Re-designing the Traditional Dawson Trail School Library: Transitioning to an Active, School Wide Library Learning Commons

Final Report

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Project Evaluation

As I ponder the final aspects of this project, I am as conflicted as the character Morrie, In Mitch Albom's novel *Tuesday's with Morrie*, as he says that life is full of a tension of opposites. On one hand I am excited and encouraged by all the work I have been able to do in moving this project forward, while at the same time I am disappointed in the fact that because of the COVID-19 pandemic, I was not able to complete any of the physical changes that are always so rewarding in a project such as this. Even with this inner dichotomy of emotions, when I consider the fundamental question of whether this project was successful, I only have one answer, and that is a resounding yes!

Looking back at the initial goals and objectives and the over-arching challenge question, it was clear from early on in the design process that this project was going to be a long term, ongoing endeavour that will continue to evolve and grow over many years. The initial challenge question, ***"How might we (teachers, students and the community) re-imagine and design a library space that still allows for students to interact with print and other media, while at the same time have space to foster creativity, group work, a connection with technology and the outdoors?"*** clearly required many steps with various stakeholders before any physical changes could take place in a school. Walking through the design process highlighted the multifaceted aspect of the project and several objectives and goals were established.

Objectives:

1) Collect information from staff, students and the community as to what they believe is needed in the library for it to transition into a dynamic learning environment.
2) Change the physical layout of the library to meet the needs of today's learners.

3) Partner with industry experts to formulate seating and layout options to foster group work, connections with technology and to inspire wonder and creativity.
4) Begin the process of creating a Library Learning Commons (LLC) that is the hub for a vibrant school wide learning culture.
5) Offer professional development for current library staff and teachers.
6) Explore and initiate Makerspace opportunities for students within the physical space of the library.
7) Connect the library to the current and ongoing development of student outdoor play areas.
8) Continue the initial work, by developing a sustainable plan for the new Library Learning Commons.

Goals:

1) Move the culture of the school towards a more student-centered authentic learning environment.
2) To have the current library become a location where students can learn in multiple ways.
3) Help staff grow in their understanding of what a LLC is, and how it can enhance their teaching and student learning.
4) Re-vamp the existing library to incorporate space for group work, interaction with technology and foster a connection with the natural world.
5) Allow themes, colors and design of the LLC to have connections with the outdoor play areas of the school.

Looking over the objectives, I was able to collect information from our staff at Dawson Trail School and learned that several of our staff do have some experience working with and in an LLC at other schools in Manitoba. (Objective #1) I was able to partner with industry professionals to develop plans surrounding the space and furniture needs to re-vamp the physical space of the current library and various layout options were explored. (Objective #3) (Appendix #4) We were able to set aside a separate classroom adjacent to the library that will be an extension to the library, and will be used this fall as an early years multifaceted learning room that will incorporate literacy, maker space, and tactile learning opportunities for students. A team worked together at the end of June to plan for this space to be ready for September 2020. (Objective #6)

In terms of the goals of the project, the goals identified with the physical changes were not able to be realized to this point but the goals pertaining to helping staff grow in their understanding of how a LLC can enhance their learning and moving the culture of the school to a much more student-centered authentic learning environment is ongoing. Initial discussions and professional development opportunities were begun and staff were able to begin the journey of exploring some of the learning options a vibrant LLC can offer a school. Journeying through this design process, exploring what the literature says about fostering formative change has highlighted one clear fact, that implementing a move from a traditional library to a vibrant LLC takes time, requires many hours of planning, consultation and professional development for staff and students. It is far less about the space, as it is about the overall structure and values of the school. For this reason, the transformation of this learning space will go far beyond the timeframe and scope of this coursework and will continue for years to come and will frankly never be fully "done." This understanding of

continued growth and renewal has for me been the most important indicator of success in myself. I have to be the one to change first, before I can walk alongside others to help them in their journey. The success or failure of this project will not be based on changes that happen in the library, (that is easy to evaluate) for if that is the only change that takes place, this project has certainly not met goal number one. Changing the mindsets of students, educators and the community to embrace an education that is so much more than facts and figures. Moving people to embrace a school setting that inspires, challenges, creates wonder and curiosity, a school setting that encourages community, and values diversity. How does one evaluate that big question? There is no simple answer, but I have learned through this process that leading change in these fundamental ways requires me to not only be learning and growing together with my colleagues, but be seen doing so as well. Perception is the reality when it comes to transformational change. Taking the time to model in my own practise, risk taking and making mistakes and then learning from those experiences and adapting. Creating a safe environment where making mistakes is ok and being seen as a risk taker is critical to helping others move in their craft as educators.

Challenges:

As this time in our world's history is not totally unprecedented, we have had other pandemics sweep across our globe, but this is really the first time that we as a population have been so connected and fully up to date with events across our world. The fear surrounding the health risks of COVID -19, and the constant media updates has had significant implications for our societies mental and physical health. Internet, media, instant messaging, social media, social uprisings, political upheaval, environmental unrest, fake news, real news, stay at home, work from home, educate from home, are all being flung at us on a minute by minute basis by our

smart phones and other media devices. COVID-19 and other news can be all consuming and we as Canadians don't even have NHL hockey to take our minds off of things.

When it came to challenges that took place while trying to implement the goals and objectives of this project I am in the same situations as all others in this course. With the onset of the COVID-19 pandemic, Manitoba Education froze all non-essential funding for schools. That meant that money we had set aside at our school to facilitate some of the physical changes to the library were not able to be accessed. Staff layoffs were also put in place to help mitigate the additional costs of the pandemic for governments, which resulted in our school Librarian being let go and could no longer participate in movement towards a Library Learning Commons.

In Manitoba, schools went from regular school, students staying home, online and package learning, schools being closed for the rest of the year, to students returning on a limited basis to support transition learning for next year, all within a four-month timeframe. Teachers were constantly being asked to change and adapt their support to students on a variety of platforms, with no training or previous experience, while having to deal with their own kids at home. This was not the time to add additional professional development in the area of fostering a vibrant LLC in our school. Teacher's stress levels matched those of the rest of the world and great care had to be taken to make sure staff were not overwhelmed with other less pressing responsibilities and focused time was spent on supporting teachers with the task at hand.

Impact:

At this point, it is difficult to evaluate the impact of a project such as this within the context of our current educational reality. I have already stated how this design process has allowed me as an educator to grow and has built my capacity to be a leader that comes alongside

of others, but the biggest impact is yet to come. While plans are in place for the early years students and staff to be able to use a new early year's library extension, this will not be set up until late August of this year. The impact on those students is still to come.

There has been an initial impact on staff, as just prior to the interruption of school I was able to facilitate a PD opportunity for staff that allowed them to explore what a LLC is and how it could support their students learning. See the following PD introduction and responses from staff that do indicate a growth and a willingness to collaborate in creating a vibrant LLC at Dawson Trail School. (Objective #5)

Welcome to our virtual PD day at DTS! (March 27, 2020)

Today we will be taking some time to connect with colleagues, try different things with technology and maybe take a few deep breaths and relax! **OH.....we will also take a little time off from Office 365 and COVID-19.**

So, as we take an hour or so to think of something other than the virus or Office 365, I would like to turn your attention to the link below which is a website about **Library Learning Commons**. What is a Library Learning Commons you may ask? Well, that's why you need to go to the link below.

We have been talking over the last few years about making our current DTS library more flexible to allow for a variety of learning opportunities to take place in that space. We would like to see the library never lose its connections with books and reading but we would also like to see it grow in its ability to be a greater resource to teachers and students at DTS.

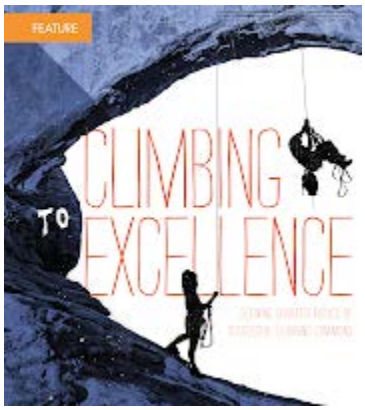
The concept of a Library Learning Commons (LLC) goes far beyond just connecting kids with books, but it looks at helping kids be creative, problem solvers, critical thinkers, consumers of digital media, creators of digital media, tinkerers and so much more.

Please take the time to walk through the website and to watch the 30 min. video "School Libraries as Learning Commons" (the video quality is not great but the content of the speaker is amazing!) It is interesting how many things he touches on that are directly related to the PD we as a staff here at DTS have been working on. After perusing the website and watching the video, please share your thoughts about what you would like to see in our current DTS library that could help you enrich the learning of our students. Please see the DTS Staff TEAM page and click on the files tab and you will see a link to "Library", you will be able to share your thoughts and ideas in the comment section.

We are all striving to help our students be more engaged, creative, risk takers, problem solvers, big thinkers, wonderers, imaginers, and challengers. Have we ever thought about helping our kids challenge the "status quo"? Be change agents? These are big questions, but as we have seen over that last few weeks, **change is inevitable, and our kid's (and our) ability and skills in being able to adapt, problem solve, use technology, create and take risks has never been more important and clearly demonstrated than it is today! You and I are living it right now hour by hour.**

Please check out the site, watch the video and respond in the TEAM, FILE, COMMENT section to share.

http://www.schoollearningcommons.info/theory-and-practice



Theory and Practice - learningcommons

www.schoollearningcommons.info

Some samples of Staff feedback: What would you as a staff member want to see in a LLC?

