

SCHOOL LIBRARIES IN CANADA

A Journal of the Canadian Association for School Libraries (CASL)

A Division of the Canadian Library Association



Teacher/Teacher-Librarian Collaboration

Volume 25 Issue 2



SCHOOL LIBRARIES IN CANADA

About SLIC

School Libraries in Canada (SLIC) Online is a journal of the **Canadian Association for School Libraries**. CASL's mission is to provide national support for the development and maintenance of excellence in Canada's school libraries, media centres, and school library personnel.

Founded in 1980 (Volume 1 Issue 1), SLIC is a national forum for teacher-librarians in Canada and promotes articles of interest on a broad range of topics from collaboration with the classroom teacher to information technology/literacy skills needed to prepare students for life-long learning.

SLIC was published in print format until Volume 23 Issue 2. Since then, SLIC is published as an online journal. Older print copies are available at university libraries across Canada and recent online issues are available in our archives section.

À propos de SLIC

School Libraries in Canada (SLIC) Online est le journal professionnel du **Canadian Association for School Libraries**. La mission de CASL est de fournir un support à l'échelle nationale pour le développement et l'entretien de l'excellence dans les bibliothèques scolaires, centres médiatiques et pour le personnel travaillant dans les bibliothèques scolaires.

Fondé en 1980 (Volume 1 Édition 1), SLIC est un forum pour les professeurs bibliothécaires du Canada et publie des articles d'intérêt sur des sujets variés allant de la collaboration avec l'enseignant en classe aux compétences en alphabétisation et en technologie de l'information qui préparent les étudiants à l'apprentissage pour la durée de leur vie.

SLIC est publié en forme de magazine jusqu'au Volume 23 Édition 2. Depuis ce temps, SLIC est publié en format digital accessible sur l'Internet. De vieilles copies de SLIC sont toujours disponibles dans les bibliothèques universitaires à travers le Canada. Nos vieilles éditions de SLIC en format numériques sont accessibles en cliquant sur [Archives](#).



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Welcome to SLIC!

We are always interested in hearing your feedback on our site. If you have questions, comments, or concerns, please do not hesitate to [contact us](#).

Welcome!

This issue of School Libraries in Canada examines the importance of that most elusive of ideals, the equal partnership of classroom teachers and teacher-librarians. The articles present the research findings on the effectiveness of collaborative teaching practice, discuss strategies, offer suggestions, and tell tales of passion and sorrow, frustration and success. At the heart of it all is a way of teaching that requires and models mutual respect, trust, cooperation and the power of shared vision. From the dry data to the practical experience, our writers share the importance of our work to the success of our colleagues, our students and ultimately our schools. This issue also includes SLIC's first weblog - a venue for the community of teacher-librarians to discuss the challenges and rewards of collaborative teaching practice. We hope you will take advantage of this opportunity to explore the issues surrounding collaborative teaching practice with teacher-librarians across Canada and around the world.

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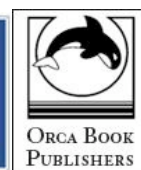
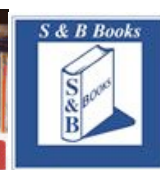
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Message from the Guest Editor

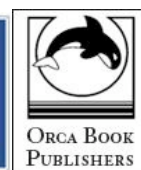
Karen Lindsay

Karen Lindsay is the teacher-librarian at Reynolds Secondary School in Victoria, BC. She has a Masters in Teacher-librarianship from the University of Alberta's Distance Learning program and is out-going vice-president of the Greater Victoria Teacher Librarians' Association. In January 2006, Karen and her daughter will be embarking on a one-year exchange with the teacher-librarian of Narooma High School in NSW, Australia.

Practising the art of collaboration is a rich experience. It is arguably the most important and the most difficult aspect of teacher-librarianship. Important because this is where the much touted increase in student achievement occurs. Difficult because it is at odds with the base mechanics that govern most schools, those being teacher autonomy and administrative dependence on that autonomy. Teacher-librarians labour within a Catch-22 environment wherein fulfillment of the most important aspect of his or her job depends on the existence of a collaborative culture that the teacher-librarian is not sufficiently influential to create. Our assignments demand critical thought from students, we question the value of self-sufficiency, and challenge administrators to use their influence to change school culture. Furthermore, we have no peers in the building. No wonder we often feel like salmon swimming against the current!

We know that modeling is powerful teaching. However, my own early experiences with teacher-librarians were not inspiring. I discovered my elementary school library on my own when I was in about grade four, and was delighted to find a new source of pleasure reading. I don't remember ever going to the library with a class, and I understand why my teachers didn't bring us there. The place was small and dark, the librarian small and mousy, and the collection small and old. High school was better. The library was much bigger, with larger windows, and it had a certain entertainment value. The poor librarian suffered from some sort of nervous affliction and used to dive under her desk whenever a plane flew over. This was Toronto and air traffic not infrequent. In our immaturity, we found this vastly amusing. Students used the place as a study hall, but I don't remember being taken there by teachers. Suffice it to say, it was not my goal to follow in the footsteps of these women.

In truth, I didn't see a real teacher-librarian in action until 1990. I will never forget the staff meeting where she was first promoting teacher/teacher-librarian collaboration. Teacher-librarians were heavily threatened by cut-backs in Victoria that year, and she was really working hard to educate us as to their worth. One English teacher got up halfway into her talk and wandered over to the reference section to get a dictionary. When he came back he had the ammunition he needed. Ignoring the first definition of collaborator – somebody working with one of more other people to achieve something, he went for meaning number two – somebody who betrays others by working with an enemy. How the woman went on after being compared to an occupying force, I do not know, but "soldier on" she did. When she got to the part where she expressed her willingness to mark bibliographies, another English teacher leaned over to me and in a stage whisper said, "It is not part of my job description to validate that woman's position." Ouch.



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These were two of the worst things I've ever heard one teacher say about another, and as is almost always the case, reflected more on the speakers than the subject of their scorn. To overcome this lack of understanding, this brave teacher-librarian established a regular place on the monthly staff meeting agenda where she did book talks, promoted resource-based learning, and even did a role modeling session in collaborative planning, teaching and evaluating so we could see what she was talking about. Very few teachers took her up on it, but she made at least one convert - me. When I began to take courses in teacher-librarianship, she became my mentor. She was a model of the hard-working, inspired, supportive teacher-librarian. Nevertheless, when I qualified as a teacher-librarian and left that school to assume my new duties a friend and colleague winked at me and said, "Retiring to the library, eh?" That was over three years ago. I'm sure his leg is completely healed by now.

Despite all, we labour on in the vineyard of collaborative practice because we know that it is the right thing for our students and ultimately for the health of our schools. One teacher at a time we make converts, teach the skills required for life-long learning, and change the culture of isolation. This edition of SLIC includes a review of the literature regarding teacher/teacher-librarian collaboration, a variety of success stories from teacher-librarians all over the country and a weblog where we can enter into a dialogue on this rich theme. Enjoy.



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Teacher/Teacher-Librarian Collaboration - A Review of the Literature

Karen Lindsay

Karen Lindsay is the teacher-librarian at Reynolds Secondary School in Victoria, BC. She has a Masters in Teacher-librarianship from the University of Alberta's Distance Learning program and is out-going vice-president of the Greater Victoria Teacher Librarians' Association. In January 2006, Karen and her daughter will be embarking on a one-year exchange with the teacher-librarian of Narooma High School in NSW, Australia.

Introduction

All available research points to a strong correlation between increased student achievement and effective school library programs. Given this evidence, one might expect that all teachers, certainly all teachers of academic subjects, would enthusiastically engage in collaborative planning with their teacher-librarian, and that administrators would support their efforts with all possible resources. Such is not the case. Research indicates that teachers engage with teacher-librarians to plan, teach and evaluate curriculum occasionally at best (National Center for Education Statistics, 1994; Pickard, 1993). The need for collaborative practice has never been greater than in this information age; sadly, only a small minority of teachers engage in it.

Statement of the Problem

The most problematic aspect of teacher-librarianship is also the most crucial, and that is the challenge of collaboration: problematic because it depends on two or more individuals seeing a common goal through to completion; crucial because individual effort no longer suffices if teachers are to equip their students with the skills necessary to their future success. In *Information Power: Building Partnerships for Learning*, the American Library Association (1998) explains the importance of collaboration thus: "Effective collaboration with teachers helps to create a vibrant and engaged community of learners, strengthens the whole school program as well as the library media program, and develops support for the school library media program throughout the whole school" (p. 51).

Whereas no educator could deny that this is a worthy goal, very few engage in the practice. If information literacy is so important to students' futures, and therefore to the future of our country, why is its instruction so sporadic, random and under-valued? Why do so few teachers choose to collaborate with teacher-librarians? Why are principals not using their influence to ensure that teachers and teacher-librarians plan, teach and assess together? Who is responsible for the general lack of awareness of the benefits of the school library program in the education system?

A history of the research

For sixty years, researchers have been conducting studies regarding the connection between school libraries and student achievement and demonstrating strong



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correlations between the two. Early researchers conducted studies on relatively small samples and did not explore the instructional role of the teacher-librarian. The implication was that simply having a teacher-librarian on staff led to improved results (Lance, 2001). However heartening this information may have been to teacher-librarians, it did not provide data on which aspects of their responsibilities led to improved student success. This lack, combined with today's very different teaching and learning context, resulted in a need for more current studies.

In this generation, the seminal study was *The Impact of School Library Media Centers on Academic Achievement* (Lance, Wellborn & Hamilton-Pennell, 1993). The data generated from this study had greater significance than previous studies in that the sample was of considerable size, and it examined individually the services of a school library most likely to have a positive impact on student achievement. This first Colorado Study found a strong correlation between library spending and standardized test performance especially where teacher-librarians took on an instructional role (Lance, 2002).

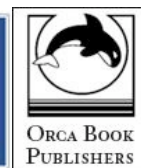
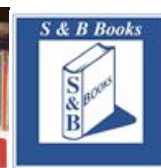
Over the next ten years, Lance and other researchers have conducted many more studies--in Alaska, Pennsylvania, Oregon, again in Colorado, in Ohio and Scotland -- succeeding in replicating earlier results and eliminating the limitations of the first Colorado study. The common finding of these studies is that *next to socio-economic issues, the single greatest factor affecting student achievement is the school library*. Students with well-funded libraries, and therefore richer collections and higher staffing ratios, tend to do better on standardized tests. Students whose teacher-librarians take active planning and teaching roles also tend to achieve higher test scores. At the heart of these findings is the ability and willingness of teachers and teacher-librarians to work together to plan, implement and evaluate lessons and units of study (Asselin, 2001, Lance, 2001; Lance 2002b).

Whereas this is great news for teacher-librarians, it is important that teacher-librarians look closely at the findings in order to improve their practice, advocate for their role within their own schools, and fully realize the potential of the school library program. In other words, the data in these studies provide teacher-librarians with a proven framework for success, but it is up to them to use it. First, the research indicates that teacher-librarians need the backing of their principal in order to affect change since the principal controls budget and staffing allocation as well as the composition of influential committees. Second, teacher-librarians need to be seen as school leaders in order to earn the trust and respect of the teaching staff. Teacher-librarians must engage in teaching students the skills of information literacy and provide training to teachers in such areas as resource-based instruction and the integration of technology and information literacy into the curriculum (Lance, 2002). To do this, teacher-librarians must be highly trained, skilled and confident, both in information literacy skills and in themselves as educators.

Clearly, this is not a linear process. Each element is as complex and as interdependent as the reeds in a tightly woven basket. Which comes first? Teacher-librarian skills? Principal support? Teacher training? Teacher-librarian leadership? Teacher confidence? Just what is the formula for a fully integrated, collaborative school library program? Just as a house divided will not stand, a school library program needs all of these strands to function optimally.

The Importance of Information Literacy Integration

In previous generations, information was hard to come by. The textbook evolved as a method of gathering available information on a given topic at an appropriate



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reading level to deliver a curriculum to students. Teachers and students regarded textbook writers as authorities, so they rarely considered thinking critically about the quality and possible bias of the information. Currency was not as great an issue at the time because the rate of world change was slow enough that the information brought together in these texts stayed up to date for many years. The ability to read with understanding was all that was required.

Information is no longer a scarce commodity. In fact, students and teachers are awash in it. Reliance on textbooks to provide the content of a curriculum is no longer either necessary or desirable. Today's students need to locate, evaluate and use today's information, both in school and beyond. It is vitally important that students receive research assignments that develop information literacy skills if they are to be successful in our information-based world (Smith, 2002). Today's school library must bring together technology that links the user to the outside world, and teacher-librarians must use what we know about how the brain learns to guide our practice (Sykes, 2002). It is time educators had a good answer to the perennial student cry of, "Why do we have to know this?" by placing greater emphasis on skills acquisition for the information economy. Fullan (1999) states that the 21st century school must develop in students the ability to use information technologies to communicate and create knowledge. This ability can hardly be considered a frill. In fact, keeping up with the rapid growth of knowledge has become the key factor in economic, social and cultural progress. "In this light, information literacy is central to economic development" (Asselin & Lee, 2002, p. 11).

An information literate school is one where both teachers and students are engaged problem-solving and decision-making much of the time, and where staff has the skills and support required to develop thinking and questioning skills. Assignments in an information literate school call for higher level thinking skills and the creation of personal meaning from facts. Students learn to find, select and assess information with a minimum of wasted time. All curriculum documents include clear statements regarding the information literacy expectations appropriate for each grade level (MacKenzie, 1998). The creation of an information literate school relies upon several interrelated variables. It requires an effective school library program managed by a fully trained teacher-librarian possessing all or most of the personal and professional competencies outlined in *Students' Information Literacy Needs In The 21st Century: Competencies For Teacher-Librarians* (Association for Teacher-Librarianship in Canada & The Canadian School Library Association, 1997). That teacher-librarian must have the support of his or her principal so that the library receives the financial and clerical support it needs, and the teacher-librarian is able to assume a position of leadership beyond the library, perhaps even beyond the school. The school principal needs to understand the importance of the school library program and to provide the necessary encouragement and resources to provide for teacher/teacher-librarian collaboration and to encourage a collaborative culture in the school (Asselin, 2001; Hay & Henri, 1995). In order for collaboration to occur, teachers have to be willing and able to let go of their traditional, classroom-centred orientation and embrace school-oriented practices and goals. Ideally, teachers, teacher-librarians and principals should work together to set the goals of the school library program. In other words, this ideal requires acceptance from everyone in the school and represents a significant shift from the traditional classroom-centred norms of teaching (Oberg, 1990).

The ideal school library program is the heart of the school for both teachers and students. It is a place where the teacher-librarian works with teachers to support their learning objectives and further school goals. Here the teacher-librarian lends his or her expertise in resource selection, technology, information literacy, and critical thinking to help create, deliver and assess authentic assignments. The print



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and electronic sources of information inside and beyond the walls of the library, brought to focus by a skilled teacher-librarian and a creative teacher, provide students with the opportunity to practise resource-based learning, acquiring transferable skills and strategies for life-long learning. Along the way, they attain better problem-solving and information technology skills (Asselin & Lee, 2002).

Doyle (1992) describes an information literate person as one who:

- recognizes that accurate and complete information is the basis for intelligent decision making;
- recognizes the need for information;
- formulates questions based on information needs;
- identifies potential sources of information;
- develops successful search strategies;
- accesses sources of information including computer-based and other technologies;
- evaluates information;
- organizes information for practical application;
- integrates new information into an existing body of knowledge;
- uses information in critical thinking and problem solving. (p.4)

This is precisely the sort of person required by today's job market, economy and culture.

The development of the information literate person requires the communal efforts of teacher-librarians, classroom teachers, principals, and faculties of education. Collaboration is forged from shared vision, respect and trust, the latter of which may be the most important factor in fostering collaborative relationships (Tschannen-Moran, 2001). The requisites of shared vision, respect and trust must be rare in education because, despite the known benefits to student achievement, research consistently shows that only a minority of teachers collaborate with teacher-librarians (Asselin, 2001). Is this because of a failure to communicate the benefits of collaborative practice, a lack of shared vision, or a failure to establish trust and respect?

Not only does collaboration with teacher-librarians vary widely in frequency, it differs in quality as well. Loertscher's *Taxonomy of Library Media Services* (1988) cites a range from no collaboration at all to planning and structuring school and district curricula. At the highest level, information literacy skills are fully integrated into the curriculum and teacher and teacher-librarian are equal partners who plan, deliver and assess work together. At the lowest level the school library is a "self-help warehouse" (Loertscher, (1988, p. 15). Sadly, only one in ten teacher-librarians is able to operate at Loertscher's higher levels (Pickard, 1993). Seventy percent of teacher-librarians surveyed by Asselin reported that the teachers they worked with were either uninformed or only somewhat informed about the role of the teacher-librarian and school library program (2001). Given the potential benefit shown in the research on school library programs, this communication failure is having a profound negative impact on student achievement.



