

Libraries as learning organisations – changing our approach to learning

Andrew Hiskens
Rebecca Ong

ALIA, Melbourne, 17 September, 2013



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LIBRARIES

“are we more mature
learning organisations
than we were three years
ago?”



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Libraries as learning organisations – changing our approach to learning

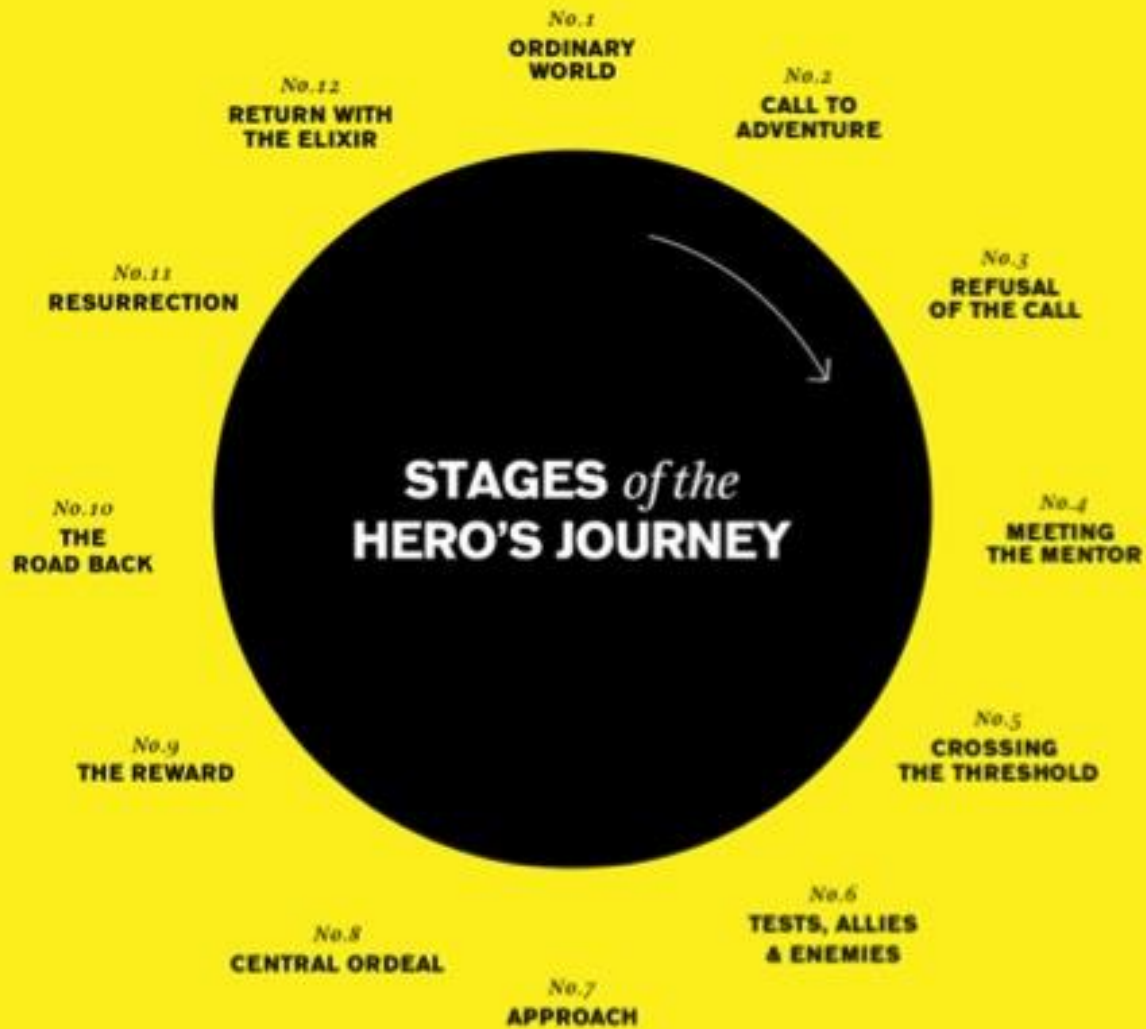
(or a hero's journey – the Cinderella approach to 'getting there')

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The hero's journey

Cinderella



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Ordinary World

Cinderella cleaning



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NSLA



Call to Adventure

An Invitation to the Ball



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Image http://2012.freeplay.net.au/wp-content/uploads/2012/08/Freeplay2011_LemonJousting-95991.jpg

“The first step in solving a problem is recognizing that there is one.”