"At one of my old schools, we had multiple areas for inquiry learning in the library. One area had computers for internet-based learning, one area was a maker space for projects and the last was the library. We had lots of cozy spots for kids to read as well. I agree with D on bringing in more natural pieces to create a peaceful space, dim lighting, soft music etc... Maybe an area to display student projects that will spark ideas for others to keep exploring. Maybe a question of the week or question of the month? prompts on the walls to get kids curious. They can research that question of the week/month and work on it as a passion project. Something that I have

noticed when I take my students to the library is that they say there's nothing to read. It's difficult to get them to sign out books. Maybe we can have a table with mystery books. Wrap the book with wrapping paper to cover the title and give a summary or a quote from the book on a card. Get them curious to pick it up and be surprised when then uncover it.?"

"I really like the concept of thought-provoking questions that promote curiosity and exploration. A designated spot where students can post questions for others to see. Students can also be encouraged to respond to the questions of others as they pass through the space."

"Perhaps the Commons could open early, like 8 am or even 7:45, and stay open until 4:30 or 5:00 to allow students to pursue their passions - either in a somewhat structured manner ("Coding at 8 am") or wide open if the number of participants isn't too high."

- An inviting place to relax
- Casual and formal meeting spaces
- Space to collaborate on a group project
- Space for large-group and small-group instruction
- Space for ideation and experimentation
- Places for quiet, individual study

"A couple of things- I think we should try to integrate the local community somehow, perhaps by incorporating some German culture into the space, as so many of our students are German. I also think that including more natural pieces would be great, like some wooden decor or live plants. I also think that the library could use a research area with computers that are open for use

to all students, freely during all library periods. Finally, I think some simple but thought-provoking questions and ideas can easily be incorporated into the library space- like a "what am I?" question in a live plant, or "how was I built?" on a small structure, or a feature wall of books with some interesting leading questions students can use to do their own exploring. I think that would get students much more engaged in using the library as a resource to answer their own questions, too. “

“I like the idea of some type of monthly themes based around books, that would be available to all kids at all levels. Themes could be planned around: Social justice, Diversity, Critical Thinking, Design as these were sort of the branches spoke about in the video. I also like the idea of cozy reading spots. I also like Keith's idea about the questions, sort of like a school wide wonder wall.”

“Great suggestions D. There really is no end to what it could be, the challenge will be to keep it moving, evolving, and adapting to meet the needs of kids. I see the Library Learning Commons as not ever being "done". More of a living breathing space that changes regularly.”

“We are living first hand how technology can bring people together and open opportunities. Having a space in the LLC where students can connect with others around the world could open up many avenues for learning.”

“I think we need teachers to decide how and what goes into any new design of the space. We can change the furniture and the look and nothing different will happen. It is much more about how we see ourselves as helping kids become agents of change. It gives them purpose, a reason to use their literacy skills. That's why authentic tasks are so important.”

“HALLWAY IDEAS – meandering path or a river with local wild animals in water, on land and in trees. It could include some animal homes. “

There was much engagement and the comments and suggestions shared above are only a small example of the feedback we got from staff which shows that there has been some buy in and an impact on teachers thinking in regards to a LLC. (See Appendix #1 for more responses)

On a side note, I do an annual Survey Monkey with my staff to ask them how I am doing as a leader, what is working well at our school and what areas do they feel we need to improve on. I also asked questions about me as a leader and how I can improve in my work with staff and students. One of the comments in the feedback part of my evaluation from a staff member was to make sure that we follow through and complete the LLC next year at our school once schools get back to some sort of normal.

What did I learn from this experience? How can this help me in the future?

Having already stated that I have been the person who has been most impacted by taking part in the facilitation of this project. I have always been one to be a champion of hands on authentic learning as my initial educational training and teaching experiences had me working in Industrial Arts programs. This design process gave me the opportunity to research what the literature says about how libraries can be so much more than just spaces to hold books. Being able to immerse myself in what other experts are saying about what authentic learning can look like in many different forms has opened my eyes to so many different ways we can broaden our student's minds. (Appendix #6 Literature Review) Growing in my understanding that play, nature, literature, math, science, recess, art, etc. are not meant to be separate entities but a continuation of the growth of the whole child that can and should be melded into a continuous compost of learning opportunities. This understanding and my ability to share this vision is only going to enhance my skills to be a change agent in my own building, community and school division.

The fact that all of the elements of this project did not get done this year will not deter the moving forward of this project. Our staff and community have already seen the impact of a significant project at our school as we completed an early year's natural play area on the eastern portion of the school grounds (Appendix #2) and plans have already begun on a similarly themed middle years "hang out" play area on the western portion of our grounds. (Appendix #3) These projects have been successfully started and completed because of partnerships we have fostered with some of our corporate business community and local community groups. This has worked well in the past and these partnerships will continue to serve our students learning needs in the months and years to come.

When I reflect on what may not have worked out as far as elements of this project not getting done, it would have to be the use of divisional staff during the school closure portion of the year. I had shared in my project proposal the possible challenges at that time of our school division closing schools. While that possibility posed challenges, it also opened doors to other possible rare unique opportunities. If the school was closed and students were not in the building, it would allow us as a school to start the process much sooner of re-working the physical space of the library. We would also have the possibility of using divisional staff and Educational Assistance to help with some of the work that needed to be done. This would also give meaningful work to this group of staff members in a time when perhaps there was less for some staff to do. As it turned out, funding was halted for all non-essential spending and various employee groups were laid off cutting off both funds and a workforce to complete the work. An opportunity to make some lemonade out of lemons as it were was lost.

What has changed because of this project?

When I evaluate changes that may have occurred in our teaching staff the one thing that jumps out at me is something that happened just this past week. There has been ongoing PD and collaborative work amongst our middle year's teachers in the area of authentic learning tasks for students and critical thinking. While staff have done a good job of engaging in their own learning in these areas it still seemed a bit of an outside concept when it came to actual classroom practice. That seemed to change this past week as some grade 7/8 teachers working in collaboration to sync their timetables came to me with a proposal to use two periods a cycle to facilitate Genius Hour learning opportunities for their students. Of course, I was thrilled at the idea and we have now set aside another separate learning space just to help facilitate this project work in the fall for our middle year's classes. I believe this shift in practise is a result of the

cumulative discussions and PD that have gone on with the initial work of setting up the LLC at our school.

The sustainability aspect of this project has not yet been set in motion. (Objective #8) The initial thinking for this portion of the plan was to establish a small LLC committee in the school that would be responsible for maintaining the learning opportunities in the LLC. This committee would be charged with the work of keeping the LLC a living, growing, evolving learning space that is not static but more like an ocean tide that moves content, activities, themes and ideas back and forth between students, teachers, and the community. Sometimes cycling back to topics and interests as they get feedback from our learning community. A few teachers and support staff have expressed interest in this work but no formal meetings will be set up before the fall session begins.

Reflecting back on this Masters of Education journey over the last few years and my own transformational learning as an educator, brings about a great sense of gratitude that I have had this amazing opportunity to grow as a person first and foremost, and secondly as an educator. I found the coursework throughout has been relevant and applicable to my school settings and as I only have one more elective to finish before the completion of this Masters course I am a little conflicted. I'm certainly glad to be finishing something that I created as a goal for myself, but I'm a little sad that it is soon over. As I went back to school after almost twenty-five years of teaching and being out of formal University learning for that long made me very nervous as to my ability to jump back in. Being challenged with the various readings, discussions, coursework and online learning format has made me a much better educator and as learning has a way of doing, I find myself seeing so many more areas that I need to grow in. I need to continue my growth in the area of leading change and in particular, leading change towards an education

that's more about inspiring children and instilling a sense of wonder back into their lives. Curiosity about the world around them and creating a connection with the natural world is the best way to foster a generation that cares for and understands our wild places. That is an area I need to continue to grow in and I believe our current educational system is in desperate need of those skills as well.

References:

Albom, M. (2002). *Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson, 20th Anniversary Edition* (Anniversary, Reprint ed.). Broadway Books.

Appendix #1 Staff Feedback Data

At one of my old schools, we had multiple areas for inquiry learning in the library. One area had computers for internet-based learning, one area was a maker space for projects and the last was the library. We had lots of cozy spots for kids to read as well. I agree with D on bringing in more natural pieces to create a peaceful space, dim lighting, soft music etc... Maybe an area to display student projects that will spark ideas for others to keep exploring. Maybe a question of the week or question of the month? prompts on the walls to get kids curious. They can research that question of the week/month and work on it as a passion project. Something that I have noticed when I take my students to the library is that they say there's nothing to read. It's difficult to get them to sign out books. Maybe we can have a table with mystery books. Wrap the book with wrapping paper to cover the title and give a summary or a quote from the book on a card. Get them curious to pick it up and be surprised when then uncover it.?

I think we need to look at a lot of spaces and pieces that will be multi-purposed: Green screen/green chalkboard wall, chairs and reading areas with storage built in to the furniture, standing worker stations which also hold the materials available, etc. Adding Computer stations, Maker Stations, Messy Stations, Coding stations, all sound fun, but then we also need to come up with a workable system/schedule. We need to give everyone the same expectations for using these stations and resetting them for the next group - cleanup, replacing materials, not removing them from the Library, scheduling on the same calendar - otherwise they could very quickly become unusable spaces.

