

# MANTLE Conference 2019

*Back to the heart of it*

**“Evidence for, in, and  
of Practice” in the  
School Library**

**Lee FitzGerald & Kasey Garrison, Charles Sturt University  
May 10, 2019**



# Today we will share:

- Dr. Ross J. Todd's model for **Evidence for, in, and of Practice**
- Our research - Evidence for practice - using Guided Inquiry with secondary students
- What evidence based practice looks like for the TL
- The opportunities provided by NESA accreditation to develop evidence
- Examples and ideas for EBP in your school libraries (**with your help!**)

# Todd's Holistic Model for EBP (2009; 2015)

## Evidence FOR Practice

### FOUNDATION

*Informational*

Using existing research to inform practice

## Evidence IN Practice

### PROCESS

*Transformational*

Combining local evidence with research-based evidence

## Evidence OF Practice

### OUTCOMES

*Formational*

“User-reported evidence” documenting changes and impact to learners, “closing the gap”

# What is Evidence-Based Practice (EBP)?

*“Evidence-based school librarianship is the systematic collection, integration and dissemination of evidence of the tangible impacts and outcomes of school library practices... claims about student achievement and the development of deep knowledge, deep understanding and competencies and skills for information use, thinking, living and working”.*



<https://comminfo.rutgers.edu/todd-ross-j>

**Associate professor  
Ross J. Todd: Guru!**

Todd, R.J. (2012) Evidence based practice, putting the pieces together.  
<http://www.slanza.org.nz/uploads/9/7/5/9/755821/6-2012.pdf>  
Collected, Term 3, 2012

# The five dimensions of EBP (Gordon)

- *Instruction (teaching) is the central dimension to EBP*
- *Aims to demonstrate the impact of school libraries on student learning and to continuously improve instruction.*
- *Local evidence generated from school libraries is critical*
- *Research-tested methods such as Guided Inquiry, action research and design thinking can improve instruction while providing evidence of its impact, and*
- *Digital technology can facilitate EBP and provide solutions to problems of practice.*

# Evidence FOR Practice

## FOUNDATION

### *Informational*

Using existing  
research to inform  
practice

**What formal research exists about  
the TL role?**

# Evidence **FOR** Practice

- “existing formal research provides the essential building blocks for professional practice” (Todd, 2015, p. 9)
- Review of the Research Literature
  - What have others found?
  - What worked well for them? What didn't?
- Using that empirical research to inform practice
- “We are doing this, because this research shows it works best.”



Academic  
research studies  
From  
universities!

# Academic studies to support the instructional role of the TL in Australian schools

Hay, L. (2005). Student learning through Australian school libraries. Part 1: A statistical analysis of student perceptions. *Synergy*,3(2), 17-30.

Hay, L. (2006). Student learning through Australian school libraries Part 2: What students define and value as school library support. *Synergy*, 4(2), 28-38.

Hay, L. & Todd, R.J. (2010). *School libraries 21C. A school libraries futures project*. NSW Department of Education and Training.

Hughes, H. (2013) *School libraries, teacher librarians and their contribution to student literacy development in Gold Coast schools. Research report.*

Hughes, H.(2014) *School libraries, teacher-librarians and student outcomes: Presenting and using the evidence.* *School Libraries Worldwide*, 20(1), pp. 29-50.

Lonsdale, M, (2003) *Impact of school libraries on student achievement: A review of the research.* ACER, Camberwell, Victoria.

Lupton, M. (2016) *Adding value: Principals' perceptions of the role of the teacher librarian.* *School Libraries Worldwide*, 22/1

Many American studies, especially Delaware and Ohio studies under Ross J. Todd.



**Shortage of Australian academic studies on impact of TL on student learning.**



# More research from Students Need School Libraries



**Students Need School Libraries**

What's happening in your child's school library?

## SCHOOL LIBRARIES MATTER: THE MISSING PIECE IN THE EDUCATION PUZZLE

Why do school libraries matter? Teacher-librarians Holly Godfree and Olivia Neilson unpack this and explain how school libraries are the key to improving education.

[Read the article](#)

## LITERACY MATTERS WEBSITE

Developed to support the literacy matters campaign the Literacy Matters website lists reports, articles, initiatives and infographics that support the importance of school libraries in the ongoing development of literacy skills.

[Visit the website](#)

## REPORT: SCHOOL LIBRARIES: THE HEART OF 21ST CENTURY LEARNING

Published by ACT Government Education, the School Libraries: The Heart of 21st Century Learning report discusses the importance of school libraries and teacher librarians.

[View the report](#)

## SCHOOL LIBRARIES AND TEACHER-LIBRARIANS: EVIDENCE OF THEIR CONTRIBUTION TO STUDENT LITERACY AND LEARNING

International research provides compelling evidence that school libraries and teacher-librarians make a significant contribution to student literacy and learning outcomes. After summarising previous research, this article presents recent research focused on Gold Coast schools.

