

# A Literacy Model for School Librarians: Additive, Transformative, Social Action Approach

The following model provides a stepladder approach that can be used by school librarians to support the literacy needs of African American male teens. The model, outlined by Sandra Hughes-Hassell and Casey H. Rawson in their article (pages 15-17), is composed of three successive levels, or approaches, of school librarian involvement—the Additive, Transformative, and the Social Action Approach.

## LEVELS OF SCHOOL LIBRARIAN INVOLVEMENT

### LEVEL 3: SOCIAL ACTION APPROACH

School librarian takes action to educate others about why these texts are necessary.

- ▶ Involve African American males in projects and activities that allow them to take personal, social, and civic actions related to the literacy instruction of black males.
- ▶ Conduct action research to determine how the use of enabling texts impacts the black male students in your school.
- ▶ Actively promote enabling texts to the broader community.
- ▶ Provide professional development for teachers on how to incorporate enabling texts into the curriculum.
- ▶ Advocate with publishers for the publication of more enabling texts.
- ▶ Write articles for professional journals and/or conduct presentations at professional conferences on this topic.

### LEVEL 2: TRANSFORMATIVE APPROACH

School librarian utilizes enabling texts and involves black males in their selection.

- ▶ Mediate enabling texts with African American males.
- ▶ Form book clubs for African American males in which they read and discuss enabling texts.
- ▶ Form a student advisory group to help make selection decisions.
- ▶ Involve students in writing enabling texts.

### LEVEL 1: ADDITIVE APPROACH

School librarian adds enabling texts without discussing why these texts have been selected or are necessary.

- ▶ Add enabling texts to the collection.
- ▶ Display enabling texts in the library.
- ▶ Add enabling texts to recommended reading lists.