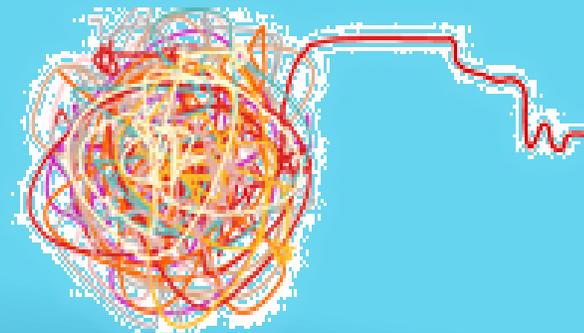


UNTANGLING THE EVIDENCE: THEORY AND PRACTICE

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Part 1: The theoretical background

- ▶ Presenting the holistic model of evidence based practice for teacher librarians
- ▶ Developing a common language
- ▶ What is evidence for teacher librarians using illustrations from practice

TODAY'S PRESENTATION





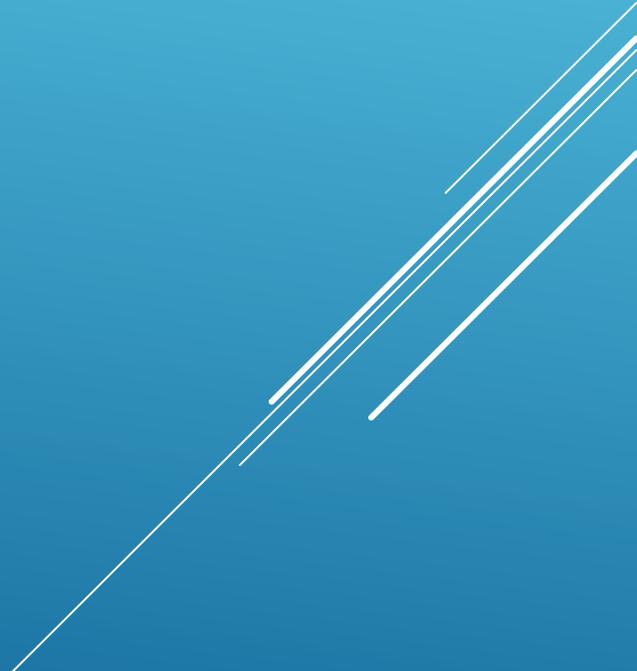
UNTANGLING THE EVIDENCE



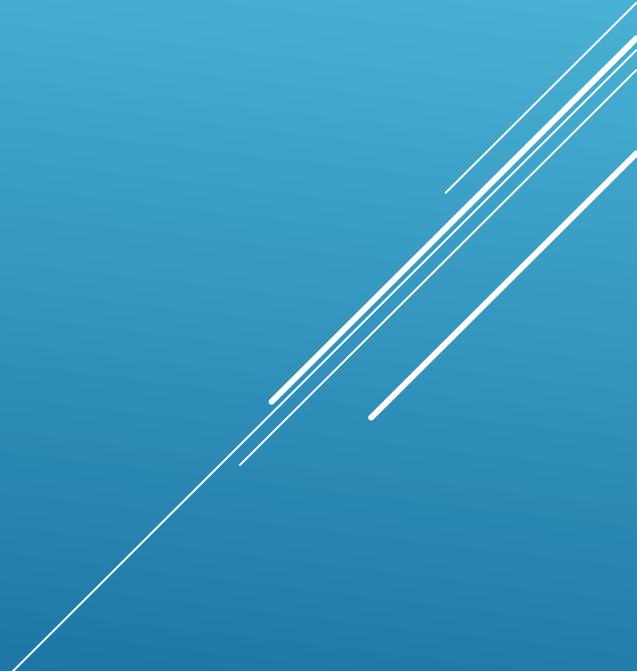
Six common beliefs about EBP in school librarianship (Todd, 2009)

- ▶ School libraries are essential for addressing curriculum standards
- ▶ Teacher librarians are well placed to lead and transform educational practice
- ▶ School libraries play a transformative role in the intellectual, social and cultural development of children
- ▶ TLs enable transformation of information to knowledge
- ▶ The value of the school library can be measured
- ▶ Sustainable development is associated with accountability