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Factors That Influence the Integration of School Library Programs School Culture

What teacher-librarians are asking of teachers in the 21st century requires a huge shift in values. In fact, it demands nothing less than a revolutionary change in the culture of the school. The integration of information literacy requires that classroom teachers let go of isolationist practice, reliance on textbooks, and being seen as experts by their students. Teachers need to accept the idea of working with the teacher-librarian, a figure with whom they may have had negative experiences from their own schooling, and let that person be an expert in their class from time to time. This transgresses teachers' habits of autonomy. Teachers need to learn to use primary resources in multiple formats, despite lack of training and/or experience. They need to build be prepared for student resistance to change and learn to support them through the frustrating early stages of the research process rather than abandoning the approach. They need to teach students critical questioning skills, not just how to answer fact-based questions. In other words, when we initiate a cooperative, integrated library program, we are asking that all members of the school community change their activities, the roles they play, and the values that shape their behaviour (Oberg, 1990).

However challenging this shift may be, it is imperative because collegial collaboration is the factor that most clearly characterizes successful schools. When teachers discuss classroom practices with each other, observe and analyze one another's teaching, work together to design units of study, and participate in instructional improvement together, they improve the quality of learning in their schools (Oberg, 1990). In fact, the characteristics of outstanding schools are shared goals, teacher collaboration, and teacher learning. For this to occur, the principal needs to establish a school culture that supports collaboration. Even strongly classroom-centred teachers who have never engaged in collaborative practice and hold it in a negative light will become more school-centred in a collaborative school culture (Rosenholtz, 1989).

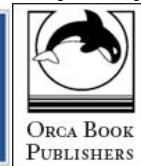
Teachers also need to be encouraged to shift their focus from the student in their classroom to the student as citizen of the school. Classroom-centred teachers see their work as being the most significant factor in student learning; school-oriented teachers see the whole school affecting their teaching and student success. Schools where school-oriented teachers predominate are more successful in implementing change (LaRocque 1986).

Clearly, it is not possible for a teacher-librarian working alone to affect this kind of change. A successful school library program requires a whole-school approach and the teacher-librarian lacks the authority to affect school-wide change. The school librarian's role in this transformation is critical, but his or her task is impossible without whole-school support beginning with that of the principal (Henri, Hay & Oberg, 2002).

The Principal

Research on the role of the principal in developing an information literate school tells us two things: one, that the principal's role is vital to the school library program, and two, that most know very little about it.

School library programs cannot be fully successful without a committed principal.



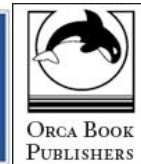
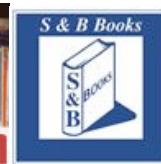
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The principal is a major factor, perhaps *the* factor, in effective library programs (Hartzell, 2002a). The school library requires significant portion of the school's budget, for which the principal is ultimately responsible. The principal needs to understand that these monies are not required for the good of the library, but for the benefit of the whole school. Strong, well-staffed libraries with robust collections and current technology make schools more effective (Hartzell, 2002a). "Principals should support school libraries because it is in both their students' and their own interests to do so. Quality library programs can enhance student achievement, and informed, committed teacher-librarians can help principals enhance their own administrative practice" (Hartzell, 2003c, p. 1). In this time of decentralized control of schools, it is vital to the academic success of students that all administrators learn about the research on school library programs so that funding and staffing of the school library is not left to caprice.

As the curriculum and instructional leader of the school, the principal has great influence over how well information literacy is embedded in the school's curriculum. The principal is in a position to be a powerful ally for the teacher-librarian by providing budget, moulding school culture, allocating time, and creating leadership opportunities. However, many principals feel unsure about the place of school libraries in their schools, (Asselin, 2001) and there are several reasons why. The school library probably did not play a significant role in their early education. In all likelihood, their school librarian, if there was one at all, was not a trained professional. As a result, it is unlikely that there was a fully functioning school library program. Second, school library programs seldom receive mention in administrative training programs. When they do, it is often in the light of difficult issues such as censorship, copyright law or book challenges by parents. Nowhere in their training are they given the tools to assist in the creation of a successful school library program, or to evaluate its effectiveness. Third, administrator journals rarely publish school library research (Hartzell, 2003c). As a result, school principals are often unaware of what a 21st century library can offer (Hartzell, 2002b). Where this is the case, the burden of creating, promoting and validating the school library program falls entirely on the shoulders of the teacher-librarian.

Because of this lack of understanding, teacher-librarians and principals generally do not share the same priorities for the school library program. Most teacher-librarians place greatest importance on cooperative planning and teaching, whereas principals rank providing in-service to teachers highest (Hay, Henri & Oberg, 1998). Only 16% of principals report that teacher-librarians have a great deal of influence in adapting curricula (Hartzell, 2002a). The teacher-librarian must work with the principal so that he or she comes to understand the importance of prioritizing time for collaborative planning and teaching. The principal is the key person in setting expectations for teacher involvement in the school library program. The authority of the principal's voice is necessary in helping teachers understand that integrating information literacy skills with curriculum programs contributes to the achievement of school goals (Oberg, 1997). Currently, only 13% of Canadian principals hold regular planning sessions about the school library. However, 87% provide time at staff meetings and 92% elicit support from parent associations (Asselin, 2001). Teacher-librarians must strive to earn the principal's trust and respect in order to motivate his support for and involvement with the school library program.

The lead of the principal is also crucial in fostering and sustaining the collaborative culture required by an integrated school library program (Hay & Henri, 1995). Teachers collaborate more with other teachers and with the librarian when the principal openly encourages it and structures schedules that facilitate it (Haycock,



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2002a; Oberg, 1997). It works even better when assessments of collaborative activities become a part of teacher evaluation (Hartzell, 2002b). However, it would be unreasonable for teacher-librarians to expect this level of assistance unless principals first understand the nature and benefits of the school library program.

Before principals provide "specific and concrete support for the school library program and for role of the teacher-librarian" (Oberg, 1997, p. 5) he or she must understand the benefits of such support. This will require work on the part of the teacher-librarian.

On a more positive note, the studies suggest that, in general, principals have a clearer understanding of the school library program and a more positive vision for the school library program than do classroom teachers. Principals' views of the school library programs are closer to that of teacher-librarians (Oberg, 1997). Whereas a new teacher-librarian might instinctively choose classroom teachers as early allies, research suggests that the principal is a more natural beginning point for teacher-librarians wanting to work within a more collaborative environment. Teacher-librarians must make every effort to educate principals as to the role and function of the school library program, to share the research on school libraries and achievement, and to encourage the evaluation of the school library program.

Teachers need to perceive the teacher-librarian as a school leader in order to trust him or her to assist with planning and teaching. Here again, the principal, who organizes and guides the committees, can be a powerful partner. A dynamic and dedicated librarian may be eager to take part in leadership activities within and beyond the school, but this is unlikely to happen unless the principal wants it to (Hartzell, 2002a). Alternatively, if the principal views the teacher-librarian as trustworthy, reliable and skilled, he or she is likely to give that teacher-librarian every opportunity to take on leadership roles. In fact, most principals are quite willing to support teacher-librarians as leaders, to rely on the teacher-librarian's judgement and recognize their professional autonomy, and to treat the teacher-librarian as a "quasi-senior member of staff" provided that the teacher-librarian merits that esteem (Hay & Henri, 1995).

Just as classroom teachers need to become more school-centred and less classroom-centred in a collaborative school culture, so also should the teacher-librarian become less library-centred. Teacher-librarians need to understand and promote the school's goals and to work with the principal to realize them. This not only builds the teacher-librarians' credibility, it helps principals to see the connection between library program goals and school goals (Oberg, 2003). To provide proof of their skills and commitment, teacher-librarians should routinely supply principals with current information before board, faculty, or parent meetings (Hartzell, 2003c). To create more confidence and equity, it behooves teacher-librarians to be at least as educated as their principals, to be assertive in advocating for the school library program, and to be unstinting in supporting the goals of the principal for the school.

Leadership of the Teacher-Librarian

The extent to which teacher-librarians engage in leadership activities has an impact on student achievement. Strong leadership on the part of the teacher-librarian influences teachers to make more effective use of library services (Asselin, 2001). In fact, a healthy, effective school library program is one whose staff is comprised of leaders, actively involved in the school's teaching and learning (Lance, 2002).



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It might be instinctive to assume that leadership opportunities would flow from collaboration with teachers, that working with classroom teachers to improve the effectiveness of their teaching and the achievement of their students would naturally elevate the teacher-librarian to a position of influence in the school. Such is not the case. Lance (1999) indicates that classroom teachers need to perceive the teacher-librarian as an assertive, involved leader in the school *before* they are willing to collaborate. Therefore, the teacher-librarian's first priority must be on school-wide leadership activities (Branch & Oberg, 2001).

In a school where the role of the teacher-librarian lacks professional status, the teacher-librarian must become proactive to change the environment (Lance, 2001). Taking the lead, in this instance, involves creating connections between the library, administrators, teachers, counsellors and support staff, seizing every opportunity to contribute, seeing things through, and putting the needs of the school first (Hartzell, 2003b). Classroom teachers face a high rate of change and challenge. To support teachers, the teacher-librarian can create a professional collection, and bookmark web sites that support instruction (Hartzell, 2003a). Joining a listserv such as Webbits and forwarding pertinent articles to teachers is also useful. Teacher-librarians can also demonstrate their leadership through technological competence, teacher in-service, and involvement with technology planning.

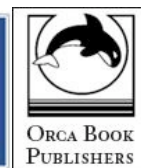
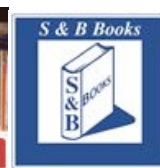
Teacher-librarians have many opportunities to lead in their schools and districts. Leadership activities studied by Asselin (2001) were chairing or serving on school committees, participating or initiating school-based special projects, providing workshops to colleagues, advocating, holding office in a professional organization, reviewing materials and publishing in professional journals. Lance (2002a) saw a correlation between student achievement and weekly meetings with the principal, participation in staff, curriculum and standards committee meetings, and meeting with other teacher-librarians at local and district levels

Teacher Training

Teaching is an extremely challenging career, especially in the first few years. New teachers, with as little as six weeks of practicum teaching, plunge alone into tremendously challenging work that demands a vast breadth of professional and personal skills. It is not unusual for a beginning secondary teacher to enter the profession facing four different lesson preparations per day, difficult classes, and five months of teaching without a preparation block! Furthermore, since secondary school teaching is performed in such isolation, there is very few occasions to observe experienced teachers or to share responsibilities (Oberg, 1990).

Faculties of education, where self-sufficiency is still taught, also participate in this painful induction process. Teachers still graduate from faculties of education having never observed, let alone experienced, collaborative teaching. Where other professions have embraced collaborative and consultative models, faculties of education still teach young teachers, explicitly or implicitly, to rely on their own skills alone. As a result, aspiring teachers do not think of school librarians as potential partners in curriculum and instruction (Hartzell, 2002b).

Although, teacher training strongly reinforces the culture of classroom-oriented teaching, implementation of the school library program assumes cooperative planning and team teaching using a variety of resources (Oberg, 1990). Sadly, this lack has strong repercussions for schools. Approximately one third of new teachers



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leave the profession in the first three years, unable or unwilling to tolerate the stress. (Stansbury & Zimmerman, 2002) A more collaborative teaching culture would do much to alleviate this situation, and to improve the quality of student learning.

To make matters worse, instructors in faculties of education remark that their students, our future teachers, have few skills in information literacy (Asselin & Lee, 2002). How can new teachers possibly teach what they have not learned? Add to this the complete absence of teacher-librarians as instructors on most faculties of education, and it is no wonder that university education programs generally do not promote how to advance student learning in the 21st century school library (Skyes, 2002). Pre-service teachers have neither information literacy skills themselves, nor the encouragement to seek partnership with their teacher-librarian.

Asselin and Lee (2002) in their study made the following recommendations as to how to improve information literacy instruction in schools:

We would begin with pre-service teachers thus increasing the likelihood that future teachers would have the opportunity to incorporate knowledge of information literacy into their evolving conceptions of literacy. We would focus on a process-based problem-solving model of information literacy and an instructional framework of resource-based learning and collaboration with teacher-librarians. (p.2)

In fact, pre-service teachers who participated in Asselin's studies significantly increased their understanding of information literacy, collaborative planning and teaching, resource-based learning, and the role of the teacher-librarian (Asselin & Naslund, 2000; Asselin & Lee, 2002). It is of vital importance to our students that faculties of education include models of collaborative teaching practice and the integration of information literacy skills in their programs. Otherwise, teachers will continue to face education in the 21st century with 19th century tools.

Despite this lack of preparation at the university level, or perhaps because of it, it is very important that teacher-librarians provide an orientation to the school library and its program to pre-service teachers during their practica and to new teachers as they join the profession. Working in isolation tends to increase insecurity amongst teachers, which decreases the likelihood of sharing. Teachers who feel insecure about their practice are unlikely to risk examination of their methods by a peer (Oberg, 1990). Experienced teachers who have been accustomed to privacy and self-direction for too many years may perceive the teacher-librarian to be encroaching on their time, methods, program and relationships with students (Oberg, 1990), an intrusion whose benefits they may not necessarily understand. If the teacher-librarian can work with new teachers to temper the habit of isolation before it is set, she or he will have done a service to the school culture as a whole.

Teacher overload

Teaching has never been an easy career. As members of a care-giving profession, teachers have always been relied upon to put their students' needs before their own and to take time from their own families and private lives to meet professional expectations. Many studies indicate that teaching has become even more demanding in the past decade. Teachers are required to teach ever-increasing amounts of information in the same amount of time. Their accomplishment is measured by their students' success on standardized tests. Technology grows while budgets shrink (Loerschter & Achterman, 2002). Classrooms have more English Second Language students and students with special needs. Sadly, more students live in poverty and instability, bringing with them all the problems associated with those conditions.



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The range of teaching duties has expanded to encompass areas once the province of the home. The rapid rate of curricular change creates high work volumes, instability and stress. In an extensive British Columbia study, teachers reported feeling chronically short of the time, resources, support and respect necessary to accomplish their duties (Naylor, 2001).

Into this miasma of stress, fatigue and guilt strides the teacher-librarian, exhorting classroom teachers to use what is left of their time and energy for collaborative planning sessions. No wonder this enthusiasm all too often falls on deaf ears. What teacher-librarians intend as support and encouragement, teachers may perceive as one expectation too many. Teacher-librarians offer resources, but classroom teachers do not have time to read them and adapt their teaching to their use. Hay, Henri & Oberg (1998) found that large classes, curricular change and expansion, provincially set examinations, and lack of time were significant factors in teacher resistance to the integration of information literacy skills. Compulsory courses with rigid content requirements are additional barriers (Oberg, Hay & Henri, 1999). At the very time when their need is greatest, teachers find themselves too overwhelmed to seek the support of partnership with the teacher-librarian.

Themes emerging from the Research Literature

This examination of the literature regarding information literacy and teacher/teacher-librarian collaboration reveals the following themes:

- Students are in great need of information literacy skills, the teaching of which requires the joint efforts of teachers and teacher-librarians;
- Neither teachers nor principals know very much about information literacy or what to expect from their school librarian;
- The integration of information literacy skills with curriculum requires a profound change in school culture, which the teacher-librarian cannot accomplish alone. It requires the leadership of the principal, the support of the teacher-librarian and the good will of a majority of teachers;
- Trust – between principals and teacher-librarians, and between teacher-librarians and classroom teachers – is a key factor in collaboration.

These findings taken together go a long way to explain the frustrations many secondary school teacher-librarians experience as they begin to assist teachers to integrate information literacy skills into their lessons. If a the principal has not taken pains to encourage a collaborative culture in the school and does not fully understand the role that the teacher-librarian can play in furthering the school's growth plan, if teachers have not had a positive experience working with teacher-librarians in the past, either as students or as teachers, then it is extremely unlikely that a new teacher-librarian's first offers of support will be accepted.

Recommendations

Universities with teacher-librarian programs must advocate for the inclusion of teacher-librarians in the instructional team of faculties of education so that prospective teachers learn about collaborative practice and know what to expect of a teacher-librarian both during their practicum and in their teaching careers. Such training would create an expectation of a collaborative school culture as well as placing positive pressure on the school library program. Bringing teacher-librarians into faculties of education might also encourage more teachers to seek careers as



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teacher-librarians. As at this writing, there is a groundswell of support building across Canada to reinstate teacher-librarians in every school. However, very few teachers are registered in courses in teacher-librarianship. It is vital that as positions become available, qualified, capable, enthusiastic professionals fill them.

