

SCHOOL LIBRARIES IN CANADA

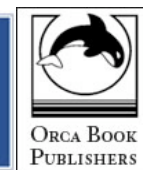
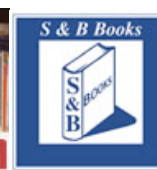
A Journal of the Canadian Association for School Libraries (CASL)

A Division of the Canadian Library Association

School Libraries in Canada



News from the Frontlines



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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Contribute to SLIC

Want to contribute to SLIC Online? Please contact Richard Beaudry for information at [this link](#) or send a manuscript (using [The Publication Manual of the American Psychological Association 5th Edition](#) as a guide for formatting and references) to:

Interim Editor

Richard Beaudry 960 East 39th Avenue Vancouver, BC, V5W 1K8 Tel: (604) 713-4799 Fax: (604) 713-4801

We are always looking for Guest Editors! If you are interested, please contact Richard Beaudry at [this link](#).

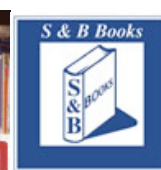
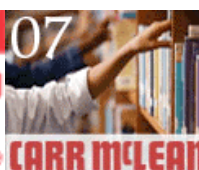
Contribution à SLIC

Ça vous intéresse de soumettre un article pour la prochaine édition? Contactez [Richard Beaudry](#) pour envoyer votre document par courriel ou envoyer votre manuscrit conformément à la 5e édition du [Publication Manual of the American Psychological Association \(2001\)](#) à:

Rédacteur intérim

Richard Beaudry 960 Est 39ième Avenue Vancouver, CB, V5W 1K8 Tél: (604) 713-4799 Télécopie: (604) 713-4801

Nous sommes toujours à la recherche de rédacteurs pour travailler sur une édition spécialisée. Si vous êtes intéressé, [contactez-nous](#).



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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](#).

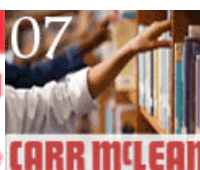
In this issue, we take a look at some programs and subjects that are important to teacher librarians in Canada.

Bienvenue,

Dans cette Édition de SLIC, nous jetons un coup d'oeil sur des programmes et des sujets d'importances pour les professeurs bibliothécaires au Canada.

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Message from the CASL President

Richard Beaudry

Richard Beaudry is President of the Canadian Association for School Libraries. He can be reached at the following [email](#)

Richard Beaudry est le président de l'Association Canadienne pour les Bibliothèques Scolaires. Vous pouvez le contacter [ici](#)

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Welcome back,

I realize that there has been a long delay since our last issue was published and I will explain the circumstances surrounding this further on in this issue under my editor's column. In this column, I would like to recap our activities since we last met online.

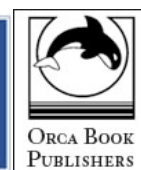
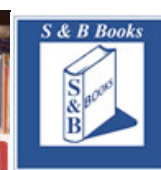
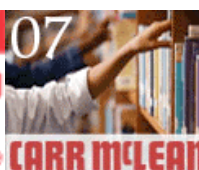
Our work in the past few years has been one of advocacy across Canada on behalf of school libraries, teacher librarians, and for increasing funds to school libraries so that each student in Canada has the advantage of a full time teacher librarian and an up to date library collection to assist them in learning the multiple literacy skills needed to be lifelong learners. Sandra Hughes, our past-president, took on the task of advocating on behalf of CASL across Canada. She has worked on a national survey of members of Parliament, met with Heather Reismann, CEO of Indigo Books, and has been in contact with Teacher Librarian Associations across the country.

This past October, I attended the National Summit on Human Resources in Libraries. Like most fields, librarianship is looking at replacing a large number of baby boomers that are set to retire between now and 2020 with a limited number of graduates coming out of librarianship programs across North America. Now would be a good time to encourage people to start working towards a diploma or masters program in school librarianship.

New Developments across Canada

Saskatchewan has published a new document for school libraries: **Connections: Policy and Guidelines for School Libraries in Saskatchewan, 2008**. Part of the document refer to the school library standards in *Achieving Information Literacy: Standards for School Library Programs in Canada*.

Ontario has a first draft of "Together for Learning: Transforming School Libraries in Ontario." A committee of OSLA teacher librarians and a group from the Ministry of Education wrote it. It is considered a draft resolution at this time and they have now released it to the general membership. They are in the process of reviewing it to add or delete components. The committee is hoping to have the document approved as an official document by the Ministry soon.



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Alberta Education has hired Judith Sykes as a resource manager to write a new policy for school library standards for our Alberta (The current document is from 1984.). This is a significant accomplishment based on the hard work of many in this province to draw attention to the need for a re-evaluation/crisis of school libraries in our province. Judith has contributed significantly in the area of school libraries and was a writer and committee member for *Achieving Information Literacy: Standards for School Library Programs in Canada* (2003).

Achieving Information Literacy

We are beginning work on a second edition of *Achieving Information Literacy: Standards for School Libraries in Canada*. We hope to have it ready for printing at the end of 2009 for a launch early in 2010

Like other divisions within the CLA we launched a new membership pamphlet. Hopefully you have had a chance to see it.

We continue to meet with CASL-PAC by teleconference 4 times a year plus one face-to-face meeting at the CLA Conference to support provincial associations and offer a means of discussion and dialogue at the national level.

The CASL Executive met at the OLA/OSLA Superconference in Toronto on January 30th, 2009 to upgrade our strategic plan and review conference sessions in Montreal and the CLA Executive Council met at the same conference on January 30th and February 1st, 2009 to discuss issues of national importance to libraries.

CASL Collaboration

We continued working with the CLA Network Coordinator and Webmaster on streamlining our online resources within the framework of the CLA website.

I will continue in my role of liaison with the CLA on the maintenance of the CASL websites for the next two years.

CASL continues to use the listsev as a major communication tool with our membership. As you have certainly noticed, Donna Desroches, the Learning Resources Consultant for the Living Sky School Division in North Battleford, Saskatchewan has joined me in posting information on the CASL Listserv. It is a pleasure to share this work with her.

And you are all invited to join us in Montreal for the [CLA's 64th National Conference and Tradeshow](#) from May 29th to June 1st, 2009.

Richard Beaudry, CASL President



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A letter from the Editor

Richard Beaudry

Richard Beaudry is president of CASL and is a teacher-librarian with the Langley School District. He has a teacher-librarianship diploma and has completed a Master's in Education in Information Technology/Literacy and the Master's in Library, Archives and Information Studies from UBC.

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Welcome back to SLIC everyone. It has been a rather long time since our last issue but I am hopeful that, with this last issue as the editor, and a new issue coming out in a few weeks with a new editor that we will be getting back on track.

I can certainly take some of the blame for the delay. Having accepted the position of editor and then getting elected president of CASL while studying at university and working as a teacher librarian gave me limited time to work of getting the articles needed to be the editor of SLIC.

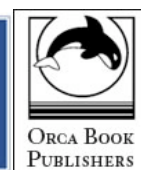
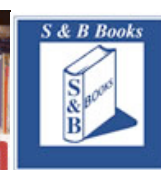
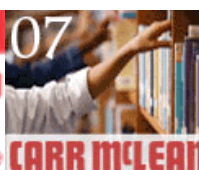
The other issue that we have dealt with is the retirement of several of our long-term collaborators and this was a huge loss for SLIC.

To facilitate the continuation of SLIC, we set about finding a new editor for the online Journal. Entering stage right is Derrick Grose, teacher librarian at Lisgar Collegiate Institute in Ottawa. We met with Derrick last fall and he has experience and lots of interesting ideas in promoting and publishing SLIC. At this time, he will take on the task as a guest editor but I am encouraged that he is interested in the position long-term. I am publishing this last issue as Editor of SLIC. The editorial board at CASL has decided that, for now, we will publish three issues a year rather than the four we have been working on. So this issue is Volume 26 Issue 3 and the next one will be Volume 27 issue 1.

I have another 5 months as president of CASL and have quite a few items to deal with but I am taking on one last major project for the next year and that is the 2nd Edition of Achieving Information Literacy. We have contacted all the contributors of the first edition and many have gladly accepted to update their information. For those who have declined, we will be looking for new contributors within the ranks of school librarians, district teacher librarians, researchers and library professionals across the country. If you are interested in contributing to the 2nd edition, please contact us at CASL.

I will be forming an editorial board for the 2nd edition that will consist of three people from a school library, a district and a ministry level professional to assist in the task of editing this new edition.

Being the editor of SLIC was a learning experience and while I relinquish my role as editor, I intend to continue as a regular contributor in further issues.



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As always, we are on the lookout for contributors and our editor Derrick Grose is looking forward to hearing from you.

And so I exit stage left...

Cheers,

Richard Beaudry
SLIC Editor



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Commonwealth Schools in the Information Age: The Status of Information Services in Kentucky School Media Centers

Cynthia Houston, Western Kentucky University Bowling Green, KY

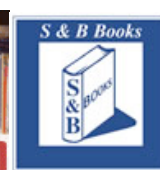
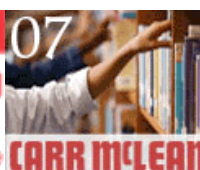
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In an age when school libraries are becoming cybraries, a survey of media specialists in Kentucky school indicates that school library media centers in the Commonwealth are providing traditional library orientation and library skills instruction. Although the study indicates that the most popular information tools used in the schools are internet search engines, library media specialists view issues such as collaboration with the classroom teacher and the library budget as more pressing issues than teaching higher level information literacy skills such as the ethical use of information or the evaluation of online resources. The author of the study recommends library media specialists review the state benchmarks for information literacy to determine if they are teaching essential information skills as part of their library programs.