Totally agree with your points. We were lucky to have a Teacher Librarian and we did have a schedule that was set in September for specific units that she would help guide for their internet-based learning. (IBL) I like your idea of a green screen/ chalk board area and furniture with built in storage. I think we would just have to make it an expectation that we clean after projects just like we do in our classrooms. In terms of a schedule, we already have library schedules. So, you would use the space when it's your time for library and you decide if it's just for signing out books, or if it's for projects or you alternate. We don't necessarily have to keep materials at the makers space. It can be kept quite minimal. Scissors, glue, colouring tools, paper in a drawer system.

I really like the concept of thought-provoking questions that promote curiosity and exploration. A designated spot where students can post questions for others to see. Students can also be encouraged to respond to the questions of others as they pass through the space.

Limitations include space, time available, resources, and it usually takes my students a while to pick out suitable books at their reading level so if we can somehow organize chapter books based on reading levels, that would allow more time for other things

- An inviting place to relax
- Casual and formal meeting spaces
- Space to collaborate on a group project
- Space for large-group and small-group instruction
- Space for ideation and experimentation
- Places for quiet, individual study

Collaboration "Hot Spots" (Multimedia)

I'm also seeing a lot of green screen spaces. Colour: Behr paint in "Sparkling Apple" shade.

I like the idea of some type of monthly themes based around books, that would be available to all kids at all levels. Themes could be planned around: Social justice, Diversity, Critical Thinking, Design as these were sort of the branches spoke about in the video. I also like the idea of cozy reading spots. I also like Keith's idea about the questions, sort of like a school wide wonder wall.

It looks like we are all using this space rather than the Word document under Files... Having subbed around SRSD and Hanover, I think the DTS library is a nice, cozy space that is well-equipped. Newer schools in HSD have a large commons space with other related offices and break out rooms built around the periphery. For example, Resource, Counsellors, etc. can all be accessed around the commons. There are large tables for collaboration, and large spaces that can be utilized in various ways: I imagine drama, Makerspaces, computers etc. Thinking of other places, the Millennium Library now has a musical instrument collection, and lots of meeting

rooms too. St. Norbert Collegiate has a 3D printer, but in their lab. At DTS, I could see some high-end computers for things like coding. I think students like P could really thrive with opportunities like that. The video we watched encouraged "free-range reading" and I guess there is a bit of tension we could explore between allowing kids in lower grades but with very high reading levels access anything they want that they are interested in, in the library (good fit books and making sure they know they can ask a teacher about concepts or ideas or concerns they encounter) vs. parental concerns about what younger kids are accessing. Perhaps the Commons could open early, like 8 am or even 7:45, and stay open until 4:30 or 5:00 to allow students to pursue their passions - either in a somewhat structured manner ("Coding at 8 am") or wide open if the number of participants isn't too high.

Great suggestions D. There really is no end to what it could be, the challenge will be to keep it moving, evolving, and adapting to meet the needs of kids. I see the Library Learning Commons as not ever being "done". More of a living breathing space that changes regularly.

It's important for DTS students to have a global connection with kids from beyond our building. I think with all of the new technology that we are learning this week, and will get better at using in the coming weeks, it'll be possible for us to do this efficiently. Using things such as Microsoft teams can open up the world to kids. It would be really cool to see kids collaborate and share ideas/skills between classes, between schools, between divisions, and between provinces. An area that makes this possible would be great to have in our learning Commons.

A, we are living first hand how technology can bring people together and open opportunities. Having a space in the LLC where students can connect with others around the world could open up many avenues for learning.

I've been reading through all these great ideas and looking at the interesting photo ideas as well. They're ALL exciting! But my thoughts keep wandering to if we spend all this time, energy and resources on a space we barely get to use, then what's the point? Between the constant scheduling issues, LEAP, the library being used for meetings/guest speakers, no librarian, etc. there is precious little time left to just ATTEND the library. (Insert a joke here about J's library being cancelled). Personally, I treasure the time we get to go as a class and I know my students do as well.

I like how the common theme of the conversation is trying to inspire children to become agents of change, instead of just focusing on changing the physical space to make it look pretty. It provides a really clear picture of how the Library Learning Commons promotes inquiry, collaboration, and the integration of technology to empower these critical thinkers. Changing the

traditional way we use the library will shift their attitudes and their views of what going to the library actually means. Instead of sitting quietly with a book, students will be encouraged to explore and create. Some ideas might include movable furniture, collaborative spaces, physical and virtual environments with digital resources, online access, physical and virtual displays and places to build/experiment. I'm also interested in how teachers can use this space. I think it's important that we teachers feel like this is a place we can plan, collaborate and create. I like L's idea of moving our books to this central place as well, because the current state of our book room is sad. So many possibilities.

I think we need teachers to decide how and what goes into any new design of the space. We can change the furniture and the look and nothing different will happen. It is much more about how we see ourselves as helping kids become agents of change. It gives them purpose, a reason to use their literacy skills. That's why authentic tasks are so important.

I agree with what L said. If we are thinking that our library shift towards becoming a learning common, it should be more than a place for reading, but a space to collaborate, create and explore. A maker space would be great and should be filled with items that the makers (students) are interested in. One example mentioned https://tinkerlab.com/maker-space-library-learning-commons/ was about a library that created a maker space inspired by suggestions from their learning community. They then got their learning community to donate these items. Small tubs were created and a book from their library connected to that respective tub. Often, we find that there are times in the library when students cannot find books that they're interested in. By having these opportunities to explore certain items with certain books, students can possibly identify interests in topics that they may have not realized they were interested before. Other things that would be great would be a green screen, extra laptops or IPads, comfy seating that encourages collaboration and possibly extending library hours.

TinkerSpace: Library Learning Commons | TinkerLab

An inspiring inside peek into the Kaechele Library Maker Space, part of the TinkerSpace series that looks at art studios and maker spaces.tinkerlab.com

Probably not what you're looking for, but if there was a way to create lists of chapter books at F&P reading levels, that would help students be able to easily pick books at their level.

A couple of things- I think we should try to integrate the local community somehow, perhaps by incorporating some German culture into the space, as so many of our students are German. I also think that including more natural pieces would be great, like some wooden decor or live plants. I also think that the library could use a research area with computers that are open for use to all students, freely during all library periods. Finally, I think some simple but thought-provoking questions and ideas can easily be incorporated into the library space- like a "what am I?" question in a live plant, or "how was I built?" on a small structure, or a feature wall of books with some interesting leading questions students can use to do their own exploring. I think that

would get students much more engaged in using the library as a resource to answer their own questions, too.

I would love to see the themes and ideas of our Natural Outdoor Play Area bleed into the library space with nature/play/explore being themes, colours and art that are part of the space. Our plans for the new Middle Years Play Area includes a path that unites with the Early Years Play area with the current library being in the middle. This give us a lot of options to have play and learning go hand in hand. Thanks for your thoughts.

Well said.... scheduling is always a concern. Maybe it gets opened up earlier for kids? Later? A good problem to have if we have more people wanting to access the space. Thanks for your thoughts.

Just a thought... What if LEAP was in Room 10? Then the Library can be an available space to incorporate all of these amazing ideas for our students without schedule interruptions. If the data wall is of concern, perhaps covering it with an inexpensive curtain that can be closed until there are Staff meetings? I apologize if I am overstepping 🙂

Room 10 or maybe even another room that may not be in use. That is a good idea, we need your thoughts and ideas as well. Thanks for sharing!

Randy, I thought this video was excellent! I have a good idea about what a library commons could look like and the purpose for it, and I'm completely on board. It's such a great place to explore questions about self and the real world and we need to provide a learning space for them to have opportunity, and access to ideas and explore their own interests! He said it perfectly when he said Free Range Learning with information in all forms.

I'm learning more about this while I'm at home with my children...my child wasn't interested in what her teacher sent so I asked her. We then used books, videos and info about wolves. Once we learned we wrote, and then asked more questions and drew a picture. Next we are going to make a power point presentation and share it with her friends online. Not sure about the design aspect yet though. This is what I believe schools could provide going forward...maybe having to home school and teach this way will actually open our minds a little more and change the way we "do" education. I feel like the library space could provide this.

Here are my ideas for the library:

1. New Clubs could be held there - so we could have puzzles, games, knitting, sewing...
2. We provide not just one but a few bigger ideas/questions to spark thinking and learning, and set up books for teachers to read aloud in order to spark thinking and talking. Ex: Where does our garbage go? How can we remove garbage from the ocean? Why are our polar bears dying?

3. We provide design spaces and tools - such as a drafting table and large paper for students and group to draw and design and think. Also copies of brainstorming pages and formats for brainstorming and logging research is important.
4. We provide other forms of research tools such as magazines, Ipads and 4-6 student laptops (maybe the laptops aren't on carts anymore and each K-4 class has 4-5 stored in class now as a way to extend the research into the classroom rather than have a whole class computer time?
5. we provide makerspace tools for students and groups to actually make and create a prototype or example, a poster or piece of art work of their research and thinking. Things like recycled materials, art supplies, popsicle sticks and hot glue guns for building, Lego and a Lego wall to display their prototype, pearler beads and an iron for the kids that want to design a logo, a light table and magnetic squares/triangles for younger kids to build a 3D creation of their idea, a green screen for older kids who want to make a commercial or present their work. The makers space area is for the design process of their group or self-learning 😊

This is what I wanted to do at Parc La Salle but we never got there, we had to make it into a play space instead for the kiddos we had there. Which, could be done in the Learning centre for kids to have scheduled, purposeful play breaks. For that space we actually had L from DO come over, and then she went over a plan with us and actually did all the shopping for us!! Just as an FYI in case you're looking at that space down the road 😉

Trees in Library book shelfs -- along picture books and junior high fiction books. I couldn't find the ones I thought I saved. The following are similar ideas but not as nice. I'll continue to look.

