OER
and
School Libraries
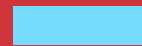
Linda Guthrie

Teacher Librarians

A teacher librarian holds recognised teaching qualifications and qualifications in librarianship, defined as eligibility for Associate membership for the Australian Library and Information Association [ALIA]

Steal Like An Artist – "Do good work and share it with people" by Austin Kleon is licensed under CC BY-NC-ND 2.0

Collection Development

○ Ensures a wide range of physical and digital content in appropriate formats

○ Inclusive of students with diverse learning, linguistic, cultural, social, religious, socioeconomic and developmental backgrounds

○ Suitable for school context

○ In compliance with legislative, administrative and organisational requirements

Teacher-librarian or resource centre staff

Provide leadership in collaborating with teachers and leaders to select resources to support the teaching and learning program.

Provide advice to other teachers and leaders about the availability and management of a range of resources and particularly emerging digital resources to supplement more conventional resources.

Ensure a balance of resources that challenge children and young people to access knowledge and engage critically and sensitively with a range of ideas and views.

Comply with all relevant department policies and procedures.

https://www.education.sa.gov.au/doc/selecting-and-using-resources-educational-purposes-guideline

Selection criteria

School Libraries

o   Curated links on the school or Library Website

o   OER materials available via the Library Management System (e.g AccessIt)

o   Ethical use of OER materials supported by Information Literacy Workshops and class support

o   Well-designed ebooks incorporating embedded videos, quizzes
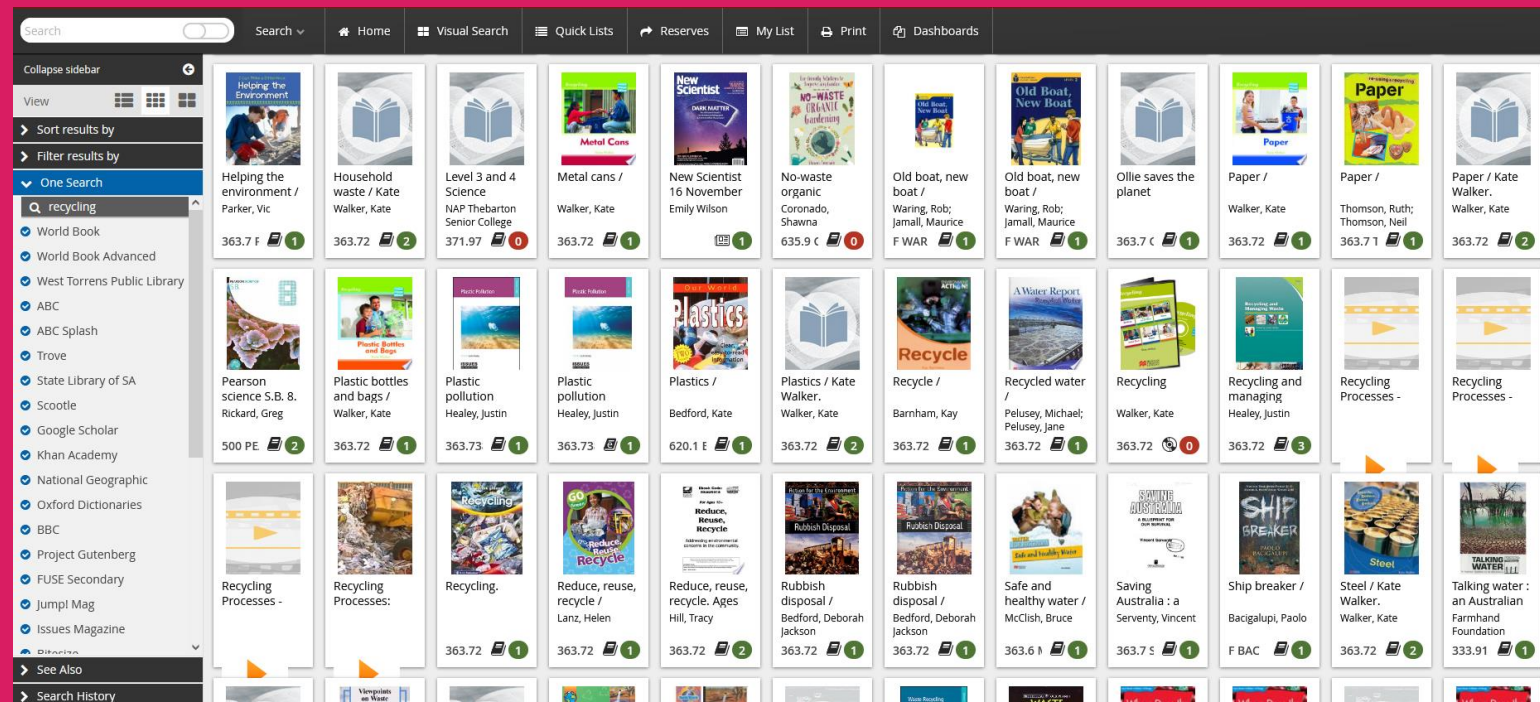
Towards success – trips and falls

o Difficulties in searching for appropriate texts – metadata

o Quality assurance

o Suitability for school context – (reading and year level, engagement)

o Alignment with the Australian Curriculum

o Inclusivity (content and access)

o Capacity to create, re-purpose, and adapt OER

o Time, workload, job description

o Financial commitment

What if?

The five areas of action of this Recommendation are:

Capacity building: developing the capacity of all key education stakeholders to create, access, re-use, re-purpose, adapt, and redistribute OER, as well as to use and apply open licenses in a manner consistent with national copyright legislation and international obligations.