Introduction

As we move into the digital information age, school library media centers are experiencing dramatic changes in the way information services are organized, administered, and used by teachers and students in the school. Although media specialists are keenly aware of the changing face of information services in school libraries, current research does not fully explain what shape information services in school libraries has taken in recent years. Much of the research in the area of information services in school library media centers has focused on information literacy, particularly how students move through the information seeking process (Kuhlthau, 1988, 1989). However, it is not known what information tools and resources teachers and students are using most often in library media centers during this process, how media specialists make decisions about what resources to provide, what skills and topics they teach, and what they think are the most critical information needs in their schools. Results from a number of state studies indicate that providing access to a robust collection and up-to-date technology in the library, along with a process approach to teaching information skills, is associated with higher student achievement, but it is still unclear how school libraries are providing information regarding information services in their schools and whether or not they are providing resources and instruction that reflect this new information landscape. (Lance, 2002; Lonsdale, 2003).

It is the purpose of this study to fill in some of the missing pieces in school media center information services research. This study is a survey of Kentucky school media specialists and the information services they provide. The study focuses specifically on the types of information resources and information literacy instruction provided in library media centers and media specialists' views on school information literacy needs. Results of this survey will provide a snapshot of the status of information services in Commonwealth primary, intermediate, and secondary schools at a time when this area of library media services is undergoing a significant transformation.



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Information Services and School Media Centers

Although the face of information services is changing rapidly in all libraries, the basic definition of this area of librarianship has consistently focused on two areas: 1) service to library users through instruction in use of information resources and 2) providing quality information resources in a variety of formats (Rubin, 2004). The Reference and User Services Association (RUSA) describes information services in a library setting as "taking a variety of forms including direct and personal assistance, directions, signs, exchange of information culled from a reference sources, reader's advisory services, and dissemination for information in anticipation of users' needs or interests, and access to electronic information" (RUSA, Introduction). In the school media center, it is the media specialist's responsibility to select and evaluate information resources in all formats and to provide instruction on how these resources can be most effectively used (Riedling, 2005). According to *Information Power: Building Partnerships for Learning*, the library program should follow the library media center's mission and goals, the school curriculum and goals, and the information literacy standards for student learning (American Association of School Librarians, 1998). The goals and standards in *Information Power* reflect the transformation of the school library into a library media center, and the changing role of the school librarian from a "keeper of the books" to an "information specialist," "instructional partner," and "program administrator" (American Association of School Librarians 1998, p.5). This shift reflects the increasing importance of information services provided by the school library media center in this digital information age.

School media specialists widely acknowledge that electronic information resources now available to students through internet search engines and electronic databases have affected all of the roles defined by *Information Power*. Information resources that used to be housed only in the school media center such as dictionaries, encyclopedias, and periodical databases, are now available electronically in the classroom, at home, or virtually anywhere an internet connection is present. Information services such as reference, reader's advisory or information literacy instruction can also be done online. According to Lonsdale (2003) media specialists continue to function as information specialists who select and evaluate information sources for their media center, but their role as instructional partner has changed from a provider of resources to a key player in creating lifelong learners who can locate, use, and evaluate information. This assertion is supported by Todd's research which indicates that media center programs focusing on the information needs of students and providing targeted instruction in collaboration with classroom teachers will enhance both the content and information literacy skills of students (1995, 2003).

As a program administrator, media specialists must also grapple with the transformation of their libraries into what Kapitzke refers to as "cybraries," which function as informational spaces for accessing, learning about, and learning through information (2001). In other words, as information resources become increasingly available outside the library, and traditional library skills and information literacy instruction become an integrated part of the classroom curriculum, media specialists must understand how their roles have changed, and adapt to these changes. According to Neuman (2003), while print and audiovisual resources are sure to remain important tools for learning in classrooms and library media centers, it is the "interactive resources that hold the greatest promise for enabling students to engage meaningfully with information and use it as the basis for developing sophisticated understandings of the world in which they live" (p. 510).



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As it becomes increasingly clear that information services are changing quickly, it is important to begin to assess how school media centers and school media specialists are adapting to these changes, how their collections are changing and what their perceptions are of their school's most critical information needs. Furthermore, with the increased focus on documenting the impact the library media center has on student learning, it will be vitally important for media specialists to be able to document and explain how information services provided through the media center and the instructional program of the library contribute to academic achievement.

State School Library Studies and Information Services

A number of studies focusing on the contribution of school library media centers to student achievement have been conducted in states across the country, in Canada, and Australia (Lonsdale, 2003; Scholastic, 2006). Many of these studies use a standardized survey instrument developed by Keith Curry Lance and the "Colorado team" which group attributes of the library media center into three areas: learning and teaching, information access and delivery, and program administration. In these studies, attributes of library media centers were analyzed along with student achievement and community data. (Lonsdale, 2003). Results of these studies indicate that there is a significant relationship between the quality of information services provided in the school and student achievement (Scholastic, 2006). For example, analysis of a study of school media centers in Alaska indicates there is a relationship between achievement and the amount of time library staff spend teaching information literacy to students, planning instruction with teachers, and providing in service training. In Pennsylvania, a similar study indicates that student learning increases when media specialists teach cooperatively with classroom teachers, and teach information literacy skills independently of classroom teachers (Lance, 2002; Scholastic, 2006). An unpublished study of library media center practices indicates that in high scoring Kentucky schools students have access to larger collections, more access to up-to-date technology and receive instruction in one of the research process approaches such as the Big6 (Allard and White, 2000).

These state studies indicate that the media specialist, in the role of information specialist, instructional partner and program administrator, is a key partner in a school initiative to boost student achievement. Preliminary research findings from Kentucky also indicate that information services also impact achievement in schools in the Commonwealth. However, the picture of information services in Kentucky media centers is not complete because it is not yet clear what types of information resources and services are provided to students in the Commonwealth and how student achievement is affected by the services provided by the library media center. It is the purpose of this study to provide more information on this critical issue in library media education.

Design of the Study

In this survey of Kentucky library media specialists, the following question are proposed:

1. What information resources are most used in Kentucky library media centers and at which grade level? 2. What kinds of information literacy instruction is provided by the library media specialists and at which grade level? 3. What do Kentucky library media specialists identify as the most urgent information literacy needs in their schools? 4. Do school or community variables have an impact on information services provided in the school? 5. Are there any significant differences in the kinds



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of information services provided to students in high performing schools? 6. Are there any significant differences in the what media specialists in high performing schools identify as the most urgent information literacy issues in their schools?

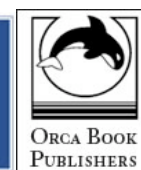
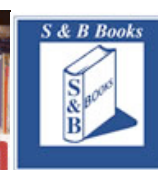
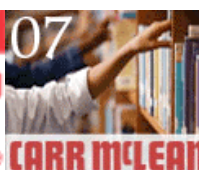
To answer these questions, a survey was developed and administered to library media specialists in Kentucky in 2006. The survey was comprised of 11 multiple choice questions about school community and library media center demographics, and three multiple answer questions about information resources and services provided in the library media center. The questions related to information services included in this study were part of a larger 60 item survey of library media center practices. This survey included items related to school and community demographics and library media practices listed in the Kentucky standards document of library media centers, *Beyond Proficiency: Achieving a Distinguished Library Media Program* (Kentucky Department of Education, 2001)

The questions about information services and information literacy activities used in this study were developed based on an interview guide used over the past two years by graduate level library media education students in an information services field observation assignment. The most common responses to the interview questions provided by library media specialists being interviewed were used to develop the multiple answer questions on the information services portion of the survey form.

The survey was pilot tested in the fall of 2005 with media specialists in primary and secondary grade levels and revised according to their recommendations. The survey was first distributed in May, 2006 to members of the Kentucky Library Media Specialists Listerv (KYLMS) via an email message that provided a link to the online survey document. A total of 35 media specialists responded to the survey. In September, an email message containing a link to the survey was sent to 592 library media specialists listed in the Kentucky Department of Education library media specialist electronic mailing list. Thirty-two of these emails were returned because of a bad address. After a follow-up reminder email to the same list, the response rate to the survey was 56 percent, with a total of 333 library media specialists responding to the survey.

Results of the Study

Descriptive, Chi square, and linear regression statistics included in the Statistical Package for the Social Sciences 4.0 program are used to analyze the data in the study. Descriptive statistics provide an overall picture of survey respondents' communities and types of information resources and services they provide to the school. The Chi square statistic is used to identify significant differences in information services provided in high achieving schools. Linear regression statistics are used to determine if any of the school community or library media center demographics account for a significant variation in school test scores measured by the state's combined accountability index. The 333 school media specialists responding to the survey are from schools representative of the total population of schools across Kentucky in terms of their geographic distribution, and school and community demographics (Kentucky Department of Education, 2007). Thirty one percent of the respondents are from central Kentucky, the state's most populous region, while 23 percent are from eastern Kentucky, 19 percent are from western Kentucky, 14 percent are from northern Kentucky, and 11 percent are from south central Kentucky. A total of 41 percent of the schools are located in rural areas, 28 percent are in small towns, 17 percent are in urban areas, and 14 percent are in suburban areas. Of those media specialists responding to the survey, 64 percent report their school serves a student population where more than 50 percent qualify for the free or reduced lunch program. A majority of media specialists responding to



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the survey (58 percent) work in elementary schools, while 22 percent work in high schools, and 15 percent work in middle schools. About four percent of the media specialists report they work in an "other" kind of school.

