

REDEFINING THE ROLE(S) OF THE SCHOOL LIBRARIAN

KRISTIN
FONTICHIARO

PLANO/RICHARDSON EXPO
11.2.2012
CONCURRENT SESSION



Image: "Jedermann"
<http://www.flickr.com/photos/4183683@N06/4343268737>

Download today's slides:
<http://bit.ly/fontblog>.

“Massive Disruption”



HANGING ON BY YOUR FINGERTIPS

STINKS

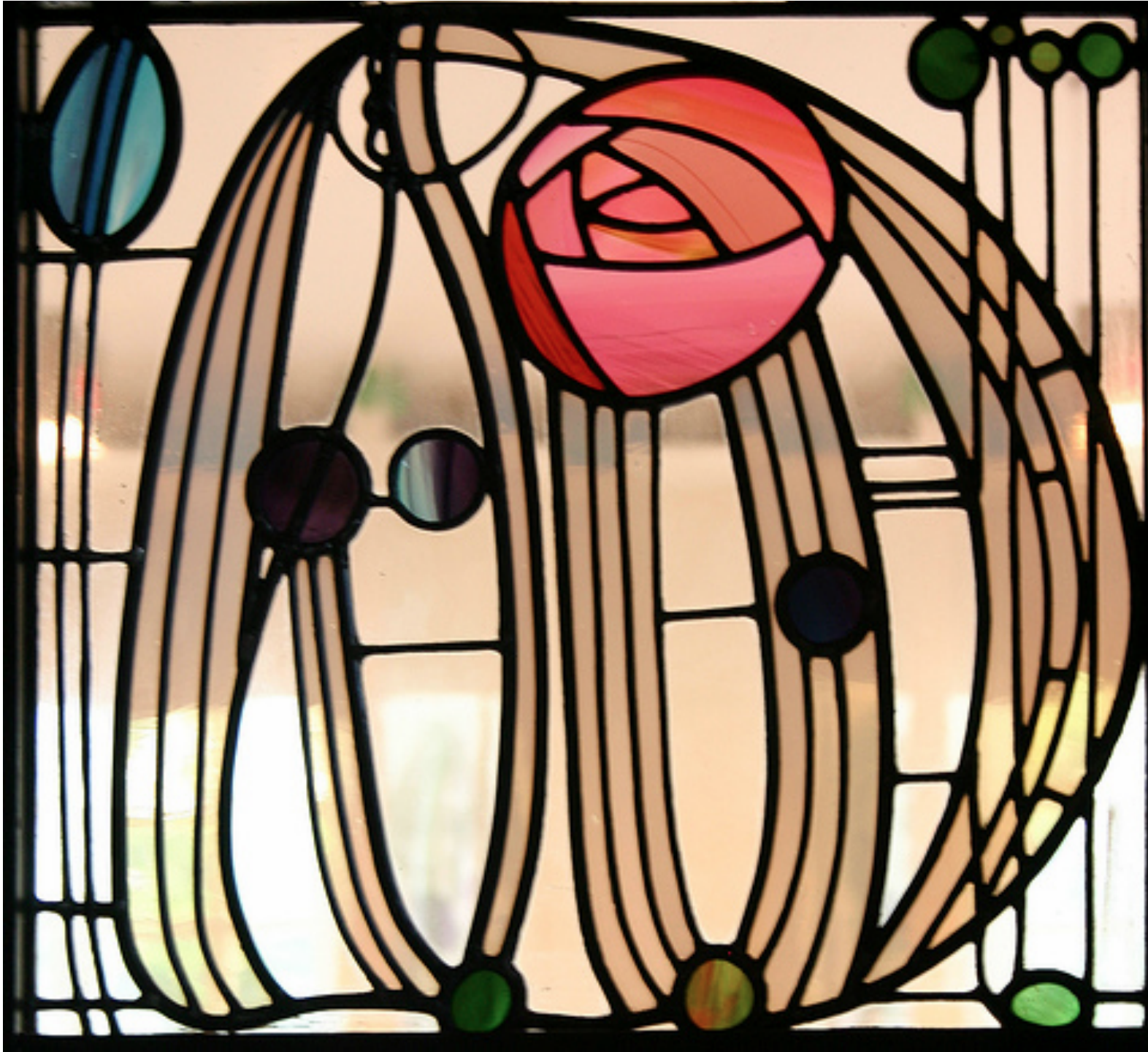


WHICH FEELS MORE TRUE FOR YOU? (A CHORAL READING)

A I'm doing more than I ever have before. It has had a dramatic impact on the quality of my students' learning. My efforts may wear me out, but it's worth it.

B I'm doing more than I ever have before, but it is hard to see how my efforts directly impact the quality of my students' learning. My efforts wear me out. It's barely worth it.

