

READER-LEADER IDEA PAGE

From World Library and Information Congress Conference 2016
Poster Presentation by Joyce Deaton (click to visit webpage)

Starting a “Reader-Leader” program can take a multitude of directions and formats, largely depending on the schedule, needs, and supporting faculty to lead! You probably already have the nucleus of a group on hand helping you. I advise that you start off with VISIONING not only the needs for the library, but also bigger initiatives and events that students are interested in. Tap into the students that are already coming to the library to engage with them their ideas and do some brainstorming. Dream Big, and then shape it to conform to your situation. Start small, and then scale up!

CONSIDERATIONS after your initial VISIONING

SCHEDULE/ FORMATS

- **Individuals or small groups** either before, after, or during school (borrowed from a homeroom or during lunch)
- **After school Club** (may have some limited outreach during the day, but can be a powerhouse of creativity and help for the library.)
- **Elective** (Remember to start small before you scale up!)
 - Librarian-leading a small elective group: Could be as small as 1 or two, however an ideal (maximum) size would be 9 or less (allowing for three groups of three) made up of students who apply (self-selected and motivated). I found that even 9 students were at times a challenge to stay directed and focused, however this was a good number to lead in bigger activities / events, including leading in student-led workshops in the library.
 - Collaborative “Reader-Leader” elective with an ELA teacher to build even greater capacity and setting a tone for a collaborative environment. With two teachers, you will be able to manage more students and bigger projects. (See the “Reader-Leader” proposal on website for an example) My idea was to have a “Reader-Leader” elective

for each grade level, and I would collaborate with / sharing the space of the library.

LOGISTICS

- Create an APPLICATION TO be a READER-LEADER, something that will really be essential for you as well as the students. You want students to volunteer and have CHOICE which will automatically motivate them. Likewise the application shows you more clearly what a student is looking for in helping, what their strengths as well as potential weaknesses. Do not assume that a high-level or “gifted” reader will always be the best team worker. I always like having a mix of kids with varied reading skills and interests. I have discovered the greatest growth among those students who I may have thought to be weak readers. The experience of being a Reader-Leader helped all students grow as readers and leaders.
- OTHER: Each school has its own set of circumstances, schedules, possibilities and constraints, that sometimes change year to year. Remember to think through logistics! Start small and then scale up!

GOALS:

- Engaging students as leaders in the library, building more capacity in the library, and a culture of reading.
- Developing greater circulation in library, using student leaders at circulation desk (and processing books) but also as reader’s advisory helpers, and workshop leaders (Let them lead a workshop or maker space during class circulation.)
- Building up / Hosting special activities and events that students lead: reader’s theater, author visits, student-led workshops, contests which generates an excitement for the library program.

MORE IDEAS from SUE KOWALSKI, author of *Raising the Bar* and *I Am, iStaff-A glimpse into the Student Work Force Transforming a School library*.

- have a turnkey style program (start with a core group) and have THEM hire, train, manage the other students
- include "adopt a genre" options (i used to say shelf, but genre is more realistic); and have those students manage collections, do signage, displays, book talks, advisory, etc
- create departments (or better yet have kids do it) of who will do what (maker area, facilities, public relations, reader's advisory, etc) or whatever your needs are in your program
- create manual (if tech is an issue) displays of Twitter feeds, instagram, pic of the day, snapchat, etc....
- have them design/create/develop clubs (for lunch or before school or after) with games, talent cafes, crafts, card clubs, etc
- have them design certificates for various achievements (or the equivalent)
- have them do signage in and beyond the building
- signage on the lunch tables
- have them create a grid/poster of who is studying what and ask them to find resources that support those units for teachers
- have them create maps of the school and chart out how many steps from various locations via fitbits
- have them market themselves as a leadership team not just a library team; can they help in other classrooms to organize classroom libraries, centers, etc.
- find out what job(s) the school needs help with (ask, infer) and get kids on the projects
- have them test websites, apps, technology
- troubleshoot technology, test
- create resource guides (symbaloo, padlet, google docs)
- Give them a space or wall or area that they can use as their headquarters.....start with mission/vision of the leadership team and then have them create a business...name/logo/virtual presence if an option/advertise, etc....
- Have them think of the jobs needed, the departments, titles, create an application, do interviews, passes, etc....facilitate, guide, support, but let them do it...will take longer sometimes to do things, but will have more impact...