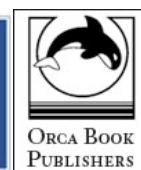
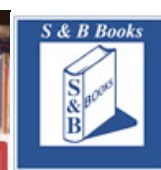
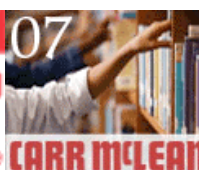
A majority of survey respondents report that their schools fall into the middle range on the combined Kentucky accountability measure referred to as the "CATS" test. A total of 41 percent of the respondents state that they scored between 65 and 79 out of a possible 100 points on the CATS index, while 36 percent report their school scored between 80 and 94 points on the index. In the upper range of index scores, 11 percent of the schools report they scored between 95 and 100 points, while six percent of the schools report they scored more than 100 points on the assessment. In the lower range, 5.3 percent of the respondents reported they scored between 50 and 64 points, while only one schools reported it scored below 50 points on the index.

All but one of the media specialists responding to the survey indicated they held certification as a library media specialist. About 60 percent of the respondents report that their media centers are on a flexible schedule at least half the time. All of the middle schools and 97 percent of the high school have this kind of flexible schedule, while 44.8 percent of elementary school media centers are flexibly scheduled. Of those media specialists responding to the survey, 84 percent of media specialists report they are assigned full time to their school, while 42 percent of media specialists report they have teaching duties in addition to their responsibilities as media specialists.

In response to questions regarding budget and staffing levels, 49 percent of the media specialists report their schools meet recommended media center budget allocations, 81 percent report their schools meet minimum numbers of books recommended for the collection, 32 percent report their schools meet minimum staffing guidelines for small schools (200 students or more) and 40 percent report their schools meet minimum staffing guidelines for larger schools (500 students or more).

A stepwise linear regression analysis was performed on the data to determine if any of the school community variables accounted for a significant amount of the variance in student test scores. The analysis shows that 4.4 percent of the variation in school index scores is affected by whether or not less than 50 percent of the students qualify for the free and reduced lunch program (adjusted $R^2 = 0.119$, $F = 12.644$, $p = .001$) and 2.2 of the variation in scores is affected by whether or not the school met minimum state standards for the number of books in the library collection (adjusted $R^2 = 0.062$, $F = 5.886$, $p = .016$).

Table 1 lists the responses by library media specialists to questions regarding the most commonly used information tools, instructional activities in the area of information services, and their views on the most critical information literacy issues in their schools. The responses to these questions are sorted by elementary, middle, and high school levels in order to identify any differences between information services activities that may be provided to different age groups. As the table shows, when asked to select the two most often used information tools in their schools, elementary and middle school level media specialists selected print reference materials and electronic search engines, while at the high school levels, electronic resources, including internet search engines and the state supported electronic library, were the most popular. The table also shows that in all grade levels the state provided electronic library (KYVL) plays much less of a role in the information seeking activities of students in these schools than internet search engines.



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When asked to select the top four kinds of information skills instruction provided to students in media centers, responses were similar across school levels, and included basic library skills instruction, library orientation, searching for information using the media center Online Public Access Catalog (OPAC), types of print reference resources, and instruction in how to search online catalogs and databases for information. At the elementary level, there appears to be more emphasis on print resources and basic library skills, while at the intermediate and high school levels, there is more focus on using electronic resources. However, none of the higher level types of information skills instruction, such as the use of an information literacy model, instruction in evaluating print and electronic resources, or instruction in the ethical use of information is taught by more than a third of the media specialists surveyed.

When media specialists were asked to select the four most critical information literacy issues at their schools, the responses were similar at the elementary and middle school levels and included increasing collaboration between teachers and media specialists, the library budget allocation, teaching critical reading skills, and teaching research skills. At the high school level, the most critical issues shifted to those more closely related to the use of electronic information and included ethical and legal uses of information, increasing collaboration, and improving research and information evaluation skills.

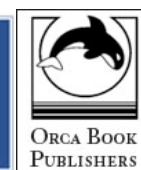
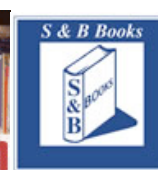
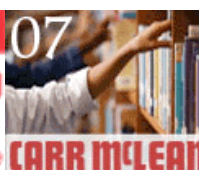
Table 1: Library Media Specialist Information Resource Critical Issues and Instructional Activities by Level



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Information Tools used in the School	Elementary School (percent and rank)	Middle School (percent and rank)	High School (percent and rank)
Print reference	76.4 (1)	60.8 (2)	25.7 (3)
Search engines	71.3 (2)	82.4 (1)	73 (1)
Kentucky Virtual Library	38.5 (3)	45.1 (3)	55.4 (2)
CD	7.7 (4)	2.0 (4)	0
Other Electronic databases	5.6 (5)	11.8 (5)	25.7 (4)
Information Skills Instruction provided by the LMS			
Basic Library Skills	90.3 (1)	56.9 (2)	43.2 (4)
Library Orientation	68.2 (2)	74.5 (1)	87.8 (1)
Types of Print Reference materials	63.6 (3)	39.2 (5)	39.2 (5)
Searching the OPAC for information	58.5 (4)	43.1 (4)	54.1 (3)
Searching online catalogs and databases for information	31.8 (5)	51 (3)	74.3 (2)
Types of Electronic Reference materials	29.2 (6)	31.4 (6)	27 (7)
Information Literacy Models such as the Big6 or Super3	24.1 (7)	19.6 (9)	12.2 (10)
Critical Reading Skills	22.6 (8)	25.5 (7)	16.2 (9)
Note Taking Skills	14.9 (9)	11.8 (11)	6.8 (11)
Evaluation of Print and Electronic Resources	11.8 (10)	17.6 (10)	31.1 (6)
Ethical and Legal uses of information	11.3 (11)	23.5 (8)	23 (8)
Most Urgent Information Literacy Issues at the School			
Increasing Collaboration between the LMS and Teacher on Information Literacy Projects	71.3 (1)	54.9 (1)	56.8 (2)
Budget allocation for the LMC	51.8 (2)	51 (2)	33.8 (7)
Teaching Critical Reading Skills	51.3 (3)	45.1 (4)	40.5 (6)
Teaching Research Skills	49.7 (4)	58.8 (3)	48.6 (3)
Teaching Online Searching Skills	39.0 (5)	45.1 (4)	45.9 (5)
Implementing a School wide Information Literacy model	28.2 (6)	21.6 (7)	16.2 (8)
Teaching Ethical and Legal uses Use of Information	15.4 (7)	41.2 (5)	59.5 (1)
Teaching Evaluation of Print and Electronic Sources	14.9 (8)	33.3 (6)	48.6 (4)

A Chi square analysis was performed on the data to determine if there was a difference in the responses of high performing schools to these questions. High performing schools are defined as those schools with an above average score of 80 points or more out of 100 on the combined accountability index. Overall, media specialists in schools scoring above average on the accountability index selected print reference resources significantly more as one of the two most often used information tools (Chi-square = 2.913, d.f. = 1, p = .056). Media specialists in these schools also selected basic library skills instruction significantly more as one of the four kinds of information skills instruction provided at the school (Chi-square = 3.678, d.f. = 1, p = .037). There were also significant differences in what media specialists in high performing schools selected as one of the four most urgent information literacy issues at the school. At the elementary school level teaching research skills was selected significantly more by media specialists in high scoring schools (Chi-square = 6.547, d.f. = 1, p = .008), as was teaching online searching skills at the middle school level (Chi-square = 8.983, d.f. = 1, p = .002).



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Discussion and Recommendations

Although school libraries have entered the digital information age, it appears from this study that Kentucky school media specialists continue to take a traditional approach to information services by focusing on basic library skills instruction, library orientation classes, and print resources. Their most urgent issues also continue to be long-standing budget and collaboration issues that affect all areas of the library media program. These conventional practices and issues dominate the information services landscape in Kentucky schools even when this study shows the popularity of electronic information resources, specifically internet search engines. This study shows that print reference materials are among the two most popular information tools at the elementary and middle school levels. High performing schools especially rely on traditional print based information resources and basic library skills instruction. However, this study also shows the use of internet search engines runs a close second and closes in on the use of print resources at the high school level. Although media specialists appear to provide instruction in basic electronic searching, there does not appear to be much instruction in the more critical electronic information skills including ethical and legal use of information and evaluating information resources. The lack of instruction in these areas has been reported by other researchers and may indicate a serious information literacy gap in our schools (Asselin, 2001).

At the high school level the internet search engines and the state supported electronic library play more of a role in students' information searching activities. However, when looking across all grade levels it is disappointing that the state supported electronic library does not play a larger role in providing for the information needs of students, as the access to online catalogs and electronic databases are more authoritative than resources generally found through internet searches. The generally low use of state supported electronic databases could be due what research has shown to be a difficult information tool for young people to use (Brown 1999; Hirsh 1999).

It is interesting to note that at the high school level, the ethical and legal use of information becomes the most urgent information literacy issue. This may mean that the focus on basic library skills in the primary and intermediate grades may not have prepared students for how they are required to use information at the secondary level.

The predominant use of internet search engines, accompanied by a lack of instruction in using electronic resources, may have resulted in a learning gap related to information literacy. Although Kentucky does have a state approved information literacy curriculum, which defines information skills that should be taught by Kentucky media specialists beginning at the primary level and continuing through the secondary level, it may not be implemented in many schools, resulting in an information literacy gap in Kentucky schools. Further research on the implementation and use of the state recommended Student Benchmarks for Information Literacy by library media specialists would help shed light on this issue (Kentucky Department of Education, n.d.)