FROM THE LITERATURE

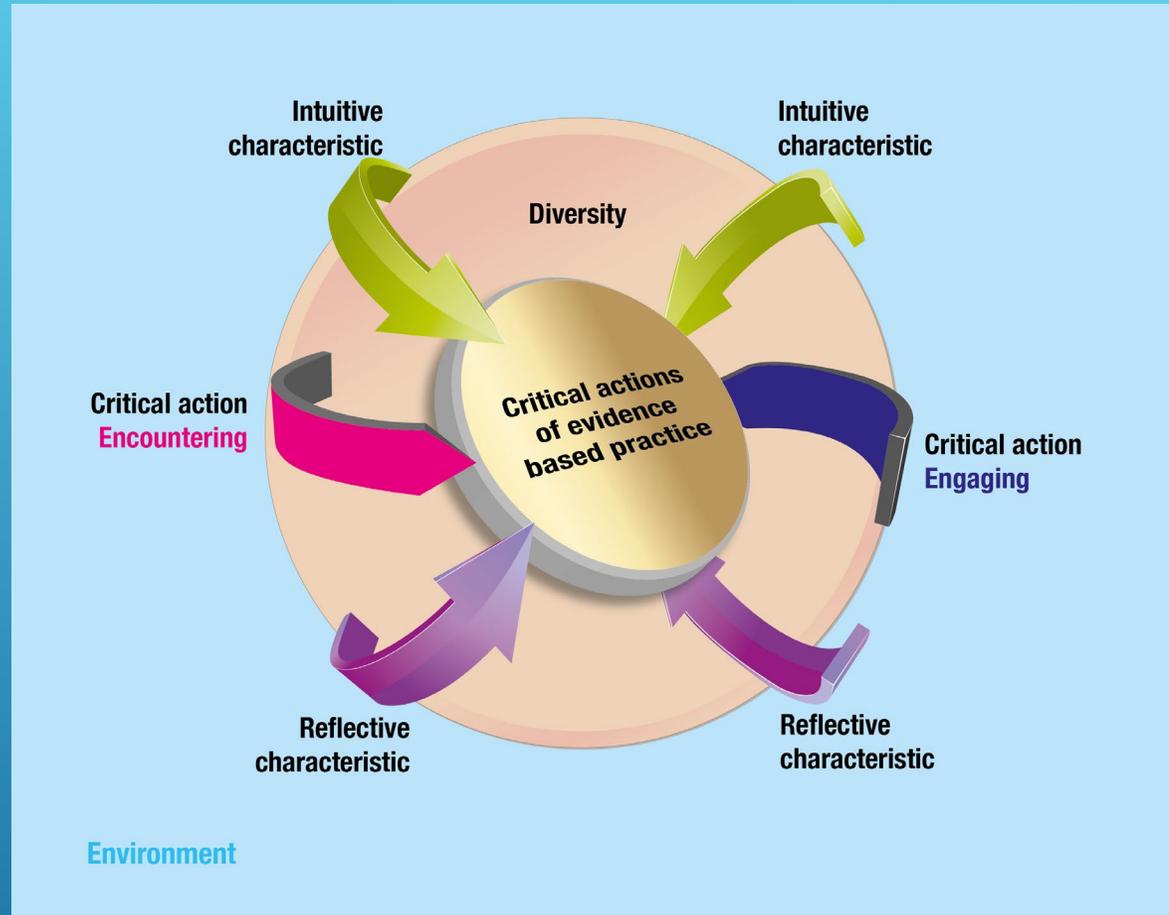


The six core beliefs identify a
purpose for evidence based
practice in teacher librarianship

