

Sustainable ENERGY - I love this theme for conference. I am here to talk with you about a significant development in our library work at IICS and to encourage you to begin your own exploration of how your library can become an Inquiry Library. We are finding that this development is sustainable and transformative. My hope is that you will leave this workshop with some ideas from me and from your colleagues here and that I will learn some new things from you too.

When I was submitting this workshop I had to specify which thread it would be addressing and I chose 'generating enthusiasm'. When I suggested this workshop we had been on our Inquiry Library Journey for all of a couple of months and what we were experiencing as a library team was that our own enthusiasm was growing not diminishing and I think that was because of the engagement our students and staff had with all the things we were doing.

Now we have had all of 7 months on this journey I can see that we are also empowering learning and energising partnerships.

Before all that just to let you know who I am. I am Amanda Bond and a New Zealand trained Teacher Librarian. I studied as a TL through Auckland College of Education while teaching English at Rangitoto College. I originally just signed up for one Infolink paper and then got hooked on how transformative school libraries can be in student learning. After an extended time out of schools while our younger son was growing I returned to teaching at Takapuna Grammar school as a TL. I am a member of SLANZA and have attended many great conferences and workshops run by our association. I am a registered librarian through LIANZA and completed my re-registration last year. So I am working on my second revalidation professional journal. Eventually our family's close relationship with the land of Turkey beckoned us and I was fortunate to gain a job as Teacher Librarian at Istanbul International Community School. IICS is a K-12 school which means I now work with 3 years olds through to 18 year olds. Quite a steep learning curve in my first year - with the littlies. By the way - New Zealand trained teachers and librarians are in great demand in the International School market.

Now let me just take some time to get to know you. Please stand when any of these statements apply to you

- I come from Wellington/ South Island/ Christchurch/ North Island/ Auckland/ Overseas
- I am a school librarian
- I am the only librarian in my school
- I work in a library team at school
- I work in a primary/ secondary school
- I have been a librarian for less than 5 years/ less than 10 years/ more than 15 years
- I regularly work with students and teachers to assist with their teaching and learning
- I have been to a workshop on Inquiry Learning with Kath Murdoch

Thank you - I hope you don't feel like jacks-in-a-box.

The reason I asked about Kath Murdoch was that in November last year I was fortunate to attend a weekend workshop run by Kath about Inquiry Learning. Have you ever had one of those professional development moments when all of the previous workshops and conferences you have attended, papers and blogs you have read suddenly came into sharp focus? I experienced a coming together of years of training and thinking about Inquiry while at this workshop. Because Kath ran this workshop in Istanbul she was able to spend another whole day with all the teachers in our primary school AND the library team. Can I just encourage you to attend one of her workshop if you get the chance or connect with her on her website, read her blog, her books and yes she is on twitter as well.

Kath looks at student centred and student driven inquiry. She challenges us to respond to student voice and encourage them to question and to search for answers.

The epiphany I experienced that weekend was when Kath challenged us to think of ourselves not as teacher of Inquiry but as Inquiry Teachers. She asked the question "What does a true Inquiry classroom look like?" This led me to ask "What does an Inquiry Library look like?" and our library team has made the commitment to explore some answers to this question.

We started with creating a wonderwall - well in our library it is a wonder door - we have limited wall space. The door of the library each week has a new wonder question on it and the students are invited to post their answers using post it notes. We use the website Wonderopolis <http://wonderopolis.org/> for some questions but were quickly surprised at how easy it was to generate our own questions and for the students to generate questions. We place the previous week's wonder on the other side of the door with all the books and websites we used to answer the question.

This form of question and answer has been so popular I have seen it spring up in other places around the school. A colleague at another Istanbul school wrote about it in his library studies forum and received some very positive responses which he was good enough to share with me

"The example of the post it note allowed students to engage without the pressures of the right answer or proper procedure which brings learning back to one of its essential properties, inquisitiveness. Setting a challenge but not prescribing the path to success enables students to find their own way, in their own time, allowing for ownership of the process."

"I also really appreciate the examples you gave of incorporating play into the library. The post-it example facilitates intrinsic motivation by piquing students' curiosity through an interesting question. It also creates a version of the collaborative research environment Kuhlthau describes by allowing students to see other approaches and responses to the question."

Simmons, Michelle. "LIBR:287: Information Literacy." *Lesson #5 Discussion*. San Jose State University, 2013. Web. 3 March 2013.

The wonderwall has been sustainable and we will be continuing it next year.

Kath is very keen on using thinking routines to encourage students to engage with Inquiry. We have been using some of the routines to assist with reflection and engagement. One grade 3 topic was about the impact of communication technologies on our lives. We found some very odd looking “telephones” on Google image search - the early phones do look strange. We gave the pictures to the students in a “I See - I think - I wonder” thinking routine. They firstly had to describe just what they saw. Then they had to say what they thought the object was and finally they had the chance to formulate some questions. They were so excited about these question and when we showed them a table identifying what their object was and when it was invented the question exploded.

Our “Blind date with a Book” promotion took a life of its own as we added a touch of curiosity with that too. We wrapped all the books in plain brown paper and added one sentence clues about them. We chose Young Adult fiction which related to “International Mindedness”. I had read most of the books and knew they were not the popular blockbusters but would be great reads. The challenge was to choose a book and then to read it no matter how different it was to you usual selection. There was no hesitation. Our students rose to the challenge in such a huge way that we could barely keep up with the demand. There was so much delight in the books and a lot of sharing with friends. As it happens the challenge was in March and even at the end of the year we were still circulating some of those titles for summer reading. Again - this is something we will do again and was met with such enthusiasm. If I had known how successful a book promotion technique this was I would have wrapped up books years ago.

So we have made our mission this year to try to become an Inquiry Library. We use Follett Destiny as our LMS. From grade 2 up our students are given their own username and password to their account and other special features. We are deliberately asking students to manage their own accounts. They check whether they have books and when they are due. They maintain their virtual shelves - I am reading, I have read, I want to read. When we are asked a question about anything in the library we use it as an opportunity to help the student answer their own question and thus become more independent inquirers.

I am fortunate to have worked with Kelly Blackwell, a kiwi librarian working in Sofia, Bulgaria during the weekend workshop and together we came up with some of these ideas. Kelly decided to work on incorporating student voice and inquiry for collection development. She had large pieces of paper hanging on her library walls with suggestions for purchasing and another for student favourite reads. I am fortunate to work with a team who share my enthusiasm for

becoming Inquiry Librarians. Now it is your turn. Take the final five minutes of this workshop and think “What can I do to make my library an Inquiry Library?” Share your ideas with your neighbours and with me.

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