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Although conclusions made from this study are limited by the characteristics of the survey respondents and may not be generalizable to a larger population, the study does raise some important issues related to the status of Kentucky schools in the information age. This study shows that students may be participating fully in the digital information age and are using search engines to locate and find information. Library media specialists, however, do not think providing information skills for the digital age is the most pressing information literacy, and are not providing higher level information skills instruction in this area. This could lead to some serious information literacy gaps for students as they prepare for membership in a global information society. Reference and Information Services Survey

1. Please describe your school by selecting from the following choices;

a. Elementary School Middle School High School Other

b. Rural School Urban School Suburban School Other(explain)

c. Less than 300 students 301 to 600 students 601 to 900 students Over 900 students

d. Combined CATS index score >100 95 to 100 80 - 94 65-79 50 to 64 Below 50

e. Information literacy instruction at the school is provided by: Library Media Specialist, Classroom Teacher Library Clerk Teacher Aide

f. Greater/less than 50 percent of students qualify for free/reduced lunch

g. School meets/does not meet minimum state guidelines for library budget allocation of \$20.00 per student

h. School meets/does not meet minimum state guidelines for library collection of 10 books per student

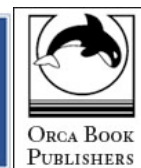
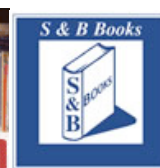
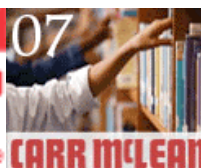
i. School meets/does not meet minimum state guidelines for library staffing of 1 librarian per 200 students

j. School meets/does not meet minimum state guidelines for library staffing of 1 library clerk per 500 students

k. Librarian is/is not assigned full time to school

1. Select four items from the list below as the kinds of information literacy instruction that is provided most often at the school:

- Basic orientation to the library
- Basic library skills
- Searching the OPAC for specific information
- Searching online catalogs and databases for specific information
- Introduction to types of print reference materials
- Information literacy models such as the Big6 and Super3
- Evaluation of print and electronic sources
- Note taking skills
- Critical reading skills



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- Ethical and legal issues related to information literacy
- Other

2. Select two items from the list below as issues related to information literacy you perceive being the most urgent at your school:

- Budget allocation for library
- Teaching research skills
- Teaching critical reading skills
- Teacher evaluation of print and electronic resources
- Teaching online searching skills
- Teaching ethical and legal use of information, such as copyright and plagiarism
- Implementing a school wide
- Information Literacy Model such as the Big6 or Super3
- Increasing the collaboration between the library media specialist and teacher on information literacy project
- Other

3. Select two items from the list below as the information tools most frequently used in your school

- Resources from the print reference collection
- Resources from the CD/DVD reference collection
- Resources from the State Online Library (KYVL)
- Resources from the Electronic Databases not part of the KYVL
- Resources from Internet Search Engines
- Other

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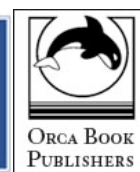
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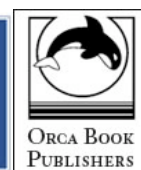
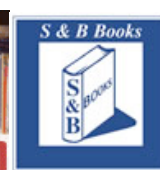
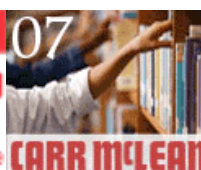
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Supporting Literacy in Ethiopia through Libraries and Reading Rooms

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Marlene Asselin is an Associate Professor at the University of British Columbia. Her teaching and research interests are in literacy education, digital literacy, information literacy, and school library 2.0. She is a former President of the Canadian Association for School Libraries and of the Lower Mainland Council of the International Reading Association. She currently serves the International Association of School Librarianship as Regional Director for Canada and co-Chair of the International Development SIG.

Dr. Ray Doiron University of Prince Edward Island

Ray Doiron is Professor in the Faculty of Education at the University of Prince Edward Island and currently serves as Director of the UPEI Centre for Education Research. He teaches courses in early literacy and school librarianship and his research interests include digital literacies, social networking and school libraries. Ray is a Past President of the Canadian Association for School Libraries and now is co-Chair of the International Development SIG for the International Association of School Librarianship.

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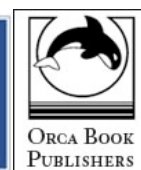
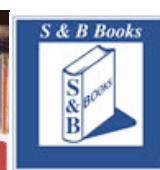
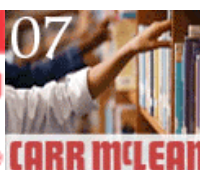


Dr. Asselin reading with kids



Dr. Doiron learning with children

For three weeks in November 2008, we joined a team of ten Canadians as part of a guided tour of the reading rooms of Ethiopia developed by CODE, a Canadian NGO that works with partners in 11 countries (<http://www.codecan.org/>). CODE Ethiopia, our host and key partner with CODE, has established 62 reading rooms in remote rural areas of Ethiopia and 20 more are opening. Our travel team consisted of people from a variety of professions and provinces thus creating a uniquely multi-perspective experience.



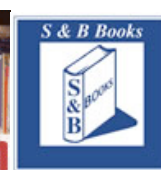
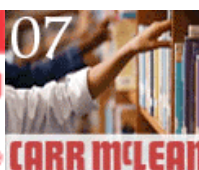
SCHOOL LIBRARIES IN CANADA

The challenges for improved education and literacy in an overwhelmingly rural country of over 80 million people, and growing, need to be contextualized. Although it is difficult to get absolutely accurate statistics, the most recent data from UNICEF (2000- 2006) show the youth literacy rate at 42% and a gap between rates of males (62%) and females (38%). There are five major local languages with Amharic being dominant. Instruction is in the local language in primary school, and children begin to learn English in grade 3. English is the language of instruction in secondary and post-secondary schooling. Primary school enrolment has increased dramatically in the past five years with 68-78% (different data sources) of students reaching grade 5. However, enrolment in secondary school drops to 38% for males and 26% for girls.

Literacy and libraries have a fascinating and complicated history that needs to be considered as one explores the topic in Ethiopia. Historically, literacy was a tool used by feudal kings and Emperors through thousands of years of conflict. Literacy was important among the ruling classes, but not for the citizens that those in power controlled. The literate classes expanded as Ethiopia developed; however, reading remained a tool for education and work. Little focus was placed on reading for enjoyment. Then, in 1974 when the Derg military junta came to power following the ousting of Haile Selassie, national literacy programs were instituted with communist zeal. Libraries were placed around the country to support these programs. Libraries became associated with the repressive political movement. After the fall of the Derg in 1987 this association remained. It is from this point that today's libraries and librarians in Ethiopia had to start working with communities to change the popular perception of a library as a propaganda machine towards one of libraries as useful and enjoyable spaces where people can learn and where the love of reading is promoted.

The Canadian CODE team visited six reading rooms and met the staff, children and library management team in each location. The communities are extremely proud of their reading rooms and are equal partners with CODE Ethiopia in their success through their local leadership roles in constructing the buildings to house the reading rooms, managing their operations and covering recurring costs. This high level of community investment is at the core of sustaining the library and any successful development project. Library staff are trained by CODE Ethiopia and collections are supplied by both CODE Ethiopia who draws support from CODE in Canada, CODE's affiliate the International Book Bank, Book Aid International and other charitable organizations. We visited the CODE Ethiopia warehouse in Addis Ababa and learned about the management and delivery of books throughout the country. We were also privileged to meet CODE Ethiopia Director Ato Tesafaye Dubale, who shared his vision for libraries in Ethiopia which is grounded in developing literacy for elementary children and building in them a love for reading. It was truly inspiring to hear how hard he and his dedicated staff have been working to bring this vision alive. The warehouse is a modest space for such important work, stacked high with books in English that are donated from different parts of the Western world and all organized and ready for shipping to the local reading rooms. Many of the books are textbooks for language arts, science, and math with some supplementary reading materials in novels and picture books, both fiction and nonfiction.

An exciting part of our briefing was learning how CODE Ethiopia publishes over 300 titles of children's books in four local languages. Everywhere we went we listened to children read these valuable books. These humble publications are rich with the



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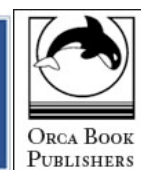
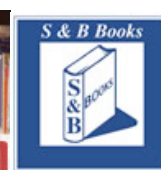
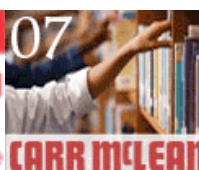
voices of children, local storytellers and the extensive oral traditional tales of the 17 tribes in Ethiopia. Every reading room was full of young people reading, sitting or standing wherever they could including in stairwells and dark corners. Although each community has ambitions to expand their library collections, they are limited to print resources as computers and internet access is rare.

Our arrival at each reading room was greeted with elaborate and colorful singing and dancing by children from the communities. We heard the children sing, read their own poetry and speak of the importance of literacy, learning and reading. They have a great desire to learn, especially in the sciences, math and oral and written English. We were honored with the traditional Ethiopian coffee ceremony and gifts of beautiful local crafts. These receptions were most overwhelming in such humble circumstances. Within the reading rooms, students of all ages were reading and working in their workbooks and our team sat with them to hear them read, talk about their school work, and learn about each other. One nine-year-old girl, whose lively reading of an Amharic folktale, kept us totally engaged even though we couldn't understand the language!

Collections in the reading rooms reflected what we saw in the CODE Ethiopia distribution centre in Addis – a heavy emphasis on the donated subject curriculum texts (in English) and less on trade books. As well, a large collection of the story books and supplementary readers published by CODE-Ethiopia was there to fill the void within the western books. This gap in texts to support the curriculum poses a great challenge to teachers and students who rely on them as the only comprehensive resource to support the courses they teach. Teachers are further restricted by inadequate (or little to no) teacher training and by standardized tests that students are compelled to pass to move ahead. There is little time or place for individual thinking or creativity. Teachers are thus doubly limited – in both opportunities to learn more about teaching practice and in available resources of many kinds. A greater understanding of how library programs could benefit both students and teachers will continue to develop within local institutions that strengthen literacy and promote a more literate environment.

