Creating a culture of critical literacy

Three key mindsets for school librarians

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CAROL S. DWECK, Ph.D.

mindset
THE NEW PSYCHOLOGY OF SUCCESS
HOW WE CAN LEARN TO FULFILL OUR POTENTIAL

* parenting
* business
* school
* relationships

MINDSET
HOW YOU CAN FULFIL YOUR POTENTIAL

* Business
* Parenting
* School
* Relationships

“Through clever research studies and engaging writing, Dweck illuminates how our beliefs about our capabilities exert tremendous influence on how we learn and which paths we take in life.”
—Bill Gates, GatesNotes

DR CAROL S. DWECK
mindset

/ˈmɪn(d)set/

noun

the established set of attitudes held by someone.
"the region seems stuck in a medieval mindset"
TEACHER
Poles Apart

Information Literacy

- Identify
- Find
- Apply
- Evaluate
Information Technology  Mathematics  Arts  Physical Education
Music  Biology  Geography  English  Chemistry
Physics  History
What school librarians need to know

• **Syllabus.** Towards what curriculum goals are students working? What subject and topic-specific questions do they need to answer? What “content” must they cover? What ideas and concepts must they learn? What skills? What understandings?

• **Schemes of work.** How is the syllabus being delivered? How is teaching and learning structured in terms of topics and progression over time? What tasks are teachers requiring students to do?

• **Assessment.** What is the format of student assessment? According to what criteria will student work be assessed? What are the assessment objectives, whether set down by the exam board or defined by teachers?

• **Student variables.** What specific challenges will students need to overcome? What are their strengths and weaknesses? From where are they starting?
2c. Content of Drama and poetry pre-1900 (Component 01)

Learners are required to study one play by Shakespeare which will be assessed in Section 1 of this component. In addition, learners are required to study one pre-1900 drama text and one pre-1900 poetry text which will both be assessed in Section 2.

For Section 1, the Shakespeare plays have been chosen carefully to ensure a varied selection for both teachers and learners. This section requires learners to demonstrate their detailed knowledge and understanding of their chosen play.

For Section 2, the texts have been chosen carefully so that they illuminate one another and so that learners are able to establish connections between their chosen texts from the genres of drama and poetry. Learners are expected to demonstrate their appreciation of the significance of cultural and contextual influences on the writers, readers and/or audiences and be able to explore relationships between their chosen texts. This section requires learners to read texts in a variety of ways and respond critically and creatively.

### Drama and poetry pre-1900

<table>
<thead>
<tr>
<th>Section 1 set texts: Shakespeare</th>
<th>Knowledge, skills and understanding</th>
<th>Learners should be able to:</th>
</tr>
</thead>
</table>
| Learners study one Shakespeare play:  
  - Coriolanus  
  - Hamlet  
  - Measure for Measure  
  - Richard III  
  - The Tempest  
  - Twelfth Night | Learners are required to analyse the text in close detail, exploring Shakespeare’s use of language and dramatic effects. Learners are required to consider issues raised in a specific extract in relation to their understanding of the play as a whole. Learners are required to explore ways in which the chosen play/ies have been interpreted by different audiences, including over time. |  
  - analyse ways in which Shakespeare shapes meanings in the chosen play including the function and effects of structure, form and language  
  - articulate informed, personal and creative responses to the chosen Shakespeare play, using associated concepts and terminology, and coherent, accurate written expression  
  - explore the play informed by different interpretations  
  - consider different interpretations across time. |
3b. Assessment objectives (AO)

There are five assessment objectives in the OCR A Level in English Literature. These are detailed in the table below. Learners are expected to demonstrate their ability to:

<table>
<thead>
<tr>
<th>Assessment Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1</td>
</tr>
<tr>
<td>AO2</td>
</tr>
<tr>
<td>AO3</td>
</tr>
<tr>
<td>AO4</td>
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<tr>
<td>AO5</td>
</tr>
</tbody>
</table>
### 3b. Assessment objectives (AOs)

There are three assessment objectives in OCR’s A Level in History A. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

<table>
<thead>
<tr>
<th>Assessment Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AO1</strong></td>
</tr>
<tr>
<td><strong>AO2</strong></td>
</tr>
<tr>
<td><strong>AO3</strong></td>
</tr>
</tbody>
</table>
1. Overview of the requirements
2. Choosing a topic – Different approaches
3. Getting started. Information for learners
4. Topic Choice and Assessment Objectives
5. Submission of titles
6. Research and development
7. What should be done at the end of the research process
8. Some key points to note
9. Sending of work to OCR
10. Further guidance
11. Appendix - an example of annotated coursework
12. Appendix 2
13. Appendix 3
It is clear that there is no classification of the Universe that is not arbitrary and full of conjectures. The reason for this is very simple: we do not know what kind of thing the universe is.

(Jorge Luis Borges)
“No amount of detailed signage will fix the fact that the DDC reflects one man’s white, Christian, American, nineteenth-century worldview.”