Developing supportive policy: encouraging governments, and education authorities and institutions to adopt regulatory frameworks to support open licensing of publicly funded educational and research materials, develop strategies to enable the use and adaptation of OER in support of high quality, inclusive education and lifelong learning for all, supported by relevant research in the area.

Effective, inclusive and equitable access to quality OER: supporting the adoption of strategies and programmes including through relevant technology solutions that ensure OER in any medium are shared in open formats and standards to maximize equitable access, co-creation, curation, and searchability, including for those from vulnerable groups and persons with disabilities.

Nurturing the creation of sustainability models for OER: supporting and encouraging the creation of sustainability models for OER at national, regional and institutional levels, and the planning and pilot testing of new sustainable forms of education and learning.

Fostering and facilitating international cooperation: supporting international cooperation between stakeholders to minimize unnecessary duplication in OER development investments and to develop a global pool of culturally diverse, locally relevant, gender-sensitive, accessible, educational materials in multiple languages and formats.

unesco

The 2019 UNESCO Recommendation on Open Educational Resources (OER)

Supporting universal access to information through quality open learning materials

Towards success

o Teacher professional development

o Opportunites for SCIS to actively seek out, catalogue and make available OER texts suitable for schools

o More cost effective for schools to keep textbooks up to date and relevant

o Creating Learning and Teaching Resources: A Copyright Guide for Departments of Education and Non-Government Administering Bodies – Smart copying supports ethical use of information

o Collaborations between educators and librarians

o Collaborations between education institutions across primary school to secondary school to higher education (including libraries)

Linda Guthrie @GuthrieLK · Mar 8

Have you seen this @RMIT open educational resource for learning about colour and it's applications? The interactive features of the book are intentional – inviting participation. A new addition to your catalogue? @slasa @scisdata

rmit.pressbooks.pub/colourtheory1/

Colour Theory
Understanding and working with colour
Dr Lisa Cianci

SCIS
@scisdata

Replying to @GuthrieLK @RMIT and @slasa

HI Linda :) We've just checked and we have a catalogue record for this wonderful @RMIT resource. The SCIS ID is 5441744.

12:46 PM · Mar 14, 2023 · **13** Views

Towards success

o Teachers are likely to prefer resources they create, or that they have collaborated in creating

o Students creating OER in preference to using websites and apps (such as book creator)

o Interactive elements (quizzes, games, video) encouraging active learning and participation

o Teachers and teacher librarians adapting OERs by adding, or adding to, locally available resources

o Adapting texts to the local context

o Capacity to format shift to facilitate accessibility

o Inclusivity (colors, subtitles, transcript)

o Opportunities for representation

Learning area subject	HASS Strand: History		Year level	10		Unit 2 of 3
						5 weeks
Unit title	**Rights and freedoms**					
Description	Students learn about the ongoing struggle for rights and freedoms by Aboriginal and Torres Strait Islander peoples of Australia in the context of international human rights declarations since 1945. They understand that a key consequence of the Second World War was the Universal Declaration of Human Rights in 1948. Students consolidate their learning from Year 9 about Aboriginal and Torres Strait Islander peoples' struggle for equality prior to the Second World War. They learn how global civil rights movements, especially in the United States during the 1950-60s, were a catalyst for the movement in Australia. Students analyse at least 2 key events from the Australian movement in depth and make connections to the ongoing struggle for equality today by Aboriginal and Torres Strait Islander peoples and other groups.					
Learning intentions	In this unit students will: • understand that the Universal Declaration of Human Rights was a key consequence of the Second World War • empathise with the perspective of Aboriginal and Torres Strait Islander servicepeople after the Second World War • identify the 1938 Day of Mourning and Stolen Generations as context for the post-1945 civil rights movement in Australia • understand the effect of the Universal Declaration of Human Rights on First Nations peoples around the world being entitled to equality • broadly understand how nonviolence underpinned many post-1945 civil rights movements globally • identify differences and similarities between the US and Australian civil rights movements • understand Freedom Rides as one example of a protest method used in both the US and Australia • learn in-depth about another significant event in the post-1945 Australian civil rights movement, in addition to the Freedom Ride • gain a broad understanding of a variety of other significant events in the Australian civil rights movement during this time period • understand that First Nations peoples have had additional rights and freedoms protections globally since 2007 • know that significant inequality still exists between Aboriginal and Torres Strait Islander peoples and non-Aboriginal and Torres Strait Islander Australians • expand their perspective to consider other groups struggling for rights and freedoms since 1945.					

https://edi.sa.edu.au/curriculum-resources-module/units-of-work/7-to-10-units/year-10/rights-and-freedoms/HASS_History_yr10_unit2_RightsAndFreedoms.pdf

Towards success

o A national study: potential of OER texts in primary/secondary education

o Remove socioeconomic barriers to high quality resources

o Co-creating with students (primary, secondary and tertiary)

o Opportunities for representation

o Flexibility to remove content as needs change

o Development and strengthening of information and media literacy skills through co-creation of OERs

o The creation and co-creation of OERS suitable for primary and secondary school articulates alignment with relevant areas of the Australian Curriculum, including the General Capabilities

o Tertiary students link their work to the Australian Professional Standards for Teachers

Graduate	Proficient
Focus area 1.2 Understand how students learn	
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.

Graduate	Proficient
Focus area 4.5 Use ICT safely, responsibly and ethically	
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf

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Call to action

Continuing the conversation

o Collaborate with experts – universities, schools, education sectors

o Libraries Research Group at Charles Sturt University   phider@csu.edu.au

o School Library Associations