As the only literacy and library researchers in the group, we wanted to gain as broad a picture of libraries in Ethiopia in our short time there. We arranged additional visits to public and school libraries in the northern part of the country and in the Addis Ababa area, as well as to the impressive new National Archives and Library of Ethiopia (NALE) in Addis Ababa. Also in Addis Ababa, we visited the Shola Children's Library (started by Ethiopia Reads-- <http://www.ethiopiareads.org/index.htm>) which runs similar services to CODE Ethiopia but in urban settings. The Ethiopia Reads group also has started to support 20 school libraries and we were able to visit one of these urban school libraries. We were impressed with the Shola Children's Library as a vibrant central children's library (which runs Saturday morning story times and also has a sanitation center for children to bathe and have their clothes washed). The collection was more balanced between text and trade books and it 'felt' like a children's library we might see in North America. This is likely due to their strong and generous sponsorship by library and literacy associations in the U.S. Their publication program of books in English and Amharic is notable with Jane Kurtz as one of their principal authors and a system in place to support Ethiopian illustrators for their books. Coincidentally, the Director of Ethiopia Reads, Ato Yohannes Gebregeorgis, had just been nominated for the CNN Hero of the Year and was in the U.S. touring so we missed meeting him. However, his young, techno-savvy and dynamic staff guided us through the entire site including the publication "centre."

At the end of our trip, we visited two international schools in Addis Ababa. The timing was significant as we had been trying to learn about and understand libraries



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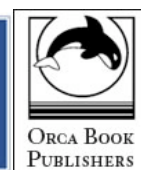
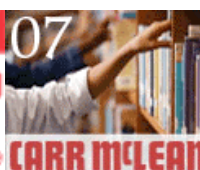
in an Ethiopian context. Then we were suddenly faced with Western style institutions in the midst of Ethiopia. The libraries in these schools were staffed by a qualified, full-time librarian and an extensive support staff (often volunteer). Collections and the physical space were grandiose in our new view; we could have been in any exemplary school library in Canada. It is contrastive experiences like these so close together that helped us understand how precious learning resources are and how critical access to these resources is for literacy development for individuals and their communities.

We also visited two major universities (Addis Ababa and Bihār Dar) where we met with Deans of Education and University Librarians. With the increased attendance of school age children over the last few years (UNESCO's Education for All), the challenge of training teachers--both new and practicing teachers-- is on a scale we couldn't imagine. Like the schools we visited, the university facilities (both library and instructional) were limited in the number of resources and services they were able to provide. We were struck by how wonderful it would be if the pre-service teachers in these universities could learn firsthand about CODE-Ethiopia's reading rooms and ways of promoting reading but resources are so scarce for these dreams. We found the university librarians held remarkably progressive visions in the face of great obstacles including dramatic annual increases of numbers of students attending university, library staff with no training, the use of card catalogues, and poor Internet access. The academic libraries are open 22 – 24 hours per day to serve the high needs for information access by students and faculty.

We kept getting the feeling over and over again that many of the library personnel just needed to 'see' models of how libraries can and do work in other countries. They sense something is not right about the current situation and feel just more books would solve the problem. We discussed with CODE-Ethiopia the possibility of establishing model reading rooms at universities where pre-service teachers are being trained so that they will get to use a reading room for their teacher preparation, but more importantly, they will go out to the school system understanding how libraries play such a major role in literacy achievement. As we reflect on our experiences we wonder if the reality is that the real barriers may be in the vision and understanding of the roles that libraries play in learning and literacy and the need to be exposed to other visions. In this sense the history of libraries in the Ethiopian context proves to be a continuous challenge.

In addition to all the reading rooms, libraries and schools we visited, we also experienced amazing natural, historical, and cultural sites including a heart-stopping drive through the immense Blue Nile Canyon, the churches of Lalibella in the north that are literally carved out a mountain of solid rock from the top down, ancient monasteries on remote islands, traditional Ethiopian food and music highlighted by several lively performances of traditional shoulder dancing. It has to be seen to be believed!

In spite of living subsistence lives and struggling with many obstacles to progress, we found people to have remarkably positive outlooks on the future of their country and a strong and able population of young adults eager to step into leadership positions. While so many of the young people we met will always be vivid memories, two images remain vivid and powerful. A young father in Lalibela spoke eloquently and passionately about his nearly completed master's thesis which focuses on gender differences in learning science. His research design involved a large sample of students, teachers and parents, and multiple methods of data collection. He is committed to addressing the issue of differential treatment of girls in homes and schools that his study revealed. The other young person worked as a museum tour guide in Addis Abbaba and we were amazed to learn that his newly completed Masters degree in education was one of the first to address multiculturalism and



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multilingualism in Ethiopian schools. He was very excited to learn we were Canadian as one of his major sources of his own learning was a Canadian scholar. Both these young people face immense challenges in implementing implications of findings from their studies in ways far beyond what we can imagine. But they are fully committed to supporting their country towards modernization while maintaining the strengths of their unique place in the world – the cradle of civilization.

Other pictures from Ethiopia



International School Library



Librarian in rural Ethiopia



Shola School Library



Reading Room Children

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Librarians at Durbete Reading Room



Library at Lalibella School



Library Sign in Rural Ethiopia



Librarian at Lalibella School

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Free Rice game

Julie Marshall

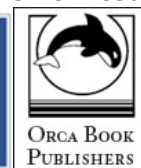
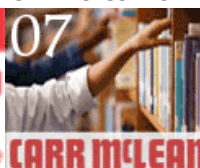
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Freerice.com - How it works

FreeRice donations to WFP are paid for by the advertisers whose names are shown on the bottom of the screen during the vocab test. This is regular advertising for these companies, but it is also something more. Through their advertising at FreeRice, these companies support both learning (free vocabulary for everyone) and reducing hunger (free rice for the hungry). Without this vital support, FreeRice would never have taken off. 20 grains for every correct answer since Nov 29: FreeRice's continued popularity has attracted more advertisers to the site, which, on November 29, allowed creator John Breen to increase the number of grains donated for every correct answer from 10 to 20. A correct answer results in



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a donation of 20 rice grains. How can such a small amounts really make a difference? As a web-based fundraising initiative, there is never just one person playing FreeRice.

At any one time, there are tens of thousands of people playing on the site – averaging more than half a million people in a day; together, each and every one of them is making a difference. Taken alone, each individual player's 300, 500 or 1,000 grains may not seem like much, but consider that since its Oct 7 launch through Jan 28, 2008- the site has generated more than 14 billion grains of rice - enough tons of rice to feed more than 894,000 people for one day. The site is pulling in an average of 150 million grains of rice a day – spiking at more than 350 million right before Christmas. The partnership: WFP is happy and proud to be the beneficiary of FreeRice and to have an excellent opportunity to spread the important message about global hunger through such a simple, but powerful web-based initiative. Although WFP does not normally associate itself with web-based fundraising offers, the agency has a previous history with the site's creator John Breen, whose last project generated more than US\$ 2 million for WFP beneficiaries. Cash donations: FreeRice does not donate actual grains of rice to WFP but the cash equivalent, paid out of ad space revenue from the site.

Given that the cost of rice varies from country to country, FreeRice is using an average figure to convert the number of grains donated through its site into dollars. Based on Oct 2007 figures:

Cost per metric ton: \$328.28 Cost per kilogramme: \$0.32828 Cost per gramme: \$0.00032828 Grains of rice per gramme: 48 (derived from multiple weighings on high-precision scale) Cost per grain of rice: \$0.00032828

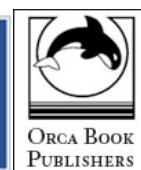
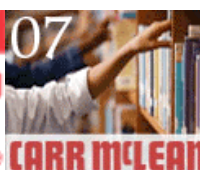
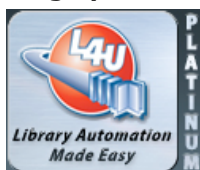
All this means that one 25 kilo sack of rice costs WFP US\$8.25 (average). Where does WFP purchase rice: WFP prefers to purchase rice in the countries where its beneficiaries live, reducing the time it takes to transport food to the hungry to a minimum. This also stimulates the local economy. Visit <http://documents.wfp.org/stellent/groups/public/documents/webimages/wfp146783.jpg> to view a piechart of the top 10 countries where WFP purchases rice and <http://documents.wfp.org/stellent/groups/public/documents/webimages/wfp146784.jpg> for a listing of the top 10 recipient countries.

Viral campaign: because FreeRice's true strength lies in the sheer number of people playing the game, individuals can also make a difference simply by spreading the word.

A single entry in Facebook referring to FreeRice or a well-placed banner linking to the site from a Blog can set-off a chain reaction across the Web resulting in countless other people playing the game and helping feed the hungry. There are more than 500 groups registered on Facebook in support of FreeRice.com, with members competing against each other to register the best score. One of the biggest groups has more than 85,000 members. Banners highlighting FreeRice can be downloaded from the FAQ section of the website. **How many grains of rice does it take to feed a person for a day?**

The composition of WFP's food ration varies from country to country and region to region, depending upon the eating habits of the people we feed.

In countries where rice is a staple part of the diet, WFP provides, on average, about 400 grammes of rice per person, per day (for families, including children and adults). That's intended for two meals that include other ingredients to ensure a minimum of 2,100 kilocalories per day – the amount of kilocalories required for the average person to lead a normal, healthy life.



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400 grammes of rice is equivalent to about 19,000 grains. **About FreeRice donations**

FreeRice donations come with no restrictions except that WFP use the cash generated to purchase rice. This flexibility ensures that WFP can channel the donations to countries where they are needed most – and for an organization that specialises in humanitarian emergencies, that can change from week to week, day to day. WFP receives FreeRice cash donations once per month. These cash donations allow WFP to purchase rice often in the very countries where our beneficiaries live, cutting down on the transport time to get the rice to them, and helping stimulate local economies at the same time. **How long will the campaign last**

FreeRice is not a campaign in the traditional sense of the word with a definite start and end date. It's not linked to an advert or an event or a specific emergency. It's really about raising awareness of and helping the hungry – and sadly that problem is not about to disappear overnight. So, FreeRice will run for as long as people keep playing the game and spreading the word – and, at the last count, it was still growing. WFP is the world's largest humanitarian agency: each year, we give food to an average of 90 million poor people to meet their nutritional needs, including 58 million hungry children, in at least 80 of the world's poorest countries. WFP -- We Feed People.