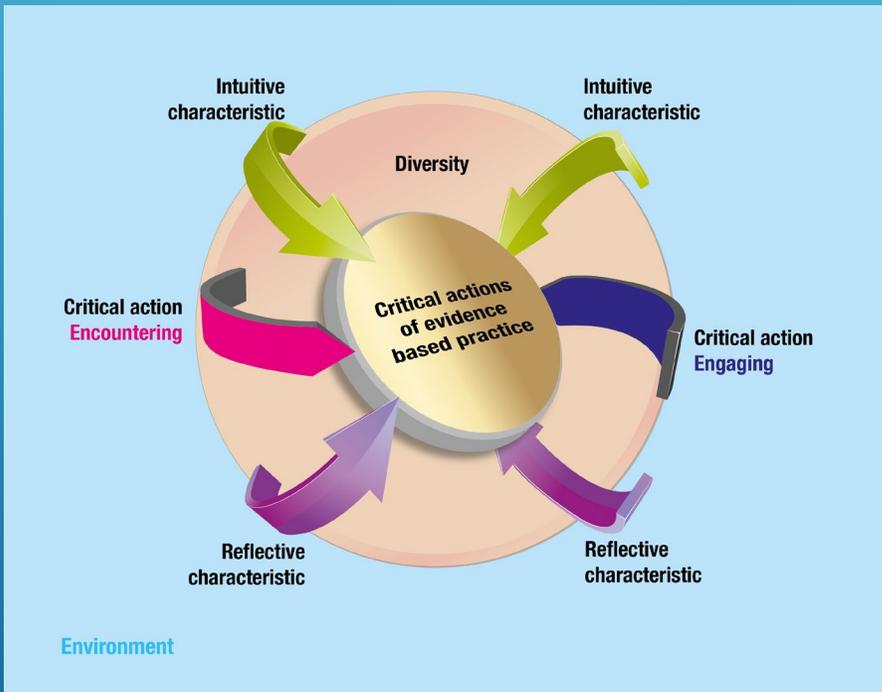
The image features a solid blue background. In the bottom right corner, there are several white, parallel diagonal lines that create a sense of movement and modern design.

- ▶ **Overarching critical finding:** Evidence based practice for teacher librarians is a holistic experience.
- ▶ **Supporting critical finding:** Evidence based practice for teacher librarians involves both purposefully engaging with evidence and unintentionally encountering evidence.

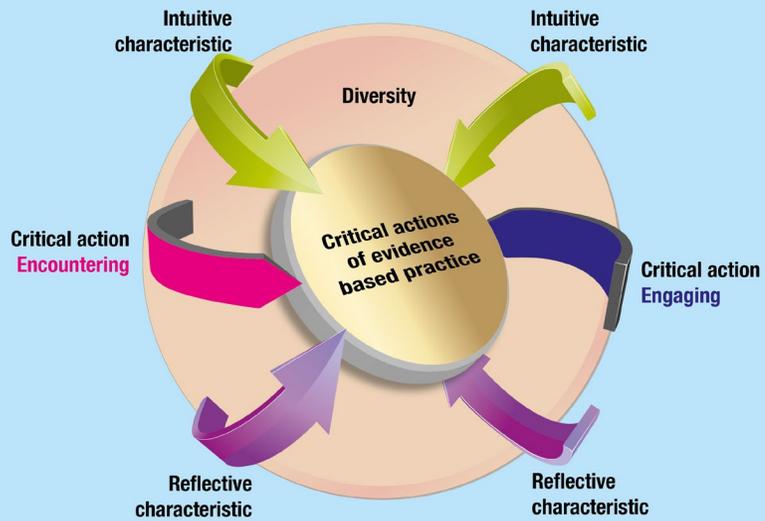
THE FINDINGS: PRESENTING THE THEORY



THE MODEL



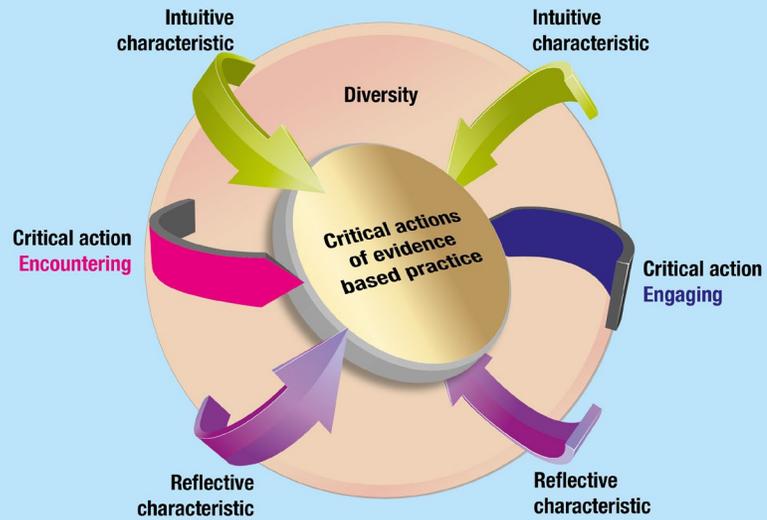
- Engaging: a deliberate and purposeful activity
- and
- Encountering: an unintended or serendipitous activity or event