**BEWARE THE
SMORGASBORD
APPROACH TO
LIBRARIANSHIP.**



ARTISANAL LIBRARIANSHIP

**ARTISANAL LIBRARY
PRACTICE =**

GREAT PROCESS +

GREAT INGREDIENTS +

GREAT VISION





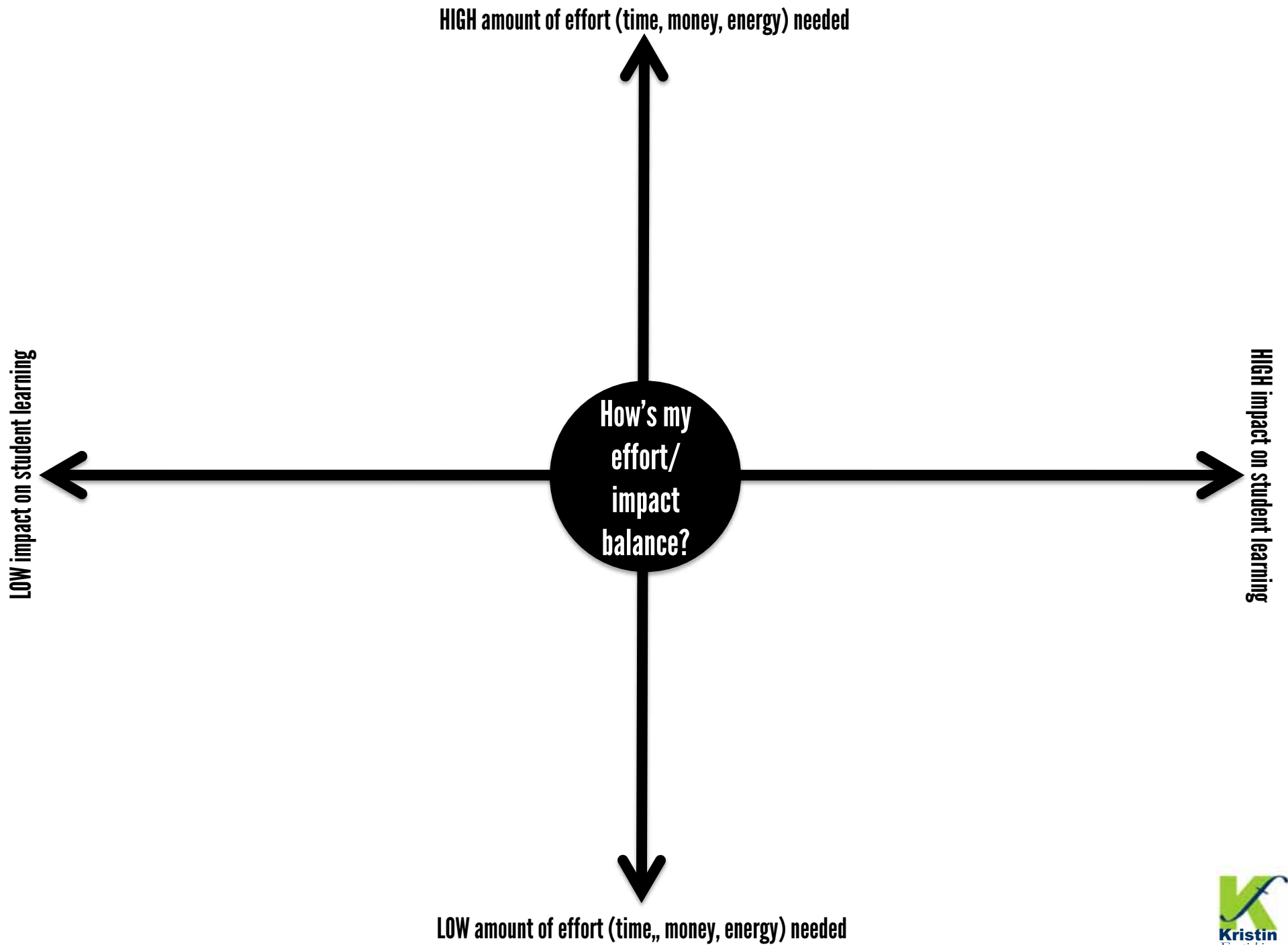
HOW CAN WE MAKE MORE ARTISANAL CHOICES?