WFP Global School Feeding Campaign – For just 19 US cents a day, you can help WFP give children in poor countries a healthy meal at school – a gift of hope for a brighter future.

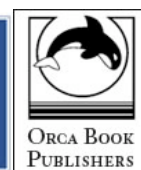
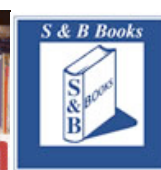
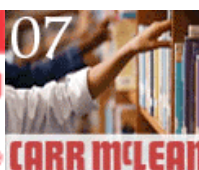
FreeRice donations to date

So far, John Breen has donated US\$250,000 to WFP, including a check for US\$25,000 advanced this week, it is being used to purchase rice for WFP operations in:

Bangladesh: US\$112,000 to purchase 202 metric tons (MT) of rice. This is already feeding 27,000 refugees from Myanmar for two weeks sheltering at Cox's Bazaar in Bangladesh.

Cambodia: US\$ 63,000 to purchase 106 MT of rice which will feed 13,500 women for almost 2 months as part of WFP's Mother and Child Health programme (monthly take-home rations of 4 kg of rice for pregnant and nursing women). Procurement of the rice is currently underway; the consignment should reach the Siem Reap warehouse by end of February 2008.

Uganda: US\$ 50,000 to purchase 41 MT of rice, destined to feed 66,000 school children for almost a week, as part of the country programme. The daily food ration will be 150g/child.



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It's about access! How access to libraries underpins literacy

Dr. Stewart Savard

Teacher-Librarian, Courtenay Middle School Courtenay, B.C.

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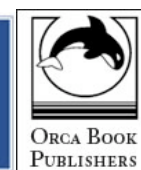
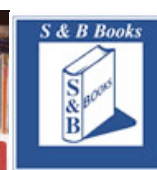
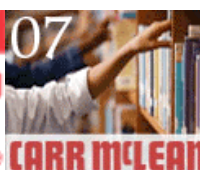
To paraphrase Bill Clinton: "It's about access, stupid!"/ This is a critical finding in several international reviews of reading achievement. Students who access and use libraries and their contents – both librarians and books – outperform those students who rarely or never use libraries. Research also clearly demonstrates that students with books in their homes do better on standardized achievement test than their peers with few, or no, books at home. Literacy instruction is a critical element in learning to read, but access to reading material is the key to the continued use of the reading skills learned that results in achievement. Librarians know that access is critical, but sometimes find it hard to get the message across to decision-makers. Deeply held beliefs may not have the same impact, in the decision-making process, when budgets are evolving, that achievement results can. These results are on the side of maintaining, or even increasing, student access to libraries and librarians.

An Organization for Economic Cooperation and Development (OECD) study, in 2001, of student achievement, at age 15, demonstrates the clear benefit provided by access. Students who used libraries more often did better than their peers who either did not use a library (or possibly did not have access to one). Purposeful use, for both study and leisure reading, is a factor of access. You cannot effectively use what you do not have access to. Table 1 demonstrates that library use is linked to a significant difference in student achievement in both Reading and Science.

Table 1

Measuring up performance in reading, mathematics and science OECD PISA ⁱⁱ Study – First Results for students aged 15*				
Achievement in Reading & Science by Use of Public and School Libraries				
	Several times a month	Once a month	Few times a year	Never
Reading				
Canada	563	555	542	514
United States	525	536	518	491
Science				
Canada	553	545	535	514
United States	525	526	511	490

(Bussiere, Cartwright et al. 2001)



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Access and purposeful usage compliment each other in healthy libraries. A student can have access to books and magazines for recreational reading, for example, but without expectations being placed on their usage, by their teacher – who is directing their tasks and by a teacher- librarian – who understands the curriculum and is actively developing a collection to support instruction needs, then access alone will never unlock a student’s full potential. Time spend reading is a function of access (either through school or public libraries or as a result of a family having the financial resources needed to buy books). The 2006 Progress in International Reading Literacy Study (PIRLS) examined the reading achievement of Grade Four students (Mullis, Martin et al. 2007). Generally, students who read more did better in terms of reading, mathematics, and science: all key components in a competitive society. Table 2 (below) shows this difference in terms of Reading achievement.

Table 2

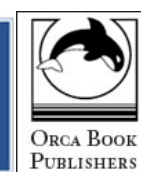
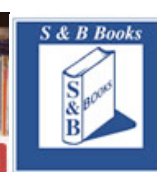
Achievement in Reading by Time Spend Reading for Enjoyment					
	More than 2 hours	1-2 hours	31-60 minutes	30 minutes or less	Don't read
Canada	550	575	564	544	498
United States	528	556	531	530	528

Table 2 may, in a fashion unexpected by the creators of the 2006 study, demonstrate the difference between access and purposeful use. Students, reading more than two hours a day did less well than their peers who, perhaps, used their time in a more directed fashion. Perhaps the first group needed to put down their reading and complete their homework? The 2006 PIRL study (Table 3 below) also highlighted the difference in reading scores between girls and boys in Canada and the United States. This finding is troubling in a healthy society. Boys must be as literate as girls for a society to be healthy.

Table 3

Average Reading Scores by Gender		
	Girls	Boys
Canada	551	519
United States	518	490

PIRLS does not compare achievement with access, usage, and gender. These might be an interesting research questions. If, as it seems superficially possible to conclude, boys don't read as much as girls and if this causes part of the gap in achievement, then a piece of the solution must be to transform what libraries contain that is of interest, or relevant, to boys and find ways to have them use their school libraries more often. The 2006 PIRLS also failed to ask about access and usage of school libraries as functions of achievement. The study conflated school and classroom libraries (seemingly assuming that classroom libraries are some kind of adequate subsets of the non-fiction and fiction collections found in school libraries) and sets the entry threshold for "school libraries" as having as few as 500 books. Access to books at home was directly linked to achievement of grade four students in the 2006 study. While the resource/access question was not reported for



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respondents from the United States, Canadian students with a significant number of books at home, either because of economic resources, or cultural traditions, outperformed their peers with fewer books at home. The same achievement gap can be found in the international numbers which report the achievement of students in all of the countries participating in this study. Students without books at home need access to them in their school libraries. Healthy school libraries become even more important for students disadvantaged, for whatever reasons, by access to books at home.

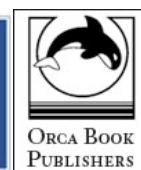
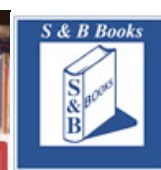
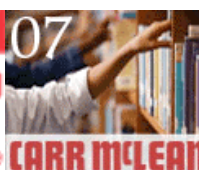
Table 4

Parent's Reports of Children's Books in the Home for Grade Four Students (pages 160-161)					
	More than 100	51-100 books	26-50 books	11-25 books	0-10 books
	Achievement score / percentage of <i>parents</i> reporting this number of home books				
Canada	572 / 32%	555 / 29%	541 / 24%	530 / 10%	518 / 5% ⁱⁱⁱ
International Average	553 / 13%	532 / 19%	510 / 25%	489 / 21%	462 / 22%

PIRLS 2006 asked students about how much they read. Students who read stories or novels "outside of school" showed a clear difference in terms of their achievement (Mullis, Martin et al. 2007).

The results found in table 5 seem to suggest that there is equal access to reading material. If access isn't equal, then the lower scores might be raised by providing more opportunities to students and by providing more, and better, school libraries.

Students in grade four generally have some control over what they read outside of school: albeit a lack of exposure to some genre places limits on their range of choices. It is important to examine whether student who read less than their peers would make different choices with access to different materials: non-fiction compared to fiction or Historical Fiction compared to Science Fiction. Would they become more engaged in their reading? Would it be more purposeful? Would their achievement levels increase? The PIRLS results might indicate the need to address purposeful use. Some students find reading boring, or uninteresting, or applicable to their present lives. They may have an adequate base of skills and might be able to do better, but they do not see the importance of these kinds of tests. Do they have access to what, in their opinion, is purposeful material. One of the critical challenges facing all teacher-librarians is finding resources for those who do not or will not read. Skateboarding magazines and books and magazines about computer games are often of interest to some of these students in the author's school. Classroom teachers, supported by literacy experts, provide the sets of skills upon which students can master the reading process. Access, sharpened with purposeful use, is likely what turns potential into achievement. Instruction in a subject, in and of itself, is not enough. The many tens of thousands of Canadian adults who studied second languages, or math, in their elementary and secondary schools can attest to the challenges linked to maintaining skills once mastered.) Those, now adults, motivated by purposeful use, and access to opportunity to practice their skills, maintain mastery. In reading: it's about instruction, access and usage. Students need access to libraries and teacher librarians and make use of the material they find in libraries. With these they can maintain, and enhance, their critical literacy skills.



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i "It's the economy, stupid!" Retrieved February 13, 2008 from:
[http://en.wikipedia.org/wiki/ It's_the_economy,_stupid](http://en.wikipedia.org/wiki/It's_the_economy,_stupid)

ii Programme for International Student Assessment (PISA) defines reading literacy as "Understanding, using and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society" (Bussiere 2001 p. 10).

iii Canadian results were based on the participation of students in British Columbia, Alberta, Ontario, Quebec, and Nova Scotia. In this case Nova Scotia achievement numbers were not reported and so the average was adjusted to reflect the four remaining provinces.



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The Emperor's New Literacy

Sieglinde Stieda, B.A., B.L.S., M.Ed. With a thank you nod to Hans Christian Andersen and Ken Haycock. Mission, B.C.