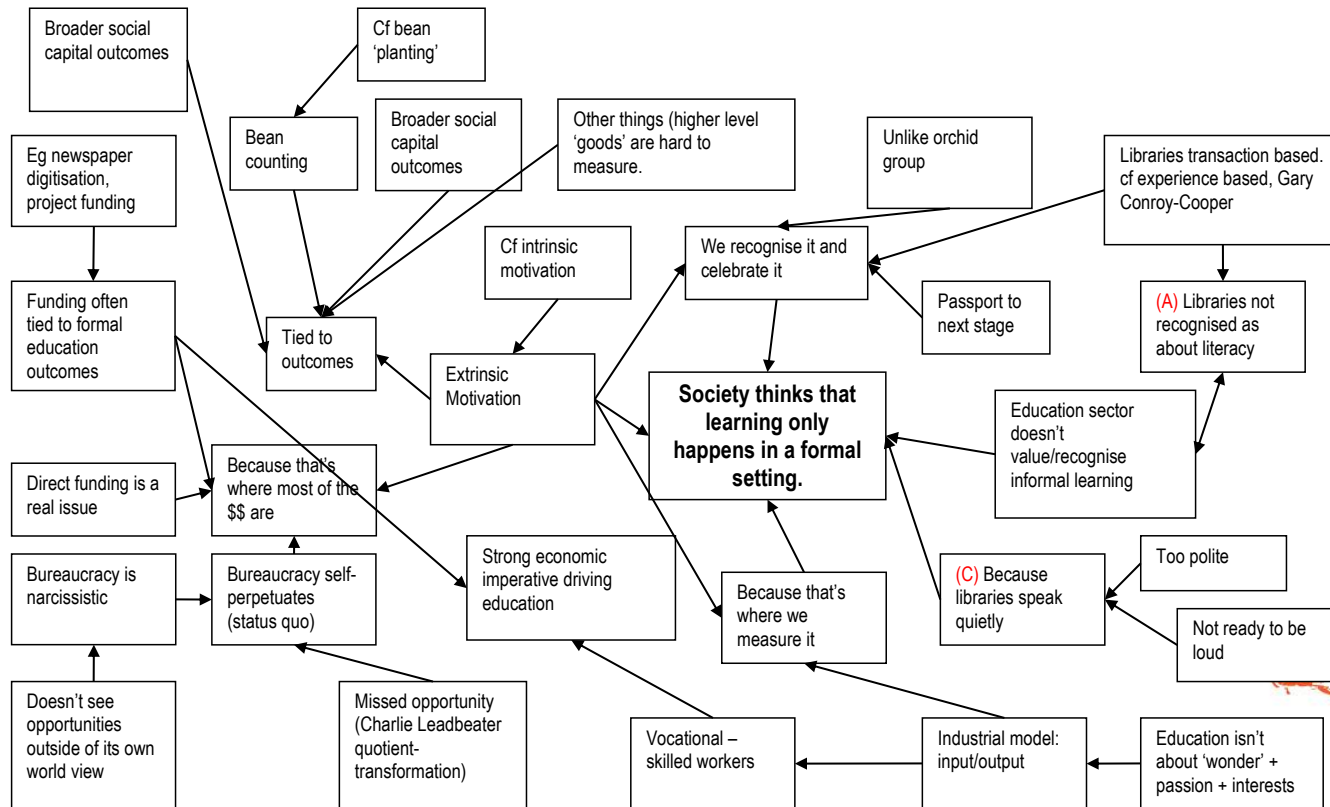
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Issue/problem definitions

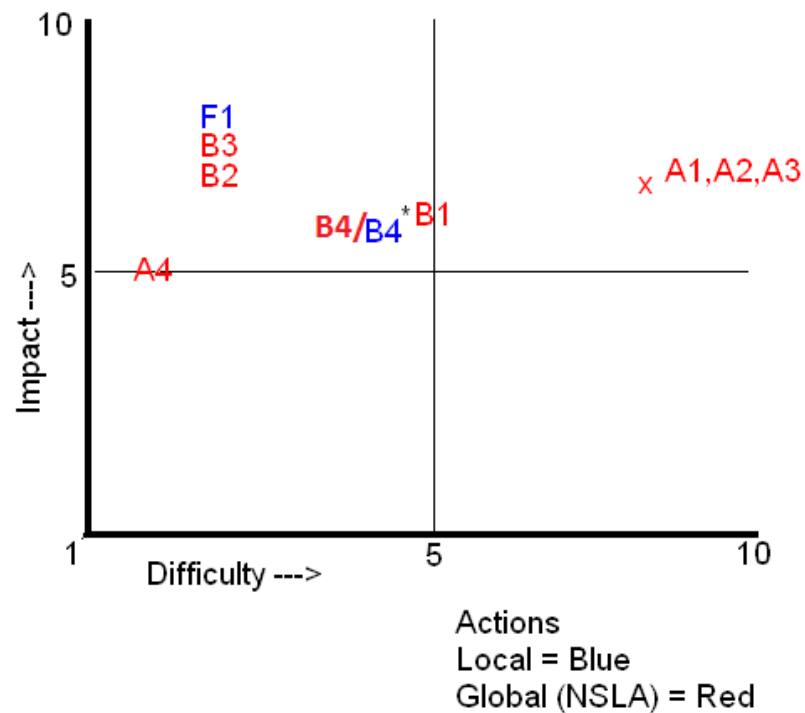
- Society does not have a habit of learning
- Society thinks that learning only happens in a formal learning environment
- Low literacy in society leads to low participation in society.