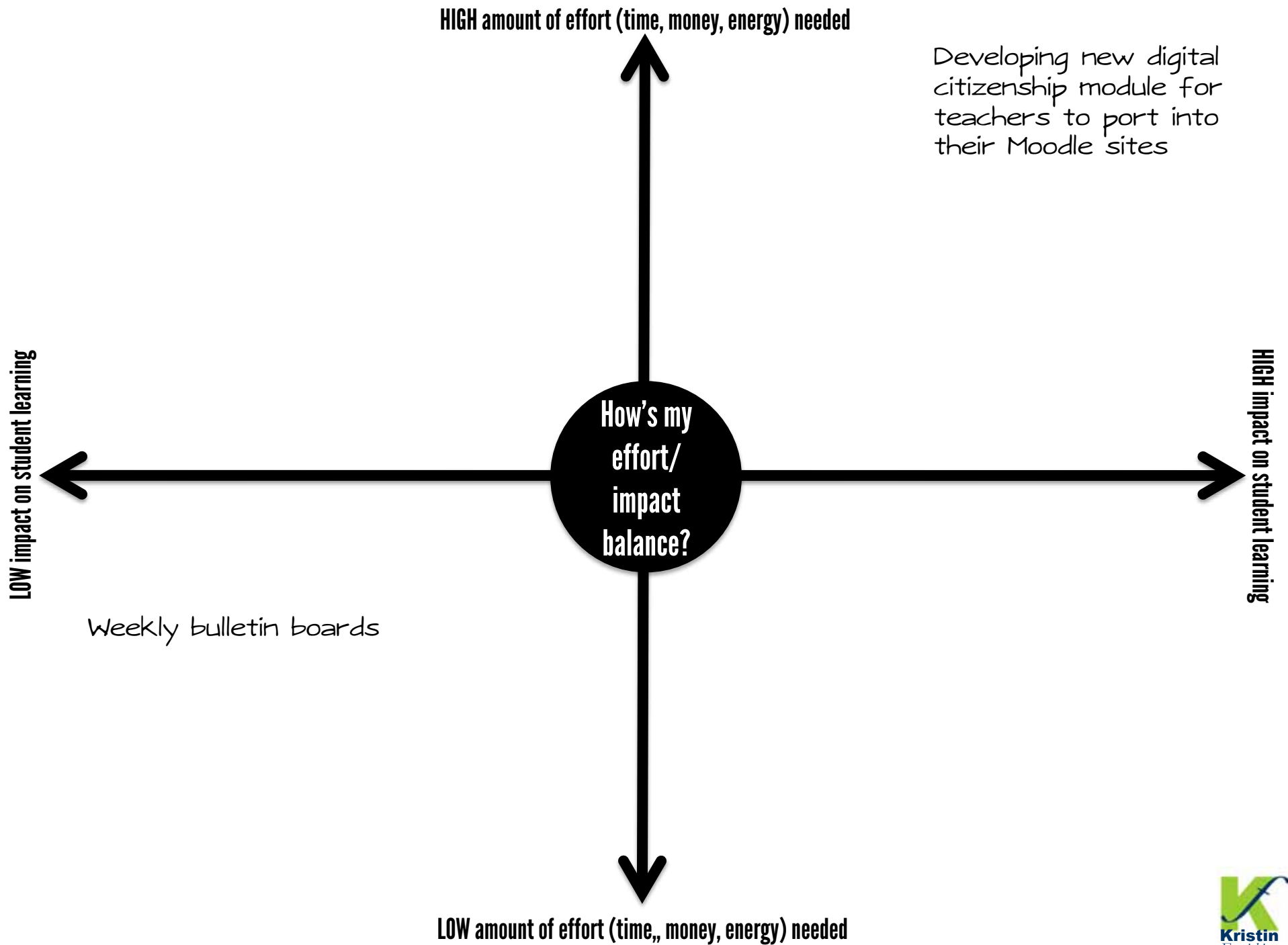
HOW DO WE DO LESS, BUT DO THAT "LESS" BETTER?

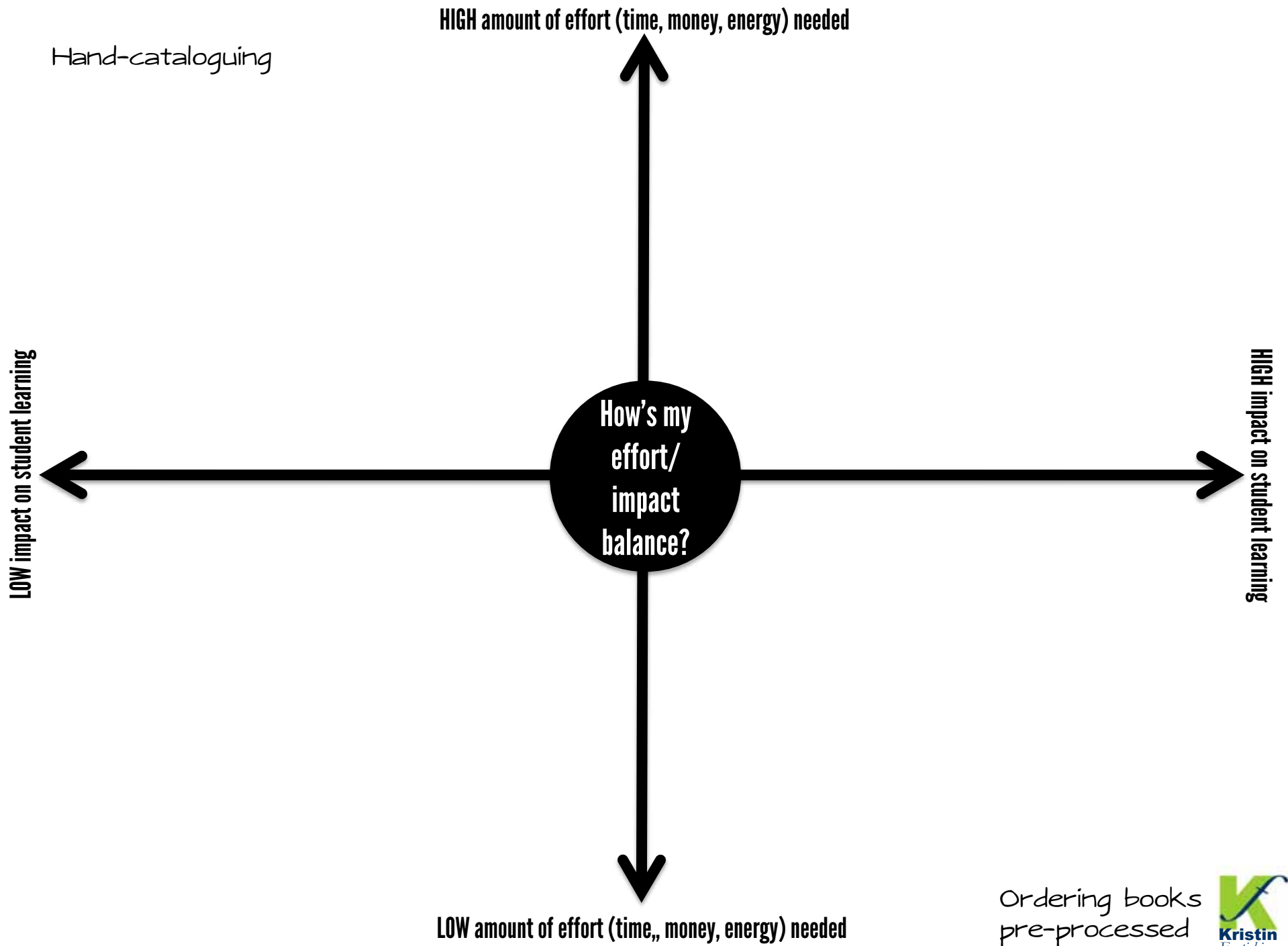
IT'S NOT JUST ABOUT EFFORT. IT'S ABOUT IMPACT.