Because schools with collaborative cultures tend to be more successful than those that encourage isolation, principals might consider fostering a generally collaborative school culture as an important goal.

Teacher-librarians should make every effort to assure that the acquisition of information literacy skills becomes part of the school growth plan.

Because planning with a teacher-librarian improves student achievement, then faculties of education might consider choosing sponsor teachers partly on the basis of their willingness to model high level collaboration with teacher-librarians.

A master teacher-librarian should be part of the instructional team in the education of administrators so that principals are better able to understand how and why to fund, staff and evaluate school libraries. If principals received concrete instruction in school library programs, then senior administrators drawn from their ranks might tend to write district policies to support school library programs.

Teachers' pre-service experiences affect their teaching style in the long term. Therefore it is vitally important that teacher-librarians meet early and often with prospective teachers during their practicum, teach them what the school library program has to offer them and their students, and encourage them to work with the teacher-librarian during their time in the school. Because this study indicates the strong influence of sponsor teachers on the future practices of pre-service teachers, sponsor teachers should be included in these meetings and planning sessions whenever possible. All involved would gain from such a practice.

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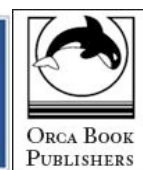
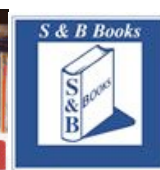
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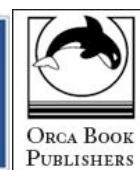
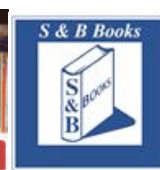
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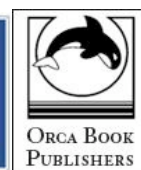
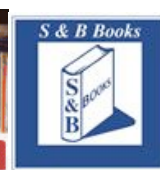
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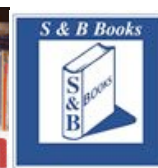
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A Narrative Exploration Of The Initial Stages Of Collaboration Between A Teacher And A Teacher-Librarian (Weblog)

Heather Corman

Heather Corman has been a teacher for seventeen years. She has a broad range of teaching experience, having taught grades 3 to 12 in Prince Rupert and Richmond B.C., and for the past six years in the Comox Valley on Vancouver Island. Heather has an M. Ed from the University of British Columbia, with a focus on Language Education and is presently working on her diploma in teacher-librarianship through the University of Alberta's distance education program where she also received her B. Ed. She has presented workshops on a Humanities (integrated) approach to teaching English and Social Studies, and on using a response-based approach to high school novel study.

Please go to <http://heathersvirtualeseminar.blogspot.com/> to view her weblog. We also encourage you to participate in SLIC's weblog on the theme of collaborative teaching practice.



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A Teacher-Librarian Finally Understands the Joys and Pitfalls of Collaboration

Jennifer L. Branch

Dr. Jennifer Branch is the Coordinator of the Teacher-Librarianship by Distance Learning program. She took up the position in July of 2001 after a year in the School of Information Science and Policy at SUNY Albany and after completing her PhD at the University of Alberta in the School of Library and Information Studies. Jennifer's areas of research are information-seeking processes, information literacy education, electronic reference sources, and teacher-librarian education. Jennifer and her husband Dr. Martin Mueller are expecting their first child in November.

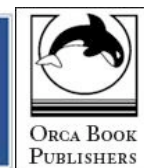
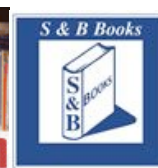
This article is based on a paper given at the 34th Annual Conference of the International Association of School Librarianship in Hong Kong in July of 2005.

Introduction

I am currently working as an Associate Professor at the University of Alberta in Edmonton, AB and for the past two years I have been involved in collaborative teaching experiences with several colleagues from my department. About two years ago, the Department of Elementary Education at the University of Alberta set up a committee to look at creating a new required course for all students that they would take as one of the first courses in their pre-service teacher education program. It was decided that a team of teachers would teach the course that the instructors would plan collaboratively.

The course, EDEL 394 – Introduction to Language and Learning Across the Curriculum, is taught during the Introductory Professional Term (IPT) and is required of all students in the Elementary Education program. Students usually take this course in their third year of university. The students take four courses during the term (Inclusion, Classroom Management, Assessment, and EDEL 394) as well as having a one-week orientation to their placement school and four weeks of student teaching at the end of the term. Students have taken no curriculum and instruction courses before coming into the IPT term and have completed two introductory courses about the profession. The rest of their coursework prior to the IPT will be other non-education courses in other faculties on campus or in community colleges with university transfer agreements.

One of the stories I like to tell our pre-service teachers is of my recent visit to the headquarters of Google in Mountain View, California. I expected to see huge rooms full of cubicles with a young man working on a computer in each cubicle. Instead, Google headquarters was made up of small glass rooms with three or four young people working together. No one was working alone. There were common spaces with comfortable furnishings, large white boards for working together on the creation of ideas, and people were talking, eating, and laughing together. I came back with a new understanding of the innovative workplaces of our times and a renewed focus and commitment to helping teachers work and teach in collaborative ways. This is essential if we are going to help prepare children to live and work in the information age.



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This paper tells the story of my collaboration with colleagues on the creation of a new course. Although this collaboration was much more involved than many that would happen between teacher and teacher-librarian when planning and delivering lesson and units, it does provide some interesting insights into the collaborative process. It also provides some recommendations for teacher-librarians when they work with teachers in collaborative ways.

Review of the Literature

Early in the planning when examining literature for the research the team focused on teacher-librarian and teacher collaboration, pre-service teacher education and collaboration, and other courses in pre-service education developed and taught collaboratively.

For more than twenty years, articles in professional and research journals have been encouraging teachers to collaborate with each other and with teacher-librarians to enhance the educational experiences of their students. One instructor was familiar with articles on collaboration in the area of teacher-librarianship (Brown, 2004; Buzzeo, 2002; Doiron & Davies, 1998; Geiken, Larson, & Donham, 1999; Gross & Kientz, 1999; Muronaga & Harada, 1999; Small, 2002; van Deusen and Tallman, 1994; Wolcott, 1996; Wolcott, 1994; Wolcott, Lawless, & Hobbs, 1999). Our look at the research on collaboration found much work done in such areas as special education (for example, Pugach & Allen-Meares, 1985) and physical education (for example, Lytle, Robinson, Lavay & Heuttig, 2003).

The literature from the field of teacher-librarianship highlights the benefits and barriers to collaboration. When teachers are working with teacher-librarians to collaboratively plan lessons and units, environmental factors such as time to plan, administrative support for collaboration, and adequate resources and facilities can have a major affect (van Deusen & Tallman, 1994; Bishop & Larimer, 1999). However, Muronaga and Harada (1999) argue that

Although these concerns are indeed critical ingredients in building collaborative cultures in schools, equally vital are the internal factors influencing collaboration itself. These are factors that shape the interpersonal dynamics of how people work effectively with one another. Unfortunately, this aspect of collaboration is not well documented in library literature (p. 9).

What we do know about collaboration is that there needs to be clearly defined roles for each person involved in the collaboration (Buzzeo, 2002), that team leaders can be important for cohesiveness (Brown, 2002), needs to be a shared vision for the project (Muronaga & Harada, 1999), that is, "mutual goals and objectives" (Brown, 2002, p. 4). Brown also highlights the importance of open communication, mutual trust and respect, and self-confidence in enhancing the contributions each person can make to the project.

It is this "art" of collaboration that is interesting to this research group. While most programs that train teacher-librarians do a good job of preparing them for collaboration the same is not true of training for pre-service teachers (Small, 2002). Small states, "pre-service teacher training has traditionally taught prospective educators to function within the confines of their four-walled classroom, collaborating strictly within confines of their disciplines or grade levels" (p. 3). In the area of adaptive physical education, Lytle, Robinson, Lavay, and Huettig (2003)



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discuss the need for "professional preparation programs to train preservice teachers in adult-to-adult interactions, communication and facilitation skills" (p.1). Friend and Cook (1999) list the defining characteristics of collaboration as

- Collaboration is voluntary;
- Collaboration requires parity among participants;
- Collaboration is based on mutual goals;
- Collaboration depends on shared responsibility for participation and decision making;
- Individuals who collaborate share their resources; and
- Individuals who collaborate share accountability for outcomes (pp. 6-11).

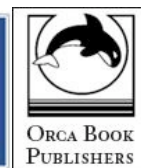
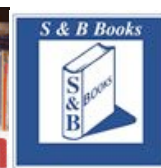
Their book is useful in that it provides a detailed description of how to collaborate in many types of teaching situations in school communities. Friend and Cook also highlight the importance of preparing pre-service teachers for collaboration. The authors acknowledge that the professional socialization of many teachers continues to foster a "culture of independence or self-reliance" and a "belief that you should handle your professional problems yourself" (Friend & Cook, 1999, p. 20).

Bullock, Park, Snow and Rodriguez (2002) describe their journey to create a collaborative, interdisciplinary course for secondary pre-service teachers. Their hope was to "work together to develop an interdisciplinary curriculum for [their] classroom, and through this collaboration [they] would need to model a sense of interdisciplinarity that [their] students could take to their future classrooms (p. 160). They highlight some of their challenges including student resistance to move away from the idea of being a "discipline-area teacher" (p. 162), "uncertainty of bringing new knowledge to [the] class" (p. 168), fear that by "bringing [their] experiences to the class [they] would lose the authority that academia invests" (p. 168), and the fear of how "students would react to [an] invitation to look at themselves, at their experiences, as a source of knowledge" (p. 168). They also noted that letting go "of what each individual module instructor considered essential was difficult and at times impossible" (p. 169). The authors concluded that "just because one puts forth time and energy does not mean one will get the hoped for results" (p. 170).

Methodology

In the reconnaissance phase of the research, I worked alongside two Language Arts educators from our department as we grappled with a way to bring about changes that could address the identified areas that were not well represented in the program. In this phase, we recognized that one course in the IPT was taught through our department while the other three courses were taught in related departments. We focused our attention on the content being presented in the EDEL 394 course. In the spring of 2003, the research team worked together with a research assistant to plan strategically what needed to be done, how we would do it, and what each person's role would be in the newly developed course and in the research.

Individual semi-structured interviews of each instructor were conducted at three points throughout the initial implementation. The first round of interviews would take place at the end of the first major planning phase. The interviews were conducted in order to understand the experience of the people in our group and the meaning they made of that experience (Marshall and Rossman, 1999). This paper highlights the findings from the first round of interviews and the field notes taken



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during the collaborative planning phase of the process.

Findings and Discussion

In retrospect, the most useful metaphor for the process of collaboratively planning the EDEL 394 course came from one instructor in her initial interview. We have found this metaphor useful in thinking about the process and also in continued planning, revision and reflection on the collaborative experience.

Carol: I'll just give you a metaphor for the big process and see if it fits what other people say. It's almost like you are going on a trip. Like everybody brings the stuff they want to pack in the car. Jennifer has all her luggage, the skis and her racquet and that thing and this thing. And Jill has all her stuff and I have all my stuff and we have to decide. We only, we find out that we only have one small space so we have to decide what's going on in the car. That's what the process is all about. But also too, it's not just a matter of each person giving up stuff. It's also clarifying what is it that all three of us are going to use. So you know, if it's a tennis racquet, do all three of us play tennis? Or do two out of three play tennis?

In another part of the interview Carol continued.

Carol: And with the struggles we went through I think it forced us to unpack all the baggage. It was like get out all the dirty laundry, let's look at it, let's inspect it, let's just take it all out and now it's all gone. And I think it a way it was painful for everybody but when I look back on it, maybe that's why we can work together the way we can now.

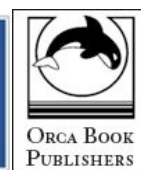
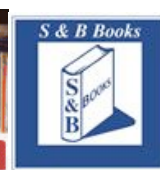
Several themes emerged from the coding of interviews and we will each of them.

Fear and Risk taking

Fear and risk taking were themes that came up in all three interviews with the instructors. Carol expressed fear about whether the team was initially "headed in the same direction." She added, "I was hesitant to go along with something I didn't understand because I wasn't sure of where it was going." Jennifer questioned, "How do you sit in front of three other smart people and say I don't feel so smart here." Carol commented that "it was such an emotion-laden period of time for everyone that you can understand how people in the end would have all these misconceptions and if there was a certain amount of fear in the middle of the process, to actually say what you were thinking or feeling, that would have retarded the process as well."

There was a feeling among all three that this was "a high stakes" collaboration. It was a very public event with the department members having input into the course and also some indication that some departmental misgivings about changing the course. There was also concern about how the course would be received by students, teachers in the field and by department members when we brought the course forward for approval.

Carol: Yeah, it's been an enormous amount of time and energy and it's a big investment on our part and so that's where the risk came in. Part of it is the risk to our egos, if our colleagues don't like our ideas, but the real practical risk is that the course wouldn't go. And one of the reasons we know that's a very real risk is that when this course was presented at the department last year, there were people in



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there who trashed the idea. There were a couple of people in there who totally trashed it.

Jennifer expressed the concerns about the student evaluations and the public nature of the course and how it is different from the experience of classroom teachers.

Jennifer: I mean you don't get evaluated [by your students] as teachers. You don't get evaluated as teacher-librarians. It doesn't affect your tenure. Whether you can win a teaching award, whether the course goes or stays, what other people in the department are going to say about you, you know, what the students are going to say about the course, what the people in Undergraduate Student Services, what the teachers in the field are going to say and what is going to happen at our department meetings.

Jill echoed these sentiments.

Our Department has given us this opportunity to do something and we darn well better produce. We're going to have 340 [students] in fall and 200 or more after Christmas. If you make a course that they don't much see the point of, you're going to be concerned about that, so it's very public, very high stakes and that's very stressful in itself even without anything else. If we were teaming to hold a course for 20 students, we would still be stressed but [not to the same level].

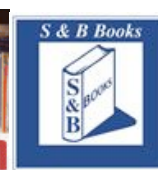
There was also fear about team-teaching. Jennifer felt that "team teaching is when you have it all at stake. When you are both ultimately responsible." Jennifer also compared this collaboration with the kinds of experiences she was more familiar with as a teacher-librarian. "It's two weeks or it's three weeks. There's not that ownership and ultimate responsibility there. And so, therefore the control issues and the fear [are different]." Carol noted that

If there is anything that worries me a little bit it's team teaching because of the need to fit in with somebody else, that I might be too self-conscious about what I say, more than I would be if I was on my own. Because it is a big group and there are people watching, you know, you're (Leonora) watching, Jennifer's watching and I'll be too self-conscious in a sense that I'll be thinking twice should I use this word or that word.

The interviews clearly indicate that this collaboration was considered risky and there were times during the collaborative process when all the instructors felt some fear.

Control Issues

Another theme that emerged from the interview data was the idea of control which was closely related to fear and risk taking. What does classroom look like and sound like when you are team teaching? Who is in control, or is anybody in control? Who has the ultimate/final responsibility? These were all questions the team wrestled with as they collaboratively planned the course. Issues of control occurred when trying to decide how to approach the course. Jill commented that "Jenn and me saying that these kids are just beginning their program and Carol saying we can't water down the program either. Our students need to have theory too. And we're all right. Both parts of that, absolutely correct." We also had control issues about the assignment and how much detail needed to be in the course outline. Carol stated:



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I learned a long time ago that you always prepare your course documents to stand on their own. Always. Because you won't be there necessarily. People will judge {the course on it} whether it's a faculty evaluation committee, whether it's at a department meeting, whether it's students, whether it's field experience associates, whether it's the cooperating teachers that get a copy of it. They will be making judgments on what you wrote. So you write it as if it's going to be read by people who weren't in on your class or didn't hear the discussion. And that was so clear to me. That the thought didn't occur to me and as soon as Jennifer started talking like that, "No it's a living document."

There was also some disagreement among the instructors on how much flexibility there needed to be. Jennifer stated, "I thought it [the assignment] sounded interesting, let's give it a try. I mean we're trying all this other stuff." Because we were team teaching in different pair in the fall semester and the winter semester there was also some discussion about which pair should "take over." Leonora noted that, "you [Jennifer] and her [Carol] now owned the course, whereas, with Jill present, Carol all the time had to fight for the ownership for this term."

The department was also watching the development of this course and so some times it felt like there were other people working as a hidden part of the collaboration. Certainly the chair of the department was keenly interested in the course. We did small focus group meetings with members of the department asking for their input. Jennifer found that

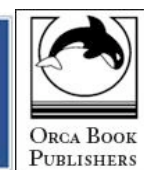
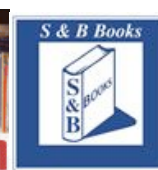
Everybody had something to say about what should be in this course. And the suggestion that any of us would sit down and say okay, we're teaching [introduction to social studies teaching], let's sit everybody down from physical education and God only knows where and decide what should be in the course. And that anybody could feel good about that process. Or that a group of people from a variety of teaching areas sit down to decide what is in our introduction to the language arts. It was that everybody saw this as a course they had ownership over, yet two or three people are responsible.