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Once upon a time in Lotusland, there lived a vain and literate Emperor who worried about the literacy levels of his subjects. He loved to show off his book knowledge and told the world that he wanted to make his empire the most literate in the world. Word of the Emperor's desire for literacy spread all over his empire and beyond. His politicians, advisors and government officials decided to take advantage of the emperor's literacy ambitions.

Some advisors went to the Emperor and said, "We are very good literacy workers and after many years of research we have invented an extraordinary method to improve reading with books and teacher-librarians that are invisible. As a matter of fact the method is invisible to anyone who is too stupid and incompetent to appreciate its quality."

The chief of the guards heard the advisors' strange story and sent for the court chamberlain. The chamberlain notified the prime minister, who ran to the Emperor and disclosed the incredible news. The Emperor's curiosity got the better of him and he decided to see the two advisors. They stated, "Besides being invisible, your Highness, these invisible books and teacher-librarians will be created especially for your Empire's schools."

"Just tell us what you need to get started and we'll give it to you," the Emperor said. The advisors told the Emperor to cut teacher-librarian FTE positions (Full Time Teacher equivalents) by 19%¹ across the empire. The advisors also told the Emperor to ignore the research which claimed that "Studies connecting teacher-librarians and school libraries with achievement in reading have been available for more than 50 years"² and a "qualified library team and resources can bring scores up by 3 to 15 percent regardless of economic or social factors."³

So the Emperor cut the teacher-librarian positions in the empire's schools by 19%. These teacher-librarians were highly educated specialists in books, motivating children's reading, and information literacy. As well, the cut teacher-librarians knew the Empire's Curriculum and had catered to the teachers and students in their schools. Teacher-librarians in the Empire have run book clubs, photo clubs, book fairs, and invited Canadian children's book authors, writers, and scientists to their schools. The teacher-librarians worked hand-in hand with local bookstores as both independent bookstores and teacher-librarians respected each other. So the 19% of cut teacher-librarians became ghosts in the system. They became classroom teachers so that at least their students could be bathed in books and thus were motivated to become readers. The remaining 81% of the empire's teacher-librarians were asked to do more with less. In a way, they too became invisible as the new literacy workers rarely consulted them.

Instead, the Emperor created an unstable funding system of giving literacy grants to people who didn't always respect the knowledge and experience of the remaining teacher-librarians.



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The advisors who recommended to make the teacher-librarians in the empire invisible told the Emperor that the teacher-librarians who had promoted the cultural heritage of the Empire by buying books written by Lotusland authors, were too dangerous to keep around as the teacher-librarians had systematically encouraged students to think, read, and get to know their Lotusland cultural heritage. Thinking students who appreciated their heritage were too dangerous to the Emperor as the students might question some of his decisions.

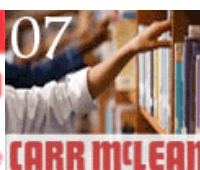
According to Ken Haycock, Ed.D.,⁴

"It seems somehow strange to have to prove the self-evident benefits of a library, one of human civilization's greatest and more enduring institutions. But this is the daunting task confronting advocates for...[Lotusland] school libraries and teacher-librarianship as they face steady and troubling disinvestment. Their challenge grows even more perplexing when policy-makers grope around for novel tactics to solve literacy concerns - e.g., the deployment of school-based "literacy coordinators" - when there's a tried-and-tested solution close at hand. Nor is the empirical evidence all that surprising. No one should be shocked to learn that if children have access to a wide range of relevant books and library materials, they will be more likely to use them, both for learning and pleasure. No one should be astonished to discover that if students can take advantage of the guidance provided by a qualified teacher-librarian, they will be more likely to learn the sorts of critical thinking skills that are increasingly important in an information-saturated society. Lastly, no one should be taken aback to discover that when children are introduced to books and other learning materials that tell them about their own society and its values, they will begin to soak up what that culture has to offer. Yet if ...[Lotusland] politicians demand hard evidence of the utility of school libraries and teacher-librarians, they can refer to the myriad studies cited in this report. Taken collectively, these studies demonstrate, with great clarity, that an investment in school libraries and teacher-librarians provides the sorts of dividends educators now seek from public school funding: better student achievement, improved literacy and reading skills, and enhanced readiness to succeed in a post-secondary environment. [Lotuslandian]... young people surely deserve to see the revival of a resource for which this country was internationally renowned for so many years. But beyond the moral argument, the research overwhelmingly supports the case for revitalizing ... [Lotusland's] school libraries."

To help confuse the citizens of Lotusland, the Emperor's advisors told some of the Emperor's government officials to define literacy as,

"an essential cultural, social and academic practice that involves, not only reading, writing and numeracy, but also a variety of abilities including viewing and representing, aural literacy including language, musical and listening skills, cultural literacy including media and social literacy and critical literacy including civic skills."

While others were told to define literacy as "essentially, the ability to understand and employ printed information in daily activities". By floating around two different definitions of literacy, literacy results in Lotusland would become as invisible as the teacher-librarians, as the results were more difficult to measure. Even the Emperor's own Auditor General noticed this lack of accountability when he stated, "Monitoring and performance reporting should be improved so that progress can be traced accurately and meaningfully...." Since the Auditor General did not include a bibliography or footnotes in his report, we do not know if he has read the research by Dr. Haycock and others, that when and where the teacher-librarians were visible in Lotusland, there was plenty of accurate and meaningful progress in literacy.



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So now after 20 years in all the Lotusland Empire, they now can't find enough educated young people to fill the jobs. Sadly, most of these Lotusland youths were now ignorant of their culture and history, so could be more easily manipulated by corporations, one of which donated racist books to the Empire's school libraries administered by invisible teacher-librarians. Not only did Lotusland become poorer, so did all its citizens.

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S.M.A.R.T. Evolution in the School Library

Pekka Baier-Reino Simco County Board of Education, Ontario

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Over the past few years as a resource teacher in special education, I have observed a change in approach to the creation of effective programming for special needs students. There has been an evolution of the Individual Education Plans (I.E.P.). Ten years ago, I.E.P.s were quite generic, static, and provided little direction. I would describe these I.E.P.s as being well-intentioned, but also wishy-washy. Back then, an IEP, once created, could remain in place for years as teachers tried to, "improve literacy skills", "build basic numeration skills", and "develop problem-solving strategies".

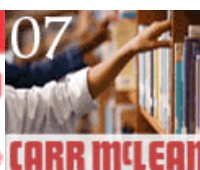
I.E.P.s now are a much different breed. Currently, teachers are creating I.E.P.s that focus on short-term objectives connected to long-term goals. Today's short-term objectives have the following characteristics: they are specific, achievable in the short term (weeks rather than years), measurable, reportable, and teachable. In the past, an I.E.P. objective might have been, "to develop literacy skills". Today the same objective would be written, "will develop a sight word vocabulary of 5 school based theme words; glue, pencil, computer, desk, and paper." Today's objectives leave little room for interpretation. These IEPs are S.M.A.R.T.: Specific, Measurable, Achievable, Reportable, and Teachable through the support of specific strategies to address very specific objectives. The changes in special education have had a positive effect on student achievement. This evolution is one that should be undertaken by all Teacher-librarians in order to become more effective players in student achievement and library advocacy.

Why the change in special education? Pressure. There were high expectations for all students, from the Ministry, administration, parents, and teachers, yet special needs students were not performing to the best of their abilities. Where might special education have looked for guidance? Originally, the move for more accountability using S.M.A.R.T., short-term objectives, began in the private sector. Now, many institutions, both public and private, are going through a change process to become more accountable.

A Business Model

Over the past ten years, many companies have had to change dramatically. The global economy and the often discussed information society are finally upon us due to the convergence of many factors over the past decade. These include the spread of the internet, improvements in work flow software, and...

"A whole new group of people, several billion in fact, walking out onto the playing field from China, India, and the former Soviet Empire. Thanks to the new flat world, and its new tools, some of them were quickly able to plug and play, compete, connect, and collaborate with your kids and mine, more directly, cheaply and powerfully than ever." pg. 204, *The World is Flat*. Thomas Friedman.



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Today, many companies are facing competition and the threat of forced obsolescence from other businesses around the world, all intent on providing services faster, better, and cheaper. How have companies responded? By refining objectives and developing focused strategies to meet those objectives. A case in point is the challenge faced by Dell Computers as they tried to compete with Microsoft and Intel throughout the 1990's. In battling Microsoft and Intel, Dell created specific, measurable, achievable, reportable objectives that would support and guide their long-term goals. Dell decided to,

"Sell directly to customers...eliminate reliance on resellers...load company proprietary software onto its machines." pg. 145, Making Strategy Work. Lawrence Hrebiniak.

As we know, Teacher-librarians are also feeling the threat of possible obsolescence. Administrators have to make long-range plans and tough decisions, and Teacher-librarians are becoming expendable. Teacher-librarians must adapt by learning from the examples set in both the private and public sector. **Becoming Proactive**

How do the business model and the examples of special education reform apply to Teacher-librarians who are facing equally difficult times? We are seeing the assignment of more prep coverage, less funding, replacement by unqualified staff or volunteers, or outright dissolution of the position. Sounding the alarm is Dr. Ken Haycock, "Only 10% of Ontario elementary schools have full-time teacher-librarians, compared with 42% twenty five years ago." pg. 11. The Crisis in Canada's School Libraries. Dr. Ken Haycock.

Teacher-librarians must become more proactive in advocating our importance to administration. Teacher-librarians attempt to articulate objectives through well intentioned Mission Statements such as, "To support the school's curriculum, assist members of the learning community in becoming effective users of information and to foster the love of reading." Alice Drive Elementary Library Media Center
<http://www.sumter17.k12.sc.us/alice/mediacenter.html>

These Mission Statements are the equivalent of a business "credo", vision, or shared values for which, "Critical decisions and their consequences are constantly held up against...to help assess the relative worth of strategic decisions and execution methods." Pg. 262, Making Strategy Work. Lawrence Hrebiniak. But while these statements are admirable, without S.M.A.R.T. short-term objectives, they do little to advocate for the library or aid student success.

