Developing a library scope and sequence

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Why?

- Provide a mental and explicit framework – and checklist – for teacher librarians in planning
- Demonstrate how the library links to the curriculum, to specific skills and general capabilities
- Make the skills engendered through the library explicit for teaching staff and other colleagues
- Inspire colleagues to see a broader and more relevant vision of the library to all curriculum areas
How?

- Think about your library and student skills development
- Reflect on primary skills documents relevant to your school,
- Develop a structure which becomes the skeleton on which to build your scope and sequence
- Investigate existing scope and sequences for ideas
Frameworks

Australian curriculum
Information skills
Blooms
PBL
Successful learner, confident and creative individual, and active and informed citizen

<table>
<thead>
<tr>
<th>Science</th>
<th>History</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning &amp; predicting</td>
<td>Historical questions &amp; research</td>
<td>Questioning &amp; observing</td>
</tr>
<tr>
<td>Planning &amp; conducting</td>
<td></td>
<td>Planning, conducting &amp; evaluating</td>
</tr>
<tr>
<td>Processing &amp; analysing data &amp; information</td>
<td>Analysis &amp; use of sources</td>
<td>Processing, analysing, interpreting &amp; concluding</td>
</tr>
<tr>
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<td>Perspectives &amp; interpretations</td>
<td>Reflecting &amp; responding</td>
</tr>
<tr>
<td>Communicating</td>
<td>Explanation &amp; communication</td>
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<td></td>
<td>Chronology, terms &amp; concepts</td>
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## Intercultural Understanding learning continuum

<table>
<thead>
<tr>
<th>Sub-element</th>
<th>Level 1</th>
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<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
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<tbody>
<tr>
<td>Investigate culture and cultural identity</td>
<td>Typically, by the end of Foundation Year, students:</td>
<td>share ideas about self and belonging with peers</td>
<td>identify and describe the various groups to which they belong and the ways people act and communicate within them</td>
<td>identify and describe variability within and across cultural groups</td>
<td>identify and describe the roles that culture and language play in shaping group and national identities</td>
<td>explain ways that cultural groups and identities change over time and in different contexts</td>
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<td>Explore and compare cultural knowledge, beliefs and practices</td>
<td>Typically, by the end of Year 2, students:</td>
<td>identify, explore and compare culturally diverse activities and objects</td>
<td>describe and compare the way they live with people in other places or times</td>
<td>describe and compare a range of cultural stories, events and artefacts</td>
<td>describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom</td>
<td>critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time</td>
</tr>
<tr>
<td>Develop respect for cultural diversity</td>
<td>Typically, by the end of Year 4, students:</td>
<td>discuss ideas about cultural diversity in local contexts</td>
<td>describe ways that diversity presents opportunities for new experiences and understandings</td>
<td>identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation</td>
<td>discuss opportunities that cultural diversity offers within Australia and the Asia-Pacific region</td>
<td>understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities</td>
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### Recognising culture and developing respect element

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### Interacting and empathising with others element

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<th>Level 3</th>
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<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate across cultures</td>
<td>Typically, by the end of Year 6, students:</td>
<td>recognise that people use different languages to communicate</td>
<td>describe how the use of words and body language in interactions may have different meanings for various cultural groups</td>
<td>recognise there are similarities and differences in the ways people communicate, both within and across cultural groups</td>
<td>identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding</td>
<td>explore ways that culture shapes the use of language in a wide range of contexts</td>
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</tbody>
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| Communicate across cultures                                               | Typically, by the end of Year 8, students: | recognise that people use different languages to communicate | describe how the use of words and body language in interactions may have different meanings for various cultural groups | recognise there are similarities and differences in the ways people communicate, both within and across cultural groups | identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding | explore ways that culture shapes the use of language in a wide range of contexts |

| Communicate across cultures                                               | Typically, by the end of Year 10, students: | recognise that people use different languages to communicate | describe how the use of words and body language in interactions may have different meanings for various cultural groups | recognise there are similarities and differences in the ways people communicate, both within and across cultural groups | identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding | explore ways that culture shapes the use of language in a wide range of contexts |
# Literature Scope and Sequence to reflect the Cross-Curriculum priorities

