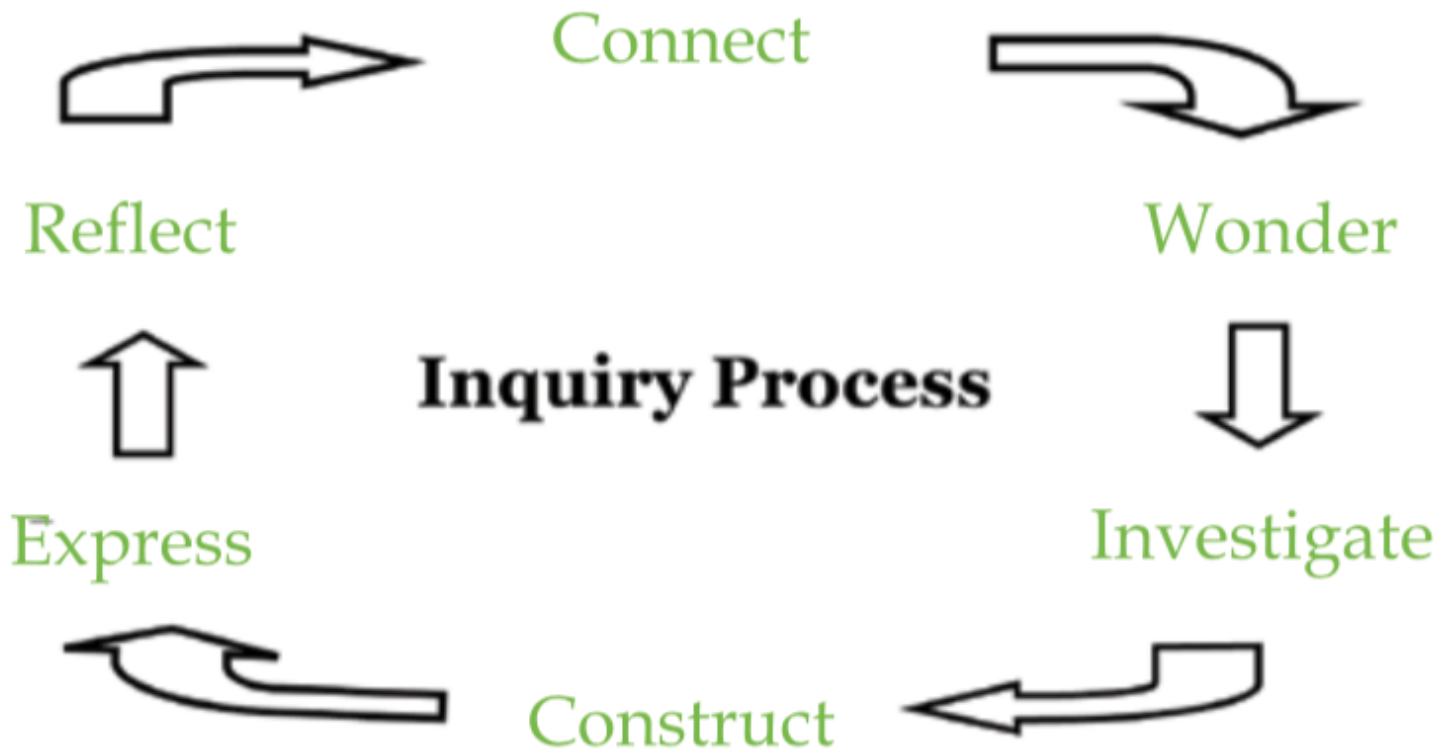
ADULT RELATIONSHIPS

Projects should:

- connect students with adult mentors and coaches from the wider community
- expose students to adults with relevant expertise
- engage adults in the design and assessment of student projects.

ASSESSMENT

Projects should:

- provide milestones/checkpoints
- involve lots of reflection for students and teachers
- result in exhibitions and performances
- be grounded in personal, school, and real-world standards of performance.

Source: http://www.innovationunit.org/sites/default/files/Teacher's%20Guide%20to%20Project-based%20Learning.pdf

Source: http://schools.nyc.gov/documents/teachandlearn/project_basedFinal.pdf

Collaborating to create an Information Literacy Continuum

These pages represent a collaborative effort to create a document to support teacher-librarians working in inquiry-based learning environments and borrows heavily from the New York City Information Fluency Continuum, the IB-based work of Ingrid Skirrow, and the inquiry-based work of Kath Murdoch. Special thanks to Dianne McKenzie for sharing and allowing us to borrow from her own adaptions of the NYC Info Continuum for Discovery College.

Collaborative Information Fluency (CIF)

CIF Kindergarten
CIF Grade 1
CIF Grade 2
CIF Grade 3
CIF Grade 4
CIF Grade 5
CIF Grade 6
CIF Grade 7
CIF Grade 8
CIF Grade 9
CIF Grade 10
CIF Grade 11
CIF Grade 12

Source: https://infocontinuum.wikispaces.com/home

Practical Application

Document ideas to support practical application of the CIF in planning and teaching