Image: 'Korcarz Bakery - DSCN7071 ep'
<http://www.flickr.com/photos/13484951@N00/2554669050>







**LET'S
PLOT
SOME**

HIGH amount of effort (time, money, energy) needed

LOW impact on student learning

How's my
effort/
impact
balance?

HIGH impact on student learning

LOW amount of effort (time,, money, energy) needed

YOUR AHA MOMENTS?

Download today's slides:
<http://bit.ly/fontblog>.



Image: 'El David de Miguel Ángel'
<http://www.flickr.com/photos/19939966@N00/2618893334>

**EVERY BLOCK OF STONE HAS A
STATUE INSIDE IT, AND IT IS THE
TASK OF THE SCULPTOR TO
DISCOVER IT.**

- MICHELANGELO



Image: 'El David de Miguel Ángel'
<http://www.flickr.com/photos/19939966@N00/2618893334>

SCULPT YOUR PROGRAM.

**WHITTLE AWAY
THAT WHICH
IS NOT
IMPACTFUL.**

**HERE'S MY "IMPACT" LIST OF
ROLES.**

CULTURAL ANTHROPOLOGIST



{action step}

Identify and connect to local needs.



<http://michigantoday.umich.edu/2008/jan/images/jfk.jpg>

PEACE CORPS WORKER

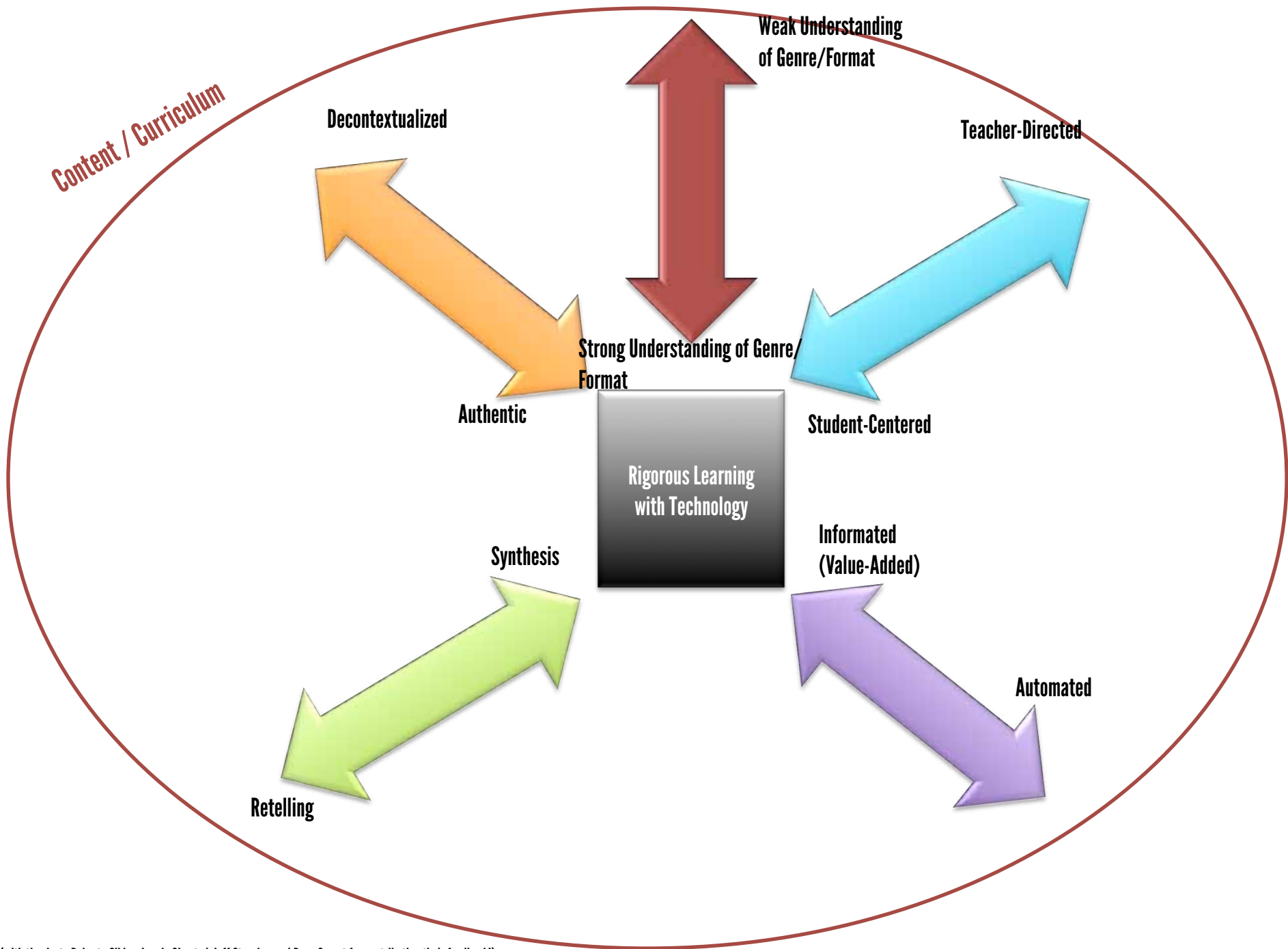
{action step}

**Define success as what your students
and staff can do
without
your mediation.**

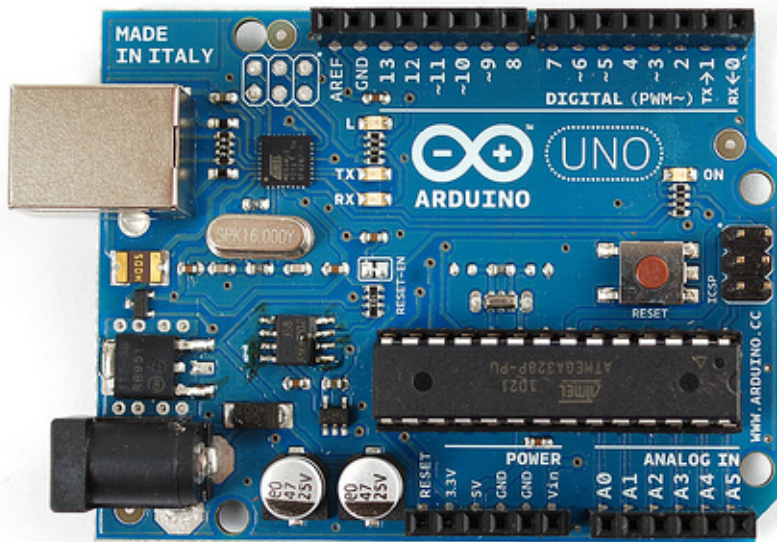
**STRATEGIC
TECHNOLOGIST**



Toolishness



(with thanks to Roberta Sibley, Laurie Olmsted, Jeff Stanzler, and Raya Samet for contributing their feedback!)



WHAT DO THESE HAVE IN COMMON?

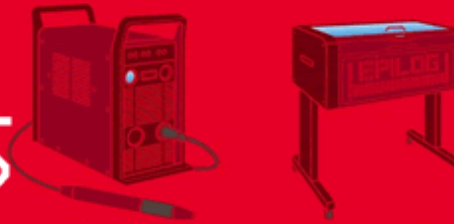


