

Learning Commons Guidelines



The goal of the learning commons is to enable all students to be engaged thinkers and ethical citizens with an entrepreneurial spirit. The concept of a learning commons is a shift in thinking from a library as a physical space that is a repository of books, to an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning. A learning commons is an agile and responsive learning and teaching environment available to individuals and groups to use for multiple, often simultaneous, purposes. It supports literacy, numeracy, competency development and student learning outcomes through access to and instruction in the effective use of print and digital resources. The learning commons approach functions best when learning experiences in the school community are coordinated to support student learning outcomes through collaborative planning, teaching and assessing.

The learning commons should:

- support the development of competencies in many areas, including the gathering, analysis and evaluation of information;
- provide support, space and resources for inquiry, play and imagination;
- provide support, resources and opportunities for transferability of learning to support broad exploration and inquiry that leads to deeper learning;
- provide and support technology for learning to enable creation, collaboration and communication;
- provide student access to and guidance on the use of:
 - online public access catalogues (OPAC);
 - online licensed and open access resources;
 - quality print and digital learning resources in multiple formats that are reviewed to ensure they address a diverse range of student learning and developmental needs.
- focus on quality learning resources in multiple formats and provide exposure to a wide variety of Canadian and international resources (fiction and nonfiction) which reflect multiple perspectives, promote literacy and numeracy and develop students' interests and competencies beyond the school setting. These resources should include those that:
 - recognize and respect Indigenous knowledge and ways of knowing of the First Nations, Métis and Inuit peoples;
 - reflect and support the cultural and linguistic perspectives of Francophone communities.
- provide high quality learning resources in English, French and other languages, as applicable, in order to support instruction and self-directed reading;
- be flexible enough to provide teacher support in person or via technology, in varied full-time equivalencies or shared among schools/districts; and
- continue to promote intellectual freedom.