FOCUS AREA: LIBRARY INSTRUCTION & PROGRAMMING

Objectives:

Library instruction and programming should connect to the real world and support BIYOCs' action in their own communities. It should employ an inquiry-based model of instructional strategies that builds on strengths and interests of BIYOC and leads to improved life outcomes.

Characteristics:

Effective library instruction and programming is:
- ➤ *Challenging*: High expectations are set for all youth.
- ➤ *Authentic:* It accurately represents and reflects the breadth and complexity of diverse communities.
- ➤ *Collaborative:* It is developed in partnership with other librarians, community members, and/or youth.
- ➤ *Engaging:* It is designed to encourage participation among all learners.
- ➤ *Asset-Based:* It builds on BIYOC's prior knowledge, including cultural knowledge.
- ➤ *Culturally Sustaining:* It integrates youth cultures in an authentic and meaningful way that validates youth's identities.
- ➤ *Empowering:* It prepares BIYOC to take action to improve their own lives and communities.
- ➤ *Relevant:* It is connected to youth's daily lives and/or community issues.
- ➤ *Youth-Centered:* It prioritizes BIYOC's needs, interests, and input.

Examples	Observations/Wonderings	Action Steps
Challenging: ➤ Book discussions revolve around essential questions that engage youth in critically examining issues such as identity, racism, power, etc. ➤ The librarian makes high expectations clear to BIYOC ➤ The librarian, mentors, and community partners provide support and feedback for BIYOC ➤ The librarian provides youth with clear guidelines in the form of instructions, examples, rubrics, etc. that let them know what they are expected to do		

Examples	Observations/Wonderings	Action Steps
Authentic: ➤ Programming and instruction go beyond the superficial aspects of culture (i.e. celebrating holidays or months such as African American History Month) ➤ Book groups include quality fiction and nonfiction that authentically depicts diverse communities **Collaborative:** ➤ Programs are developed collaboratively with BIYOC, parents and community members to build on the meaningfulness between home & library experience ➤ Family programs are held to introduce parents to library resources, literacy practices, Web 2.0 tools, etc. ➤ The librarian co-teaches with members of marginalized communities **Engaging:** ➤ The librarian utilizes instructional strategies that build on youth interests and needs ➤ Programs relate to the interests of BIYOC ➤ The librarian provides opportunities for youth to interact with diverse professionals such as scientists, doctors, lawyers, etc. either face-to-to face or via social media such as Skype or Twitter ➤ The librarian makes use of primary resources and manipulative materials		

Examples	Observations/Wonderings	Action Steps
Asset-Based: ➢ Instruction & programming is based on current data about BIYOC's home lives and builds on funds of knowledge that are identified ➢ The librarian uses multiple techniques to elicit prior knowledge **Culturally Sustaining:** ➢ Author visits include authors/illustrators from marginalized communities ➢ The librarian utilizes culturally sustaining images, examples, and texts in instruction ➢ The librarian utilizes performance assessments that build on BIYOC's strengths **Empowering:** ➢ Programs and instruction focus on cultivating voice (e.g., Spoken Word contests, video assignments, etc.) ➢ Programming and instruction provides children and teens with opportunities to take authentic actions toward social equity in their school, community, state, or nation. **Relevant:** ➢ The purpose and value of participation in programs and lessons is explicitly explained ➢ Programs and instruction are related to community issues—fundraising or volunteering for local organizations; changing school district policy, etc. ➢ The librarian uses culturally familiar speech and events		

Examples	Observations/Wonderings	Action Steps
Youth-Centered: ➢ Programs and lessons are interactive, focus on topics of interest to BIYOC, and allow youth to take action in their lives and communities ➢ Youth are allowed to work collaboratively ➢ The librarian allows youth to offer feedback and/or help others understand material and learn to use tools/resources ➢ The librarian provides wait time for youth from all backgrounds to foster increased participation ➢ The librarian provides explicit instruction on using resources and offers group and one-on-one assistance to youth who need additional help		