



COLLABORATION **Some BIG IDEAS**

“For students engaged in inquiry-based learning, collaboration is more than an added bonus; it is the life force behind such instruction.” Violet Harada – *Inquiry Learning Through Librarian-Teacher Partnerships*

RESEARCH connects improved student performance and collaboration between teachers and school library media specialists because:

- Teachers and SLMS have highly complementary areas of expertise. This makes higher quality plans and learning experiences likely.
- SLMS and teachers working together benefit from highly focused use of precious time, and shared work load.
- Learners know that the process and the products are meaningful to their teacher. Motivation and new learning result.
- Learners benefit from the enhanced teacher/student ratio
- Communication and instructional styles of two professionals have an increased chance of matching the optimum style for more learners
- Both professionals tend to do their best work and attend to best practice in planning, instruction and assessment
- Greater access to quality resources, technology, and diverse formats improves products
- Support in developing relevant questions, useful strategies, and in communicating new learning is enhanced
- Ongoing assessment for improvement, substantive conversation, and focus on essential questions and unit questions is integral to authentic learning
- Collaborative practice builds real world and community based connections
- The Library Media Center becomes an active agent in the curriculum of the school
- Instructional teams help kids acquire content, skills, and habits of mind
- Creative synergy and collegial problem solving combine to motivate learners and help them succeed
- Mastery of knowledge in the content areas results from student inquiry through:
 - Generating questions
 - Investigating
 - Verifying
 - Creating
 - Communicating