Extras: canoe book shelf, stuffed wild animals, animal homes such as bee hives, little beaver dam, nests, etc.

Animal Houses

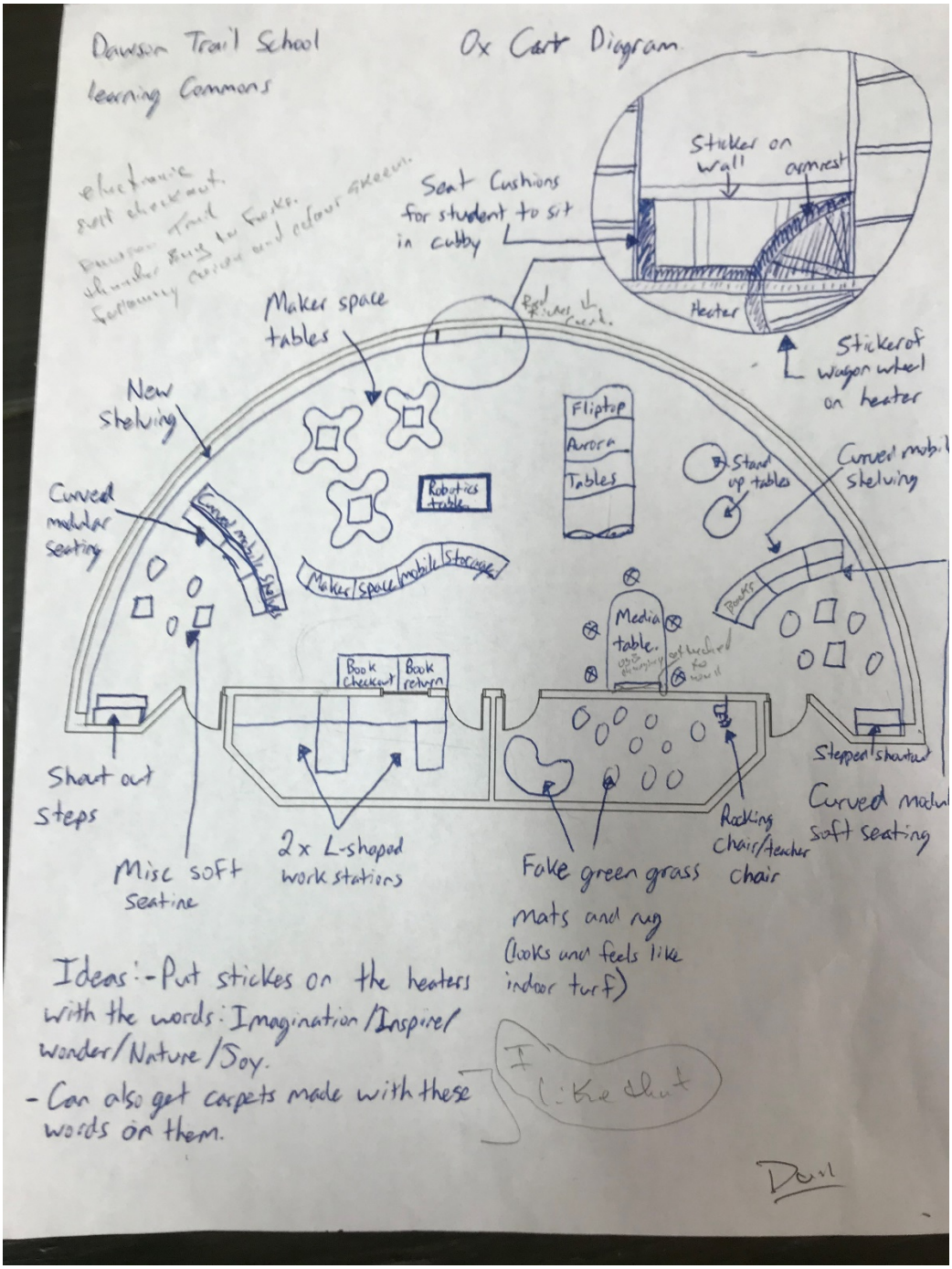
engineering game for kids

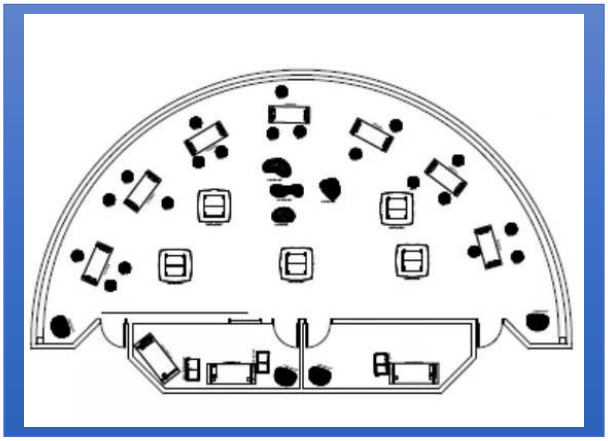
HALLWAY IDEAS – meandering path or a river with local wild animals in water, on land and in trees. It could include some animal homes.

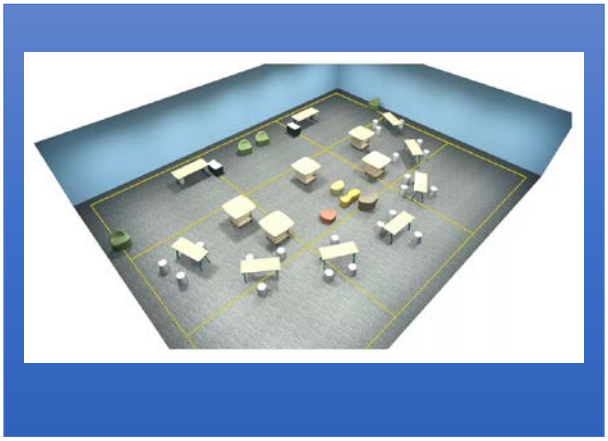
Appendix #2 Early Years Natural Play Area – Completed September 2019

Appendix #3 Proposed Middle Years Natural Play Area

Appendix #4 Prototypes of Library Layout Design







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Appendix #5 Furniture Design Options Quote (Accent Environments)

ACCENT ENVIRONMENTS

TELEPHONE: (204) 467-3450 TOLL FREE: (800) 665 - 9378
EMAIL: brian.mathers@accentenvironments.com

PROPOSAL #: Q15120
DATE: Apr 02, 2020
TEL: 204-878-2929
FAX: 204-424-5206
EMAIL: rengel@srsd.ca

To:
DAWSON TRAIL SCHOOL
425 SENEZ STREET
BOX 70
LORETTE MANITOBA R0A 0Y0

Ship To:
DAWSON TRAIL SCHOOL
425 SENEZ ST
BOX 70
LORETTE MANITOBA R0A 0Y0

Attention: ***RANDY ENGEL, PRINCIPAL***
Thank you for the opportunity to submit a proposal for the items for your library. Here is the first option. If you have any questions, please feel free to call.

Regards,
Brian Mathers
Client Care
Prepared By: Craig Richmond

QTY	STOCK NO.	DESCRIPTION	UNIT PRICE	TOTAL AMOUNT
9	VSA45293-4	**Shift+ Transfer 60** * Mobile storage module is available in a 60 degree curved design * These versatile units can be integrated into various combinations and together with the Shift+ seating modules to create separated group areas. * Can accommodate storage boxes, books or supplies * Connecting magnets on each side secure the modules together. * 4 x adjustable shelves * Dimensions: 60" x 16" * Height - 45 1/2"." * Body Color: _____ * Handle Color:_____ * Perforated Plate Color: _____	1,989.00 Limited 10 Year Warranty ANSI/BIFMA Tested and Approved	17,901.00
6	VSA09329-18	**Shift+ Landscape** * Curved soft seating bench * Consists of a floor plate and a cushion of flame-retardant foam with leatherette cover. * Ideal for creating circular or serpentine seating landscapes * Upholstered with stamp skin finish - Waterproof; Antimicrobial; Anti-bacterial; Anti-mycotic * Seat Height - 18 1/8" * Dimensions - 43 3/8" x 20 7/8" * Color: _____	1,582.00 Limited 10 Year Warranty ANSI/BIFMA Tested and Approved	9,492.00
5	AZRRI-18	**Bambini Rio** * Durable, foam-filled and fully upholstered round cylinder shape seat is ideal for libraries, learning commons and classrooms. * Double stitched for long lasting quality * 18" dia. * Upholstered in EZ Clean Vinyl * 18" seat height * Rubber anti-skid feet * Vinyl color:_____ Click Here for Color Options:	307.00 Limited 7 Year Warranty	1,842.00

Page 1 of 5

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TEL: 204-878-2929
FAX: 204-424-5206
EMAIL: rengel@srsd.ca