Not surprisingly, given the high-risk nature of this course, control issues were an important discussion point during the process of collaboration.

Course Content

The content of the course also was a theme that emerged from the interview data and it is closely linked to risk-taking, fear, and control. A key component of the course had to be language. Jill emphasized,

Language underpins all our learning, most of our learning anyway. And that if we can help them understand really what that means that that would help them in a general teaching methods sense of things. If you understand about language and culture of learning and can use language productively that helps you organize groups, that helps you plan your lessons, that helps you structure the ways in which you teach and assess in the classroom. I have a real strong belief that understanding how we use language for learning should be a foundation of an education program.



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Carol confirmed this when she stated "you have to have a strong foundation in language before you can understand literacy. Once our student teachers understand language, then it's easier for them to understand reading."

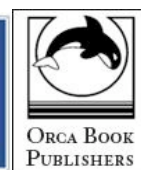
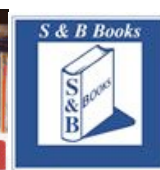
Carol made an important connection to another content area of the course when she stated, "language is the focus of the course because language is the root of our inquiry." For Jennifer, it was important that inquiry be a part of the course because "the three fit together, research or inquiry, information and communication technology, and [curriculum content areas such as] social studies and language arts." It was the notion of integrating curriculum within an inquiry framework and using technology to move the inquiry forward that was the key part of this course for Jennifer and Carol. It was clear from almost our first meeting that the key components of the course were going to be language, resources, planning and inquiry. In fact Leonora reminded us during the interviews that at one of our very early planning sessions these components came shining through.

The Process of Collaboration

In the interviews, all of the instructors talked about the process including what worked, what didn't, and what we could do differently next time. During the collaborative process we had many times when we felt we were all understood. Carol noted, "Jennifer looked at me and I looked at her and I think that was the moment where I experienced that we are really on the same wavelength." Jill stated, "There have been lots of moments like that, you know the moments when things fell into place and we all knew they had fallen into place. It wasn't like two people saw it and one person hadn't seen it yet. When things fell into place we all got it right away." Jennifer added, "I mean it's been a wonderful learning experience. As much as it has caused me great stress and upset and everything else, I think the course is stronger and better."

Certainly, the process of collaboration brought us together as a team and also closer as people. Jill stated, "I am enjoying hearing Carol and Jenn talk right now. I'm so pleased to see them... enjoying each other as a team member. But when you're doing something new there's an energy you get from it. I think you can see that in Carol and Jenn right now." Carol noted "From this point on I feel a high degree of mutual confidence. Jennifer and I had a really strong, shared foundation. So that whatever happens on the surface, we can work it out."

One of the clear comments was that three was a difficult number to work with and at times throughout the process we all felt alone, confused, or in the minority. Carol stated clearly that with collaboration "it is easier when there are two people." Certainly at times during the process we were all frustrated. Jennifer stated, "I could feel it in the way I was responding but I wasn't as emotional. That was the way of her dealing with the stress. Now I went home and cried. And I went home and screamed and I called my friends and complained and bitched and carried on." Jill admitted, "I might have the advantage in that way because I think I probably knew each of them individually than they knew each other. Better than Carol and Jenn knew each other. And so in terms of the process of bringing this course together I think, I never actually thought about that before but part of me wasn't too worried on one level because I figured it would be all right." Carol noted "moments of feeling really puzzled. I felt that I was all so clear to me what should be in it. I had different things in mind, different expectations, and I remember being surprised by that and feeling confused."



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Jill described one such difficult meeting day from her perspective,

Jenn walked out, Carol cried. I felt, I mean I could see everybody's reasoning and I kept thinking, right it's up to me to put this back together again and yet I felt stress too. I couldn't see a way to get it back together again because I didn't know what these particular people need when they're stressed. And I think I said that day, afterwards, or at some point, when people try to team sometimes, you know, if you're smart, you do a little discussion and thinking about how you work best and everybody always starts out by saying, oh yes, we're going to be a great collegial team and we're going to be very honest and very supportive and we mean that, because you know we're all nice people and we all respect each other and it's a joy to be on a team where you do respect everybody else. I don't think there is any doubt that we all respect each other. But, I think when people are teaming, what I learned from that day and I will do this in the future, if I'm working with a team, I will start out, not just by saying and how do you work best on a team but by saying what do you do when you get stressed?

Jill clearly emphasized that you can't create a course like this in a very "business-oriented way." The process of collaboration is much bigger than that. She continued,

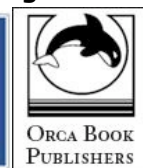
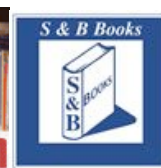
If you're actually talking about integrating it doesn't work too well. You don't integrate by putting two things next to each other. You integrate by throwing them in a pot together, letting it bubble together, very bad metaphor here, you know that you really have to pull it apart. You can't just say we're taking these pieces from these three areas. I know that very well from my background and I think I've reached a point where I could see what was happening and articulate that. And ultimately that's the real efficiency. That you have to go through the process that looks like this in order to get the result you want. And there's no more direct way to it. The direct way to do it is by messing around with it and going through that sometimes very frustrating process. So as much as we would like some shortcuts, were not going to get them.

Jill also highlighted the fact that experience with this type of collaboration helps for the next time. She stated,

And I think that this experience gave me the opportunity to being to conscious level some of those things that I did learn before. Because I would find myself observing for a little while, you know I would sort of take myself out of the discussion for a few minutes and I would be watching what was going on. And if I could get it fast enough and verbalize it, I think there were a couple of times when I could put my finger on what was going on that is would be helpful in that way.

Opportunity for Positive Change

This leads into the final theme, which is the idea of positive change. Carol stated, "I was very excited. And the reason I was excited about it was because I just saw so much opportunity in this course." Jill really wanted to be involved in the course and was recruited because of interest shown in the department lunch room. She stated, "I am willing to give it a shot. That's why I said yes right off the bat. I have a strong sense that a lecture can be interesting. I had some good lecturers when I was a student." Jennifer saw this course as offering an opportunity to introduce pre-service teachers to information literacy and inquiry-based learning and this is an



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important move for a faculty of education. This course provided Jennifer with an opportunity to “bring together the needs of the field and the department to make a really important course.”

Carol saw this collaboration as an “opportunity to create change in the program. It’s exciting to me because I have been talking to people in the different subject areas and it’s exciting to me to realize that we’re creating something that is going to support the students’ learning on an ongoing, continuous basis. I feel very strongly that we’re doing something good so I’m not worried what do people think.” It was clear that the instructors’ dedication to the course and to the collaborative process was underpinned by the real promise of making an important change in the program.

Discussion

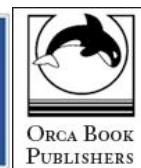
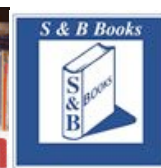
In this study, both the environmental factors and the personal factors of collaboration were evident. Environmental factors such as departmental support, time for collaboration, and the public nature of the collaboration contributed at times to the stress and the amount of risk taking but also to the success of the collaboration. Funding for a research assistant, for resources, and for the occasional lunch or dinner, helped sustain the collaborators. Personal factors that were found to be a part of this collaboration included trust, a shared vision, mutual goals, respect, and self-confidence. These were similar to the list of the factors that Brown (2002) identified as important to collaboration.

However, this collaboration also highlighted the fear involved in such public and high-risk collaboration. All instructors saw this as a very high-risk endeavour and indeed it was when you factor in

- 350 students
- a large lecture hall with a lot of technological gizmos
- integrated and interdisciplinary curriculum
- a focus on social constructivism (in a transmission type space)
- an online discussion forum required of all students and a webpage for the course
- two instructors and four graduate assistants
- a written assignment that involved inquiry (this was outside the comfort zone of some students), and
- the fact that these students were heading out into the first practice teaching experience during the term.

It is no surprise really that there were control issues that arose as part of the collaboration. The importance placed on student evaluations for tenure and promotion, on the official course outline, and on making sure that students feel that the course is fair required that we look carefully at these issues during the collaboration.

The process of collaboration did not run smoothly for our team. There were times when individuals felt alone, confused, or frustrated. It was an intense process and we met for more than 100 hours during the summer before the course began. For one week we met every day and it isn’t surprising that we had a bit of a “boil over” during that week. We learned from the process that it is important to talk about how you work and how you deal with stress early in the collaboration. Two of the defining characteristics from Friend and Cook (1999) that seemed to really apply to our process was the notion of “shared responsibility for participation and decision



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making" and "shared accountability for outcomes" (pp. 9-10). For every time there was frustration and confusion, there were also times when we felt that we were all in agreement and you need to celebrate those moments.

Many of the risks and fears involved in our collaboration were similar to the experiences of Bullock, Park, Snow and Rodriguez (2002). These included bringing a new approach to the teaching of the course and one that was different from what the students had previously experienced. A new assignment that required students to move out of their comfort zone also contributed to our feelings of taking a risk and concern about how students would react. Also, we realized during the term that some students unfamiliar with team teaching were unsure of what to make of the relationships between the instructors.

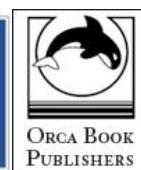
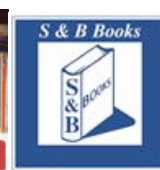
Implications and Conclusions

This study provides some insight into the benefits of and barriers to working in collaborative ways when designing and delivering courses to pre-service teachers. It can also provide insights for teacher-librarians who engage on a regular basis in collaborative activities and who want to work with more reluctant teachers on collaborative units. For us, the risks and fear associated with the collaboration had an impact on our collaboration. Certainly, this risk taking caused some emotional side effects during the process. It is important for all those involved to collaboration to look carefully at the public nature of collaboration and to the fears, control issues, and content issues that members of your collaborative team might have. Talking about the issues early in the collaborative process will help make them apparent to the whole team. It will also provide a space to talk about what you are afraid of and how to deal with your fears during the process.

Jill found that since she had been through a similar process before, she was able to use her previous knowledge to move the collaboration forward. For teacher-librarians, it is important to keep in mind that because you might have more experience collaborating it will be easier for you than for the teachers without that experience. Their fears and the risks they are taking are real for them and need to be honoured. Because many teachers are socialized to be the "in control person" in their classroom, moving to a shared control situation may be difficult and challenging for some. Teacher-librarians need to give teachers the time and space to make their transition to a more collaborative model and teaching and to not expect teachers to give up all control on the very first try. Also it is important to remember that teachers have the ultimate responsibility for the students in their classes so they may feel they are taking a greater risk than the teacher-librarian.

A defining characteristic of collaboration is that participation in collaboration must be voluntary (Friend & Cook, 1999). For teachers to commit to the process of collaboration they have to see that it will be a positive thing for them and for their students and they have to be seen as having valuable knowledge and skills to contribute. They must be made to feel that they are equals on the team. For those teachers afraid of collaboration it may be helpful to remember that they have been socialized to behave in a certain way in schools and making a change without having personal experience with collaboration will be very difficult. Ultimately, it will be the possibility and opportunity of making a positive change that will move people away from their comfort zones into the risky world of collaboration.

There have been relatively few inquiries into the implementation of new approaches in teacher education that take into account the needs for both technology in the classroom, inquiry-based learning, and the integration of language and literacies



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across the curriculum. It is hoped that the information gathered from this study will help current and future instructors of this course, those looking for new ideas for their pre-service educational programs, and those interested in the process of collaboration in other educational settings. Results of the research will also be of interest to teacher educators and researchers elsewhere because so many of the issues we are attempting to address permeate teacher education programs generally. These issues include: collaboration in course development, preparing pre-service teachers to integrate language and technology across the curriculum, and the melding of theory and practice in education programs.

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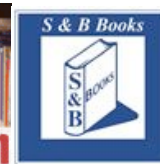
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Canadian Cultural Identity and Social Cohesion: The Need for Teacher/Teacher-Librarian Collaboration

Dianne Oberg and Joyce Bainbridge

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Joyce Bainbridge currently serves as Associate Dean (Academic) in the Faculty of Education of the University of Alberta, and is now involved in a research project on the preparation of literacy teachers for the elementary grades.

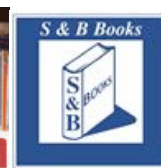
Most teachers and teacher-librarians would agree that there is a connection between Canadian cultural identity and Canadian literature and that schools have an important role to play in developing children's identity as Canadians and in enhancing their sense of social cohesion. Literature is a powerful way to transmit national culture and identity. Canadian children's literature has an important role to play in young Canadians' developing understanding of what makes Canada a country, what makes Canada different from other nations, and what it means to be Canadian in a globalized society.

What is it to be a Canadian? What are Canadian values? Diakiw (1996) states that the ten "commonplaces" that most Canadians either consciously or unconsciously accept, promote and take pride in, are that Canada :

- is a "wilderness nation"
- has powerful regional identities
- continues to engage in equity struggles
- possesses a strong sense of social welfare
- has strong native roots
- is a nation of immigrants
- is founded on two cultures and is a bilingual nation
- possesses enormous resources and a high standard of living
- is rich in cultural traditions in the arts, sports and popular culture
- serves as peace-keeper for the world.

Living next door to the U.S. (and being different from the U.S.) is a consistent identity theme for Canadians, and Diakiw (1996) suggests that this facet of Canadian identity might be the eleventh commonplace on his list. Diakiw believes that the layering of all of these ten (or eleven) commonplaces produces a unique and distinctive Canadian culture.

Because, as children read or are read to, they are unconsciously absorbing the values and attitudes presented in the text (and its images, in the case of picture books), it is important that the adults selecting books for children are aware of the values and attitudes presented in the books they share with children (McKenzie, 2002). Even children as young as Grade 3 recognize that Canadian students should



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read Canadian books to help them learn about their country (Pantaleo, 2000). Canadian children's books present more than content about our country, its history, and its culture; they show us what values we respect and how we look at ourselves today and in our past (Egoff, 1975). Developing our national identity and social cohesion becomes a very challenging task if we do not use resources that reflect Canadian values, experiences, and perspectives, if we use resources that instead reflect the values, experiences, and perspectives of another country such as the United States (Haycock, 2003).

Most teachers believe that it is important to have Canadian books in schools. Unfortunately, although teachers, including pre-service teachers, often assume that Canadian books are readily available in schools, the reduction in the number of teacher-librarians (and in the teacher-librarians' time allocation) has resulted in reduced attention to Canadian books (Haycock, 2003). The issues around developing children's Canadian cultural identity and their sense of social cohesion have underpinned several research studies undertaken in Alberta by Dr. Joyce Bainbridge and her colleagues in the past decade. Three are presented here, and each has implications for the contributions of teacher / teacher-librarian collaboration.

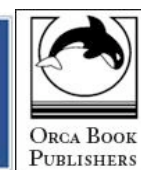
Canadian Children's Books in Elementary Classrooms: What is Missing?

The first research project (2002, 2005), conducted by Joyce Bainbridge and Mike Carbonaro (with research assistant Nicole Green), had three objectives: (a) to examine the extent to which Canadian children's literature was incorporated into Alberta school library collections, (b) to explore Alberta elementary school teachers' knowledge of Canadian children's literature, and (c) to determine whether or not Alberta teachers incorporated Canadian children's literature into their classroom teaching and learning activities. In 2000-2001, an online survey was administered to Alberta elementary school teachers, and follow-up interviews were conducted with some of the respondents. The survey explored the teachers' knowledge and use of Canadian children's literature, and their thoughts about the role of Canadian literature in elementary school classrooms. Overall, most teachers appeared to be unfamiliar with contemporary Canadian books and included Canadian materials in their classroom instruction only for specific Canadian content. The survey and interview data showed that classroom teachers in Alberta were highly dependent on the knowledge and expertise of teacher-librarians and library-aides. They generally did not access professional resources, read book reviews, access relevant websites, or read professional journals. They were also heavily dependent on other teachers, on locally provided in-services and book lists, and on the teacher support material provided by textbook publishers (e.g., reading series).

Canadian Multicultural Picture Books: Representations of Difference

The second study, conducted by Ingrid Johnston and Joyce Bainbridge (with research assistants Jyoti Mangat and Rochelle Skogen), introduced elementary and secondary pre-service teachers at a western Canadian university to a range of contemporary Canadian picture books that offer multiple representations of Canadian identity. The students were engaged in a workshop on picture books, completed a paper survey, and were interviewed. The students were basically asked two questions:

- Would you use these books in your classroom? Why or why not?
- What do these books appear to suggest about what it means to be Canadian?