Problem map/s



Impact/difficulty matrix



Refusal of the call

Cinderella can't go...



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Meeting the Mentor

The fairy godmother



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Critical Friend

“a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person’s work as a friend. “

- Costa, A. and Kallick, B.



Crossing the threshold

Cinderella will go to the Ball...



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Process:

- SELF-EVAL^N
- PEER REVIEWED

EMERGING

'LEARNING
INSTITUTION'

DEVELOPING

ACTIVE
'LEARNING
INSTITUTION'

Literacy

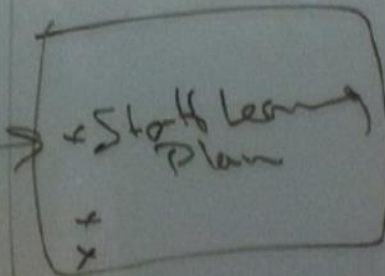
- Internal
 - Policy
 - Resources (staff comp)
- Public

x —————> 18 months

TIME

Learning

- Int
- Public



Tests, Allies and Enemies

The pumpkin carriage, the dress, the glass slippers



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Matrix brief

“to improve NSLA Libraries’ organizational understanding and practice as learning institutions and their ability to deliver literacy and learning programs to staff and public.”



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Learning organisation

- engaged in the delivery of literacy and learning programs within and for its constituent communities, and
- constantly evolving organizational understanding and practice and thereby modelling the adaptive power of learning to deliver the best outcomes for its communities.



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Domains	Starting	Knowing	Doing	Being
Learning and learners				
Internal	<ul style="list-style-type: none"> The concept of 'learning' is generally equated with 'training' Few resources are allocated for learning and development Staff perceive operational activities to be more important than learning Staff feel time poor but recognise their need to grow and develop There is a general desire to build understanding and to do things differently 	<ul style="list-style-type: none"> There is an awareness of the value of learning Staff are included in the dialogue about identifying learning needs The need for learning and development is acknowledged, but the area is under-resourced The complex nature of learning is recognised 	<ul style="list-style-type: none"> There is a clear understanding of the importance of meeting learning needs across the library Individuals assume responsibility for their own learning Appropriate resources are allocated to meet these needs Processes are in place to support formal learning activities The value of informal learning is recognised Technology, tools and processes are used to support the sharing of knowledge and expertise 	<ul style="list-style-type: none"> People represent the active force of the library Learning and development are integral to the library's future The ability to question, challenge, experiment and reflect is accepted practice All staff have their own personal development plans Opportunities for learning and mentoring are embedded in the daily operations of the library
External	<ul style="list-style-type: none"> The library focuses on transactional service provision for individual, passive clients Library staff act as gatekeepers to expert service A general sense of arrogance prevails: 'we are here for you, you will come to us' Complacent attitudes block the ability to address the barriers that exist There is a desire to build understanding and to do things differently 	<ul style="list-style-type: none"> Members of the community are aware of their specific learning needs Community learning needs are identified through dialogue and consultation Staff work with clients to develop options and choices for new learning opportunities The library is recognised as a venue where community members can meet and share ideas; it is viewed as a good place to learn 	<ul style="list-style-type: none"> Library staff believe they can contribute to other people's learning The library is recognised as contributing to the achievement of community goals Partnerships are developed to support strategies for collaboration within the community There are opportunities to work with community groups to co-create collective learning programs 	<ul style="list-style-type: none"> The library works with the community: programs and services are underpinned by community consultation Community learning is embedded in all aspects of the library's services and programs Multiple learning approaches are available: onsite, offsite, online, participative, collaborative and social The community supports and advocates for the library as a centre of formal and informal learning

Approach

Cinderella arrives



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Central Ordeal

Cinderella falls in love...



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The Reward

The Prince falls in love...