To:
DAWSON TRAIL SCHOOL

QTY	STOCK NO.	DESCRIPTION	UNIT PRICE	TOTAL AMOUNT
4	AZRRU-18	**Bambini Rubie** * Durable, foam-filled and fully upholstered square ottoman is ideal for libraries, learning commons and classrooms. * Double stitched for long lasting quality * 18" w x 18" d * 18" seat height * Rubber anti-skid feet * Vinyl color:_____ Click Here for Color Options:	307.00 Limited 7 Year Warranty	1,228.00
1	VRCVSC3060ADJSU	**Makerspace Series Table - 30" x 60"** * 3/4" thick worksurface inset into the frame * Edges are protected with a lacquer finish * High-pressure laminate top with plywood core surface * Legs adjust in 1" increments from 33" - 41" * Top:_____ * Frame:_____ Click Here for Color Options:	684.00 Limited 10 Year Warranty ANSI/BIFMA Tested and Approved	684.00
3	VRCU30R.63822SU	**Café Table - 30" D Round** * Particleboard core top * Laminate surface with balancing backer sheet * 43" High Disc Base * Top:_____ * Edge:_____ Click Here for Color Options:	395.00 Limited 10 Year Warranty ANSI/BIFMA Tested and Approved	1,185.00
9	VRCCA30EL	**Analogy Series Civitas Stool** * Though great to stand and move around, standing for too long can become ergonomically unhealthy * The Civitas Stool allows standers to sit and rest their legs while maintaining sight lines * Unique seat scoop design and flexible molded plastic ribs to relieve back strain * Gently sloping waterfall front * Comfortable one piece seat shell composed of durable polypropylene plastic * Tubular steel frame * Nylon base swivel glides * Seat height: 30" * Color: _____ Click Here for Color Options:	156.00 10 Year Warranty ANSI/BIFMA Certified	1,404.00

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TEL: 204-878-2929
FAX: 204-424-5206
EMAIL: rengel@srsd.ca

To:
DAWSON TRAIL SCHOOL

QTY	STOCK NO.	DESCRIPTION	UNIT PRICE	TOTAL AMOUNT
1	452226-2	**L-Shaped Workstations** Overall Dimensions: 198"L x 60"D x 64"H Consists of: * Two L-Shaped workstations - both of them are 60"W x 72"L and have Box/Box/File pedestals * Cable access grommets for wire management * Adjustable levellers * Contour modesty panels against the walls * One Workstation has a 18"W x 24"D x 64"H wardrobe * The other has a 36"W x 24"D x 64"H wardrobe and an open single-binder height hutch with tack board * 3mm PVC edges * Full modesty panels on 60"W desk sections * Work Surface Color:_____ * Edge Color:_____ * Front Color:_____ * Base Color:_____ * Pull Style:_____ * Fabric Color:_____ Click Here for Color Options:	4,430.00 Limited Lifetime Warranty	**4,430.00**
1	452245-1	**Media Table** Overall Dimensions: 54"W x 79"L x 57"H Consists of: * Video conference table * 4' x 6' Racetrack-Style Table with wall base * Includes TV mounting hardware * 3mm PVC edge * Power access front - (4 power, 2 powered USB and 3 blank) * Work Surface Color:_____ * Edge Color:_____ * Base Color:_____ Click Here for Color Options:	2,737.00 Limited Lifetime Warranty	**2,737.00**
4	MLTSL3060.VFTBASE	**30" x 60" Flip-Top Aurora Table** * 30" x 60" Aurora Top with vinyl edge * Premium flip top mechanism * One hand operation * Locks in horizontal and vertical position * Durable powder coat finish * Oval profile steel tube on steel plate foot * Fully welded construction * Fixed height 29.5" * High quality locking swivel casters	675.00	**2,700.00**

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EMAIL: rengel@srsd.ca

To:
DAWSON TRAIL SCHOOL

QTY	STOCK NO.	DESCRIPTION	UNIT PRICE	TOTAL AMOUNT
2	AZRESQ2T	**Esquina 2 Tier** * Double stitched for long lasting quality * Upholstered in EZ Clean Vinyl * 2 tier seating * Vinyl color:_____ Click Here for Color Options:	920.00 Limited 7 Year Warranty	1,840.00
1	VRCANROCK18FG	**Analogy Series Rocker Chair** * The rocking motion is a passive movement that is excellent for learners that can sit still, but not for long periods. * Unique seat scoop design and flexible molded plastic ribs to relieve back strain * Gently sloping waterfall front * Comfortable one piece seat shell composed of durable polypropylene plastic * Tubular steel frame * Felt strips on rocking bars for floor protection * Seat height: 17-5/16" * Suitable for grade 3 to adult * Color: _____ Click Here for Color Options:	143.00 10 Year Warranty ANSI/BIFMA Certified	143.00
1	JYCGRS-QQ	**Greenspace Rug - 6' x 9'** * Kick off your shoes and enjoy the relaxing and inviting textures of GreenSpace. * Comfortable, casual, and low-maintenance, this vibrant and versatile artificial grass rug can be used anywhere. * Manufactured from premium, eco-friendly synthetic fibers, the grass blades are specifically engineered to resist matting and crushing and will maintain their original beauty in even the most active areas * Provides sensory textures. * Dimensions: Jellybean - 6' x 9'	525.00 Limited Lifetime Warranty	525.00
1	JYCGRS-624-SITTING SPOTS	**Greenspace Rug - 18" - Set of 12** * Kick off your shoes and enjoy the relaxing and inviting textures of GreenSpace. * Comfortable, casual, and low-maintenance, this vibrant and versatile artificial grass rug can be used anywhere. * Manufactured from premium, eco-friendly synthetic fibers, the grass blades are specifically engineered to resist matting and crushing and will maintain their original beauty in even the most active areas * Provides sensory textures. * Dimensions: Round - 18" - Set of 12	281.00 Limited Lifetime Warranty	281.00

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PROPOSAL #: Q15120
DATE: Apr 02, 2020
TEL: 204-878-2929
FAX: 204-424-5206
EMAIL: rengel@srsd.ca

To:
DAWSON TRAIL SCHOOL

PROPOSAL #: Q15120
ATTENTION: RANDY ENGEL PRINCIPAL

VALID FOR: 30 Days
SHIPPED VIA: Best Way
FOB: Destination
ESTIMATED SHIP DATE: 8-10 Weeks

NOTE: It is imperative that colours of paint, laminate, edging, fabric, etc. be specified at time of ordering.

TERMS AND CONDITIONS:

- ☑ Net 30 Days
- ☐ C.O.D.
- ☐ Prepaid
- ☐ Due upon receipt
- ☐ Other
- ☐ 50% Deposit required at time of order

3% admin. fee will be charged on credit card payments.

Returns are subject to re-stocking charge:
40% for Non-Stock Items
No Return on Custom Items
Detailed terms and conditions can be found on our website shown below or by contacting our Corporate Office
accentenvironments.com/terms-and-conditions

SUPPLY ONLY TOTAL : $46,392.00

INSTALLATION: _____
DELIVERY: Included
ASSEMBLY: _____

Sub Total: $46,392.00
GST $2,319.60
PST $3,247.44

Proposal Total: $51,959.04

Note: Individual unit price will prevail over any discrepencies in totals.

Proposal From:

Accent Workplace Environments

Acceptance:

DAWSON TRAIL SCHOOL

P.O. #: _____
Date: _____

Corporate Office:
Accent Environments
PO Box 1580 #211 - 2nd Ave N
Stonewall, MB R0C 2Z0
Canada

Accent Environments
45 Goodrich Dr
Kitchener ON N2C 0B8

Accent Environments
191 Cavalier St
Pembina, ND 58271

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Appendix #6 Literature Review

Re-imagining the 21st Century School Library: From Large Scale Filing Cabinet to Active Learning Environment

Literature Review

Randy Engel

Cape Breton University

March 1st, 2020

Sustainability, Creativity and Innovation Project

EDUC 6800:96

Dr. Patrick Howard

When one looks at the fundamental ways our world has changed over the last seventy years, and we consider how far technology, medicine, communication and how people interact with one another has evolved, it is no wonder our public education system is forever trying to keep up. Students today are living in a time when information is available at all times in various forms. According to the American Association of School Librarians (n.d.)

> Today's students learn in a dynamic world where information changes and expands as fast as technological innovation. As information grows exponentially in multiple formats, learners are challenged to think critically, search effectively, construct meaning and learning products ethically, and choose from amongst a vast array of resources, tools, and services in order to create possibilities for shaping and sharing new knowledge.

How people learn and interact with information and technology has resulted in a seismic shift in the world's culture. Virtual schools: Will Education Technology Change the Nature of Learning? (2009). Educational institutions are grappling with shifting norms, budgets and priorities that affect how, when, where and why students learn the way they do. While various sectors in our public-school system have made sizable changes to how they approach learning and the pedagogy surrounding the acquisition of knowledge, many public-school libraries have stayed relatively the same for the last fifty years, but changes are happening in pockets and districts across North America. The literature seems to suggest that Public and University Libraries have been the early adopters to changing the traditional library setting while public schools have taken a little longer to change.

As one explores what the literature says about how libraries are beginning to change and what those changes looks like, common themes emerge as the three main types of libraries evolve. Public Libraries, Academic University Libraries and K-12 School Libraries have unique

needs with different funding models, clientele and leadership structures. All three of these institutions still serve similar purposes and are all striving to meet the needs of their users. The literature that pertains to one type of library fits in with the other forms of libraries as well. So, in regards to this paper, we will not make a distinction between libraries. The purpose of this Literature Review is to get an overarching idea of what the literature is saying about how libraries are changing so as to use the information to better organize, plan and implement changes within one school setting. The goal of this paper was not to explore every possible piece of literature on this topic but to gain enough understanding to allow for some direction and understanding of the emerging issues and to help in planning. In terms of how libraries are evolving, there were three common thems that came out of the literature.

1) The physical space and layout of libraries and how that affects use.

2) The move towards Learning Commons or Library Learning Commons.

3) The Maker Space Movement.