Image: dogeglow.com



Image: makerbot.com

IS IT TIME TO
REBUILD & RETOOL
PUBLIC LIBRARIES?



AND MAKE
"TECHSHOPS"?

<http://blog.makezine.com/2011/03/10/is-it-time-to-rebuild-retool-public-libraries-and-make-techshops/>

MAKERSPACE.COM (DARPA-FUNDED)

[D]on't let getting everything exactly "right" deter you from getting your Makerspace going... Consider repurposing an existing space at your school. Partner with an existing, possibly underused or disused room yearning to be used as the portal to 21st-century innovation: The Computer Lab ... The Library ... is already used by many departments at your school. Some public libraries have started fundraising to get Maker tools and hackerspaces into their libraries; school libraries may be close behind!

<http://makerspacedotcom.files.wordpress.com/2012/04/makerspaceplaybook-201204.pdf>

VERRADO MIDDLE SCHOOL, ARIZONA

Before - \$36K



VERRADO MIDDLE SCHOOL, ARIZONA

Before - \$36K



2 Weeks Later - \$15K



**FAREWELL, COMPUTER LAB?
HELLO, MAKERSPACE?
ARE YOU READY?**



Image: 'Day 1'

<http://www.flickr.com/photos/45383134@N00/322057349>

{action step}

Stay nimble.

**Put collection development and evaluation skills to
work with technology use.**

BUILDER OF STRONG SCHOOLS

<http://www.flickr.com/photos/mdpettitt/2521459997/>

For What Should Librarians Advocate?