<table>
<thead>
<tr>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PBs about Libraries.</strong> For example:</td>
<td><strong>Author Study: Australian authors</strong></td>
<td><strong>Asia and Australia's Engagement with Asia</strong></td>
<td><strong>Author Study: Overseas authors</strong></td>
<td><strong>PBs about Sustainability.</strong> For example:</td>
<td><strong>Home by Narelle Oliver</strong></td>
<td><strong>Home and away by John Marsden</strong></td>
</tr>
</tbody>
</table>
# Evolution of Bloom's Taxonomy

<table>
<thead>
<tr>
<th>Original Bloom's</th>
<th>Revised Bloom's</th>
<th>Digital Bloom's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Creating</td>
<td>programming, filming, animating, blogging, video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, broadcasting</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Evaluating</td>
<td>blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyzing</td>
<td>mashing, linking, validating, reverse engineering, cracking, media clipping</td>
</tr>
<tr>
<td>Application</td>
<td>Applying</td>
<td>running, loading, playing, operating, hacking, uploading, sharing, editing</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Understanding</td>
<td>advanced searches, Boolean searches, blog journaling, twittering, categorizing, tagging, commenting, annotating, subscribing</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Remembering</td>
<td>bullet pointing, highlighting, bookmarking, social networking, social bookmarking, favorite-ing, local bookmarking, searching, googling</td>
</tr>
</tbody>
</table>

Source: http://mnpsbloom.weebly.com
## ATC21s skills

### Ways of thinking
1. Creativity & innovation
2. Critical thinking, problem solving, decision making
3. Learning to learn, metacognition

### Ways of working
4. Communication
5. Collaboration (teamwork)

### Tools for working
6. Information literacy
7. ICT literacy

### Living in the world
8. Citizenship – local and global
9. Life and career
10. Personal & social responsibility – including cultural awareness & competence

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<table>
<thead>
<tr>
<th>Stage of Information Search Process: What the individual is doing</th>
<th>Phase of Guided Inquiry: What the Inquiry community is doing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initiation</strong></td>
<td><strong>Open</strong></td>
</tr>
<tr>
<td><strong>Selection</strong></td>
<td><strong>Immerse</strong></td>
</tr>
<tr>
<td><strong>Exploration</strong></td>
<td><strong>Explore</strong></td>
</tr>
<tr>
<td><strong>Formulation</strong></td>
<td><strong>Identify</strong></td>
</tr>
<tr>
<td><strong>Collection</strong></td>
<td><strong>Gather</strong></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td><strong>Create and Share</strong></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Evaluate</strong></td>
</tr>
</tbody>
</table>

Source: [https://guidedinquirycommunity.pbworks.com](https://guidedinquirycommunity.pbworks.com)
Information Search Process

Figure 1.1 Guided Inquiry Design Process. (Kuhlhau, C., Maniotes, L and Caspari, A. 2012.)
8 Essential Elements of Project-Based Learning

- 21st Century Skills
- Significant Content
- In-Depth Inquiry
- Need to Know
- Driving Question
- Voice & Choice
- Revision and Reflection
- Public Audience
TIPS: Check your project against Adria Steinberg’s ‘six As’ of project-based learning

Educationalist Adria Steinberg has developed a set of design principles for project-based learning that she calls the six As. It is useful to check your project against these at all stages of design.

AUTHENTICITY
Projects should:
- use a real world context
- emanate from a problem that has meaning to students
- result in a product or performance that has personal and/or social value.

ACADEMIC RIGOUR
Projects should:
- address key learning standards (could be national, local, school specific...)
- pose essential question(s) of relevance to the student
- develop habits of mind and work associated with academic and professional disciplines

APPLIED LEARNING
Projects should:
- engage students in solving semi-structured problems
- demand skills expected in high-performance work organisations
- require students to develop organisational and self-management skills
ACTIVE EXPLORATION
Projects should:
• extend beyond the classroom
• connect to field-based investigations, community explorations, and work internships
• require real investigations using a variety of methods, media, and sources.

ADULT RELATIONSHIPS
Projects should:
• connect students with adult mentors and coaches from the wider community
• expose students to adults with relevant expertise
• engage adults in the design and assessment of student projects.

ASSESSMENT
Projects should:
• provide milestones/checkpoints
• involve lots of reflection for students and teachers
• result in exhibitions and performances
• be grounded in personal, school, and real-world standards of performance.
Inquiry Process

Connect
Reflect
Wonder
Express
Investigate
Construct
Collaborating to create an Information Literacy Continuum

These pages represent a collaborative effort to create a document to support teacher-librarians working in inquiry-based learning environments and borrows heavily from the New York City Information Fluency Continuum, the IB-based work of Ingrid Skirrow, and the inquiry-based work of Kath Murdoch. Special thanks to Dianne McKenzie for sharing and allowing us to borrow from her own adptions of the NYC Info Continuum for Discovery College.