In order to start our exploration of the literature as it surrounds the topic of library transformation, we will need to clarify a few terms so that we have a common understanding. Learning Commons (LC) or Library Learning Commons (LLC) while highlighted by Blummer and Kenton (2001) lack a formal standard definition, there is a general understanding of what it refers to.

> a common or shared space that is both physical and virtual. It is designed to move students beyond mere research, practice and group work to a greater level of engagement through exploration, experimentation, and collaboration. A Learning Commons is more

> than a room or a website. A Learning Commons allows users to create their own environments to improve learning. A Learning Commons is about changing school culture, and transforming the way teaching and learning occur. Canadian School Libraries (CSL). (2018).

The B.C Teacher Librarians (2017) share their understanding of a Learning Commons and how it becomes a part of the fabric and culture of learning.

> While every Library Learning Commons is a school library, not every school library is ready to be called a Library Learning Commons. A Library Learning Commons (LLC) is more than a school library in that it grows to become the busy hub of the school. It is a place where student success is the highest priority, and learning objectives are ambitiously pursued through collaboration between teacher-librarians, teachers, and students.

Grigsby (2015) refers to a fully realized Learning Commons being meant to be more than a space for storage. Its design incorporates flexible furniture so that many different configurations or learning environments can be created for students and staff. So, as we can see a Learning Commons is a place that offers far more learning opportunities than the traditional view of a library whose sole purpose is to house and facilitate the borrowing of books. This Learning Commons needs to have the ability to be flexible and accommodating of various ways students learn.

The other term we will need to get a full understanding of is the idea of a Makerspace and how it functions in a library setting.

> Makerspaces are a growing service area for many libraries in school, public, and academic settings. Participants, or makers, can create digital and physical items in common working spaces using shared equipment and resources. The essential makerspace elements of makers, tools, space, and shared expertise are also often joined by a spirit of individual exploration and discovery through creative activities. (Burke, 2015, para, 1)

"Learning in makerspaces involves doing, playing, thinking, experimenting, creating, collaborating, mentoring, inquiring, problem-solving, producing, inventing, designing, building, and sharing." (Loertscher, et al 2013) Baker and Alexander (2018) refer to all makerspaces having open-ended exploration to engage learners. The literature seems to indicate that Makerspaces can be spaces within libraries, that allow students to explore hands on designs, build and tinker to enhance engagement and learning with a variety of tools, materials and purposes.

Physical Space and Layout

Re-thinking and designing the physical space and layout of educational spaces has been going on for many years, and libraries are no different. Library designers and architects have been considering the specific needs of users and emerging use patterns, when considering what the physical space of a library should look like. The Whole Building Design Guide (WBDG) (2017) (Freeman, 2005) Along with the functionality of a library space, Frischer (2005) reminds us not to forget the inspirational factor when designing library spaces. The Chicago Architecture Foundation (n.d.) points out that re-imagining a school library can involve,

> redesigning the interior of the existing library space, expanding on the existing space, or creating a completely new addition" for the school building ("Design Brief", para. 3). When it comes to the interior design of a new library, "it should contain all the spaces and functions required for a typical school library – a variety of seating options for students (inside and out), storage space for books and other media formats, space for the teacher-librarian, computer areas, audio/visual labs and meeting spaces. In addition, there can be a cafe, an information kiosk or a workshop area. The re-designed library should include both old and new ideas and should also consider sustainability issues such as the environmental impact of the design. (Stewart, 2016 para. 3)

Stewart goes on to say that, "there is a paradigm shift in the design of libraries because modern technologies have been informing the teaching and learning experience and school administrators have been working with architects to design libraries that will support this evolution." (Stewart 2016 para. 7) Freeman (2005, p. 6) says, "the student becomes part of a larger community—a community that endows one with a greater sense of self and higher purpose…. while students are intensely engaged in using modern technologies, they also want to enjoy the library as a contemplative oasis." (Ghaziani 2008, p.226) states that school designs are usually made by "administrators, public officials, builders, architects and others who, in most cases, will not use the building." He goes on to say that students should be consulted when designing new library spaces. Research by Bland and Sharma-Brymer (2012) found that children's ideas and imaginations could result in the creation of more engaging student-centred learning space designs. Several authors (Freeman, 2005, Burke 2015, Briton 2012) promoted the need for the planning of learning commons. Bennett (2003, 2005) believed library administrators

spent too much attention on library operation when designing library space and not enough on how students learn.

Learning Commons (LC) or Library Learning Commons (LLC)

Moving libraries form static book storing warehouses to vibrant evolving centres for learning or Learning Commons, requires the initial understanding that the work of transformation will be ongoing and certainly not limited to the physical space of the library. The British Columbia Teacher Librarian Association asserts that in order for a Library Learning Commons to be birthed in a school, it needs to begin with a responsive and dynamic school library program. “It is a never-ending project, always “in beta”, as new resources, ideas, and tools differently enable the learning.” B.C Teacher Librarians (2017) The Library Learning Commons is a program that is grounded in the shared understanding that meaningful and important educational change occurs when there is professional commitment to innovative practice and collaborative implementation of new designs for learning. “The old “NO” (Ø) signs are gone.” B.C Teacher Librarians (2017)

Stephenson and Stone (2014) discussed planning for their Middle School Learning Commons.

> We toured the yet-to-be-built space with our head of school, technology coordinator, and middle school head to build a picture in our minds of what the space would do: house the collection, help students and teachers collaborate, and be a hub for learning with a flexible floor plan. Accompanying it would be a virtual learning space that would help students collaborate and build knowledge and projects together online.

These authors also considered how this space would not only serve information needs but would also help teachers and students build knowledge and real-world connections between learning and projects. Stephenson and Stone (2014) noted that it should include the needs of the entire community's learning, to help fulfill its goal as a learning space. Beagle (2004) viewed the transformation of an information commons (traditional information library) into a learning commons, as a four-step process that included adjustment, isolated change, far reaching change, and transformation. He characterized the first two steps as an information commons with information technology tools. However, he maintained in the far-reaching change phase libraries collaborated with other academic units. What is clear in the research, is that just because one changes the shape, layout, furniture and technology in a library does not make it a functioning Library Learning Commons. B.C Teacher Librarians (2017) Having a full-scale Library Learning Commons functioning in a school requires a team of educators committed to offering students a collaborative, dynamic, rich learning environment that encompasses the goals and mission of the whole school. (Blummer and Kenton, 2017). While Library Learning Commons are being seen as wonderful opportunities for kids, they are not without their challenges, especially when it comes to differing educational philosophies. In David Loerscher's blog he states,

> We see many cries across the educational community to respond not only to the voices of testing but also for a larger role in student voice. Can the library learning commons serve both the curricular demands of the adults and side by side have space for student driven creativity, projects, creativity, invention genius hour and a plethora of other student-initiated discovery and showcasing?

It is clear from the research that implementing a move from a traditional information library to a vibrant Library Learning Commons takes time, requires many hours of planning, consultation and professional development for staff and students, as it is far less about the space, as it is about the overall structure and values of the school.

Makerspaces

The rise of Makerspaces has seen significant growth in both public and K-12 school libraries. The simple hands-on, crafty, tinkering style of makerspaces has evolved alongside the technology driven opportunities with 3-D printers, digital photography and various online and coding platforms. Many schools and public libraries are seeing Makerspaces fit in nicely with the overall philosophy of the Library Learning Commons, but having hands on learning has not been new to school libraries. Burke (2015) For many years school libraries have been the hub for various new technologies, and building type opportunities for kids.

> In the 1960's when school libraries were being transformed into multi-media centers, we not only transformed the collections to include phonograph records, sound filmstrips, and 8-millimeter silent loop films, but there was also a major trend to create a corner of the library for make and take. Loerscher (2012)

Loerscher goes on to explain how a half century later, these make and take opportunities still exist for students. The only difference is that now, students use both physical and virtual tools, inexpensive digital cameras and are able to share their work with people all over the world, via the internet. The emergence of increased access to the internet, exponential growth in band with, and the availability of tools and platforms that connect to the internet, has opened up vast

opportunities for students to build, create, tinker and explore in a wide array of ways. Burke (2015) shares a table of the most common technologies and activities in library makerspaces.

The 15 Most Common Technologies and Activities in Library Makerspaces

Technology or Activity	# Libraries	% of All Respondents
Computer workstations	73	67%
3D printing	50	46%
Photo editing	49	45%
Video editing	47	43%
Computer programming/ software	43	39%
Art and crafts	40	37%
Scanning photos to digital	39	36%
Creating a website or online portfolio	37	34%
Digital music recording	36	33%
3D modeling	34	31%
Arduino/ Raspberry Pi	33	30%
Other	33	30%
Animation	31	28%
High quality scanner	31	28%
Tinkering	28	26%

The speed in which new technologies are being developed and easily available to students will only accelerate the opportunities to explore, design, create and build in the makerspace environment.

Technology is not the only tool available to makerspaces. Makerspaces can also simply be places where the community gets together to work on things that are important to them. It can be a place where groups get together to foster play and exploration, informal learning, nurture peer to peer training and develop a culture of creating rather than consuming. The Making of Makerspaces (2012) One of the best things about Makerspaces is that they don't need to follow any set norms or require a certain amount of money to set up. They can be what the community needs at a particular time. (Baker & Alexander, 2018). Steele (2015) cautions to not throw the baby out with the bathwater when it comes to developing makerspaces within your Library Learning Commons. Kids sitting down with books, spending time together is still such an important part of children's lives. He goes on to say,

> I am a literacy guy. In fairness, I am happy to see the STEM/STEAM movement, love a good engineering project, and even look forward to experimenting with PBL types of activities in the K–5 classrooms, but I—am—a—literacy—guy. Can't help it, and I don't want to. Stories excite/inspire/entertain/drive me, and the value of a good book still outweighs anything I could create out of cardboard . . . well, for me, anyway. (Steele 2105, para, 2)

The importance of maintaining a connection with print certainly comes out in the literature pertaining to K-12 schools.