- **Library Spaces**
- **Library Programs**
- **Library Materials**
- **Library Databases**
- **Library Scheduling**
- **Library Co-Teaching**
- **Appropriate class sizes**
- **Democratic decision-making for schools**
- **Rich, multidimensional learning for students**
- **Learning that is rich and deep**
- **Teacher Empowerment**
- **Resonant professional development**

Libraries

ARE A means

NOT AN end

{action step}

**Speak up as individuals for quality, holistic,
multidimensional public education.**

Keep education dollars local.



http://michigantoday.umich.edu/2007/10/nquad_photos.php

ADVOCATE

Parents

**Community and
political leaders**

Administrators

Students

**Classroom
colleagues**

**Administrative
programs in higher
ed**

Not-for profits

**Vendors and
publishers**

**Professional
Colleagues**

**Show,
Don't Tell**



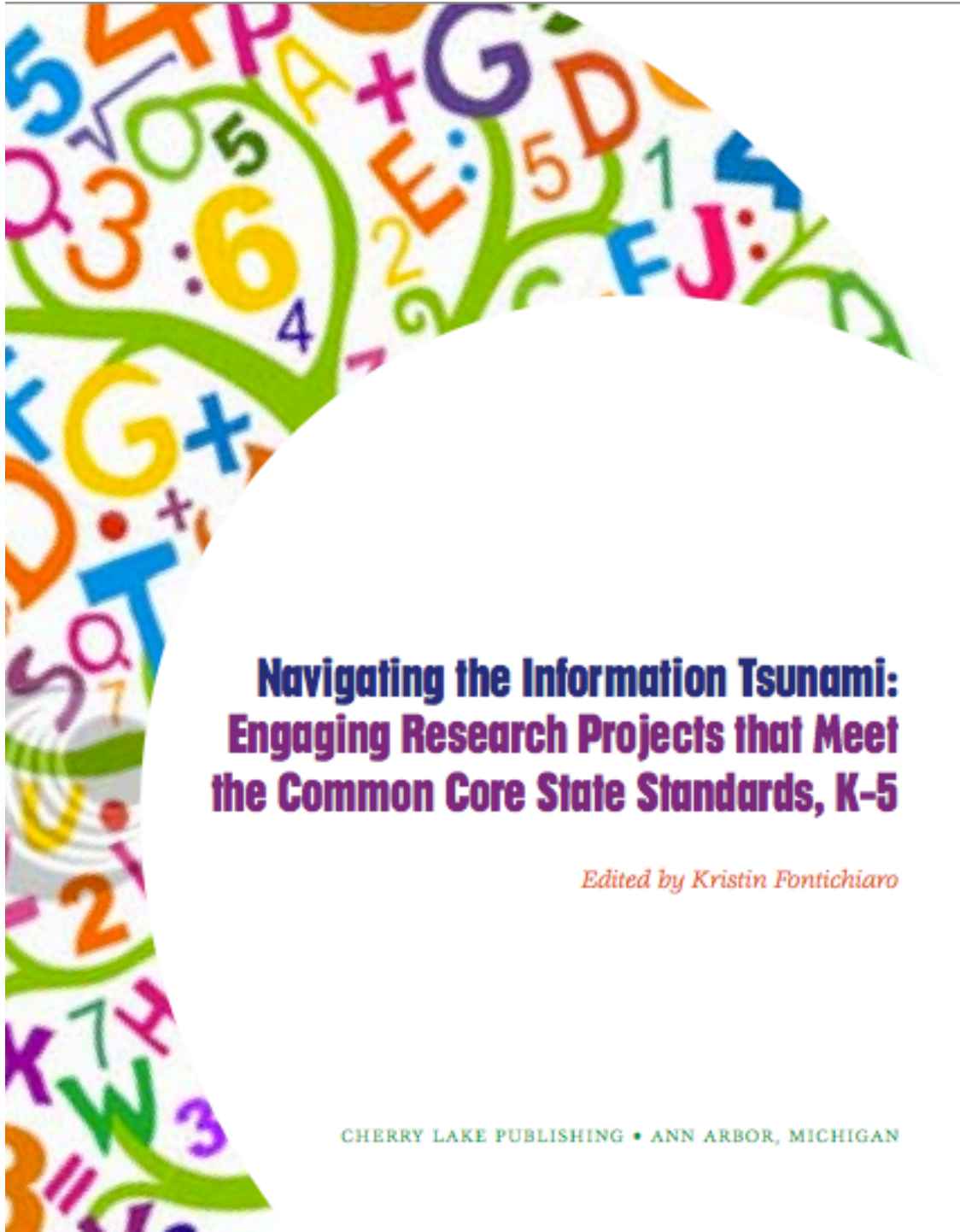
Internal Audience

Smashwords.com

School Libraries: What's Now, What's Next, What's Yet to Come



Edited by
Kristin Fontichiaro and Buffy Hamilton
Foreword by R. David Lankes



**Navigating the Information Tsunami:
Engaging Research Projects that Meet
the Common Core State Standards, K-5**

Edited by Kristin Fontichiaro

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External Audience

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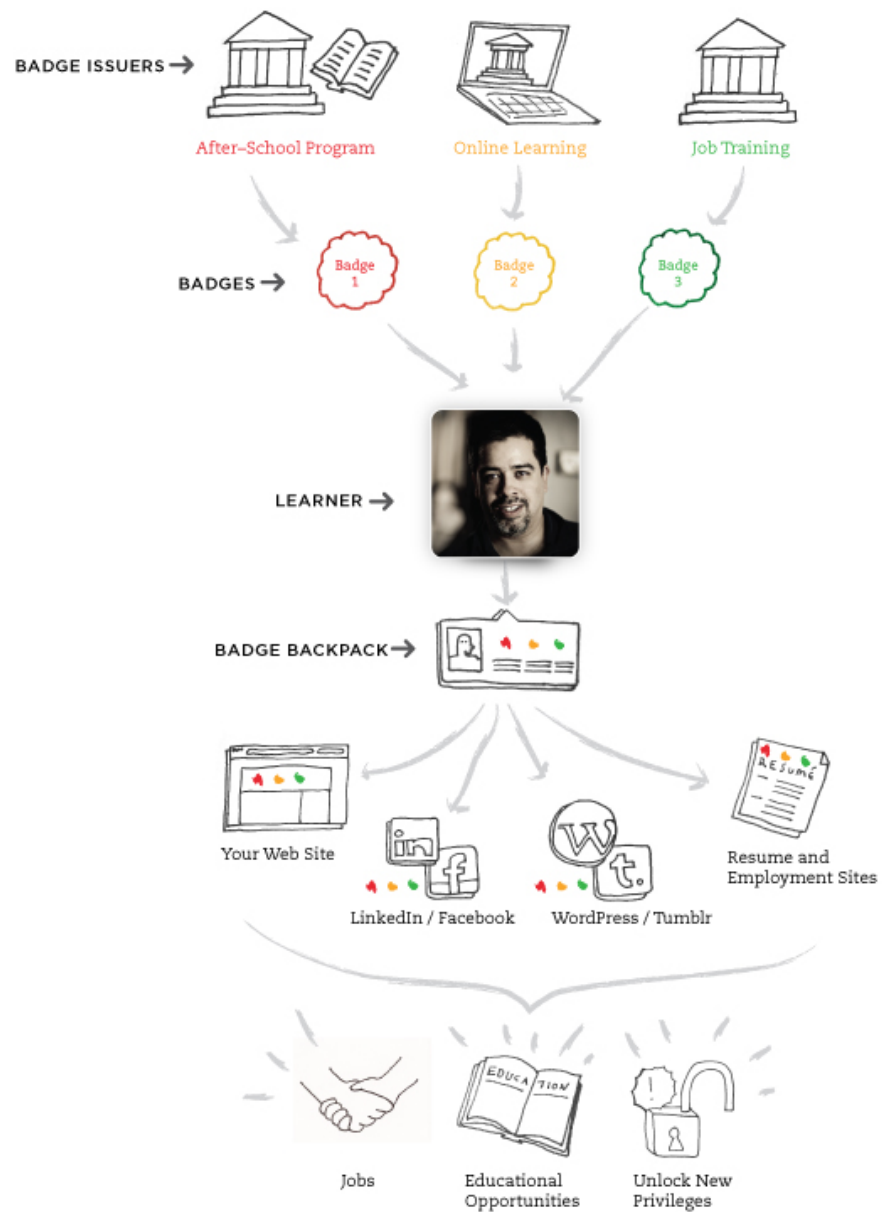