Environment

- Engaging having two modes, that of purposeful seeking and purposeful scanning

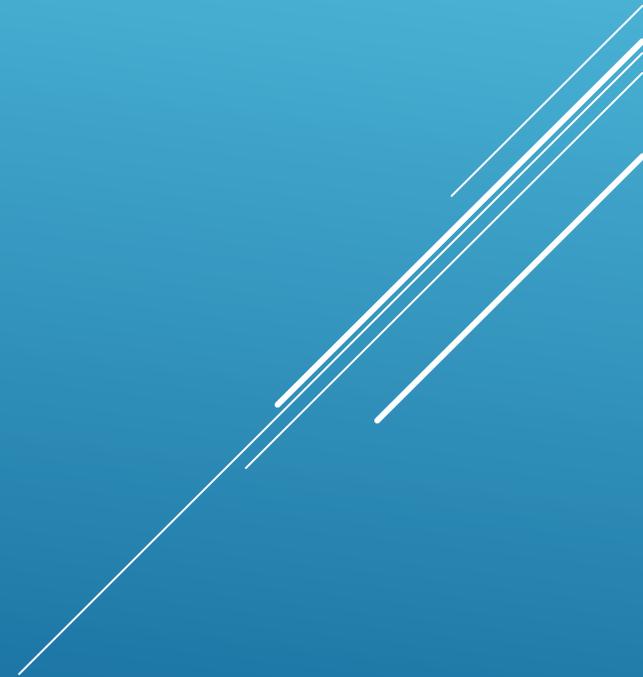
- Encountering also having two modes, that of accidental finding and accidental receiving.



Environment

- ▶ Many of the critical incidents in this research revealed an encountering of evidence, with a reliance on observation, anecdote and chance encounter and coincides with a lack of specificity and precision (Todd, 2003).
- ▶ Teacher librarians were aware of what they wanted to achieve, but were unsure about how to articulate and specify these as outcomes.

RELATING THE EVIDENCE TO MEANINGFUL OUTCOMES



Teacher librarians have many approaches for gathering and using evidence.



BUILDING AN EVIDENCE BASE

The diverse nature of the teacher librarians' role highlights the need for many approaches to evidence based practice.



DIVERSITY

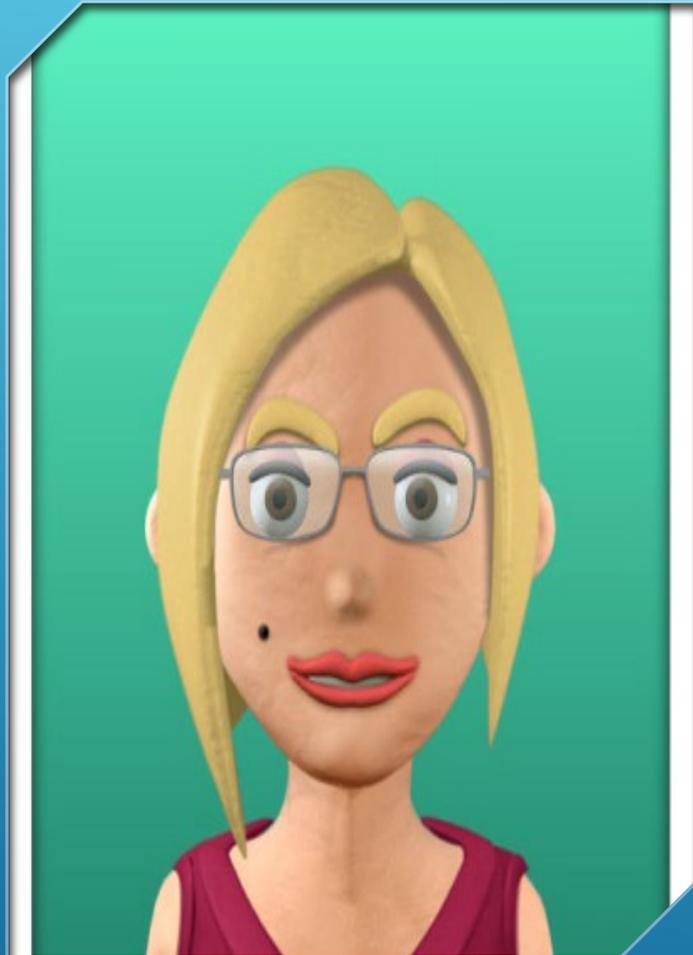
TYPES OF DATA FOR EVIDENCE

Qualitative



Quantitative





JOELLE

Joelle is Head of Library Services in an independent sector Prep to year 12 school of 1100 students. Whilst the school deliberately sought a teacher librarian, Joelle has had to gradually build her position at the school. Joelle describes her role as: 'to facilitate effective learning and teaching through the provision of quality services and resources; whether the resources are print or electronic. She has been an advocate for continual improvement to the library's facilities in order to fulfil the information needs of her clientele.'