[Read the article](#)

## WHAT THE STAFF IN AUSTRALIA'S SCHOOLS SURVEYS TELL US ABOUT TEACHERS WORKING IN SCHOOL LIBRARIES.

Written by Paul R. Weldon (2018) this report analyses the 2007, 2010 and 2013 Staff in Australia's Schools (SIAS) survey results to produce profiles of primary and secondary teachers who are working in a library role. It compares the findings about numbers of teachers working in a library role with the overall teacher cohort in terms of location, school sector and socio-economic status of schools. It also profiles teachers working in a library role in terms of their average age, gender, level of tertiary study and basis of work. It makes particular mention of early career teachers in libraries and teachers working out of field in libraries.

## REPORT: THE 2017 SOFTLINK AUSTRALIAN AND NEW ZEALAND SCHOOL LIBRARY SURVEY REPORT

Findings from Softlink's 2017 Australian and New Zealand School Library Survey into school library budgets, staffing, library services and trends.

[View the report](#)

# Practitioner research examples

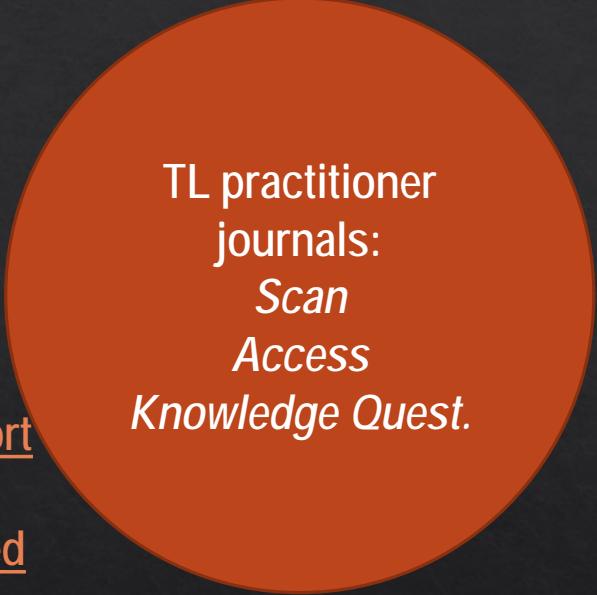
Bonano, K. (2015) [A profession at the tipping point](#). *Access*, 14-21

FitzGerald, L. (2016). Does Guided Inquiry enhance learning and metacognition? *Synergy*, 14(1)

Sheerman, A. & FitzGerald, L. (2019). A reflection on Guided Inquiry, *Scan*, 38(4)

Scheffers, J. & Alekna, G. (2015). [Scaffolding for success: Support students' amazing journey with Guided Inquiry](#). *Scan*, 34(1).

Sheerman, A. (2011). [iInquire... iLearn... iCreate... iShare: Guided Inquiry at Broughton Anglican College](#). *Scan*30(1).

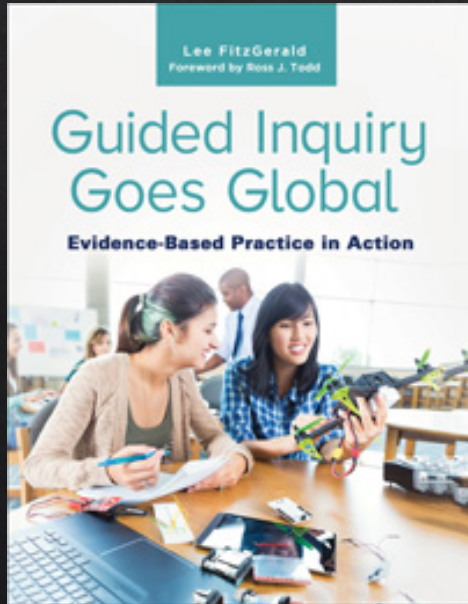


TL practitioner  
journals:  
*Scan*  
*Access*  
*Knowledge Quest*.

# Evidence for practice 2014-2018 – All in context of Guided Inquiry

2014	Year 11 Historical Investigations – Lee only
2015 – 2016	Year 7 History and Geography
2017 – 2018	Year 9 PDHPE and History
2018 –	Study on collaboration, up to Phase 1.

Any pedagogy that involves TLs in collaborating with teachers to design, carry out and assess units of work is perfect for EBP and for achievement of AITSL standards



My book uses framework of Evidence for, in and of Practice. And reports on these studies.

# Australian Guided Inquiry Evidence for Practice

2014 – Does Guided Inquiry enhance learning and metacognition?