Halley Zanconato, Dartmouth (MA)  
High School Librarian
Primary classification

English Literature    Philosophy
History             Religion
Society             Maths
Modern Foreign Languages     Science
Classics             Arts
Secondary classification

MODERN LANGUAGES
French, Spanish, Chinese, German, Italian, Russian

SCIENCE
Biology, Chemistry, Science
Tertiary classification

LANG
FRE
843.8
MAU
Planet of the bugs: evolutionary biology
Scott Richard Shaw. (201...
Science - Biology
SCIE BIO 595.7 SHA

Galileo's finger: the ten great ideas of science
Science - Physics
SCIE PHY 501 ATK
Upper School resources

Subject guides

These subject guides should help you find resources for prep, coursework, exam preparation and independent learning.

If you've got suggestions for improvements, please speak to Dr Gardner

Quick links

- MASSOLIT
  - Video lectures
- Scholarly publications
- Referencing
- Encyclopaedia
- Dictionary
- Current affairs online
These reading resources will help you develop your knowledge and thinking for the Philosophy exams and for independent reading and research.
The grapes of wrath

This guide to *The grapes of wrath* by John Steinbeck will help you prepare for the comparative and contextual essay on American Literature 1880 - 1940.

Use the links opposite to find criticism, including books, articles and podcasts, that will help you to grips with the text and meet particular assessment objectives (A0s).

Your essay should:

- demonstrate appreciation of the significance of cultural and contextual influences on the writers and readers of the texts (A03); explore connections across the texts (A04); articulate informed, personal and creative responses to the chosen texts using appropriate concepts and terminology (A01); explore the texts informed by different interpretations (A05)
“The essay should include an explanation and analysis of different perspectives on a clearly-stated historical issue, drawing on a range of primary and secondary material.”

(OCR, 2016, p.105.)
<table>
<thead>
<tr>
<th>AO1</th>
<th>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO2</td>
<td>Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</td>
</tr>
<tr>
<td>AO3</td>
<td>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</td>
</tr>
</tbody>
</table>

Assessment Objective

AO1
Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

JSTOR

Access to the best in scholarly research and thinking

Articles from more than 1,800 leading academic journals

Thousands of books and four primary source collections

Search, browse, read, download, share and print

For help using JSTOR, click here or collect a printed guide from the library
THAT'S GREAT,

BUT WHAT'S IN IT FOR ME?
WHAT DEVELOPERS TYPICALLY TRY TO SELL

WHAT CUSTOMERS ACTUALLY WANT
Accessing and reading peer-reviewed material

Most scholarly material is locked behind paywalls, but you can access a huge amount of it through JSTOR. JSTOR is the single largest repository of scholarly material, with articles from more than 1,800 academic journals covering the arts, humanities and sciences.
Finding peer-reviewed material

The easiest way to find scholarly material online is to use Google Scholar. Google Scholar will give you hits from academic publishers, scholarly journals, professional and university websites - and nothing else. This guide offers useful advice on how to get the most of out of it.
Research strategy

To save time and make your search for reading as effective as possible, you need to identify what sort of reading material you're looking for - before you start looking for it.
Referencing

To ensure you get maximum credit for the sources you've drawn on in your essay, you need to create inline citations and a bibliography using a consistent style.

The Abingdon style is APA. For help using it, try CiteThemRight, logging
<table>
<thead>
<tr>
<th>Assessment objectives (AOs)</th>
<th>Component weightings (approx %)</th>
<th>Overall weighting (approx %)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper 1</td>
<td>Paper 2</td>
</tr>
<tr>
<td>AO1</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>AO2</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>AO3</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>AO4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>AO5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Overall weighting of components</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Section 2: Data, information collection methods and sampling framework.</td>
<td>7 out of 60 marks, or 12% of the total</td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td><strong>Level 3 (5-7 marks)</strong></td>
<td>There is a good knowledge and understanding of a range of data collection methodologies, including suitable quantitative and / or qualitative approaches, which are justified with limitations outlined, appropriate to the investigation and explained in detail.</td>
<td></td>
</tr>
</tbody>
</table>
"The mark scheme assesses knowledge and understanding of the topic...

- Distinction (D2): • very good level of understanding and/or knowledge, expressed in well argued responses with relevant illustration
- Merit (M2): • good level of understanding and/or knowledge; responses showing some ability to develop argument with appropriate illustration"
<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>Mark band</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO2 Use resources</td>
<td>7–10 marks</td>
<td>Evidence of detailed research involving the selection and evaluation of a wide range of relevant resources. Critical analysis and application of the resources with clear links made to appropriate theories and concepts.</td>
</tr>
<tr>
<td>obtain and select from a variety of resources</td>
<td>4–6 marks</td>
<td>Evidence of some research involving the selection and evaluation of a range of relevant resources. Some analysis and application of the research, with links made to appropriate theories and concepts.</td>
</tr>
</tbody>
</table>
TECHNOLOGIST
CAN I HAVE YOUR ATTENTION PLEASE!
Come to the Dark Side
We have cookies.
As hard as it is to get attention...