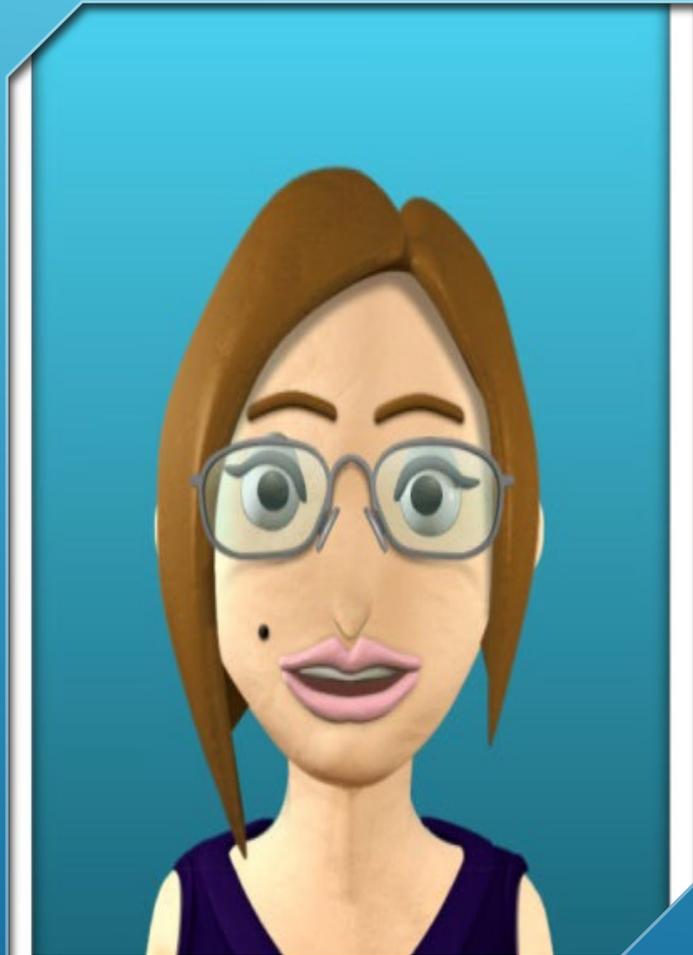
ALCINA

Alcina is Head of Information Services in a Prep to year 12 independent sector school of 1350 students. Alcina is involved in the curriculum committee and runs the junior school staff meetings. She is actively involved in planning and teaching with the class teachers and uses a flexible timetable with the other teacher librarians to manage the workload. She has introduced a guided inquiry approach and embeds ICT into the teaching program.



JOAN

Joan is the teacher librarian in a government sector Prep to Year 6 school of 915 students. The student population is quite multicultural and a Sikh temple is nearby. For many of the children English is a second language. Joan is involved in cooperative planning and teaching operated with a flexible timetable. Joan has introduced a guided inquiry approach and uses this as the focus of her cooperative teaching interactions.



MEG

Meg is Head of Information Services in a Prep to year 12 independent sector school of 2200 students.

Meg describes her role as: 'my main role is leadership of the teacher librarians, the library technicians and the audio visual technicians and I spend probably 90% of my time managing a large diverse group of staff, as well as teaching.'