## **Ancient history:**

- **Deep knowledge**
- **Sustained interest**
- **High levels of self reported knowledge of topic**
- **Metacognition**
- **Awareness of GID process and its implications.**
- **Better questions**
- **Felt supported by teacher and TL**
- **Anticipated and dealt with emotional pitfalls**

# Kasey and Lee Research - 3 studies from 2014-2017



Year 7-10 participants engaged in GI units

- Changes across a school year and across subjects
- Collected student work- inquiry journals, final products, marks
- SLIM Toolkit (Todd, Kuhlthau, & Heinstrom, 2005)
- Perceptions and voices of the students through surveys and focus group interviews\*\*
- Publications and Presentations
  - IASLs, ECIL, RAILS, AARE
  - *Access, Synergy, School Library Research\**



FitzGerald., L (2019) *Guided Inquiry Goes Global: Evidence-based practice in action*. Santa Barbara, CA: ABC Clio

Garrison, K. & Fitzgerald, L., (2016) 'It's like stickers in your brain': Using the guided inquiry process to support lifelong learning skills in an Australian school library. *A School Library Built for the Digital Age – IASL conference, 2016*.

Garrison, K. & Fitzgerald, L., (2017) "It trains your brain": Student reflections on using the Guided Inquiry Design process. *Synergy*. 15/2, 1-6

Garrison, K. L., Fitzgerald, L. & Sheerman, A. (2018) "Just let me go at it": Exploring students' use and perceptions of Guided Inquiry. *School Library Research*. 21, 1-37

Garrison, K. L., Fitzgerald, L. & Sheerman, A. (2018) "It's just what the brain does: The shape of Guided Inquiry. *Access*, 32/3, 5-9



## Shape of the GID process

- "It's just what the brain does." Kinsley



## Pace

- "Just let me go at it." Taylor



## Impact of Choice



## Working in inquiry circles has

## difficulties

- **Reflection should be at point of need**

- "Reflecting on the whole process kind of brought the whole thing together." Anastasia

- **Difficult balance with independent and teacher-led learning**

- "I just want the teacher to tell me things." ~Amy
- "Year 10-12 teachers should be called guiders...and Year 7-9 teachers should be called teachers." ~Dinkie



# Major Findings

# Current study, 2018-2019 – The nature of collaboration in inquiry learning

Survey of 109 teacher librarians around Australia included these questions:

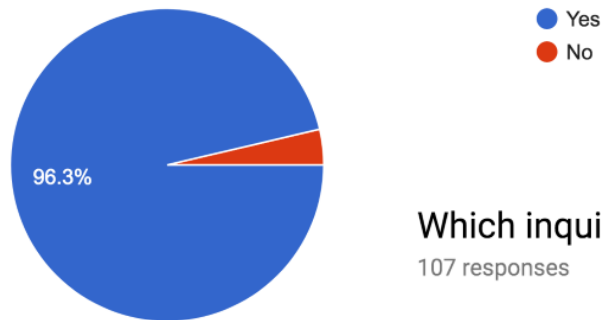
- What types of inquiry-based learning methods are being using by Australian teacher librarians and teachers?
- How is collaboration between teacher librarians and teachers being implemented in inquiry units during the planning, delivery, and assessing stages?



# Current study, 2018-2019 – Stage 1

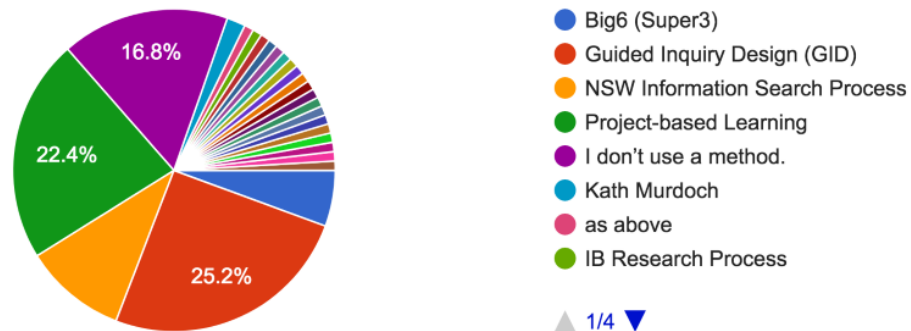
Have you ever used an inquiry-based approach to teaching?

109 responses



Which inquiry-based method do you prefer most? (Select one.)

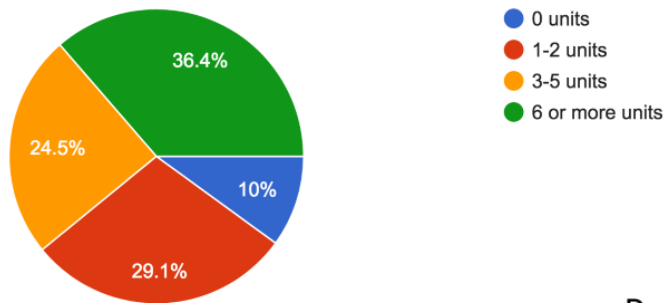
107 responses



# Parent study, 2018-2019 – Stage 1

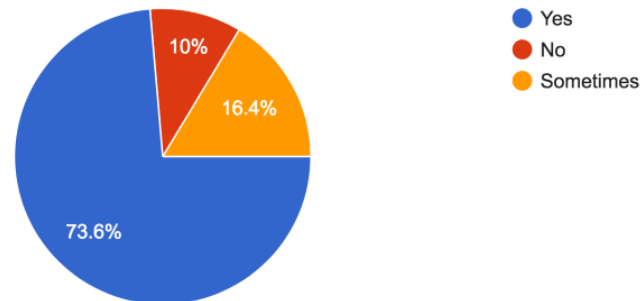
On average, how many inquiry units do you deliver per school year?

