



aspects at once with so many of our teacher-librarians staffed part-time and with schedule constraints. In the first year of implementation, DPCDSB teacher-librarians worked on building collaborative relationships, improving the reading engagement of students and creating flexible physical spaces where shelves and furniture could be easily moved.

### Year Two

In the second year of implementation, DPCDSB teacher-librarians looked at ways to make their school libraries more accessible to staff and students through virtual spaces, Web 2.0 applications and the fostering of learning partnerships at the school and board level. We examined the virtual spaces that already existed and thought about how to optimize their use, like the new circulation software system, the Board’s media catalogue, as well as the Dufferin Peel teacher-librarian Book Review Site. We looked at online databases as a way to open our school library walls and extol the use of virtual spaces. Wikis were created to allow students to collaborate in a safe password protected virtual space. Wikis were also a vehicle for teacher-librarians to collaborate in a new way.

### Sharing the Vision

A key moment of “T4L – Year 2” was when the Dufferin Peel Catholic Elementary Teacher Library Association (DPCETLA) was invited by Director of Education Kostoff to create a presentation about T4L for the Executive Council (Senior Administrators, Superintendents,

and representatives from all Board Departments). After many planning meetings, the T4L committee felt they really understood the document and could do it justice with this important presentation. Three elementary teacher-librarians — Carm Condotta, Peter Graham, and myself (Lori McCannel) — presented to the Council on behalf



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of the teacher-librarians on January 23, 2012. The presentation included an introduction borrowed from Anita Brooks-Kirkland’s “Imagine Your Library” presentation and an overview of the T4L document. Most importantly, we stressed how the vision of T4L meets our board’s pillars/goals and what direction we felt was necessary to implement the vision of 21st century learning.

Following the presentation, there was an extensive Q&A session. The director requested that the DPCETLA to prepare a “next steps” package.

### Year Three

This year marks the third year of implementation and the teacher-librarians are in the process of setting their goals. They will be focusing on Inquiry Learning to assist students in relating their work to their own lives and the culture in which they live.

### What can you do?

So what can you do to make T4L a reality at your school library? Take a closer look at Together For Learning. What are you already doing that fits with the vision? Perhaps you haven’t even considered that what you already have a habit of doing is a start. We discovered there were components of our common practice that already fit with the vision. Check off those areas that are already evident and evaluate new areas to explore each year. Are you able to reach out and establish collaborative working relationships with senior administrators who would benefit from the expertise of the library personnel? Establish relationships and create opportunities to discuss what directions would be best for your school libraries. Focus on each area of T4L to develop, one step at a time. Advocate for the school library program and establish open dialogue. You may feel overwhelmed by the prospect of implementing but you might not have realized that you are already on the way to establishing a Learning Commons. Remember that together for learning, together, we can. ■