HOLDING ON TO ATTENTION IS EVEN HARDER.

8.25 SECS

80%
80% of visitors abandon a website in <5 seconds.

55%
55% of web page views get less than 15 secs of attention.

WAIT, WHAT WERE WE JUST TALKING ABOUT???
The Attention Merchants
The Epic Scramble to Get Inside Our Heads
Tim Wu
Author of The Master Switch
I want WHAT I want to appear the MOMENT I want it on the VERY Spot on which I FIRST wanted it!!

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KEEP CALM AND THINK DIGITAL FIRST
Is that You?
Introductory criticism

Introductions to critical themes, arguments and perspectives for *The grapes of wrath*

**Assessment objectives:** contextual influences (A03); connections across texts (A04); concepts and terminology (A01); different interpretations (A05)

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**The grapes of wrath: critical insights** edited by Keith Newlin (2010). Physical copy available in the school library

This book brings together a wide range of criticism on *The grapes of wrath*. Its focus includes literary methods and devices, contextual influences, connections across texts and different interpretations using particular critical perspectives.

**John Steinbeck's The Grapes of Wrath (Bloom's Notes)** edited by Harold Bloom (1995)

This book brings together seven major critical essays on *The grapes of wrath* along with an introduction setting the novel in historical and literary context.

**The grapes of wrath: text and criticism** edited by Peter Lisca and Kevin Hearle (1992)

This wide-ranging collection of scholarly criticism includes essays on the contemporary social context and reception of *The grapes of wrath* along with criticism along a variety of themes and from a number of perspectives.

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**Summary criticism**

**Introduction to the Penguin Classics edition** of *The grapes of wrath* by Robert DeMott (2010)

This wide-ranging essay touches on everything from the writing of *The grapes of wrath* to its numerous influences, its style, its themes and concerns, its critical reception and its legacy.

**Student Companion to John Steinbeck** by Cynthia Burkhead (2002)

Includes a chapter focusing on *The grapes of wrath*.
Look around feverishly for anything that:

a) is interesting, or vaguely resembles what you’re looking for, and

b) is clickable.

As soon as you find a halfway-decent match, click.

If it doesn’t pan out, click the Back button and try again.
A user interface is like a joke. If you have to explain it, it's not that good.
Religious studies

OCR A Level Religious Studies (H573)

These resources will help you develop your knowledge and thinking for the R5 exams and for independent reading and research.

Religion and ethics (02)

Resources for religion and ethics cover the study of ethical language and thought, with exploration of key concepts and the works of influential thinkers. They also cover ethical theory as it applies to important social issues, notably euthanasia, business, and sex.

Philosophy of religion (01)

Resources for philosophy of religion explore arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. They also explore philosophical language and thought.

Developments in Christian thought (03)

Resources for developments in Christian thought explore key concepts within this religious tradition. Focusing on religious beliefs, values and teachings, their interconnections, how they have developed historically and responses to challenges and contemporary social issues.
English literature

OCR A Level English Literature (H472)

These guides will help you find criticism and context for English coursework and exam texts and for independent reading and research

American Literature 1880-1940

- John Steinbeck, *The Grapes of Wrath*
- F. Scott Fitzgerald, *The Great Gatsby*
- Ernest Hemingway, *A Farewell to Arms*

Drama and poetry pre-1900

- William Shakespeare, *Hamlet*
- Alfred Lord Tennyson, *The Duchess of Malfi*

The Great Gatsby by F Scott Fitzgerald
A Farewell to Arms by Ernest Hemingway
The Grapes of Wrath by John Steinbeck

Literature post-1900
The grapes of wrath

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Massolit offers a huge range of video lectures from leading experts, aimed specifically at A Level students. The History lectures cover a wide range of periods and themes, with a particular focus on British and European history, the history of Russia and US civil rights.

To get access when you're not in school, create a personal account using your Abingdon email address.

The easiest way to find relevant material is to type appropriate key words into the search box. The autocomplete is helpful; for example, if you type in India, you'll get options such as East India Company, Partition of India and Government of India Act 1858.
AQA A Level Philosophy

These reading resources will help you develop your knowledge and thinking for the Philosophy exams and for independent reading and research.
Did you read my paper on confirmation bias?

Yes, but it only proved what I already knew.
"YOU MUST UNLEARN WHAT YOU HAVE LEARNED"
Suggested reading

Aims and values of librarianship

Information literacy
Knowledge and learning

The challenges of librarian-teacher collaboration
Montiel-Overall, P. (2008), Teacher and librarian collaboration: a qualitative study, Library & Information Science Research, 30/2, https://www.researchgate.net/publication/22221587_Teacher_and_librarian_collaboration_A_qualitative_study
Weisburg, H.K. (2017) Leading for school librarians: there is no other option, Chicago: Neal-Schuman / ALA
Marketing library resources and services

Godin, S. (2018) *This is marketing: you can’t be seen until you learn to see*, London: Portfolio Penguin


Reading and thinking in a digital age