110 responses



Do your units usually include collaboration with teachers?

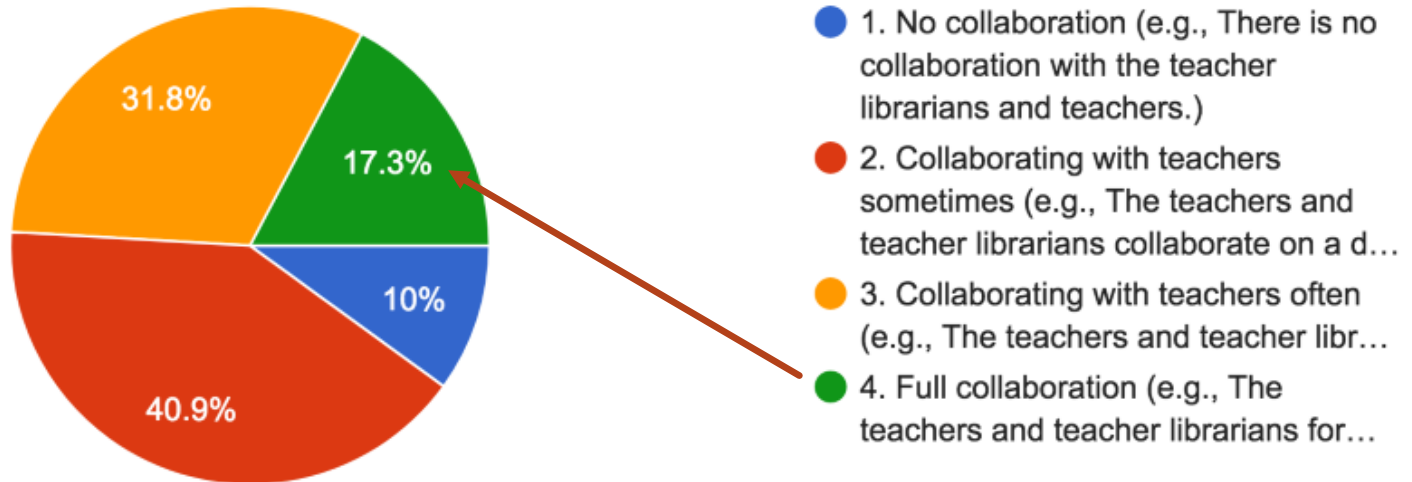
110 responses



# Current study, 2018-2019 – Stage 1

On a scale of 1 to 4, how would you generally describe the level of collaboration you have had in planning and delivering the inquiry units?

110 responses



# Evidence IN Practice


## PROCESS

*Transformational*

Combining local evidence  
with research-based evidence

How can I demonstrate that I am creating  
or am involved in teaching programs  
that are linked to research and best  
practice in teaching?

# Evidence **IN** Practice



Programs, Units  
of work

- Integration of formal research with professional experience
- Locally collected evidence
- Individual to your school community's needs
  - Identifying specific gaps, weaknesses, and **STRENGTHS**
  - Use those to inform practice
- “We are doing this because this research shows it has worked for this community, but given our unique needs, we needed to modify the approach.”

One of the best ways of developing Evidence in and of practice is doing Guided Inquiry units in collaboration with teachers.



IT GOES  
WITHOUT  
SAYING

## Evidence OF Practice

### OUTCOMES


#### *Formational*

“User-reported evidence” documenting changes and impact to learners, “closing the gap”

How can I demonstrate student learning arising from my teaching/ collaborations?

# Evidence OF Practice

- **Outcomes, Formational**
- **Focused on results and impact**
- **“...it establishes what has changed for learners as a result of inputs, interventions, activities, and processes and charts the nature and extent and quality of effect.” (Todd, 2015, p. 10)**
- **“Through our own research, we have found this works for our school community and has had an impact. Here is the evidence.”**



Evidence of  
student learning  
and achievement.  
**RESULTS!**



# More from Ross Todd on Evidence of Practice

*Different sources and types of evidence might include:*

- *Student interviews*
- *Student portfolios*
- *Reflection and process journals, and search logs;*
- *Formative and summative assessment tasks by teachers;*
- *Rubrics used to measure learning in research tasks;*
- *Surveys of students and teachers.*
- *Pre-test and post-test measures;*
- *Student generated products*
- *Analysis of standardized tests to connect to e.g. development of information literacy.*