You earned this badge by being curious about what badging was all about. Thanks for your curiosity! Now that you're here, take a look around and the ways other people are experimenting with badges. Does anything seem novel? fun? worth building upon with your students and/or colleagues? Are badges a big deal or just a new name for existing practice? Was this badge too easy to be valuable? ***** We'd love to hear your ideas. Are you good at coding? Want to pitch in on this open-source project? We'd love to have you help. ***** To pitch in with coding, let Greg at greg [at] austiclabs [dot] com know. ***** If you have ideas -- or questions -- about how badges might be used in schools or libraries, drop Kristin a line at the University of Michigan School of Information -- font [at] umich [dot] edu. ***** Oh, and if all of this badge stuff seems just a bit too abstract, take a look at this bundle of links:<http://bitly.com/bundles/activelearning/1> . ***** Have fun, and please share your thinking with us. We want to know!

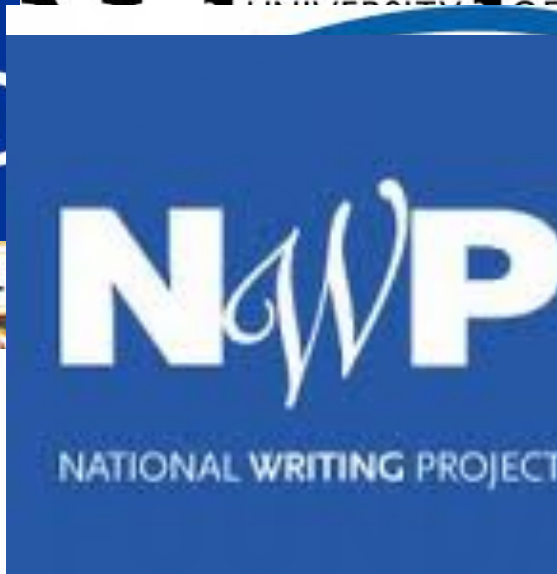
Tags:

nekls

curiousbadger

Investigating Reform: What's THIS about?





ingTimes



Microsoft®



MANUFACTURING
Institute

AU
IT N



girl scouts
of greater chicago
and northwest
indiana

Not to mention our very own ...

Drum roll, please ...



***Young Adult Library
Services Association***

www.ala.org/yalsa

Image: 'Spring Lamb'
<http://www.flickr.com/photos/19387816@N00/229819241>



Badging for learning is in its infancy.