As the transformation of libraries has been going on for a long time, different organizations have joined the journey to evolve at different speeds. Research shows that educators, architects, politicians and policy makers are looking at ways to improve student learning through the development of vibrant, collaborative, flexible and supportive library programs and spaces. Spatial design and layout need to allow for groups to collaborate connect

and be inspired to become change agents for society. Movement is happening along the path of creating Library Learning Commons that foster a whole host of learning opportunities that go far beyond the mere space of the library and storage of books, but become infused with the overall learning philosophies and values of a school and the educators that lead the learning. Within the wholistic approach to a Library Learning Commons fit in, Makerspaces with their hands on, creative and transformational learning opportunities. The research has shown us many examples from across North America and the world of how changing the physical space of a library, moving towards a whole school Library Learning Commons approach and infusing Makerspace opportunities for students does, and will continue to make a lasting and impact on students.

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Appendix #7 Project Proposal

Re-designing the Traditional Dawson Trail School Library: Transitioning to an Active, School Wide Library Learning Commons

Project Proposal

Randy Engel

Cape Breton University

EDUC6800:96: Project: Sustainability, Creativity & Innovation

Dr. Patrick Howard

March 22, 2020

The process of developing a dynamic project that will have an ongoing impact on the students, staff and community of Dawson Trail School was the focus of the last several months of dreaming, envisioning, reading, planning and discussing. After many hours deliberating with classmates, colleagues, professors and exploring the needs of the students at Dawson Trail School, a challenge question emerged. ***How might we (teachers, students and the community) re-imagine and design a library space that still allows for students to interact with print and other media, while at the same time have space to foster creativity, group work, a connection with technology and the outdoors?***

This challenge question came out of two significant needs that are present at Dawson Trail School. First there is a large portion of the student population that are disengaged with their learning and are not being challenged to think critically, explore hands on learning and are disconnected with the natural world around them. One of the challenges to offering hands on project/nature-based learning opportunities for students is the physical space of the classrooms. Classrooms are not spacious, and the student numbers in each class seem to be growing each year due to tightening provincial budgets. Second, there exists a wonderful library space that is being underused. Each class schedules a time in the library to check out books and return the ones that were checked out a week earlier. Sometimes the Librarian will read a book to the class but other than one Parent Child Program that uses the space a few mornings, the library is very one dimensional. Couple this with the fact that the current floorspace of the library is mostly used up with shelves that house books, (Appendix 1) you have a room that is not designed to be flexible, or to foster dynamic transformational learning. With the way education and the world is changing, it is imperative that students at Dawson Trail School be challenged to meet these changes head on with vibrant educational opportunities and in a space that will allow them to

collaborate and embrace technology as a learning tool. The American Association of School Librarians refers to the importance of today's students learning in a dynamic world where information is constantly changing. Information is growing exponentially and learners need to be challenged to think critically, including how they can ethically impact the world around them. (American Association of School Librarians, n.d)

A clear need had been established, and a solution was readily available in the school. To start with, what needed to happen was for someone to start the process of transitioning the traditional library, into a space that can meet the growing needs of the students and staff. After spending time exploring how modern libraries around the world are changing (Blummer and Kenton, 2017) and considering what the literature says about Library Learning Commons (LLC) and Makerspaces, the following actions will formulate the basis for the work of transforming the current Dawson Trail School Library and the learning culture in the school.

9) Collect information from staff, students and the community as to what they believe is needed in the library for it to transition into a dynamic learning environment. (Ghaziani, 2008, Bland et al, 2012)
10) Change the physical layout of the library to meet the needs of today's learners. (Freeman, 2005, Stewart, 2016, Whole Building Design Guide, 2017).
11) Partner with industry experts to formulate seating and layout options to foster group work, connections with technology and to inspire wonder and creativity.
12) Begin the process of creating a LLC that is the hub for a vibrant school wide learning culture. (Blummer and Kenton, 2017, B.C. Teacher Librarians, 2017)
13) Offer professional development for current library staff and teachers.

14) Explore and initiate Makerspace opportunities for students within the physical space of the library. (Baker & Alexander, 2018, Briton, 2012, Loertscher et al, 2013, Steele, 2015)
15) Connect the library to the current and ongoing development of student outdoor play spaces. (Appendix 1 & 2)
16) Continue the initial work by developing a sustainable plan for the new Library Learning Commons. (Canadian School Libraries, 2018)

These actions are required to achieve the following goals for the students, staff and community of Dawson Trail School.

Goals:

6) Move the culture of the school towards a more student-centered authentic learning environment.
7) To have the current library become a location where students can learn in multiple ways.
8) Help staff grow in their understanding of what a LLC is, and how it can enhance their teaching and student learning.
9) Re-vamp the existing library to incorporate space for group work, interaction with technology and foster a connection with the natural world.
10) Allow themes, colors and design of the LLC to have connections with the outdoor play areas of the school.

It is clear from the research that implementing a move from a traditional library to a vibrant LLC takes time, requires many hours of planning, consultation and professional

development for staff and students. It is far less about the space, as it is about the overall structure and values of the school. For this reason, the transformation of this learning space will go far beyond the timeframe and scope of this coursework and will continue for years to come and will frankly never be fully "done." Having said that, clear schedules and timelines need to be developed to foster movement and to ensure timely completion of critical tasks.

Proposed Timeline for completing tasks

Note: For the purpose of this project proposal, timelines will be established with the current understanding that schools in Manitoba will be returning to regular classes after the extended spring break timeframe outlined by the Minister of Education for Manitoba. At this time there is no official school closure past April 13th, 2020. If and when this situation changes, the timelines and some of the actions of this proposal may have to be altered or adjusted to function within the current educational landscape in Manitoba.

Action #1 (March 23 - April 10)

Collect information from staff, students and the community as to what they believe is needed in the library for it to transition into a dynamic learning environment. How do they see them using this space? Group discussions, one on one conferencing and an online survey will be use to collect feedback from stakeholders.

Action #2 and #3 (April/May)

Consult with corporate partners (Accent Environments) to begin the process of evaluating various design layout and furniture options to move towards changing the physical layout of the library to meet the needs of today's learners. Feedback will need to be received from students,

staff and the community regarding any design options. Funds have already been set aside in the school operating budget to address some of the financial implications for this stage.

Action #4 and #7 (May 2020 – June 2021)

The process of creating a LLC to incorporate areas for group work, interaction with technology and foster a connection with the natural world, will be a process that will take time and carful consultation with all stakeholders. The literature has told us that this has more to do with the culture of the school than just the physical space. Therefore, this part of the project will go well beyond the scope and timelines of this Masters of Education program. Add to that the plan to blend themes and ideas of the student outdoor play areas with the new LLC space, and we can see that this will take much longer than our end of June deadline. The focus of this project will be to start and develop plans, collect information, partner with professionals, consult with stakeholders and be the general catalyst for kicking off this ambitious project to improve student learning.

Action #5 (Apr – June 2020)

The library is currently staffed with one library technician who has the responsibility to manage the day to day aspects of the library. This person will need to be offered professional development opportunities to grow in her understanding of LLC, Makerspaces and the concept of a library having multiple learning options for students. This same learning opportunity will need to be available to all staff as well.

Action #6 (June 2020- June 2021)

Staying within the design and scope of the new physical layout, plan for Makerspace learning opportunities for students. A leader from among the teaching staff will need to be

identified as a point person in this endeavor. This person will be charged with the task of researching, identifying and connecting with colleagues to discover what types of Makerspace learning tasks would best meet the needs of Dawson Trail School learners.

Action #8 (June 2020-ongoing)

A school team made up of Teachers, Educational Assistants, Students and community members will need to be established to make sure the work of fostering and growing a LLC environment continues for years to come. The goal of this group would be to keep the LLC a vibrant adaptable learning space for many users. The metaphor of a compost of people and ideas coming together to share thoughts and experiences, to foster growth and new opportunities as they emerge. This team would be given the challenge of keeping the LLC ever growing, continually adapting and pushing boundaries to serve the changing needs of growing minds.

A potential launch date unveiling of the re-vamped library space and furniture seating configuration is slated for June 10,2020.

Constraints and Limitations

When one evaluates the scope and potential impact of reimagining not just the physical space of a school library, but it's overall culture and "raison d'etre" in a school, it can be a very dauting task. A true LLC can have the affect of impacting the whole school, but that requires buy in from the staff. Careful consideration will need to be made in terms of not overtaxing teaching staff that are already extremely busy and are being asked to do so many things with their students. Care will need to be taken to communicate that the use and function of the LLC is not meant to add to an existing heavy load for teachers, but to come along side as another resource. Additional considerations will need to be made during this current stressful time for not

only educators but the whole community. The ongoing concerns with the COVID-19 pandemic will need to be considered during any discussions regarding implementation and timelines. The potential for schools closing to students in Manitoba for the rest of the year is a real possibility, but the ramifications may not be all negative. It could make the library more accessible for renovations or changes if students are not in the building. It could also open up staff to other tasks that could help move this project forward. It very well may be a perfect time to enlist some of our divisional specialist like our Art and Drama consultants who may have the freedom to fully partake in the re-design of the library. Time will tell if these scenarios play out, but it may be an opportunity to take advantage of a unique point in our history to do something positive and creative with the possible changes to the school year.