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The Road Back

Midnight – the flight...



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Resurrection

The shoe fits...



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Making the shoe fit...

Starting = Awareness
Knowing = Discussion
Doing = Implementing
Being = Embedding



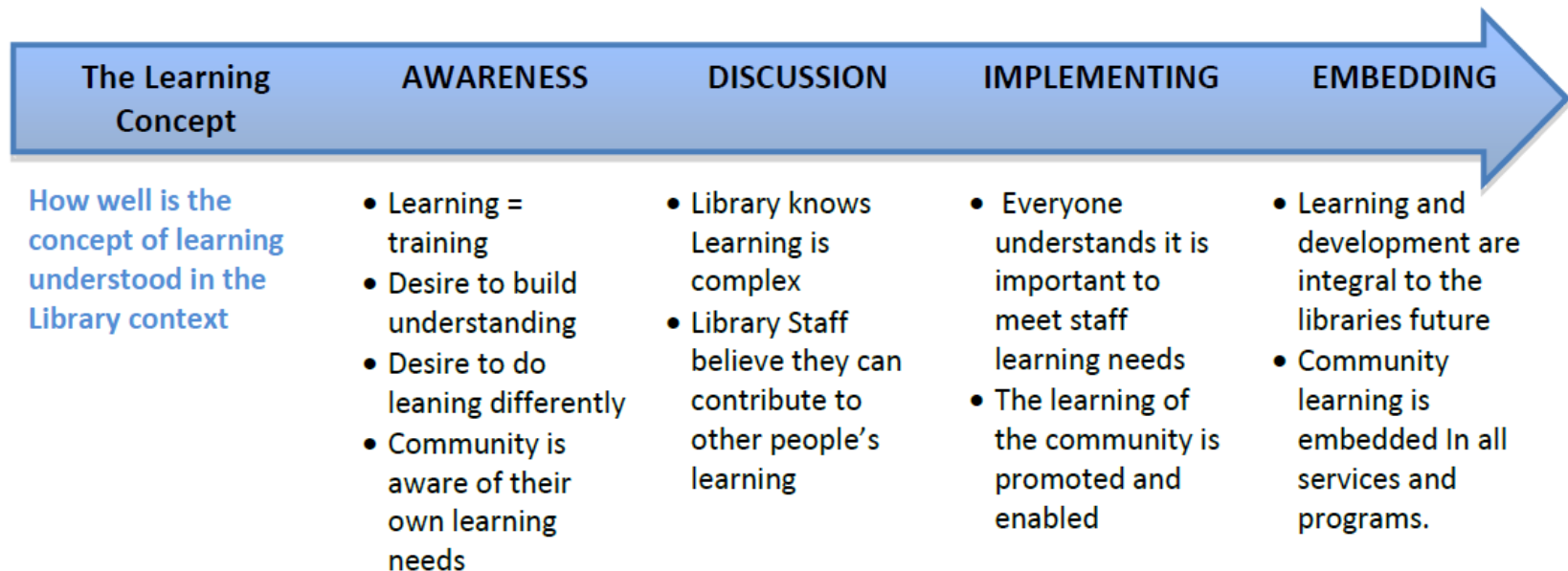
Return with the Elixir

The world changes...



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NTL - advagram



Validation

“...your framework captures the complexity of both the dimensions of learning and the developmental nature of learning, based on theories and models...”



Validation

“I see applicability in many of the framework dimensions, if I just change “library” to “organization.””

Sandra Palmer, Learning Consultant
Office of Biometric Identity Management (OBIM)
National Protection and Programs Directorate
US Department of Homeland Security



(New) ordinary world

Happily ever after...



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Yes (or maybe?)



**TO BE
CONTINUED...** 

Credits

Project Sponsors:

- State Library of Victoria – Sue Hamilton, succeeded by Sue Roberts
- State Library of Western Australia – Margaret Allen

Literacy and Learning Group

- State Library of Victoria – Andrew Hiskens (Project Manager)
- State Library of Western Australia – Anne Rennie, succeeded by Rebecca Ong (Project Manager)
- Libraries ACT– Rachel Davis
- LINC Tasmania – Jane Forward, succeeded by Helen Ebsworth
- National Library of New Zealand – Geraldine Howell, supported by Andrew Cowie
- Northern Territory Library – Anja Tait, Kerry Blinco
- State Library of New South Wales – Megan Perry
- State Library of Queensland – Jane Cowell, supported by Deb Miles
- State Library of South Australia – Geoff Strempel, succeeded by Shane Cathcart and Nel Duffield
- Honorary member – Adjunct Professor Gillian Hallam, QUT



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