<https://comminfo.rutgers.edu/todd-ross-j>

Todd, R.J. (2012) Evidence based practice, putting the pieces together. <http://www.slanza.org.nz/uploads/9/7/5/5/9755821/t3-2012.pdf> Collected, Term 3, 2012

Types of data collection	Tools for data collection
Exit interviews - Year 12 students	<ul style="list-style-type: none"> <li>• <a href="#">Transcribe</a></li> </ul>
Focus groups on their learning through the library.	<ul style="list-style-type: none"> <li>• <a href="#">Dedoose</a></li> <li>• <a href="#">Elan</a></li> </ul>
Exit tickets	<ul style="list-style-type: none"> <li>• <a href="#">IdeaPaint</a></li> </ul>
Seeking immediate, formative evidence of understanding after a class	<ul style="list-style-type: none"> <li>• <a href="#">Exitticket</a></li> <li>• <a href="#">Padlet</a></li> <li>• <a href="#">Socrative</a></li> <li>• <a href="#">Google forms</a></li> </ul>
In-depth surveys e.g. anonymous survey on plagiarism	<ul style="list-style-type: none"> <li>• <a href="#">Survey Monkey</a></li> </ul>
Assessing students' work	<ul style="list-style-type: none"> <li>• <a href="#">Easy Portfolio</a></li> </ul>
Looking at work in progress and completed, in inquiry projects and providing feedback	<ul style="list-style-type: none"> <li>• <a href="#">Google Sites</a>, <a href="#">Google Classroom</a></li> <li>• Blogs, wikis</li> <li>• <a href="#">NoodleTools</a></li> <li>• <a href="#">Kaizena</a></li> <li>• <a href="#">SLIM Toolkit</a></li> </ul>

## How to gather and store data on impact on student learning

Valenza, J. (2015) [Evolving with evidence:](#)

[Leveraging new tools for EBP.](#)

*Knowledge Quest. 43/3, 36-43*

Types of data collection	Tools for data collection
Assessing improvements in reading Interacting in digital books/ setting up reading communities	<ul style="list-style-type: none"> <li>• <a href="#">Renaissance</a></li> <li>• <a href="#">Inside a Dog</a></li> <li>• <a href="#">Goodreads</a></li> <li>• <a href="#">Biblionasium</a></li> </ul>
Analytics Usage reports showing usage of wikis, sites, catalogues, Libguides.	For Libguides - <a href="#">Springshare</a> Library catalogue
Using video and still photography to capture and display student learning	<ul style="list-style-type: none"> <li>• <a href="#">Hyperlapse</a></li> <li>• <a href="#">Thinglink</a></li> <li>• <a href="#">Piktochart</a></li> <li>• <a href="#">Smore</a></li> </ul>

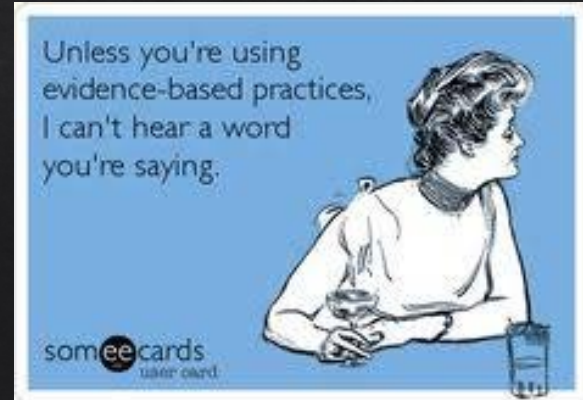
## How to gather and store data on impact on student learning

Valenza, J. (2015) [Evolving with evidence: Leveraging new tools for EBP](#).  
*Knowledge Quest*. 43/3, 36-43