Funding is always a potential constraint, but in terms of the re-vamping of the space and furniture, there are some funds available from school and divisional sources to be able to tackle the bulk of changes that may be required. For previous, and ongoing outdoor play area projects on either side of the library, many different sources of funding were tapped into. Partnerships were made with several local businesses (Home Hardware, Thrifty Treasures, Caisse Populaire Credit Union) who donated time, funds and expertise to the project. Students were given authentic writing tasks to communicate with local municipal politicians the need for funds for a play area. This resulted in $20,000.00 being allocated to the project from the municipality during their annual budget process. The school's Parent Advisory Council volunteered to fundraise which resulted in $20,000.00 going to the natural outdoor play area as well. Several different grants were also applied for from inside and outside of the division. (SRSD grounds improvement grant, Caisse Populaire Playground Grant) All of these sources have been, and will be revisited again for this project, and the adjacent projects if need be.

The need for educators to be change agents in today's educational system has never been more important. Our world needs to look at how we are doing things that impact our families, the environment, and the way we spend our leisure time. Participating in this process and planning has made me ask what values am I using to make decisions about how, why, when, and where we educate our children and live our lives? We can no longer afford to only use the measuring stick of economic growth to determine our success or failure as a society. Education for Sustainable development (ESD) focusses on helping all of us look at the long-term impact of how we are affecting those around us and this goes far beyond just people. Being a change agent requires skills and understanding that I have had the benefit of obtaining through my participation in the Masters of Education (SCI) program and through the development of this project. Understanding that we can no longer simply educate our young people through the model of a factory, where all children are the same and can be educated uniformly. The process of this project has challenged me to look at how is my school helping communities to connect? It is making me ask questions, is my school helping to foster creativity or is it just seeking the right answer? When I look at the goals for this project I expect them to help teachers and other educators broaden their idea of what education is. I endeavoured to move away from siloed subjects and play areas that are only used to, "take breaks from real learning". Nature and the outdoors have no place inside sterile clean buildings and classrooms. The library should only be used as a quiet space to take out books. These metaphors and assumptions of what schools should be and have been, need to be challenged and I expect are being challenged through this project process and the changes that it will bring about. These changes need not just occur in the physical building of our school, but in the hearts and minds of educators in our school, and any others that come by to visit. As I may not be certain of completing all the changes proposed, I

know the most important change has already happened, and that is in my own way of thinking as an educator. For that I have this Masters program to thank, for is that not what Education for Sustainability all about? Learning to be, learning to know, learning to live together and learning to do, for it is in the doing that we walk alongside others as we help them to see the needs and help them become change agents as well.

The success or failure of this project will not be based on changes that happen in the library, (that is easy to evaluate) for if that is the only change that takes place, this project has certainly not met goal number one. Changing the mindsets of students, educators and the community to embrace an education that is so much more than facts and figures. Moving people to embrace a school setting that inspires, challenges, creates wonder and curiosity, a school setting that encourages community, and values diversity. How does one evaluate that big question? That may be a question for another time, perhaps a Doctorial.

Sharing the Journey

At the outset of this journey is a commitment to keep all stakeholders informed of the process and progress through the availability of a blog. The Seine River School Division website as well as the school website, along with Twitter and a bi-annual *Via the Seine* newsletter will also be used to share information with the community.

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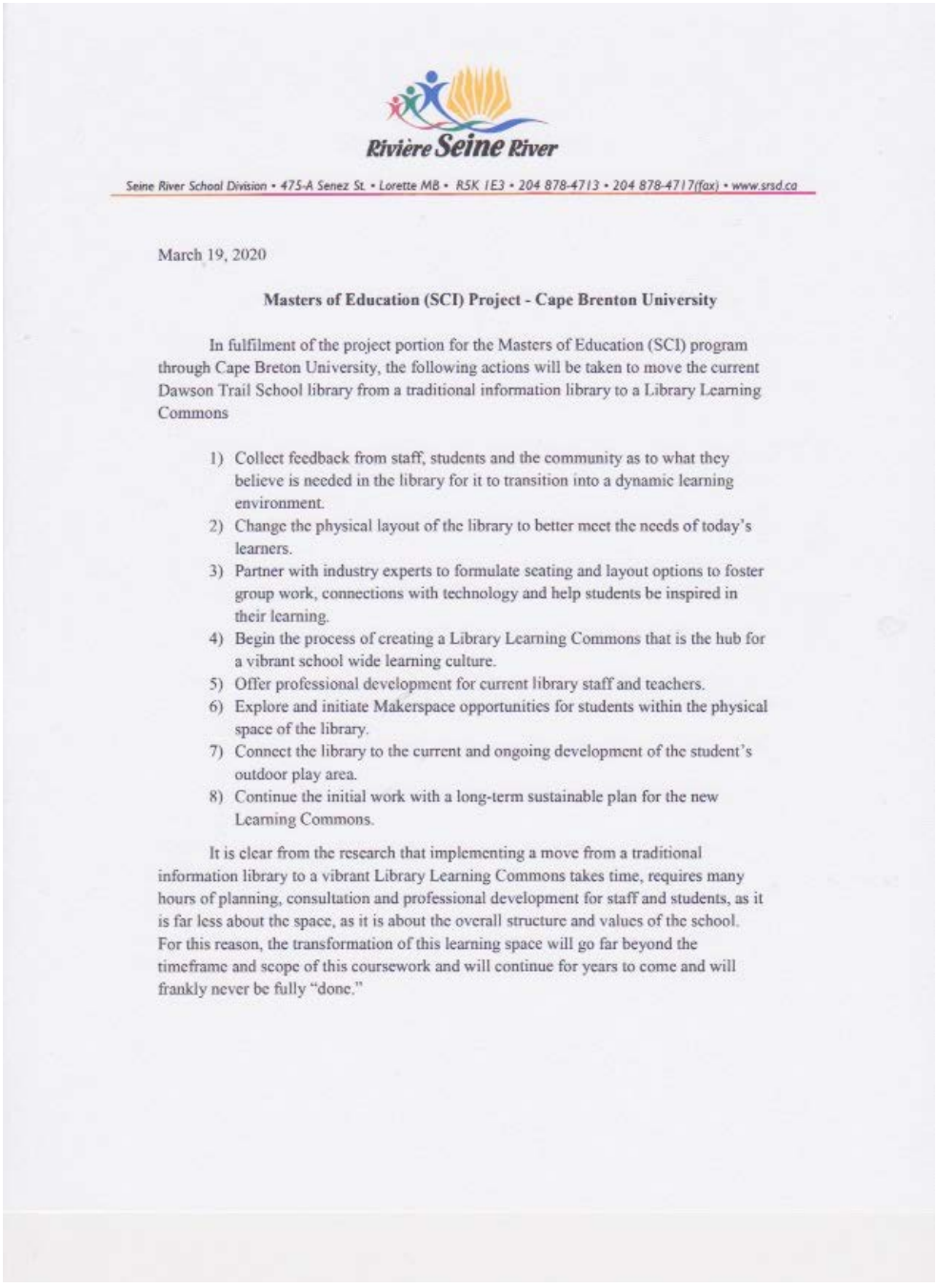
Appendix #8 Current Library Configuration

A-Z

600-699

Appendix #9 Divisional Approval Letter



Rivière Seine River

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March 19, 2020

Masters of Education (SCI) Project - Cape Brenton University

In fulfilment of the project portion for the Masters of Education (SCI) program through Cape Breton University, the following actions will be taken to move the current Dawson Trail School library from a traditional information library to a Library Learning Commons

1) Collect feedback from staff, students and the community as to what they believe is needed in the library for it to transition into a dynamic learning environment.
2) Change the physical layout of the library to better meet the needs of today's learners.
3) Partner with industry experts to formulate seating and layout options to foster group work, connections with technology and help students be inspired in their learning.
4) Begin the process of creating a Library Learning Commons that is the hub for a vibrant school wide learning culture.
5) Offer professional development for current library staff and teachers.
6) Explore and initiate Makerspace opportunities for students within the physical space of the library.
7) Connect the library to the current and ongoing development of the student's outdoor play area.
8) Continue the initial work with a long-term sustainable plan for the new Learning Commons.

It is clear from the research that implementing a move from a traditional information library to a vibrant Library Learning Commons takes time, requires many hours of planning, consultation and professional development for staff and students, as it is far less about the space, as it is about the overall structure and values of the school. For this reason, the transformation of this learning space will go far beyond the timeframe and scope of this coursework and will continue for years to come and will frankly never be fully "done."

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Goals

1) Move the culture of the school towards a more student-centered authentic learning environment.
2) To have the current school Library space become a location where students can learn in multiple ways.
3) Help staff grow in their understanding of what a Library Learning Commons is, and how it can enhance their teaching and student's learning.
4) Re-vamp the physical space of the current library to incorporate space for group work, interaction with technology and foster a connection with the natural world.
5) Allow themes, colors and design of the Library Learning Commons to be seamlessly intertwined with the outdoor play areas of the school.

I am aware of this project and give consent for Randy Engel, Principal of Dawson Trail School, to undertake this endeavour to fulfill the project portion of his Master of Education (SCI) Program. I understand that I may be responsible to verify that the work is being done, and in a ethical and responsible manner.

Mike Borgfjord

Superintendent
Seine River School Division