Collaborative Information Fluency (CIF)

CIF Kindergarten
CIF Grade 1
CIF Grade 2
CIF Grade 3
CIF Grade 4
CIF Grade 5
CIF Grade 6
CIF Grade 7
CIF Grade 8
CIF Grade 9
CIF Grade 10
CIF Grade 11
CIF Grade 12

Source: https://infocontinuum.wikispaces.com/home

Practical Application

Document ideas to support practical application of the CIF in planning and teaching

Exemplars

Reflections and Suggestions

The view from the Big 6 from Doug Glenn at SSIS

Inquiry Phases

Connect: Connecting to own interests, prior knowledge, and background knowledge

Wonder: Asking questions, making predictions, forming tentative thesis
### CIF Kindergarten

<table>
<thead>
<tr>
<th>NYC Benchmark Skills</th>
<th>Guided Inquiry</th>
<th>PYP Learner Profile Concepts</th>
<th>Transdisciplinary Skills</th>
<th>Common Sense Media</th>
<th>NYC Assessment Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connect</strong></td>
<td></td>
<td>Inquirer</td>
<td>Knowledgeable</td>
<td>Using Keywords</td>
<td></td>
</tr>
<tr>
<td>- Identifies one or two key words about a topic, problem or question with guidance from the teacher</td>
<td>- Thinker</td>
<td>- Form</td>
<td>- Function</td>
<td>- Connection</td>
<td>- Formulating questions</td>
</tr>
<tr>
<td>- Connects ideas to own interests</td>
<td>- Inquiring</td>
<td>- Formulating questions</td>
<td>- Organizing data</td>
<td>- Interpreting data</td>
<td>Connecting Ideas to Own Interests - Picture.docx</td>
</tr>
<tr>
<td><strong>Wonder</strong></td>
<td></td>
<td>Inquirer</td>
<td>Knowledgeable</td>
<td></td>
<td>Connecting Ideas to Own Interests - Word.docx</td>
</tr>
<tr>
<td>- Formulates questions related to listening activities</td>
<td>- Thinker</td>
<td>- Formulating questions</td>
<td>- Organizing data</td>
<td>- Interpreting data</td>
<td>Sequence of Events.docx</td>
</tr>
<tr>
<td><strong>Investigate</strong></td>
<td></td>
<td>&quot;Alphabetizing beyond the first letter is a complex skill that enables title and author access.&quot; (81)</td>
<td>Knowledgeable</td>
<td>ABC Searching</td>
<td>Fiction and Non-Fiction Books.docx</td>
</tr>
<tr>
<td>- Uses A-B-C arrangements of picture books to locate materials</td>
<td>&quot;Understanding the concepts of classification facilitates transference to other systems.&quot; (81)</td>
<td>- Thinker</td>
<td>- Organizing data</td>
<td>My Creative Work</td>
<td></td>
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Process
Developing a structure
Selecting an appropriate structure for your scope and sequence

- Workable and clear
- Relevant to the way your library works or will work
- Linked clearly to relevant curriculum and skills documents
- A dynamic document, open to review and refinement
Optional structures

- Broken down into subject areas
- Skills matrix, e.g. stages of Guided Inquiry, Information Skills Process, ICT literacy
- Stages in a curricular approach, e.g. project-based learning
- Existing curricular structure like the General Capabilities in the Australian Curriculum
- Your own “mash-up” by combining these into a relevant matrix for your school
Questions for discussion

- What approach would provide the most guidance and clarity for the library and your school?

- Do you want a matrix that shows on one document the progression of skills from K/F to 12?

- Would you prefer descriptors or using levels like I/R/C – Introduction, Reinforcement, Competency?

- Do you want to include Cross-curriculum priorities? See Joy Whiteside’s PPT. This could relate more to programming.
Samples
What others have done
Skills-based Scope & Sequences

- Collaborating to create an information literacy continuum
  https://infocontinuum.wikispaces.com/home

- Greef, E. & SACS Staff. (2011). SACS Library ILS Continuum


- Whiteside, J. (2014). Teacher librarians as innovators and collaborators in the Australian Curriculum. See SLAV link.
Subject-based Scope & Sequences


ACARA Skills Continua plus


Other Useful Resources


- Guided Inquiry community wiki. Available from https://guidedinquirycommunity.pbworks.com