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A number of themes emerged from the data analysis; four of the most salient themes were:

Considering the pedagogy of picture books: Students in both the elementary and secondary routes of the teacher education program appeared to be basically unfamiliar with Canadian children's literature, but they did not see a lack of knowledge of Canadian books as a potential disadvantage in teaching. They assumed that once they were in schools as teachers, Canadian books would be readily available for their use. They did not see themselves as having to make book selections for their students or as being responsible for selecting materials for the school library. Elementary pre-service teachers were relatively uncritical of the content of the books, while the secondary route participants had not previously considered the use of picture books and many were resistant to the idea.

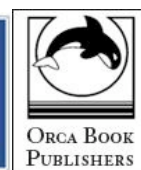
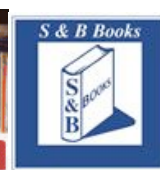
Perceiving myself as "Canadian" Many of the pre-service teachers' responses were stereotypical and reflected notions of a 'benign' plurality. The secondary route students' responses were likely to rely upon notions of Canada as a just and equitable society, invoking the rhetoric of state-sanctioned multiculturalism. For many of the elementary route students the picture books evoked emotional rather than political responses. The books triggered memories of childhood events and places, and the students demonstrated pride in their Canadian identity. However, they appeared to be unable or unwilling to engage at a critical or reflective level in discussion of what it means to be Canadian in a broader sense.

Imagining the "other" With both elementary and secondary route students, there was also a prevailing belief that immigrants to Canada are more appreciative and patriotic than Canadians born here. When asked about how they imagined being Canadian might feel different for immigrants than for those born here, the overwhelming response reflected the participants' desire to homogenize the "other" as "the grateful immigrant" or "the happy multicultural," with some racist overtones. The participants had a certain comfort level with notions of "cultural diversity" but a discomfort with the more challenging concepts of "cultural difference" that appeared to challenge students' own sense of self.

Exploring controversial issues in picture books Many of the elementary pre-service teachers had not previously considered the importance of deliberately selecting Canadian books for their classrooms, but a major concern for them was to avoid controversial books (that is, any materials that presented non-mainstream points of view) in elementary classrooms. The secondary route students recognized that controversial issues would be part of their lives as teachers in English Language Arts, and some saw the picture books in the workshop as a means to addressing sensitive issues in a somewhat less threatening manner.

Canadian Children's Books in Elementary Classrooms: Present But Unnoticed

The third study, conducted by Joyce Bainbridge, Mike Carbonaro, and Dianne Oberg (with research assistant Nicole Green), examined the supports that facilitate elementary teachers' use of Canadian literature through a case study of one school district. Supports include services provided by teacher-librarians, school district personnel and others; sources of funding; and opportunities for professional development. The case study district was selected because it has retained its teacher-librarians and has a commitment to the continuing support of teachers through the school library. The study data were collected through an online survey,



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observations in schools, and interviews with elementary teachers, teacher-librarians, and school and district administrators.

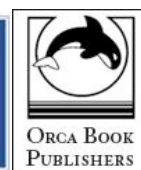
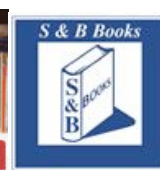
The survey respondents were more knowledgeable about Canadian books, authors and illustrators than respondents to an earlier Alberta-wide survey, but nevertheless they expressed the interest and need to know more about Canadian materials. Of the 23 authors identified as "most read by students and teachers," the majority (13) were Canadian [Robert Munsch, Phoebe Gilman, Ian Wallace, Janine Tougas et al, Paulette Bourgeois, Eric Wilson, Barbara Reid, Kenneth Oppel, Marie-Louise Gay, Farley Mowat, Barbara Demers, Linda Bailey, Andrea Spalding]. Although almost one-half of the respondents reported that they did not make a point of using Canadian books, 90% stated that they believed it was important to use Canadian books in their classrooms and 75% used Canadian books in teaching one or more of the curriculum areas. Respondents appreciated the role that teacher-librarians have played in their schools in locating materials that they needed for their classrooms, particularly curriculum-related materials. They appeared to rely quite heavily on the expertise of the teacher-librarians in selecting books for their classrooms and for their schools' libraries. The school library collections were reported in general to be of good quality and size.

The elementary teachers reported in their interviews that they were using children's books in their classrooms in a variety of ways, predominantly for read-alouds and as supporting materials for theme and/or topic based curriculum units. Interview participants stated that it was good to use Canadian books, but they did not necessarily seek out or know Canadian books. Participants had clear ideas about what it means to be Canadian and what values are important to them as Canadians but they appeared to be unaware that all books, Canadian or not, carry the values of the culture from which they originate. The interviews confirmed that the teachers depended on the teacher-librarians to keep them informed about books and to select books for them. There was a deliberate policy decision at the district level to keep teacher-librarians. Teacher-librarians were seen as master teachers and curriculum coordinators and as instructional leaders in the schools.

Implications of the Research

The research reported here indicates the importance of teacher-librarians (and other library staff) having a comprehensive knowledge of Canadian children's books. The elementary teachers responding to an Alberta survey indicated that they had little knowledge of Canadian children's books and they were feeling the lack of support in this area because of the reduction in library staffing in Alberta schools over the previous decade. Elementary teachers in schools with teacher-librarians had more knowledge of Canadian children's books and were more likely to be using these books in their classroom, but they relied heavily on teacher-librarians and other teachers for recommendations as to which books to use in their classrooms. Most were not confident in selecting Canadian books on their own because they lacked comprehensive knowledge of Canadian books. Teacher-librarians need to do more than select Canadian books for the school library: they need to find ways to share their knowledge with teachers, and they need to find ways to encourage teachers to build their own knowledge of and experience with Canadian books.

Another implication of these studies is the need to ensure that pre-service teachers, both elementary and secondary, have the opportunity to learn more about Canadian children's books in their teacher education programs. The challenge for teacher educators and for mentoring teachers extends beyond developing the pre-service teachers' knowledge base about Canadian children's books. The pre-service teachers



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involved in the research with picture books revealed quite uncomplicated and uncritical views of what it is to be Canadian; they were unconcerned about their lack of knowledge of Canadian books and were unaware that they might be called upon to select books for their classrooms or school libraries. Teacher-librarians in elementary and secondary schools should be aware that the bright new teachers in their schools not only may lack knowledge about Canadian books: secondary teachers may be quite resistant to using picture books as instructional materials, and elementary teachers may be quite resistant to using books that present non-mainstream or controversial points of view. Many pre-service teachers, both elementary and secondary, appear to be unwilling to engage in a critical analysis of the books that might be read by their students in or out of class.

Finally, the studies presented here suggest the importance of teacher / teacher-librarian collaboration around issues of intellectual freedom and social responsibility. Teachers and teacher-librarians need to be able to work together and to support each other in the work of developing their students' identity as Canadians and in enhancing their sense of social cohesion. Together teachers and teacher-librarians can explore some of the issues that our multicultural society must grapple with, issues that are often played out in our classrooms and libraries.

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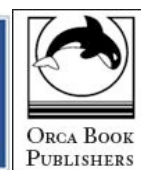
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Motivation Through Collaboration at St. George's School of Montreal

Allison Holmes and Enda Tobin

Allison Holmes has a B.Ed. from McGill University in Montreal. She has worked at both St. George's Elementary and High School over the last 8 years. Allison currently teaches English Language Arts in Grades 7 and 8 and is the high school's Cycle I Co-ordinator.

Enda Tobin has worked as a high school librarian for the past seven years, the last three of which were spent at St. George's School of Montreal. She has an MLIS from McGill University and a Masters degree in philosophy from University College Cork in Ireland.

In almost every field of work, it is becoming increasingly important for people to work together, to collaborate, in order to maximize their knowledge, potential and results. This is also true in education, where not only are students expected to learn collaboratively, but teachers are expected to plan and teach collaboratively as well. While this is a logical and desirable approach, many teachers and librarians were never taught successful techniques or strategies for being part of a collaborative team or effort, and so they are learning this along with their students. Frustration and anxiety can occur as a result of this lack of knowledge, but collaboration is a very rewarding experience when it is handled with care. This article aims to offer insights based on the collaborative effort of one teacher and librarian over the 2004-2005 academic year.

At the high school campus of St. George's School of Montreal, the Resource Centre, project pedagogy, and teacher/librarian collaboration have always been important parts of the school's curriculum. With the advent of the **Quebec Ministry of Education's curriculum reforms**, a new opportunity emerged to refine the approach to teaching Information Literacy to students, to foster collaboration between teachers and the librarian, and to reassess the kinds of projects which are "pedagogically friendly" for students. In the past, a Research Skills class was taught to Grade 8 students at St. George's. It was found that this approach was less successful, because students could not make connections when these skills were taught in isolation, separate from meaningful projects or assignments.

To motivate student learning, we, Allison Holmes and Enda Tobin, decided to plan a series of projects for three Cycle I (Grades 7 and 8) English Language Arts classes. In Grade 7, three projects were assigned and in Grade 8, two projects were assigned. Grades 7 and 8 were chosen because they grouped together in accordance with the new Quebec Education Program (QEP). The QEP stipulates that instead of being two separate years of high school, these students are completing one programme of study over a two-year period. Given this, they are not expected to master the competencies described in the QEP in one year, but in two. The projects we are outlining were planned, taught and evaluated collaboratively. The purpose was twofold: to have an initial benchmark project which would establish students' skills, and secondly, to teach them the skills they needed by means of the subsequent projects.



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In collaboratively planning the projects, it quickly became apparent that as an English teacher and librarian, we had similar questions that became the foundation for our teamwork. We began by asking ourselves the following questions: Do students understand what question or problem they need to solve or comprehend? Can they find the information they need? Do they know where and how to look for this information? Can they understand the vocabulary or information used in the sources they access? Can they apply the information found?

Our goal became to identify what our students could do, what they thought they could do, and what they needed to know, do and understand in order to be effective researchers and communicators.

Collaboration is never simple, and teacher/teacher-librarian collaboration is no exception. Forced collaboration will rarely, if ever, work; successful collaboration comes from a willingness of spirit and the ability not to take oneself too seriously.

What is perhaps most interesting is that our difficulties did not have to do with personality conflicts. No, our problem was enthusiasm: we had too much! By the end of our collaboration last year, we were able to complete each other's sentences and prevent each other from burning out by offering, suggesting and insisting upon a well-placed "time out".

Collaboration can take many forms. We collaborated in the planning and debriefing of assignments. We also team taught all classes when research was required in order to successfully complete the assigned work. One of the most immediately noticeable results was how the students treated us: they saw us as equals!

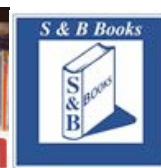
The quickest and most important lesson that needs to be learned is that there is no room for egos in a collaborative relationship. There was, of course, some hesitancy and trepidation when we first began to work together. Neither wanted to step on the others toes, yet neither wanted to be left in the other's wake, either. Fortunately, clear and open discussions occurred before we presented in front of any class, and these conversations were used to set up how we would divide our tasks.

Collaborative Planning:

This first stage of collaboration can be the lengthiest and for us, it included not only a collaborative planning of the curriculum, taking into account necessary content and competencies, but it also required time to organise how a class would be run when being team taught. Some of our basic discussion topics included:

- Pre-assessing students' knowledge of the subject
- Pre-assessing students' skills
- Finding and evaluating the appropriateness of research materials
- Articulating the objectives
- Preparing the assessment - both of the students' work or product, and of the collaborative effort and process

Without spending the requisite time on these, our efforts would not have been successful. By our third project, we took half the time to prepare as was needed for our first, since we had become quite "in tune" with each other's needs and goals.



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Collaborative Teaching or Team Teaching:

This can be the most difficult and also the most exciting and rewarding part of collaborating. It is impossible to achieve a perfect team-teaching experience the first time out, since some fear is always there as you are “performing” not only for your students but for a colleague too... and what happens if she finds you lacking? If you take the time to discuss your worries, chances are you’ll enjoy the experience and want to try it again. We started out by creating a schedule, booking in each person’s speaking time and writing a basic script for what each of us would say. This ensured that we would not repeat ourselves and we would not interrupt each other. After about two classes, we were able to relax and allow for more spontaneity, which made for a more engaging environment. By the end of the first week, as all of our collaborative efforts lasted at least two weeks, we knew when it was okay to interrupt and neither worried nor took offence. In order for students to succeed, they need clarification on a regular basis. In the team-teaching situation, one instructor may overhear a student’s question or she might recognise a need for clarification that the other instructor is not in a position to hear or notice. Well-timed interruptions do help students when they clarify a misunderstanding or misconception. In addition to what they were learning about the subject, we were also modeling collaboration for the students. When planning to team-teach, we discussed the following topics:

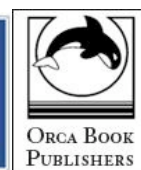
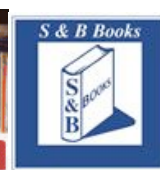
- What each participant would say - this can be unscripted and should be, whenever possible;
- What each participant hopes to gain from the collaboration;
- What worries, concerns or fears each participant has;
- How will questions be addressed and by whom? (Subject-specific, alternating, etc...)

Collaborative Assessment and Evaluation:

We negotiated a collaborative assessment and evaluation policy that was made clear to our students. Both formative and summative assessments were used, and rubrics were constructed for each assignment. The rubrics reflected both the process and the product. Students were also required to self-assess their work and participation and to give feedback on the project. At no time did our students ever question being evaluated by someone other than their classroom teacher; they accepted and sought feedback from both of us. The feedback given by students regarding the project was used when developing subsequent assignments and projects.

Debriefing:

This is a very important step in the collaborative process. We took the time to meet and discuss what worked or did not work for each project. The most important element for us was to clearly keep in mind that the central focus is student learning. We ended each collaborative experience by asking and answering the following questions ourselves: Have our students learnt the skills and content we wanted them to learn? If not, why not? How should future projects be adapted to address this issue? Was it due to confusion in the team-teaching or at the planning or pre-assessment level? What changes do we need to make to ensure that our next project is even more successful and relevant to student learning?



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It was clear that the planning of the project was a key element in student success and that this planning required a clear statement of goals and focus on the part of the teacher and the librarian. The Quebec Ministry of Education reform, with its subject-specific and cross-curricular competencies, was the touchstone for the planning. For the detailed breakdown of Information Literacy benchmarks, we used *Information Literacy* by Michael B. Eisenberg et al. The Toronto District School Board's *Student Research Guide 2003* was used for practical tools adapted for our own specific context.

Conclusion:

It is important to remember that flexibility is an essential factor in collaboration and team-teaching. One must be flexible in adapting to another person's teaching style, and recognise the need to respond to student learning styles by adapting, revising or even eliminating elements in the initial project when necessary. It is also important to remember that what you plan outside the classroom will change once you are in a classroom with students. They bring their prior knowledge, their interest and their readiness to each lesson. This means that one has to be ready and willing to make modifications on the spot.

As a result of our collaborative effort last year, we are now expanding the project and process as other teachers have expressed interest in our approach. Our team approach slowly expanded from the two of us -- one teacher and one librarian -- to include numerous teachers, the Student Support Services Coordinator and the specialist for integrating technology. It is ever changing in configuration depending on each participant's focus and needs. Collaboration is give-and-take, and with each new participant, we must start afresh and re-negotiate the planning, teaching and assessment process. Successful collaboration leads to increased student and teacher motivation. Our goal never changes: students need to be given a stimulating and relevant context in which to learn and teachers, librarians, and administrators must be able to provide this through collaborative teamwork.

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Collaborations Between Teacher-Librarians and Classroom Teachers: Reflections From the English Teacher in Room 108

Janice Sundar

Janice Sundar has a B. Ed from the University of Alberta, an M.Ed in International Education from Framingham State College, and is currently working on an M.Ed in Teacher-Librarianship from the University of Alberta. At present she is on maternity leave. Prior to her leave, she taught high school English at Carol Morgan School, an international school located in the Dominican Republic. In addition to her teaching duties she chaired the English Department and coordinated the school's Virtual High School program. She also taught part time at the University of the Instituto Cultural Dom-nico-Americano, located in the Dominican Republic.

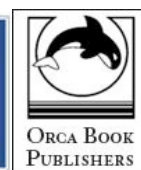
ENGLISH TEACHER: *(to entire class)* Who wants to go for a walk? I need someone to run an errand for me.

ALL STUDENTS: *(all hands in room go up as the class answers in chorus)* Me! Me! Me!

ENGLISH TEACHER: I think Maria Gabriela's hand went up first. Maria Gabriela, could you please return this book to Ms. MacIsaac?