Exemplars

Reflections and Suggestions

The view from the Big 6 from Doug Glenn at SSIS

Inquiry Phases

Connect:Connecting to own interests, prior knowledge, and background knowledge

Wonder: Asking questions, making predictions, forming tentative thesis

CIF Kindergarten

NYC Benchmark Skills	Guided Inquiry	PYP Learner Profile Concepts Transdisciplinary Skills	Common Sense Media	NYC Assessment Ideas
Connect • Identifies one or two key words about a topic, problem or question with guidance from the teacher • Connects ideas to own interests		• Inquirer • Knowledgeable • Thinker • Form • Function • Connection • Formulating questions • Observing	• Using Keywords ↗	📄 **Connecting Ideas to Own Interests - Pict...** Details Download 67 KB 📄 **Connecting Ideas to Own Interests-Word...** Details Download 82 KB
Wonder • Formulates questions related to listening activities		• Inquirer • Thinker • Formulating questions • Observing		
Investigate • Uses A-B-C arrangements of picture books to locate materials • Understands the basic organizational structure of books • Distinguishes between fiction and nonfiction resources • Uses materials provided to find answers to questions posed	• "Alphabetizing beyond the first letter is a complex skill that enables title and author access." (81) • "Understanding the concepts of classification facilitates transference to other systems." (81)	• Inquirer • Knowledgeable • Thinker • Organizing data • Interpreting data	• ABC Searching ↗ • My Creative Work ↗	📄 **Sequence of Events.docx** Details Download 87 KB 📄 **Fiction and Non-Fiction Books.docx** Details Download 112 KB

Source: https://infocontinuum.wikispaces.com/home

+ Process

Developing a structure

+ Selecting an appropriate structure for your scope and sequence

- Workable and clear

- Relevant to the way your library works or will work

- Linked clearly to relevant curriculum and skills documents

- A dynamic document, open to review and refinement

+ Optional structures

- Broken down into subject areas

- Skills matrix, e.g. stages of Guided Inquiry, Information Skills Process, ICT literacy

- Stages in a curricular approach, e.g. project-based learning

- Existing curricular structure like the General Capabilities in the Australian Curriculum

- Your own "mash-up" by combining these into a relevant matrix for your school

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Questions for discussion

- What approach would provide the most guidance and clarity for the library and your school?

- Do you want a matrix that shows on one document the progression of skills from K/F to 12?

- Would you prefer descriptors or using levels like I/R/C – Introduction, Reinforcement, Competency?

- Do you want to include Cross-curriculum priorities? See Joy Whiteside's PPT. This could relate more to programming.

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Samples

What others have done

+ # Skills-based Scope & Sequences

- Collaborating to create an information literacy continuum https://infocontinuum.wikispaces.com/home

- Greef, E. & SACS Staff. (2011). SACS Library ILS Continuum

- Greef, E. & SACS Staff. (2013). SACS Final Digital literacy scope and sequence 2013. [whole school document].

- NYC Dept of Education. (n.d.) Information Fluency Continuum: K-12 priority benchmark skills and assessments. Available http://schools.nyc.gov/NR/rdonlyres/2BD1C6F6-E583-41E8-9D8A-8578447FBF9A/0/IFCK12PriorityBenhmarkSkillsandAssessments.pdf

- Whiteside, J. (2014). Teacher librarians as innovators and collaborators in the Australian Curriculum. See SLAV link.

+ Subject-based Scope & Sequences

■ Bonnano, K. (2015). F-10 Inquiry Skills Scope and Sequence and F-10 Core Skills and Tools. Available http://eduwebinar.com.au/wp-content/uploads/2015/03/curriculum_mapping_scope_sequence_skills_tools.pdf

■ Lupton, M. (2013). Inquiry skills in the Australian curriculum F-12. Available https://www.dropbox.com/s/pqqqolftee9mk4g/F-12_inquiry_skills.pdf

■ NSW Dept of Education and Communities. ISP K-6 matrix. Available http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/tablecogs.htm

■ NSW Dept of Education and Communities. ISP 7-10 matrix. Available http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/7_10/matrix.htm

+ # ACARA Skills Continua plus

- Australian Curriculum: ICT Capability – Learning Continuum. Available http://www.australiancurriculum.edu.au/generalcapabilities/information-and-communication-technology-capability/continuum#layout=columns

- Australian Curriculum: General Capabilities. http://www.australiancurriculum.edu.au/generalcapabilities/overview/introduction

- Australian Curriculum: Cross-curriculum priorities. http://www.australiancurriculum.edu.au/crosscurriculumpriorities/overview/introduction

- Luca, J. (2012) Toorak College Information Fluency Program. Available http://jennyluca.wikispaces.com/ISTE+San+Diego

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Other Useful Resources

PROCESS: Bonnano. K. Mapping curriculum skills and capabilities to an inquiry learning framework. Available http://www.slideshare.net/kbonanno/mapping-curriculum-skills-and-capabilities-to-an-inquiry-learning-framework

■ Guided Inquiry community wiki. Available from .
https://guidedinquirycommunity.pbworks.com

■ McIlvenney, L. (n.d.) Research Safari. Available
http://www.researchsafari.com.au

■ McIlvenney, L. (n.d.) StudyVibe. Available
http://www.studyvibe.com.au

+ Useful Resources continued

- NYC Dept of Education. (2009). Project-based learning: Inspiring middle school students to engage in deep and active learning. Available http://schools.nyc.gov/documents/teachandlearn/project_basedFinal.pdf

- Patton, A. (2012). Work that matters: The teacher's guide to project-based learning. Available http://www.innovationunit.org/sites/default/files/Teacher's%20Guide%20to%20Project-based%20Learning.pdf

- SLAV. (2014). Teacher librarians as innovators and collaborators in the Australian curriculum: A workshop for Teacher Librarianshttp://slav.org.au/a/wp-content/uploads/2014/04/prof_learn_2014_02_28.pdf Downloadable files from Lee Fitzgerald, Joy Whiteside and others