“Everybody” says it’s awesome for K-12. Is it?

How will you know if you don’t investigate it for yourself?

{action steps}

**Reach out to colleges of education
(to show more than tell).**

Share inside and outside LibraryLand.

Actively evaluate education “reforms.”

ARTISAN



**“The mission of librarians is to improve society by
facilitating knowledge creation in their
communities.”**

- R. David Lankes
The Atlas of New Librarianship

{action step}

Prioritize.

**Choose fewer high-impact activities instead of
numerous diffuse ones.**

I WANT YOU!



**CULTURAL ANTHROPOLOGIST
PEACE CORPS WORKER
STRATEGIC TECHNOLOGIST
BUILDER OF STRONG SCHOOLS
ADVOCATE
ARTISAN**

**There are many ways
to be a leader. But
BEING A LEADER
is not negotiable.**

Judy Lawson, UM School of Information

What kind of

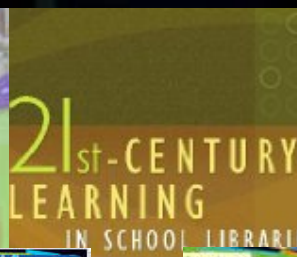
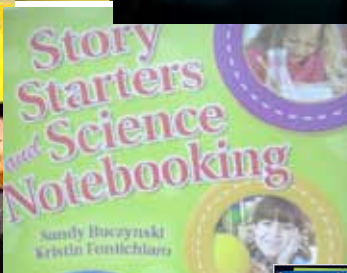
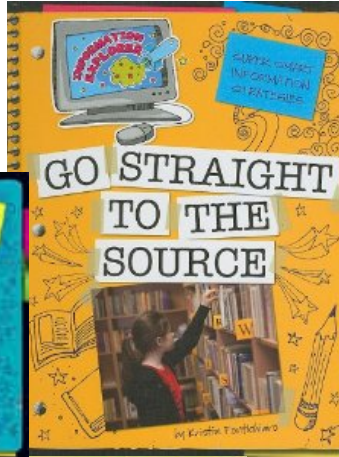
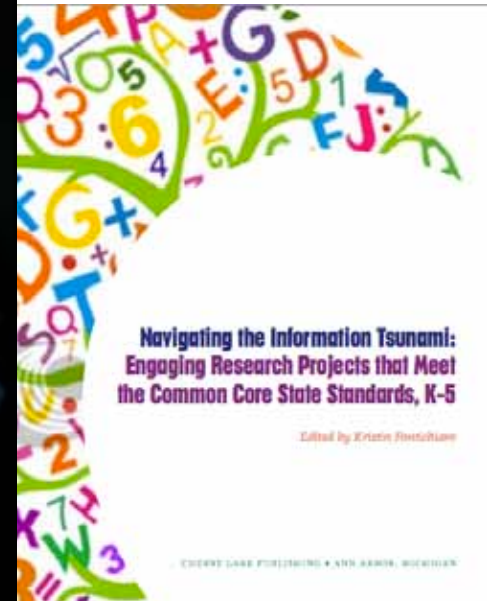
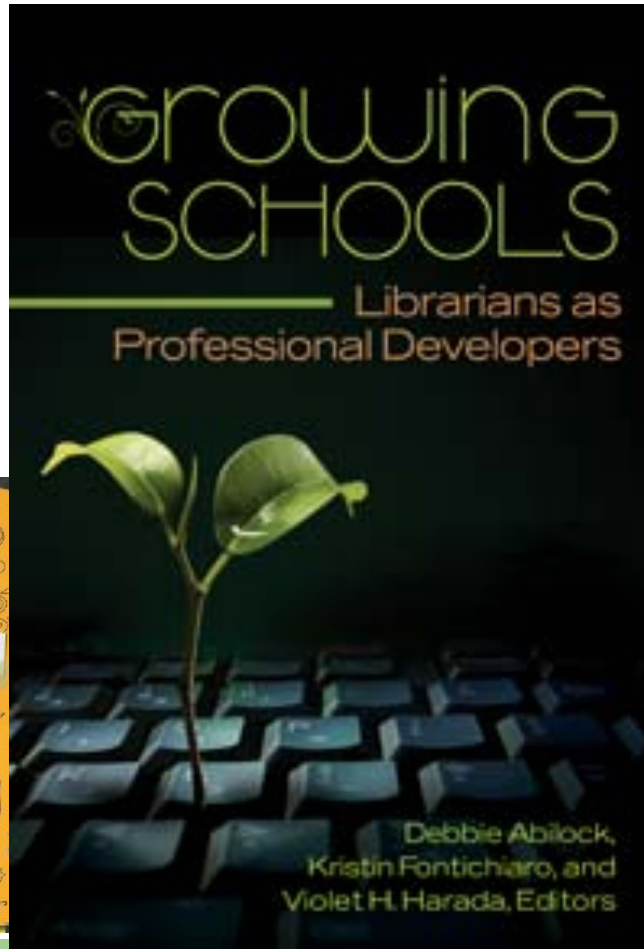
LEADER

will you be?

Questions?

font@umich.edu

@activelearning



School Libraries: What's Now, What's Next, What's Yet to Come



Information Literacy in the Wild



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<http://bit.ly/fontblog>