MARIA GABRIELA: *(smiling, obviously eager for the respite from class)* Sure, but who is Ms. McGillivray?

I have been a member of nine school communities. In the first six of those school communities I was a student. In the last three I was (and currently am) a teacher. In all but the school I currently work in, I have not known or do not remember the name of the librarians. That is sad. What is worse is that my experience is not singular. I have asked around. People know who taught them grade one, who led the high school choir, who explained trigonometry, and who read them Shakespeare. But the name of the person who ran the Library or Media centre remains a mystery. Today in class I asked my *eleventh* grade students what the name of the current librarian was. No one got it right, though some of them did call out the *last* librarian's name. My experiences and those of my students are not isolated events. The professional literature is rife with examples, complaints, and illustrations of the invisibility or misperceptions about the role of the teacher-librarian (e.g., Riedling, 2003; Mikalishen, 2001; Kniffel, 2004). Kniffel (2004) writes about this circumstance particularly eloquently: "people aren't quite sure what [teacher-librarians] do when [they're] not stamping books" (p. 2). A more substantial and generalized example of the cloudy role that libraries and librarians play in society occurred when Governor Gary Locke proposed shutting down the Washington State Library to alleviate the state deficit (Dempsey, 2002). Though the closure of a state library system is an extreme example, it clearly articulates the poor understanding of people about the role of the library. To narrow the example back to schools, perhaps the Governor's easy attitude toward the closure of library was fueled not only by his position and his need to find budget cutbacks, but also by his own experiences in schools. Could his very attitude have stemmed, on some level, from the fact that he could not remember any of the librarians' names at his schools?



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Paradoxically, at the same time that we, as a society, are unclear about the role of the library, the trends in education (and society by extension), are touting the very skills that seem most connected to the library. In this age of the information highway and globalization, the development of information literacy has come to the forefront of the educational stage. Although there are many well worded definitions of information literacy, the consensus is generally that it is:

being able to recognize when information is needed, and to have the ability to locate, evaluate and use the information needed. These abilities are applied to learning from information throughout one's life. (Kuhlthau, 1990, p. 6)

Even students in my class, the ones who do not know the librarian's name, would connect looking for and evaluating information with the library and hence the teacher-librarian.

A second trend emerging in current education is the necessary (and usually mandated) use of technology in classrooms and learning activities. Technology skills are an obvious necessity in the twenty-first century—from automated bank machines to video conferencing and instant messaging, technology impacts modern life, and therefore current education. One needs only look at any school district's mission statement or curriculum to see the importance and pervasiveness of technology imperatives in schools today. I am not one hundred percent certain *all* my students would come to this next connection, but I am pretty the majority would: "technology, in all its various forms, offers users the tools to access, manipulate, transform, evaluate, use, and present information" (Plotnick, 1999, p. 3).

A third trend in education is constructivism, a teaching philosophy that places emphasis on student centeredness, collaboration, a multiplicity of viewpoints and resources, and authenticity. Constructivism is "edging towards a position of hegemony" (Greening, 1998, p. 22) in the field of education. Although my students might not be able to make the connection between constructivism and the library, I can. The library is the ideal place to find resources for constructivist learning activities such as resource based learning, project based learning and the like.

Though information literacy, constructivism and technology are distinct concepts, the main tenets of each can easily be framed into a cohesive teaching model or philosophy. This model in its most basic form might envision students using *technology* to access information, then using *information literacy skills* to evaluate the information, and finally having students *construct* personal meaning from the information and the process of gathering the information. The interconnectedness is pretty unambiguous, and for most educators pretty appealing. However, as can be seen from my own class (and possibly the Governor of Washington State's classes), even when my students and I see the connection of these educational trends, we are still missing two major pieces of this complex and compelling pattern: the library and the teacher-librarian.

The question then, is *why*? Well, there are certainly many real and valid answers to this problem: inflexible scheduling, poor funding, poor communication, expanding responsibilities and repercussions placed on an already burdened education system, to name just a few. However, these demands are not isolated to the library alone. All departments across schools face similar problems. Why then does the library—which logic should place at the fulcrum of these current educational trends—drift further away from the minds of teachers and students?



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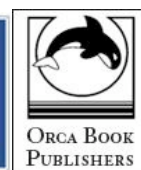
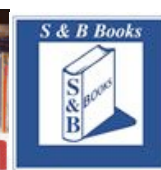
I contemplate this problem from the perspective of an English teacher. A few years ago at my school we received a mandate to demonstrably improve writing instruction. As an English department we balked. How could we, alone, increase writing scores when writing, although a focus in English classes, is such a global skill? How could one department alone meet the mandate? The answer was that it could not. So, the English department launched a school-wide initiative. *All teachers would work at writing instruction—not just pay lip service to “writing across the curriculum.”* They were actually going to do it. We organized internal biannual testing for students. Teachers across the disciplines were trained in **6 Trait Writing** and assessment of the six traits in student papers. Afterwards, guess who was responsible for helping the English department grade those biannual tests? The entire faculty! In-service days were devoted to training, to helping teachers figure out how to pick at least one of the 6 Traits and work on helping students develop it. In short, the entire staff got involved. The entire staff got the vocabulary. The entire staff got the work. And the entire staff got the results. Hard on the heels of the training and writing assessment we added cross discipline writing assignments—students are now writing in advisory period, which is overseen by advisory teachers, not English teachers. Last year, the collective refrain after one of the staff in-service training days on writing was: *we already know this and we already do this.* It has taken us three years to get to this point. And we certainly have a way to go. But here and now even the *Math* teachers feel like they could and do teach and assess the writing traits. That is a pretty good place to be.

The reason I bring up our school writing initiative is because I think that our English department faced a lot of the same problems that the library is now facing. Both departments face the constant threat of budget cuts and understaffing, both deal with the same student population, both must accept the schedules assigned to them. But most importantly, the skills in both—writing for English teachers and information literacy for teacher-librarians—are needed to create articulate, thoughtful life-long learners. Additionally, the instruction of both of these skills needs to be taught globally in context. Most importantly, though, is that the skills need to be taught and reinforced by the entire school.

The professional teacher-librarian literature is replete with calls for and research about collaboration between teacher-librarians and classroom teachers (e.g. Russell, 2002; Haycock, 2004; Riedling, 2003; Buzzeeo, 2002; Gross & Kientz, 1999). According to Schomberg (2003), collaboration requires that teacher-librarians and teachers have flexible schedules to plan activities, that teachers have flexible access to the library, and finally, that school administrators need to support collaborative work environments. Schomberg’s article, like many in the field, outlines conditions for a collaborative environment, delineates the processes involved, and states the goal for collaborative projects as:

To collaboratively plan, deliver and assess instructional units that focused on not only content and product, but more specifically on the importance of the research process as well as the formal assessment of that process. (p. 2)

The ideas Schomberg describes are logical, practical and, based on observation from my experience, in some cases, they are even being implemented. At my school I see *some* collaboration between the teacher-librarians and classroom teachers. The collaboration is limited, as Schomberg states in her article, to “instructional units:” a two week unit on *China* in grade nine Social Studies, a three week unit on *American Authors* in grade eleven English. Even with these discrete units, though,



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collaboration at my school is much like the collaboration Russell (2002) writes about in *Teachers and Librarians: Collaborative Relationships*:

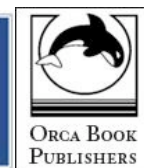
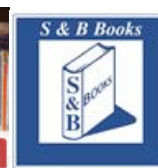
In the case of the library media specialist/teacher collaboration, the transition [to collaboration] has been slow. Although library literature reflects more than two decades of interest in collaborative planning, and library media specialists are well-trained to perform in this capacity, there are still fewer examples of instructional partnerships than might be expected (Haycock, 1999, p.3).

Frustratingly, when collaboration is implemented, it *does* improve student achievement (Haycock, 2004; Hylan 2004; Haycock 2001; Gross & Kientz, 1999). So again, the question is *why*? Why are the libraries, after two decades of lobbying for collaboration that has been proven to increase student learning, still not able to secure a stronghold in school cultures?

I would like to return again to the school-wide writing initiative at my school. Our school has hailed it as a success. A work in progress still--but a success nonetheless. The school-wide, cross-discipline initiative has worked far better than any individual discrete cross-discipline activities before it. The reason for its success is that the goal was never narrow. The goal was never about creating *instructional units*. The goal had always been about developing an *entire system* for the entire school. It was about creating a writing culture in the school—pushing, pulling and dragging the entire faculty with us if need be. This type of school-wide system-making initiative is what has to happen before teacher-librarians will be able to fully collaborate with teachers in a consistent, meaningful way.

The idea of school-wide or district-wide initiatives is not new in teacher-librarianship, though it appears they are less frequently discussed in the professional literature than smaller collaboration efforts or general guidelines or tips. Lincoln (2002) writes about district-wide Big 6 initiative that included 14 school districts in southwest lower Michigan. The project goals were to cultivate the relationship between libraries and to “promote information literacy” (p. 3). It encompassed broad planning, initial training of specialists and subsequent in-service training for other staff members. Teachers across all disciplines (or all subject teachers?) were then encouraged to incorporate Big 6 strategies into their lessons. More significantly, the initiative has led to the adoption of Big 6 as part of the school’s accreditation strategy. Here is an example of an information literacy program becoming institutionalized, becoming *part of* the school culture in the same way as the writing initiative at my school. Here, based on my experience with the writing initiative at my school, is an example where collaboration between teacher-librarians and classroom teachers will become easier, more substantial and more successful.

Another example of broad collaboration happened in Beaverton School District in Oregon. Teacher-librarians from 46 schools gathered to create web resources called Pathfinders, which present a variety of information and resources linked to curriculum. The content the Pathfinders present is selected because of its relevance to topics covered in different grade levels and also because of its developmental appropriateness. The Pathfinders, which “[required] close collaboration between the library and the classroom to precisely target the most useful materials,” not only provide lists of varied resources, they also aid students in developing information literacy skills (Kuntz, 2003, p. 14). The interesting aspect of the project is the fact that the project required extensive collaboration among the teacher-librarians and between the teacher-librarians and classroom teachers. The end result of the project is not that it created useful relevant information links; it is that the project created a



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system that effected (or had impact on) schools as a whole (instead of just select classrooms) and was used throughout the district. This is another example of large thinking, of getting teacher-librarians to influence to culture of schools. Because as soon as classroom teachers use the Pathfinders, which were created with their consultation and that are linked to the curriculum, the probability of greater, sustained collaboration between teacher-librarians and teachers increases.

The importance of information literacy with its obvious links to technology and constructivism cannot be overstated, but neither can the importance of collaboration between teacher-librarians and classroom teachers, however few educators seem to be aware of it. However, the positive implications of the projects in Michigan and Beaverton hearten me. They reinforce concepts that I have seen work in my own professional experience. They encourage the creation of larger paradigm changes in school cultures. They create a common vocabulary for the entire school. They seek to train entire faculties. And most importantly, they attempt to institutionalize information literacy in ways that smaller collaborations cannot. I have seen the impact that the large-scale writing initiative has had in my school. I would advocate for a similar large-scale information literacy initiative. In fact, this year the English department launched our second school-wide writing assignment, an interdisciplinary research paper project for *grade twelve* students. The paper, which is now an embedded graduation requirement, necessitates that students complete the project with the aid of the English teacher, a content teacher (Math teacher, Science teacher, Art teacher, etc.), and the teacher-librarian. Because students know that the paper is a high stakes, required element of their graduation year (and will be graded by three involved teachers) there has been a greater acceptance from them to want to hone their research skills and take advantage of the expertise of their teachers as well as the teacher-librarian.

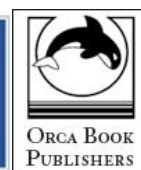
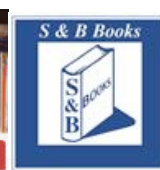
A similar spirit of collaboration has been seen in the staff. Classroom teachers and the teacher-librarian are having more discussions about the vertical articulation of research skills. The focus is still largely on the English department and there is a lot of room to further develop concrete information literacy skills, but the project is the beginnings of authentic collaboration between the teacher-librarian and classroom teachers.

The schools of southwest lower Michigan, the Beaverton School District and my own, I believe, are well on their way to truly establishing learning situations where real, enduring collaboration between teacher-librarians and classroom teachers will happen. It is large school-wide initiatives that will create school cultures that integrate information literacy and teacher-librarian/classroom teacher collaboration in meaningful ways. Certainly, these schools and their respective projects have room to improve and face a number of obstacles, but they are headed in the right direction. I cannot speak for the schools of southwest lower Michigan or the schools in Beaverton, but I can speak for this year's twelfth graders at my school. They do know the teacher-librarian's name, which, by the way, is Ms. McGillivray.

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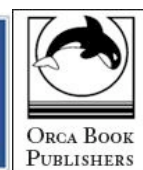
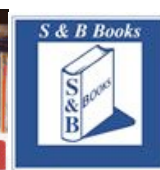
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Reader's Theatre: a Collaborative Project

June Rysinski

June Rysinski currently works for the Thunder Bay Catholic District School Board as a full time Teacher/Librarian serving two schools. She has been a Teacher/Librarian for 5 years. Teaching is June's second career, having started her working life as an ophthalmic dispenser in 1978. She graduated from Lakehead University in Thunder Bay with a Bachelor of Arts in 1996 and in 1997 with a Bachelor of Education with a Geography teaching major. She received Specialist Qualifications in Teacher/Librarianship from OISE, University of Toronto in 2004 and has started a Masters of Education program from the University of Alberta. June is an excellent model of lifelong learning. Her broad educational experience in math, science and the arts gives her the diversity that is so important to a teacher-librarian. She has a strong commitment to promote Information Literacy, Resource Based Learning and the Inquiry Process in collaboration with classroom teachers.

Editor's Note: Sometimes teacher-librarians do not achieve the ideal of equal partnership with a classroom teacher. Sometimes the best we can do is engage in "parallel play" You know – you do your bit over there and I'll do mine over here. Executing a unit on behalf of a teacher is a step that gets the kids into the library and allows teachers to see us in action. What follows is a unit in Readers' Theatre done by June to support the Language Arts curriculum in her school.

Origins of the Unit

Readers' Theatre was a project that I initiated at my schools to promote collaborative teaching practice between Teacher/Librarians and classroom teachers. I planned and created the project to present to teachers as a method whereby we could work collaboratively with students to prepare them for the citywide Oral Communications Festival. There had been a decline in the number of students who entered this competition and I believed that having the students participate in the Readers' Theatre project would increase student confidence and prepare them for this competition. We all agreed that by doing Readers' Theatre, the students improved their oral communication skills. We also used Readers' Theatre to promote a certain literary genre. I chose children's classics in literature. Students worked in groups, choosing one of the Classics and they performed it in front of the school. This was an overwhelming success for all.

Assessment - Self Evaluations:

Readers' Theatre began by conducting a first reading of the desired script. I chose the story *Stellaluna* and made up booklets that had the scripted version of the story. This was done for the four grade six classes. For the first reading of the script we did a circle reading and I videotaped each class as they read. This videotape was used later in the self-evaluation. For the next visit to the library, I showed the [Power Point Presentation](#) on Readers' Theatre and we had a class discussion. During the next visit, each class was shown the videotape of their first reading.



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Students critiqued their videotapes by jotting notes about themselves as they watched. Later, we discussed what they had written, and talked about ways to improve their reading. I did not give them any formal criteria because I wanted to see what kind of ideas they could come up with. The comments were amazing. Here are some examples.

" I didn't speak loud enough."

" I was hiding my face behind the booklet."

" I was not speaking clearly and didn't pronounce the words correctly."

" I was looking down at the floor."

" I did not use very good expression."

" My voice sounded boring."

" I wasn't following along and lost my place."

Assessment - Journal Writing:

The next step in Readers' Theatre was to have a second reading. For this we broke into two groups. The character and narrator parts would be assigned after we completed the second reading. The first task for the two groups was to go through the script and circle words that they did not know the meaning of. The meanings to these words were looked up in the dictionary. The second task was to take a close look at the characters and discuss how each character would speak and feel in this particular setting. It is important in Readers' Theatre that all readers be familiar with each character and has a good understanding of the story before the parts are assigned. Students were asked to make a journal entry by commenting on their experience in the reading circle.

Some of the outstanding entries are as follows:

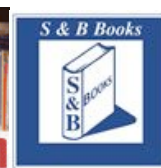
Doing the reading circle was good because we were all sitting down in the circle. No one had to stand to read. If someone made a mistake, they didn't stand out. The person next to me helped me with some words that I didn't know how to pronounce.

The reading circle was good for looking up words. I didn't know what sultry meant and I found out that no one else did either. One person looked it up and it means hot and humid. It is good to know the meaning because I know what it was like for Stellaluna to be in a sultry forest.