Data is locally derived

- ▶ Circulation and borrowing statistics
- ▶ Student database usage
- ▶ Student access
- ▶ Surveys
- ▶ Wiki

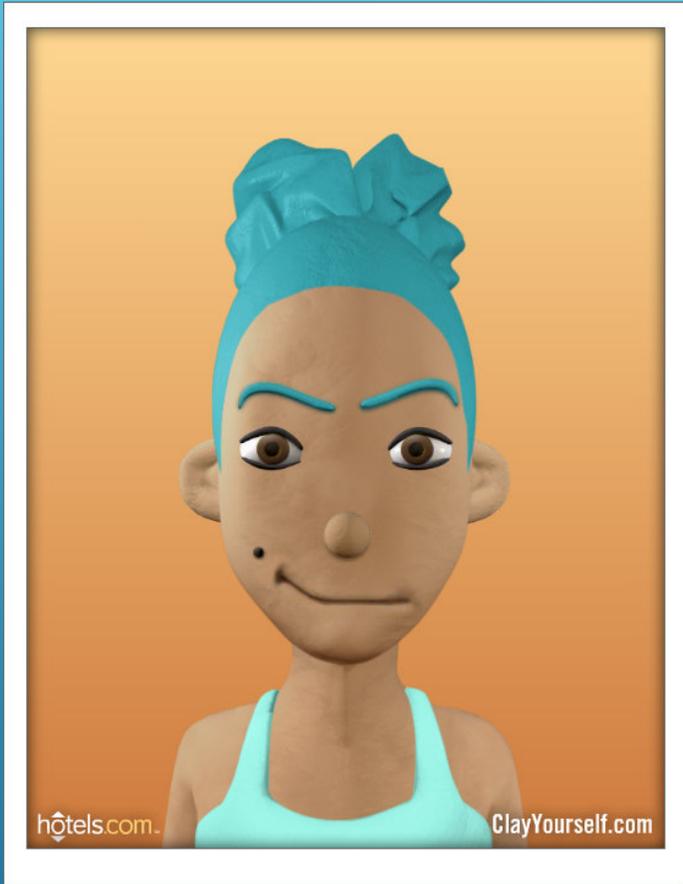
Supported with incidental feedback

GATHERING DATA



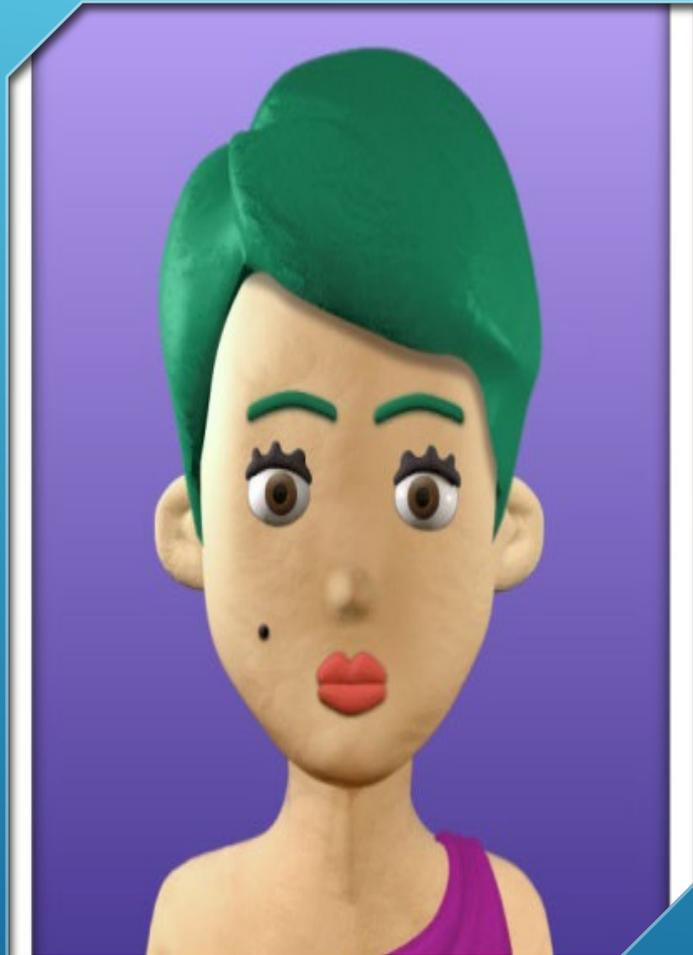
ADVOCACY WITH EVIDENCE





AILEEN

Aileen is Head of Information Services in an independent sector Prep to Year 12 school of 850 students. Some of the students are international and local boarders. She is supported by two full-time librarians, a full-time clerical assistant and a part-time AV assistant, an archivist and a full-time and a part-time teacher librarian. The library has had an extensive renovation where Aileen worked with the architects and the school board to provide a modern library. Aileen likes to see the library at the forefront of technology and works to achieve this aim.



