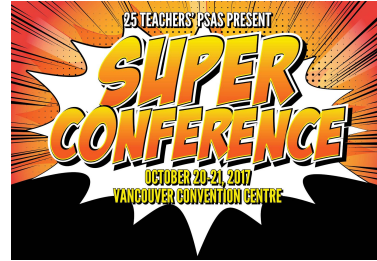


SUPER CONFERENCE 2017

Last year I applied to attend BC's first ever Super Conference in Vancouver and, thanks to my LSA, I was given the necessary funding. My hope was to attend sessions that were specific to my post as teacher-librarian at NPSS. And, upon my arrival last month, I was not disappointed.



There were at least ten sessions devoted to teacher-librarians specifically. Several of these sessions focused on libraries turned learning commons. Having completed my Masters of Education capstone project on this very topic, I can't say I learned new anything, per say, but it was nice to see that the vision I have for my space has become the vision of the province. Over the last five years, while in this post, I have incorporated more comfortable seating, increased my fiction collection, installed aesthetic lighting, created monthly book displays, implemented makerspace activities, and organized programs to create an atmosphere of collaboration. Many of the workshops I attended spoke to how other teacher-librarians are attempting the same process in their own spaces. This was both exciting and encouraging to see.

Hands down, however, the BEST workshop I attended was one entitled Library Supported Inquiry. Led by three teacher-librarians in Surrey, this workshop added so many tools to my toolbox that I lost count. These three ladies have worked collaboratively, creating an inquiry day-by-day process for teachers to access using a two week model, a one month model or a semester long model. In their specific schools, these teachers rely on the classroom teachers for content, but they teach the inquiry process. Because their website (I have included the link below) is so well organized, I could easily take this model and follow their lead, or I could take the material and merely pass it on to my colleagues to use. In any case, what I found most exciting was how the process they have outlined is so academically rigorous, but so student led at the same time. By this, I mean that students are given the opportunity to pursue a passion project (this works alongside units of study or something larger using the PBL model). The inquiry process then guides the students to research, using both books and online sources. Students are taught how to take good notes, how to create an annotated bibliography, how to paraphrase versus copy, how to integrate direct quotations, how to cite in-text, and how to create an accurate works cited listed, all within an MLA, APA or Chicago citation model, depending on teacher preference. The website includes a day-by-day breakdown of the process as well as graphic organizers for the students to access.

Sometimes classroom teachers feel strapped for time. The idea here is that the teacher-librarian steps in and teaches the presentation requirements needed based on citation models, like MLA, thus allowing the classroom teacher to just focus only on content, which is - of course - their speciality. Hence, the classroom load of the teacher is lightened, and teacher-librarians can do what they do best - teach students how to delve into a topic

they are passionate about, but how to do so accurately and ethically, highlighting the importance of digital citizenship.

Without question, this was THE best professional workshop I have ever attended. Please check out the link below for full access to all of the resources these three Surrey teacher-librarians have worked so hard on. Bravo ladies!

<http://librarysupportedinquiry.weebly.com/contact.html>