I liked the reading circles because now we will read better because we know more about the characters and more about using expression.

The most important thing about the reading circle was it helped me to speak in front of big groups.

The reading circle was important because no one stuck out.



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The most important thing about the reading circle is I became confident in front of others. I learned many new words.

Doing the reading circle taught me to speak clearly and to slow down.



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Collaborative Teaching and Multiple Intelligences: a Rational Fit

Charlene Leaderhouse

INTRODUCTION

Benefits

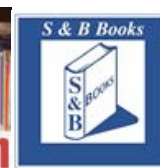
There are many benefits to collaboration. Collaborative planning brings together teachers and teacher-librarians in order to maximize student learning through sharing skills and knowledge. A constructed understanding is made more visible to the students because each teacher is able to bring his or her particular skills and perspectives to the lesson. More creative activities may be planned because two people are implementing the lesson, thus developing a better-rounded unit. An added benefit in today's crowded classroom is that students receive more individual attention because there is another adult present. Collaboration of the teacher and teacher-librarian is of great benefit to both the teaching and learning process.

MULTIPLE INTELLIGENCES

Gardner 's Theory and the Classroom

Gardner (Wortzman et al., 1997) has proposed that there are actually seven types of intelligence: linguistic, logical-mathematical, visual/spatial, musical, kinesthetic, social, and individual. People are naturally inclined to be better at some things than others. Some students are able to draw well, some are great at problem solving, and some have perfect handwriting. But in the end, reading, writing, and arithmetic are still the higher valued skills in education. The current school structure is not set up to teach to all of the seven intelligences. Individual teachers may make the effort to plan various approaches and activities, but there is not much flexibility with a classroom of 25 students with core subject dominance, timetabling restrictions, curricular change, and report cards.

Ideally, all intelligences should be incorporated into school curricula, not only to reach each child's strengths, but also their weaknesses. Some students who are weak readers and writers quite often do well with math computation. Some students are street smart and do very well with money problems. Some have problem solving skills, but cannot explain their strategy. There is always a student who can't get anything done in class, but is an amazing artist. In order for all the seven intelligences to become more predominant, they need to be fostered and valued both within and beyond school walls. The key to addressing this issue is actively teaching different methods and activities. We should ask students to do things outside of their comfort zone, for example, reading aloud, drama activity, group work, etc. and offer them a variety of ways to demonstrate what they have learned.



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Role Models

This is where the skills and experiences of a teacher-librarian can be utilized. Before I ventured down my own T-L path, I worked in a collaborative relationship with two wonderful teacher librarians. Both were very knowledgeable in curriculum. During planning sessions they would bring new resources while I brought previously used strategies and lessons. We made sure curriculum objectives were covered, brought First Nations/Metis content into the units, and arranged for guest speakers. They compiled the completed units so they were organized and professional looking. By working together, we developed some terrific units.

Collaboration allows Resource Based Learning to be used in an easier and much more productive way. An example of one project involved two teachers and a teacher-librarian working on the research and presentation of a pioneer unit. Groups of students rotated among the three research stations - print, video, and electronic sources - with a different teacher running each station. Presentation groups were divided into PowerPoint, posters, and demonstration, again with a different teacher supervising the groups.

In another cooperatively planned and taught project, my teacher-librarian and I worked on a research unit on endangered animals. We taught the background knowledge together in the classroom, emphasizing group work skills. Then the class was split into two groups: I taught students how to make jot notes while the teacher-librarian taught students how to use a table of contents and indexes to aid in research. Groups were then switched. The smaller groups allowed for intensive learning and teaching of students. In research groups, students then worked on computers, some with print, and others watched videos in order to complete their research grids.

It was because of these wonderful experiences, that I pursued postgraduate education and became a teacher librarian.

RELUCTANCE

Collaboration seems to be a hard sell to peers. While taking graduate classes, I encountered teacher librarians who were experiencing eagerness and frustration at both the elementary and high school levels. They were eager to plan and teach, but frustrated by the reception they got from classroom teachers. I offer two possible reasons for this reluctance. The first is the classroom teachers' perceptions of the role of a teacher-librarian. Many people view the role in a traditional way, as a gatherer of resources. Staff members need to be reminded that teacher-librarians have an education degree, classroom experience, and usually additional training in library science and/or technology. Because subject specialty may be what is most important to them, classroom teachers may not see the bigger picture of other subject areas and integration.

Advocacy

My experience working with teacher-librarians has been a very positive one because of their assertive nature. They basically worked under the premise of when, not if, we work together. They believed in what they were doing, were former classroom teachers, extremely knowledgeable of curricula and teaching strategies, and were



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risk takers themselves. Teacher-librarians have to be assertive in what they have to offer. This can consist of teaching mini-units, providing in-service, putting resources directly into teachers' hands, and meeting regularly with administrators.

My first year as a teacher-librarian was at a school I had been at for only a year. I discovered that the advocacy is the key to opening the door to collaboration. Most teachers had their doors closed to the concept of collaboration. I found that approaching teachers directly with an idea was one way to get a project going. Another was noticing what teachers were doing in their classrooms through bulletin boards and popping resources into their mailboxes. The best way to "drum up business" is being in the right place at the right time. It was through casual conversation in the photocopy room, computer room, and staffroom that I was able to make connections with people and plan mini lessons and small projects. Collaboration is truly a process of relationship building.

CONCLUSION

Resource Based Learning, collaboration, and multiple intelligences fit together to meet the needs and learning styles of students. Through collaboration teachers will bring their particular strengths to the learning environment. Different teaching styles will meet the needs of different learning styles (i.e.) multiple intelligences. Resource Based Learning provides multiple and diverse resources and strategies, which in turn recognizes multiple intelligences. In the end, a nurturing environment is created to help ensure each child will be able to make the most of their abilities and strengths.

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A Planned Library Research Unit For Family Studies

Faune Johnson

Since 1974, Faune Johnson has taught at all levels of the public education system from elementary through post-secondary. Her primary subject is English, although she has also taught drama, math, social studies, consumer education, keyboarding, and career and personal planning. Some experience out of the school system, as a youth employment counselor, tenants' rights advocate and independent schoolteacher, has been enlightening and useful. Currently, she is a teacher-librarian and Planning 10 teacher at Centennial Secondary School in Coquitlam, B.C. Faune has an M.Ed in English Education from UBC and a Certificate in Teacher-Librarianship, also from UBC.

I. Background

The Family Studies 11 teacher was about to embark on a unit dealing with issues that cause conflict in families. It was a perfect opportunity to do research in the library and have each student become an expert on one topic, write a report and present it to the class, and also learn some research skills.

As the attached unit assignment package indicates (see appendices), the students are to learn to use a variety of resources in the library; they also are able to access much of the information at home through EBSCO, the Internet, and the phone book. During this project, the goal is to make the students aware of resources that they can use in real life situations, as all of the research topics have an impact on family life and require real responses. If this unit is successful, they will have a better understanding of situations they are experiencing in their own families, as well as strategies for accessing resources in the community.

This delivery of the unit is an alternative to the teacher preparing handouts and giving lectures on these topics.

As of this writing, this project is not complete. The library research section is almost done, but the final compiling of data, writing of reports and presentations, and the marking of the products and evaluation of the project by the teacher and teacher-librarian will take place over the next two weeks.

The students have spent one week (five classes) in the library doing research. They will spend next week's class time writing reports and preparing their oral presentations and quizzes. The classroom teacher has not given firm deadlines for completion, but I would anticipate that all students will present their findings and complete the project by the end of the first week of January. There are 29 students in the class, so considerable class time will be needed in order to do the in-class reports and quizzes.



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II. Collaboration

A. The Role of the Family Studies Teacher

The Family Studies teacher is responsible for the following:

- providing the outline and topics for the unit;
- approving the assignment plan and the outcomes;
- assigning the marks;
- providing guidance for the students during their selection of topics and their research;
- providing enthusiasm and knowledge about the topics;
- marking the written reports and oral presentations;
- providing feedback to the teacher-librarian about the positive and negative aspects of the project design and suggestions for improvement.

B. The Role of the Teacher-Librarian

The teacher-librarian is responsible for the following:

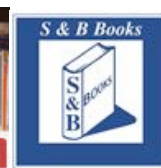
- suggesting the format and additional topics (approved by teacher);
- typing and copying the unit packages;
- describing and introducing the unit to the class;
- guiding students through research;
- suggesting and locating books, websites, encyclopedias, phone numbers and addresses;
- assisting to locate information;
- marking the bibliographic records;
- marking the notes;
- editing the written reports before they are submitted in good form;
- supervising and encouraging the students while they are in the library.

III. Comments

The students reacted negatively at first, since the classroom teacher had promised them “no more projects” and they were prepared to come to class to listen and absorb passively. This reluctance, and resistance to my involvement, could be solved in the future by prior planning and collaboration between the classroom teacher and the teacher-librarian. The students were assured that they would be given ample class time to complete the project and that out-of-class time would not be expected.

Partly because of this reluctance on the part of the students, as well as because each student has a different topic, I have kept my introductions and suggestions to the general group very brief and have concentrated on assisting students individually.

Many of the students have found <<http://www.askjeeves.com>> to be a useful and user-friendly search engine, as it will accept questions, not just keywords. Finding statistics has proven to be a major challenge, both for my students, and me as the Statistics Canada and B.C. Statistics websites are both very large and unwieldy, especially for impatient and pressured teenagers. One of the students and I found



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appropriate statistics for "death of a parent" by looking at the "Marital Status" statistics and checking the numbers for "Widowed" people, compared to the population (both total and by gender) for Canada and each province. Developing ways of finding statistics in a reasonable amount of time will be an ongoing project for me. As Katz has observed (p. 335), "Statistics are the ultimate labyrinth."

Five periods in the library may be too much, although on the fifth day many students still needed to use the phone book to find community resources that would help families cope with particular issues. Also, students still needed help to track their sources and prepare their reference lists, especially for websites. We use a fill-in-the-blanks frame sheet for bibliographic documentation so that students are guided to find the appropriate information about their sources. Each student must submit a frame sheet for marks. One of my concerns is that students will gather so much material that they will be overwhelmed by the task of filtering through this to write a short report.

I will be editing their written report before it is submitted. I will also have an opportunity to give some direction on the oral presentation.

I plan to evaluate the whole unit with the Family Studies teacher after all assignments have been submitted and all presentations done. The quality of the products, the discussions in class, and the final marks will be guides.

The students have, so far, been diligent in pursuing this research. I have been impressed by their persistent and organized approach. Many of them have chosen topics that have had a personal impact on their family.

The project itself, the list of topics, a note outline sheet and a research strategies sheet are included in the appendices that follow.

Post script: By the time this edition went to press, Faune and the classroom teacher had finished the unit. Both the Family Studies teacher and the teacher-librarian were pleased with the involvement of the students in their research and with the results as presented in class. The Family Studies teacher noted that most of the students worked very hard and learned a great deal from doing the unit. She really appreciated the teacher-librarian support throughout the project. Each student became an expert in one topic of the unit and the structure of the project ensured that they conveyed that information clearly to the rest of the class. It was a success that will be repeated with another Family Studies class in the near future. - Editor

Appendices

Appendix A - Project Outline

FAMILY STUDIES 11 – FAMILIES IN CONFLICT – RESEARCH PROJECT

Many issues that arise as part of a family's life can cause conflict between members of the family.

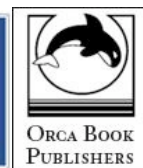
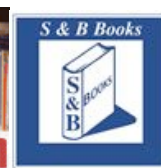
Choose one of the topics on the list on page 2.

Follow the research steps and produce the following:

a written report of approximately 300 words

(see the description for categories of information required)

an oral report to the class which may take the form of a



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speech, an interview, or a skit to present the information you have gathered to the class;
a quiz for the class of 15 questions, including 5 True/False, 5 multiple choice, and 5 short answer, which you will mark.
evidence of research and sources.

Descriptions of tasks

1. Written report

- approximately 300 words
- will contain information on the following categories:
 - a definition or explanation of the term
 - statistics, if possible, to indicate the frequency of occurrence
 - causes of this issue
 - effects or results for the family
 - what to do if this happens in your family: coping strategies, community resources, suggestions for finding help, solutions

Marks:

Content and completeness of information /75

Writing style (clear and appropriate use of language) /25

2. Oral report

- approximately 5-10 minutes
- information is clear and understandable
- presentation is interesting to listen to
- voices are used appropriately

Marks:

Content /25

Presentation /25

3. Quiz

- questions cover a range of the content
- questions are worded clearly
- questions test the students' knowledge of the topic

Marks:

Content /15

Presentation and marking /15

4. Research skills

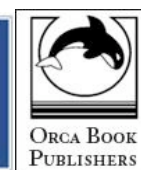
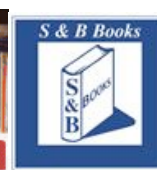
- a variety of resources is used: at least one of each of
 - a dictionary
 - an encyclopedia
 - a book
 - a magazine/news article (print or EBSCOhost),
 - a website
- other resources that may be used include radio, television, or video sources; interviews; pamphlets from organizations; surveys; personal observations.

Marks:

Frame sheet documenting sources is filled out correctly /20

Sources used are reputable and reliable /20

Note sheets are filled out correctly and completely /20



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Appendix B - List of Topics

LIST OF TOPICS

1. Domestic violence
2. Child abuse/neglect
3. Separation/divorce
4. Unemployment
5. Incest/sexual abuse
6. Death of a parent, child, other family member
7. Eating disorders
8. Alcoholism
9. Gambling addiction
10. Drug or substance abuse
11. Smoking
12. Aging/elder care
13. Suicide
14. Mentally handicapped children
15. Physically handicapped children
16. Single parent families
17. Homosexuality of a parent or a child
18. Poverty/ money problems
19. Mental illness (either as a general category or a specific illness, such as depression, schizophrenia, bipolar disorder, agoraphobia)
20. Adoption
21. Teenage pregnancy
22. Youth crime
23. Autism
24. Chronic illness of a parent or child: fibromyalgia, chronic fatigue syndrome, cancer, or ?
25. Learning disability
26. Parent in prison
27. Infertility or inability to have children
28. Options for conception or having children when fertility is an issue
29. Immigration to a new country or culture

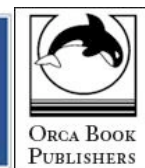
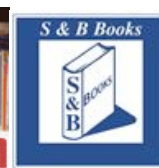
Appendix C - Note Outline Sheet

NOTE OUTLINE SHEET

Information should be Canadian if at all possible.

Each category should be completed to the best of your ability.

1. Statistics or other evidence showing the frequency or prevalence of this topic.

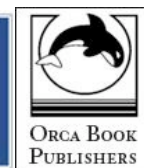
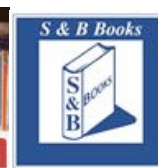


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2. Causes or sources of the problem

3. Effects on the family

4. Solutions



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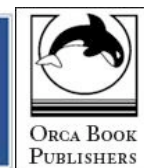
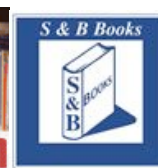
5. Coping strategies

6. Community resources / How to find help

Appendix D - Research Strategies

RESEARCH STRATEGIES

1. Dictionaries and encyclopedias are located in the centre of the library.
2. Books may be located by doing a keyword search in the Centennial Library Catalogue. A power search allows you to input two or three terms to find specific books. There will be a very short lesson on this.
3. Magazine and news articles can be located in EBSCOhost. Remember to choose all databases and 'Fulltext.' There will be a very short lesson on this.



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4. Websites must be reliable. (More on this later.)

Suggestions for search engines are

<http://www.altavista.com>

<http://www.askjeeves.com>

<http://www.google.ca>

<http://www.metacrawler.com>

<http://www.dogpile.com>

Tips:

- Always put in as many keywords as you can to make your search specific and useful.
- Use the advanced techniques of the search engine.
- Use only websites that are reliable and reputable. One or two good websites are better than a whole bunch of poor ones.

5. Do not hesitate to ask for assistance. Finding good information is a challenge.



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The Unit, the Lesson, and the Lesson That Wasn't: Three Examples of 'Partners In Action' that Make me Glad I'm a Teacher-Librarian

Diana Maliszewski

Diana Maliszewski wears many different hats. She is a teacher-librarian at Agnes Macphail Public School with the Toronto District School Board (in the area formerly known as Scarborough). She is currently pursuing her Masters of Education (mostly from the hours of 10:00 p.m. to 2:00 a.m.) with the University of Alberta as a student in their Teacher-Librarianship via Distance Learning program. She is a wife (for eight years and counting) to James Maliszewski, a freelance writer (and very patient man). She is also a mother to Mary Madeline (age 5) and Peter Thomas (age 3) (And no, she not planning on adding a 'Paul' to the mix). What little free time Diana has is devoted to driving her kids to drama and sports lessons, reading CanKidLit for the Ontario Library Association's Silver Birch Selection Committee, reading graphic novels as part of her Graphic Novels Book Club and Review Team, sitting on various other committees, giving workshops, and griping about what little free time she has.