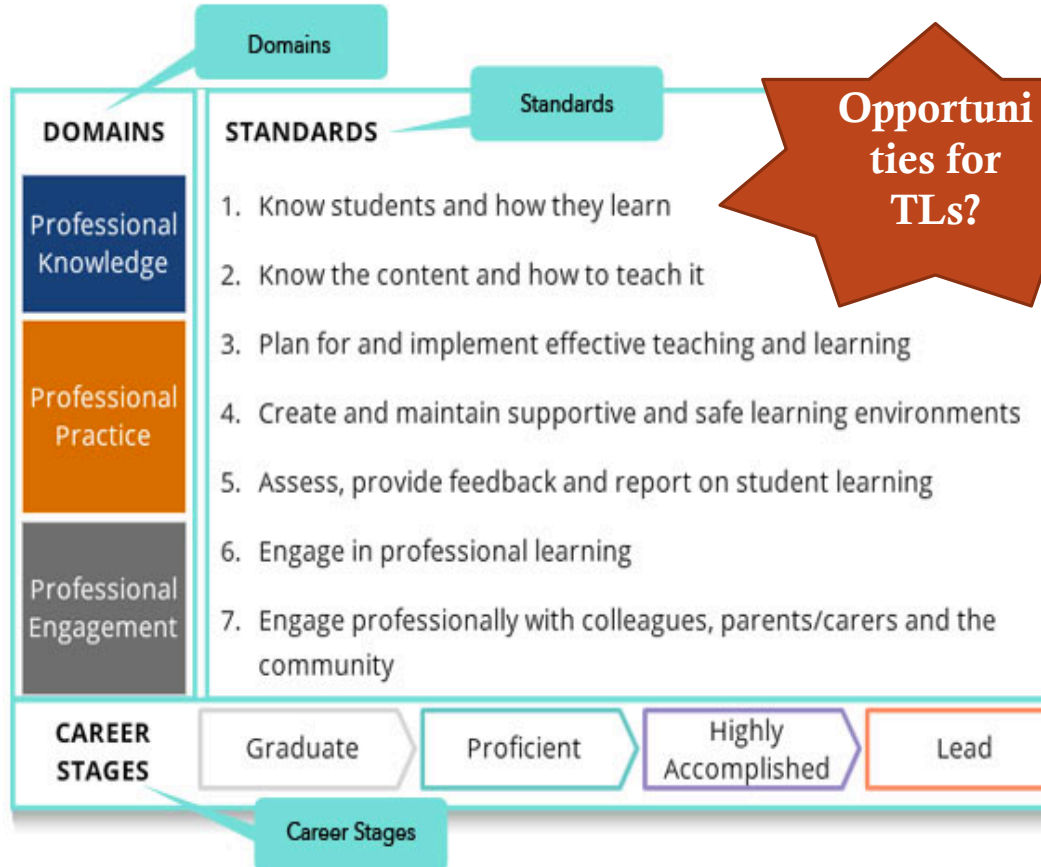
# The evidence based practice world of Australian schools

*Might as well do it, as  
we've got to anyway!*

## Flavour of the month



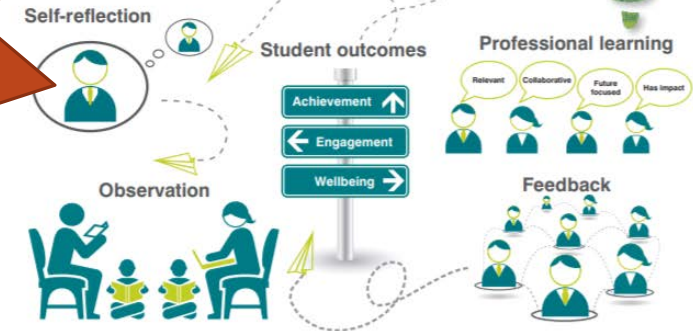
# Evidence-based practice/ Teacher performance and development



## Australian Teacher Performance and Development Framework

### The Framework

calls for the creation of a performance and development culture in all Australian schools



A culture in which teachers are entitled to:

- know what is expected of them
- receive frequent, meaningful feedback
- high quality support to improve their practice



For more information:  
[aitsl.edu.au](http://aitsl.edu.au)  
[performance@aitsl.edu.au](mailto:performance@aitsl.edu.au)

[facebook.com/aitsl](https://www.facebook.com/aitsl)  
[twitter.com/aitsl](https://twitter.com/aitsl)  
[youtube.com/aitsleduau](https://www.youtube.com/aitsleduau)

Australian Institute for Teaching and School Leadership Limited  
AITSL is funded by the Australian Government

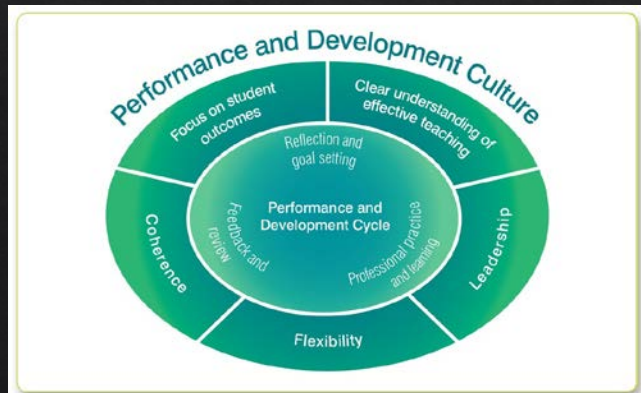
All teachers can:

- Set performance and development goals
- Be supported in working towards their goals
- Collect evidence to use in reflection and evaluation
- Receive feedback, including a formal review at least annually

Opportunity  
for TLMs?