JOSIE

Josie is teacher librarian in a government sector Prep to year 10 school of 420 students. A joint use library is situated on the school grounds and Josie manages this library with the assistance of a library technician provided by the local council. The local community has access to the library outside of school hours. Josie's focus however is with the students and teachers of the school. Much of Josie's teaching time is in the provision of relief from face to face contact, so cooperative teaching opportunities are limited. She does however plan with the class teachers to ensure that teaching in the library is relevant to the class needs.

the facilitator, an EQ employee (past Principal) said "Well, take the TL, what do they do, is it really necessary to have someone employed just to sit and read a story?" (pers.comm. 13 August, 2010)

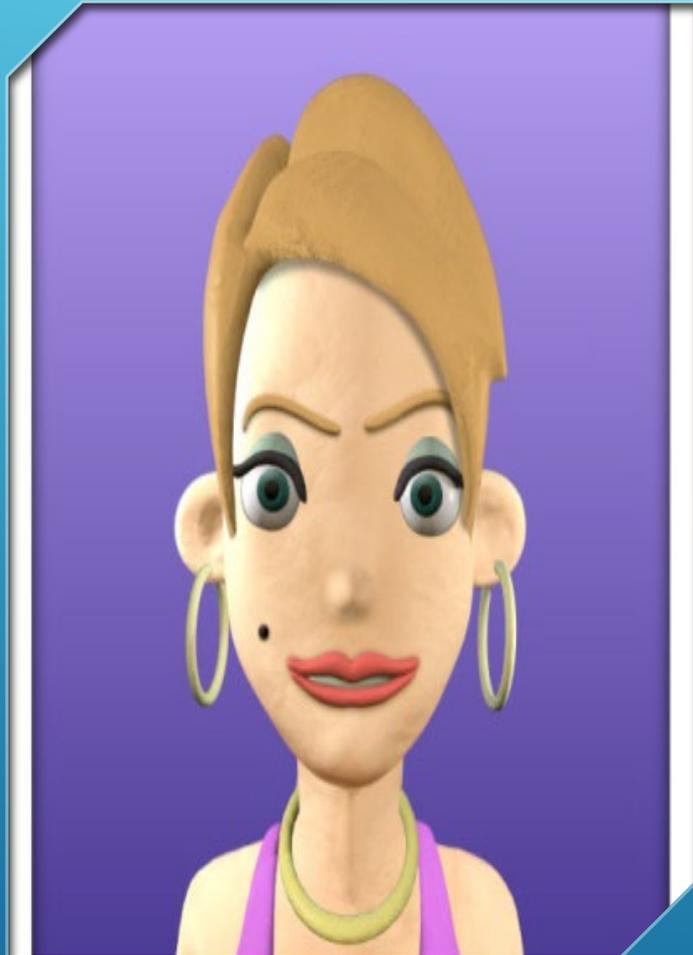
'I had a year three class in here yesterday and we looked at one of the short listed picture books, the Gregory Rogers one that has no words. We spent 45 minutes with it, and the teacher just went 'I can't believe we just spent 45 minutes looking at a picture book and it has not got one word in it.' We were talking about what it was about, what had happened,so is just those sorts of things that as teacher librarian we can just sit down with a book and spend an hour with them' Donna

DIFFERENT PERSPECTIVES

Will all evidence bring positive outcomes?