Introduction

David Loertscher and Douglas Achterman's book, *Increasing Academic Achievement Through the Library Media Center: A Guide for Teachers* is a unique publication in that its intended audience is the classroom teacher interested in collaborating with his or her teacher-librarian to deliver quality programs. Many books about collaboration and the library are written for teacher-librarians, but it is crucial for classroom teachers to understand the benefits of collaborating with the teacher-librarian and to reap the benefits if they are to participate. That is what makes this book so valuable.

When classroom teachers realize and experience the great things teaching in conjunction with the library has to offer, they are eager to collaborate. I know that some of the best teaching experiences I have ever had have been in a team-teaching context. In fact, just this past year, I had three of the most enriching and incredible moments of my career while working collaboratively with classroom teachers. I want to share those stories here, and then reflect on what they had in common and how I can translate those memorable moments into other similar experiences, so that one day, I will be hard-pressed to name my best lessons ever.

The Unit

In January of 2005, two new teachers came to my school, Agnes Macphail Public School, to replace two veterans that had retired at Christmas. The grade four teacher, Danielle Aginski, and I met relatively soon after her arrival with a note from the retiree suggesting that she and I work together on the social studies unit on Canada's Natural Resources. We chatted and shared the same feeling that the topic was necessary but "dry", and we brainstormed ways to make it interesting for us to teach and for the students to learn. What we came up with surpassed our original expectations.



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We began the unit in the computer lab with a mysterious e-mail addressed to the students. Actually, it was a "choose-your-own-adventure" creation in Hyperstudio that taught Internet safety and critical thinking as well as launching the performance task. (See Appendix A) Students worked in collaborative "home" and "expert" groups to discover all they could about the natural resources of a particular region of Canada. While working, they were awarded "NADCAA bucks" for cooperation, on-task behaviour, and other positive conduct. This currency was for the imaginary monarchy of Nadcaa (an anagram for Canada) and at the end of the unit, the students used the money they earned to participate in an auction of the various territories of "Nadcaa" by its queen, the creator of the e-mail at the start of the unit. Before the auction, the students prioritized their "wish lists" of property to purchase and wrote a rationale for their top two choices, based on their research on the natural resources and the potential for wealth. During the auction, their teacher and teacher-librarian were magically transformed (thanks to the wonder of "teacher in role") into Queen Folly of Nadcaa and a friendly Western auctioneer. Forty eager grade four students became strategists and financiers that engaged in fierce bidding wars and made alliances so that they could afford the more hotly contested areas. After the auction, students had to write a reflection on the auction experience.

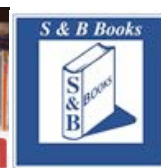
Teacher-Librarian Mrs. Maliszewski, aka the Western auctioneer (at left) and Class Teacher Ms. Aginsky aka Queen Folly of Nadcaa (far right) keep busy selling land in a cumulating task for a grade 4 social studies unit.



The whole unit was marked with a rubric that Danielle Aginski and I created and modified. (See appendix B) Many of the students said it was the best unit of study they had ever experienced. Both the principal and office staff came to watch the actual auction and some of the reflections (made by us and by the students, both during and after the auction) were insightful and sometimes hilarious.

The Lesson

The other teacher who arrived in January 2005, Athanasios Dimakas, taught grade five and six. Despite only having six months together, we were able to collaboratively teach two units. Our first team-taught unit was a successful series of sessions on contemporary Canadian native people, but the second unit surpassed



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the first. The second unit complemented the work he was doing in science on electricity. Our planning sessions were always amusing; we'd spend three-quarters of the time after school getting distracted, goofing off, brainstorming, and being called away on other business and the final quarter would be a frenzy of fabulous ideas bouncing back and forth. One particular lesson stood out from the others. We had to deal with different types of energy and how electrical energy can be transformed into these different types (and vice versa). A light bulb went on for both of us (no pun intended) and "the matrix lesson" was born.

Mr. Dimakas' students had often begged him to perform the handstands he was rumoured to execute in the library after school (part of our pre-planning distractions). At the beginning of this lesson, he answered their pleas and then connected it to curriculum with a group discussion about the various types of energy involved in such a stunt (potential to kinetic to – as the students pointed out after he had to do this multiple times – heat energy). Then, they had a double period to answer one inquiry question with one huge graphic organizer: Is it possible for every kind of energy (we listed eight) to transform into every other kind of energy and if so, how? A huge matrix covered one wall of the library. Various "tools" were spread throughout the library to help the students discover the answers they sought. Students could work in any group configuration they desired.

It was absolutely incredible to see the thirst for knowledge, resourcefulness and critical thinking in these students. Some chose to use the Internet. Some went to books in the non-fiction section. Others chose manipulatives to test their theories, like battery-operated objects or the "twist car" a bicycle-like object whose propulsion comes from steering rather than pedaling. When students discovered answers (e.g. that chemical energy was transformed into light energy when a battery was placed in a flashlight), they added their findings to Post-It Notes on the matrix.



(L-R) Michelle, Sobia, Kayla and Kadijha pause to smile as they work on their "mega-matrix"

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Evaluation was simple – we watched the students in action, examined the matrix, and had students give their reflections at the end of the class and the following day. Some students were so enthralled by the experience that they did homework of their own accord, continuing to investigate energy transformation! Thanasi Dimakas and I were so delighted by the energy and tenacity of the students that we ran to the office after school to report it to the principal, and we wrote a note of appreciation to every student in the class to take home. The photos we took during the experience show ear-to-ear smiles on teachers and students alike.

The Lesson That Wasn't

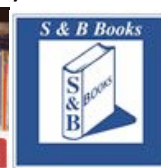
"Teachable moments" happen and are often remembered longer by the class than the prescribed ones. Ted Christou taught grade six in one of our portables. Ted and I had worked together once before, and we plotted to focus our second collaborative unit on student writing. We decided to take their collection of writing done throughout the year, have them reflect on their work, create portfolios, and finally publish their most prized work on web pages that *they* would design. Early in this unit, I showed up in their classroom to work with the teacher and his group on examining their writing folders (it made sense to meet there as carrying these bulging containers from the portable to the library was too taxing). From the outset, it was obvious that the students weren't in the state of mind for doing the task we had planned. Other teachers may have sent me on my way and dealt with the class behind closed doors, but Ted encouraged me to stay.

Ted Christou and I did some "thinking aloud" or "meta-cognitive reflection". After we polled the class (with a mark out of ten based on their current mood), he'd pose a question, like "So, Mrs. Maliszewski, what would you do if the majority of your class was at a 'four' or lower in terms of how they were feeling? Would you continue with the lesson you had planned? What would you do?" and I'd reply. Then I'd pose a question and he'd reply. Then one of us would take the lead and involve the class in some way, with a collaborative activity or with reflection questions. None of it was planned in the traditional sense, but we took our cues from each other, teacher and teacher-librarian. There was a lot of higher-level thinking all around on responsibility (for the tone of a class, for your own feelings and how you react to them), on individuality versus community, on teaching, on the impact of emotion on learning, and on strategies for dealing with "life's disappointments".

Did we preach? No. Two professionals had a discussion on how to solve the dilemma of a "sad class" with the students in question listening in. By the end of the period, everyone was smiling if not laughing, and although "curriculum" wasn't covered, a lot of learning happened that day. The next time we met to work together, the students were motivated and cheerful and we were able to do the lesson as planned. The students completed their web pages and these will be available to read in 2006 on the upcoming Agnes Macphail P.S. school website, at <http://schools.tdsb.on.ca/agnesmacphail/>

Common Threads and Similarities

1. Eager partners – All the teachers I enjoyed working with were flexible, energetic, personable and willing to try new things and plan together. All three teachers presented in my anecdotes are relatively new teachers, but that does not have to be the case; if I had to expand my tale to tell of my fourth favourite teaching moment of the past year, it would involve a grade



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- one and two teacher that has been teaching for nearly thirty years. We were eager partners and equal partners. Danielle, Thanasi, and Ted are three incredibly talented teachers and I learned a lot from working with them.
2. Collaborative planning, teaching, and evaluation, using technology – Loertscher and Achterman (2002, p. 12) state that “Two partners, the teacher and the library media specialist, team to exploit materials, information and information technology to enhance a learning activity. Together they: plan goals and objectives of the unit, complete preparations for the unit, jointly teach the learning activities, utilize technology to achieve learning objectives, assess learning and the learning process, [and] assess the materials, information and information technology used”. That is what happened in my examples; two heads are better than one!
 3. Reflection by students and teachers – Loertscher and Achterman (2002, p. 17) encourage us to “re-design the activities so learners must THINK ABOUT the information they collect in the library media center, thus increasing learning and achievement.” If both parties examine what they are doing, lots can happen.
 4. Collaboration among students – Why would something beneficial to teachers not be beneficial as well to the students? Every single encounter does not have to be a group one, but multiple opportunities for cooperative learning benefits everyone.
 5. Fun! - Loertscher and Achterman call it “engaging in learning with interest and excitement” (2002, p. 13) but I just call it fun!

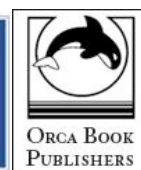
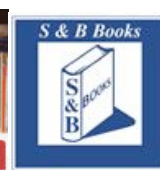
Loertscher and Achterman (2002, p. 26) list fifteen reasons for beginning or continuing collaboration. I suggest there are even more, one for every student in your school that could benefit from the twinned efforts of teacher and teacher-librarian, working together to help students succeed.

Reference

Loertscher, D.V. & Douglas Achterman. (2002). *Increasing Academic Achievement Through the Library Media Center : A Guide For Teachers*. San Jose , CA : Hi Willow Research and Publishing.

Appendices

Appendix A - Natural Resources Hyperstack (Please note that **HyperStudio** is required to open this file.) (No Longer available)



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Appendix B - Assessment Rubric for Unit on Energy

	Level 1	Level 2	Level 3	Level 4
Dot-Jot Notes	<ul style="list-style-type: none"> - not all 6 areas filled in - expert group areas fills in less than one sixth of page - not in proper dot-jot format - main ideas is not in own words or missing or not clear 	<ul style="list-style-type: none"> - 6 areas are nearly completely filled - expert group area fills in one sixth of page - nearly in proper dot-jot format (one item not followed) - main idea is not fully written in own words 	<ul style="list-style-type: none"> - 6 areas fully filled in - expert group area fills one third of page - proper dot-jot format (dots or dash / no punctuation) - main idea is in own words 	<ul style="list-style-type: none"> - 6 areas fully filled in with high quality information - expert group area fills more than one third of page - exemplary dot-jot format (followed exactly throughout all work, consistent) - main idea is clearly expressed and well written in own words
Bibliography	<ul style="list-style-type: none"> - no entry - outline not followed at all 	<ul style="list-style-type: none"> - 1 entry - outline followed sometimes 	<ul style="list-style-type: none"> - 2 entries - outline followed correctly 	<ul style="list-style-type: none"> - 3+ entries - outline followed exceptionally with consistency
Ranking of Areas and Explanation Paragraphs	<ul style="list-style-type: none"> - not all 6 areas ranked - 0, 1, or 2 paragraphs containing 2 sentences or less - provides a poor explanation with inadequate understanding and has no examples 	<ul style="list-style-type: none"> - areas misspelled - 2 paragraphs each containing 3-4 sentences - provides a basic explanation with limited understanding and weak examples 	<ul style="list-style-type: none"> - 6 areas ranked in order - 2 paragraphs each containing 5-7 sentences - provides an explanation for each choice with correct examples showing understanding 	<ul style="list-style-type: none"> - 2 paragraphs each containing more than 8 sentences - compares their choice to other areas in both paragraphs using exceptional reasoning (e.g. using multiple criteria, not only quantity of
Reflection	<ul style="list-style-type: none"> - shows no reflection and is a retelling of events - less than a quarter of a page long 	<ul style="list-style-type: none"> - shows minimal reflection and some retelling of events - more than a quarter of a page, less than an half 	<ul style="list-style-type: none"> - shows reflection on the events, not a retelling - half a page long 	<ul style="list-style-type: none"> - shows thought provoking reflection of events - more than half a page long
Participation & Collaboration	<ul style="list-style-type: none"> - less than \$3 000 000 in Nadcaa Bucks (excludes 	<ul style="list-style-type: none"> - \$3 000 000 to \$4 000 000 in Nadcaa Bucks 	<ul style="list-style-type: none"> - \$5 000 000 to \$6 000 000 in Nadcaa Bucks 	<ul style="list-style-type: none"> - more than \$6 000 000 in Nadcaa Bucks

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Letter of Praise

June 2, 2005

Dear Aldeane, Arthur, Charles, Cindy, Forester, Garisha, Godfrey, Jason, Jason, Kadija, Karen, Kayla, Kizaan, Maggie, Michael, Michelle, Nancy, Penny, Samantha, Sobia, Sonia, Tenelle, Zaid (and families),

Mr. Dimakas and I wanted to write this letter to praise and thank you for your amazing contributions and efforts during our Partners In Action science class yesterday afternoon. We were very impressed with how attentive everyone was during the demonstrations and explanations, how passionately everyone investigated the variety of energy transformations, and how insightful everyone was as they thought about some very difficult questions. Some of the highlights for us included:

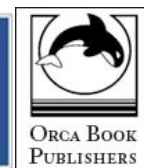
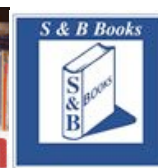
- The appreciations given as Mr. Dimakas showed how chemical energy is transformed to potential, then kinetic, then sound and heat energy.
- When some students went looking in books to "get more information"
- The way other students sat together to talk about what they had learned previously about electricity and applied it to the current task
- The huge crowd of students eagerly filling out Post-It Notes to share their discoveries with the class
- How students helped each other explain concepts and test theories with the "twist car", electric devices, and musical instruments

I think it is safe to say (based on the class discussion about what "library partnering" is and its advantages) that both teachers and students had a really enjoyable and educational time. The success of the lesson would not have been possible without student enthusiasm. I know writing a letter is an unusual way to express this, but that lesson warrants such measures – Mr. Dimakas and I are proud of each and every one of you and we want your families to know that.

Sincerely,

Mr. Dimakas
Classroom Teacher

Mrs. Maliszewski
Teacher-Librarian



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National School Library Day

Rick Mullholland

CLA Councillor Responsible for National School Library Day

National School Library Day, 2005

SLIC Online's Guest Editor asked me to write the message on behalf of the Executive of the Canadian Association for School Libraries. I accepted as it seemed very appropriate considering that as I write this, it is one week to National School Library Day. However by the time you read this message, the third annual celebration of school libraries will be over. I hope that you had an opportunity to celebrate your school library program. It is very important that despite all the cutbacks across our country we spend time to advocate for our school library program through the annual celebration called National School Library Day.

This year's celebration saw a number of author and illustrators come into our school libraries to show their support for the importance of school library programs as well as importance of Canadian materials on the continued development of the Canadian identity. I would like to thank the participating authors and illustrators as well as the school library personnel who hosted them.

I invite you to share your photos and ideas on how you celebrated National School Library Day with your colleagues. My contact information is on the executive page of the Canadian Association for School Libraries main webpage (click on the CASL tab above). I will post this information on the [National School Library Day website](#) so that we can all share in the fun.

I look forward to a bigger and better celebration in 2006. Until then, I encourage everyone to treat every day in the school library and all the contributions you make to your schools as reasons to celebrate throughout the year.



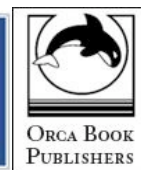
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Weblog

SLIC Editors

Participate in the SLIC blog for this issue! Join us at
<http://collaboration.schoollibraries.ca>

(No longer available)



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Faire de la publicité sur SLIC

La revue SLIC est la revue officielle de CASL. C'est une revue professionnelle publiée 4 fois par année ayant comme objectif la publications d'articles spécialisés destinés aux professeurs bibliothécaires et au personnel travaillant dans les bibliothèques scolaires. Dans la plus récente édition, nous avons eu 57,512 visiteurs résultant en plus de 400,000 pages visitées. Le site hypertoile de SLIC a un classement de 5 sur Google.

Nous sommes à la recherche de publicité pour continuer de produire SLIC sur Internet pour les professeurs bibliothécaires à travers le Canada et autour du monde. Les individus, associations ou organisations désirant faire de la publicité sont priés de nous contacter pour plus d'informations.

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