Australian Teacher Performance and  
Development Framework

Essential elements for  
effective performance  
and development



# Margo Pickworth, MANTLE 2018

- Teacher training before 2004? Automatically at Proficient level -
- New teachers (not often TLs) need to gather evidence to become proficient.
- EVERYONE has to collect evidence for their maintenance of accreditation (100 hours over 5 years FT) - Attendance at PD and evaluating the PD according to teaching standards.
- Only four Australian TLs are accredited at Highly Accomplished. Yet the kind of evidence needed to gain this is precisely what we've been trying to do in schools for a long time – collaborating with teachers to impact student learning

Cycles of 5 years  
for full-time  
teachers

Cycles of 7 Years  
for part-time  
teachers

100 hours of  
Professional  
Development

The logo for AITSL (Australian Institute of Teaching and School Leadership) is displayed on a green-to-teal gradient background. The text 'aitsl' is written in a lowercase, white, sans-serif font.

# Accreditation and its impact on the role of the TL

## Negative

Proficient level accreditation as a teacher, not a TL

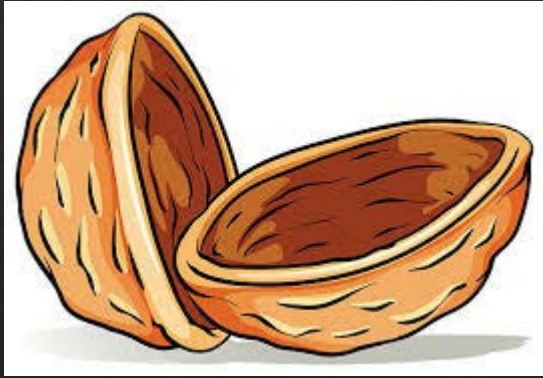
Seeking accreditation at Highly Accomplished status is a LOT of work.

## Positive

NESA accreditation offers TLs a vital opportunity to embed their teaching role in schools.

Accreditation documents that support TLs at Proficient and Highly Accomplished status provide a road map for EBP.



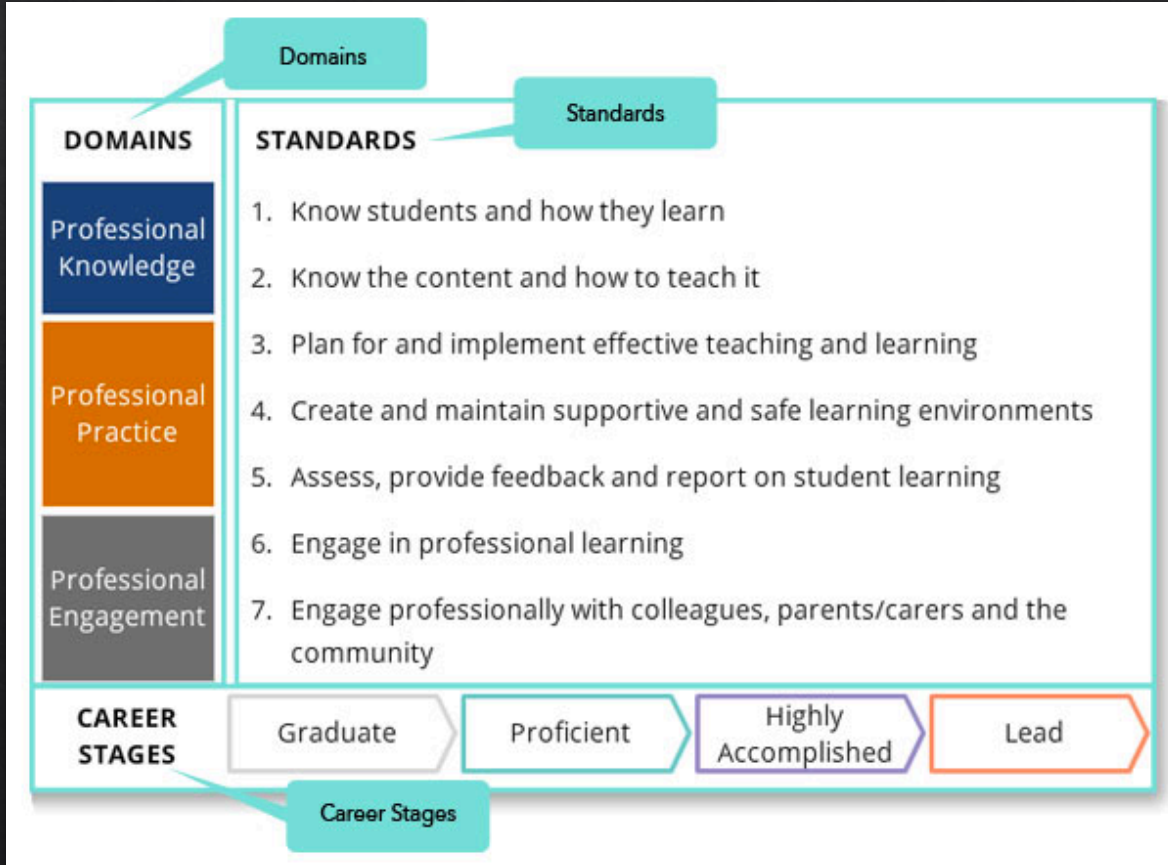


## **In a nutshell**

This presentation asks you to consider:

- what your Proficient accreditation looks like as a TL (not only as a teacher)
- how a TL can move from Proficient to Highly Accomplished level
- undertaking the process of accreditation at Highly Accomplished level.