A CAUTIONARY TALE





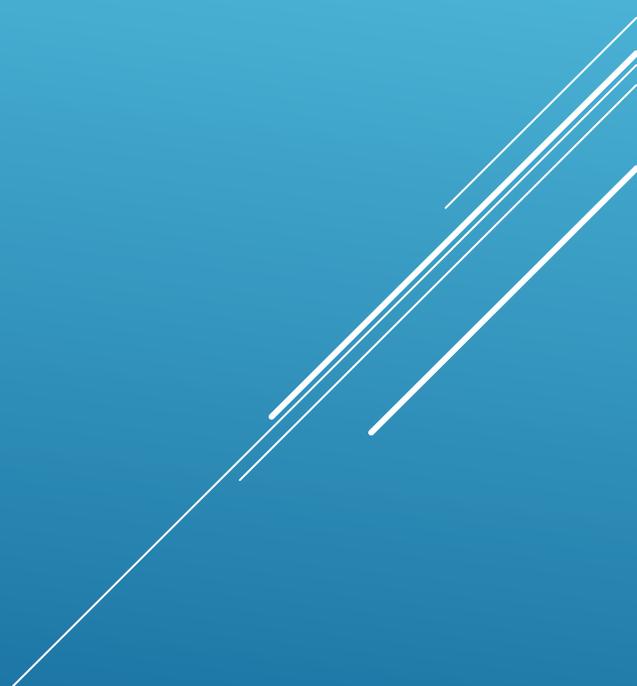
JOBY

Joby is teacher librarian in a Prep to year 6 independent sector school of 300 students. Joby has a heavy teaching load and engages with all classes each week as well as providing relief from face to face teaching, so the timetable is very structured. To ensure the teaching in the library is relevant Joby plans with each teacher at the beginning of each term takes an inquiry approach where possible with the classes she works with.



MEERKAT THEORY

Greater risk = Richer pickings



Have a plan

Align the your role and the goals of the library with the goals of the school

Meet the needs of your school environment

Provide evidence that demonstrates your contributions to the goals of the school



THE SCHOOL LIBRARY IS NOT BORDERS

- ▶ EBLIP 8 conference. Brisbane, QUT Gardens Point, July 6,7,8, 2015
- ▶ <https://twitter.com/EBLIP8>
- ▶ Online Open Access Journal
<http://ejournals.library.ualberta.ca/index.php/EBLIP>
- ▶ (or just Google EBLIP)
- ▶ Our study “Building the basis for evidence-based library and information practice: a qualitative study
- ▶ <http://www.qut.edu.au/research/research-projects/building-the-basis-for-evidence-based-library-and-information-practice-a-qualitative-study>
- ▶ Facebook – Evidence based practice for school libraries

MORE ABOUT EBP IN LIBRARIANSHIP

- ▶ Todd, R. J. (2003a). Learning in the information age school: Opportunities, outcomes and opinions. In *International Association of School Librarianship (IASL) Annual Conference*. Durban, South Africa.
- ▶ Todd, R. J. (2009). School librarianship and evidence based practice: Progress, perspectives, and challenges. *EBLIP Evidence Based Library and Information Practice* 4(2), Retrieved January 10, 2012, from <https://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/4637/5318>

REFERENCES



TIME TO
REFLECT ON
YOUR
EXPERIENCES

Engaging	Purposeful seeking	Actively seeking contact with an identified source. Searching for specific evidence	Asking pre planned questions; using active questioning strategies
Engaging	Purposeful scanning	Identifying a likely source to provide evidence for a specific purpose	Identifies an opportunity to ask a question; actively listening, observing (within or outside school environment)
Encountering	Accidental finding	Unintentional encountering of evidence in unexpected places	Overheard feedback in unexpected settings
Encountering	Accidental receiving	Unexpected feedback sourced from another party.	Receiving evidence through another party or by proxy

CRITICAL ACTIONS

What is the problem?	Actions that can be taken	What is the evidence gathering strategy or approach?	What is the evidence?
<p>Example from Rachel: The students are borrowing more from the library</p>	<p>Purposefully seek evidence using the borrowing statistics of the students.</p> <p>Purposefully seek evidence by asking students what they thought of the books they were reading.</p>	<p>Collation of borrowing statistics. Begin to build benchmark data. Statistics recorded on class by class basis; Statistics recorded on activity basis – where the TL was involved in the class or not involved.</p> <p>Record responses using micro recorder at the time of the students returning the books. Ask students to give a quick review of the books they have read. Record the responses.</p>	<p>Borrowing statistics Compared statistics for future evaluation</p> <p>Comments and anecdotes from the students</p>

What is the problem	Actions that can be taken	What is the evidence gathering strategy or approach	What is the evidence?
<p>Example from Andrea: The teacher librarian has had a successful teaching interaction with the students.</p>	<p>Purposefully seek evidence using photographs, student journals and displays of student work</p> <p>Accidental receiving of evidence by listening to comments from those who come to see the display.</p>	<p>Student work samples, photographs and journals demonstrate TLs positive effect on student learning</p> <p>Record these comments in a journal or memo</p>	<p>Work samples, photographs, comments, student journals and displays</p> <p>Comments</p>

What is the problem?	Actions that can be taken	What is the evidence strategy or approach?	What is the evidence	How does this align with policy (or whatever) ?

BUILD ON THE MODEL