# The AITSL Standards



**4 Career stages**

**3 Domains of teaching**

**7 Teaching Standards**

**37 Standard Descriptors**



## AITSL Standards for teacher librarian practice

ALIA Schools  
March 2014



## EVIDENCE GUIDE FOR TEACHER LIBRARIANS IN THE PROFICIENT CAREER STAGE

Australian Professional Standards for Teachers

OCTOBER 2014



## EVIDENCE GUIDE FOR TEACHER LIBRARIANS IN THE HIGHLY ACCOMPLISHED CAREER STAGE

**Documents to assist in gathering evidence of TL  
role for accreditation and EBP purposes**

# AITSL Standard 1: Sample at Proficient level

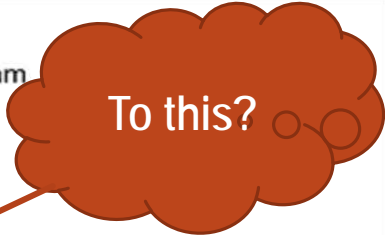
Primary (Proficient)		Professional Knowledge: Standard 1		<i>Know students and how they learn</i>
	Focus Area	Practice	Evidence	
1.1	<p><b>Physical, social and intellectual development and characteristics of students</b></p> <p>Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.</p>	<ul style="list-style-type: none"> <li>• Include a range of activities: individual, group and whole class, to cater for individual student success</li> <li>• Provide rich digital and print resources</li> </ul>	<ul style="list-style-type: none"> <li>• Planners: annual, term, weekly</li> <li>• Research guides for a number of topics across the upper primary levels</li> </ul>	
1.2	<p><b>Understand how students learn</b></p> <p>Structure teaching programs using research and collegial advice about how students learn.</p>	<ul style="list-style-type: none"> <li>• Invite colleagues to observe lessons and provide feedback about your teaching</li> <li>• Document feedback and set goals to implement specific actions</li> <li>• Read relevant articles from educational journals to stay up to date with current research findings</li> <li>• Contribute to discussions on social media sites</li> </ul>	<ul style="list-style-type: none"> <li>• Journal log of professional reading</li> <li>• Goal setting from observation</li> </ul> <p><b>Primary Proficient</b></p>	

How do we get from this?



# AITSL Standard 1: Sample at Highly Accomplished level

Primary (Highly Accomplished)		Professional Knowledge: Standard 1	
		Know students and how they learn	
	Focus Area	Practice	Evidence
1.1	<p><b>Physical, social and intellectual development and characteristics of students</b></p> <p>Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</p>	<ul style="list-style-type: none"> <li>□ Include flexibility in the use of individual, group and whole class activities to ensure that individual students experience success</li> <li>□ Use <u>resource based</u> learning and guided inquiry to provide activities responsive to learners' stages of development</li> <li>□ Ensure that <u>resource based</u> learning research is appropriate to a range of students with differing physical, social or intellectual development</li> </ul>	<ul style="list-style-type: none"> <li>□ Planners</li> <li>□ Data charts</li> <li>□ Weekly work program</li> </ul>
1.2	<p><b>Understand how students learn</b></p> <p>Expand understanding of how students learn using research and workplace knowledge.</p>	<ul style="list-style-type: none"> <li>□ Design action research situations to determine the most efficient way to teach the use of information literacy skills and guided inquiry skills</li> <li>□ Read widely about current research findings into student learning especially in relation to the development of independence in setting learning goals</li> <li>□ Promote a model of teaching and learning which invites the receiving and giving of feedback. This applies to both students and teacher colleagues</li> </ul>	<ul style="list-style-type: none"> <li>□ Reports of action research</li> <li>□ Records of professional reading</li> <li>□ Participation in blogs</li> <li>□ Documentation of feedback given and received</li> </ul> <p><b>Primary Highly Accomplished</b></p>



# Over to you!

**Split into primary and secondary groups**

**Use the sheets provided to suggest evidence you have from your role as a TL to meet the AITSL standards**

**Professional Knowledge - Evidence for practice: Standard 1 and 2 – What research tells us**

**Professional Practice - Evidence of and in practice: Standards 3, 4 and 5 – Gathering evidence of teaching, learning and assessment**

**Professional Engagement doesn't fit in with Ross' categories, so have omitted! (easy to demonstrate anyway!)**

**Share what you've written with the whole group.**

# References

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- Australian School Library Association (2004) [Standards of professional excellence for teacher librarians](#); (2014) [Evidence guide for teacher librarians in the highly accomplished career stage](#); (2014) [Evidence guide for teacher librarians in the proficient stage](#),
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