In partnership with administration, Teacher-librarians need to design Specific, Measurable, Achievable, Reportable, and Teachable short-term objectives for each term. Working towards and achieving specific short-term objectives must be used to: 1) Demonstrate our value to administration, 2) Set a clear direction for the library program, 3) Act as a measuring stick for accountability, and 4) Remain aligned with school, Board, and Ministry objectives.

Library Goals

What would short-term goals which support the library Mission Statements look like? Short-term goals would be unique to each school; however, they should follow set criteria. Short-term goals should be specific, measurable, reportable, teachable, and achievable within weeks or months. The following example illustrates this approach. Together with the Principal, it is determined that EQAO scores for gr.3 narratives have been lower than all other areas. In keeping with the library mission statement, it is decided that the Teacher-librarian's objective for gr. 2&3 in term one



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will be to collaborate with all of the gr. 3 teachers so that, "all students will be able to write a narrative, and organize their information into 3 short paragraphs that contain a main idea and related details."

In writing such an objective, a librarian takes full responsibility for the education of those students, in that specific area, and can evaluate the effectiveness of his/her instruction. The Teacher-librarian should provide report card comments based on this S.M.A.R.T. objective. The data collected from the evaluation of those students can be used to guide further instruction, revise objectives, remediate students, and create new objectives for the next term. Furthermore, the data collected along with subsequent objectives give administration a clear picture of the performance of the Teacher-librarian, who can be seen (unequivocally) to be supporting and attaining school objectives and improving student achievement.

Final Thoughts

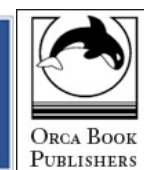
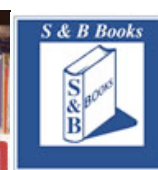
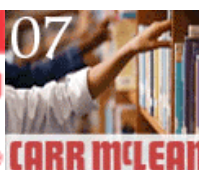
This article cannot detail all of key changes and strategies required for Library accountability and advocacy: Teacher-Librarian collaboration with administration, the use of incentives/controls, developing norms, eliminating barriers, and attaining staff commitment to new programs. Nor can it incorporate the entirety of the upheavals, challenges, and the solutions used in the private sector, other public sectors, and special education. However, this perspective does indicate steps in the right direction for greater Teacher-librarian accountability, advocacy, and ultimately the resurgence of the T-L position. This evolution is necessary for all Teacher-librarians and will yield positive results as it has for many businesses and students.

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SCHOOL LIBRARIES IN CANADA

Do you read the Forest of the Trees?

Josie Norton Mount Albert P.S. York Region DSB

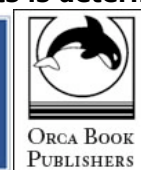
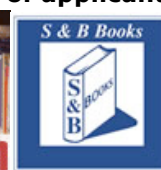
[Issue Contents](#)

The most common queries from primary, junior and intermediate students at our school library, from September until the end of November, sound something like this: "When does Silver Birch start?", "Do you know what titles we will be reading for Red Maple this year?", "When can I apply for the reading program? My brother was in it last year and I'm so excited to join!", "If I was in Silver Birch last year, will I automatically get into Red Maple this year?", "Are we going to read the new Blue Spruce titles soon?". On a weekly basis, many students who visit the library, on the pretext of getting a book, (which they do anyway), really are coming to inquire about the OLA Forest of Trees reading programs!

In one form or another, the reading programs have enticed young readers to read Canadian fiction and non-fiction at our elementary school, north of Toronto, for 10 years. I became teacher-librarian six years ago and one of my goals was to make the Forest of Reading program a vital and exciting part of the school library literacy program. In the past only a select few were "chosen to participate" in Silver Birch and Red Maple. There was no participation at all in Blue Spruce. As well, the rest of the general school population and the staff were not fully aware of the fabulous potential of this program. My first step to the attainment of my goal was to purchase multiple copies of the books so that there were enough to accommodate larger groups of students. This involved requesting funds from School Council to augment my budget. They produced the funds immediately!

The second step was to connect with the public library staff in our small community. Their library was also purchasing multiple copies of the titles each year; however, our students were not enrolling in the program at the public library. The public librarians were willing to support the reading programs at our school by collaborating with the school library. I requested that they reserve their books especially for our students. As a result, I was able to expand the student numbers in each club by making this valuable connection with the public library.

My next step was to make the reading programs attractive to all types of students, especially boys and those students who may not have been active in many of the numerous extracurricular clubs at the school. To accomplish this, I took my show to the masses, so to speak. I asked the classroom teachers to bring their students to the library at a convenient time for all classes of the same grade level to attend together. I delivered a brief but compelling introduction to the program, highlighting the new titles and explaining the simple process involved in applying to join the program. I felt that having a formal application form added excitement and anticipation as the students waited for one week to discover whether they were in the program or not. The brief form outlined the expectations and asked several questions about the students' reading habits. Teachers were asked to recommend their students on the form. This recommendation assisted my decisions about whether or not the students could indeed commit to reading the required titles in the time period allotted. Over the last six years, I have accepted 99.9% of students who have applied. The years that I could not accept all students were those when I had an over abundance of applicants. I simply went on a first come, first serve basis and asked them to try again the next year. The total number of applicants is determined



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by the total number of titles available for students at the school and at the public library. Again, the application process is a formality as I have accepted special needs students whose parents read with them and students who read slowly but have a passion for reading as well. Thanks to the OLA, this year the Silver Birch Express titles, a new program, will be exclusively read by our 10 special needs students of the Community Class!

My third step in my plan was to register the readers during class time, in order to heighten the prestige of the program. Extracurricular activities seldom take precedence over class time but this literacy initiative has, and as yet, has never been challenged as inappropriate use of class time by administration or staff. During the registration, students receive their own special folder. The folder contains the OLA lists for the program, evaluation charts for recording their ratings of each book, and a contract that they sign to commit to the club and the expectations. Students may begin to read as soon as their parents have signed a letter agreeing to encourage, support or assist their children with reading during the months ahead. These components of the folder legitimize the club in the eyes of students, staff and parents as a unique and respected club! It is amazing to watch students whose parents volunteer at the school or who pick them up at the end of the day, running into the library to be among the first to check out a book. (I also drop the hint that I cannot control what they do outside of school, so if they go to the public library that evening, they could check out a book there before returning the signed letter to me the next day!) Oh yes, cookies are also a must for celebrating registration day, and for many club meetings that follow!

Public displays of individual reader progress, was my next step. The progress charts supplied by the OLA, becomes a focal point of two bulletin boards, which are prominently placed in the library and easily accessible to students, parents and staff. Siblings of students in the reading clubs proudly point out to me and their friends that their brother or sister has already completed several titles, according to the amount of stickers they see beside the names. As well, students in the club are motivated to continue reading when they see that their peers are also completing their titles. At no time do I formally encourage competition against other students, especially for first time participants. But, if students set up their own peer rivalries to finish a title first, I do not interfere.

Extra-curricular activities usually take place in several locations at recesses during the school day. Therefore, the fifth step I implemented was that during the months of December to May, the library is kept open at recesses to welcome students who wish to read independently, or with other club members. Also, students are invited to discuss the books with each other or with the librarian during this time. The computer lab in the library is available for access to the OLA website and for typing up the letters that all students write before they leave for March Break. Each year, students marvel that authors write back to them and appreciate their questions and feedback about their books. Students enter the library; excitedly waving their special letters they have anticipated receiving!

The school display cases proudly hold numerous trophies and banners that have been earned by various teams of students over the years. So too, does the library display case hold trophies and plaques. The hardware attests to the skill of the Silver Birch and Red Maple teams who have competed in the interschool Battle of the Books competitions. A local teacher-librarian invites schools in the vicinity to a friendly trivia competition based on the titles and authors of the programs. Each year students at our school vie for a position on one of our two school teams in order to continue the tradition of placing first and/or second and/or third among the 6 schools that attend. Boys in the clubs are very keen to compete and make up the largest component of each team, year after year.



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The last step in this quest to integrate the OLA Forest of Reading programs into the fabric of our school library literacy program is to bring an author to the school or to travel to a school where an author is visiting, or better still, to go free of charge to the public library for an author visit. Students are able to listen to and talk to an author whose book they enjoyed and sometimes purchase a signed copy of the book. Students remember these presentations vividly and years later mention to me how thrilled they were to meet and be in the same room as the author of a book that they loved!

Students at the school receive tabs for volunteering and participating in school activities. These tabs accumulate and can result in the attainment of a prestigious school letter or crest. For the hard work and commitment that the students inject into the program, they receive a tab. An additional tab is also awarded the Battle of the Books teams. In this way, students who may only qualify for a minimal amount of tabs are able to receive at least 5 or more tabs in the 5 year duration of the two programs!

I introduced the Blue Spruce program at our school three years ago and it involves each student in grades one, two and three. I make a point of telling them that participating in Blue Spruce is similar to the Silver Birch and Red Maple programs of the older grades and the primary students feel proud to be involved. The classes, each in turn, during their scheduled library period, hear the titles from January until April. (By the time I have read the titles 10 times each, they become like old friends to me.) We track the titles with stickers on a large chart as we complete each story, and we learn about the authors and illustrators for each book. After each story, the students complete a brief activity in their Blue Spruce Booklet, which I have downloaded from the OLA website each year. This booklet enables them to rate each book and to draw or write briefly about the story. During the months that follow, students return again and again to the Blue Spruce nominees and take them home to fondly share with their families. Again, the students are able to easily identify the Blue Spruce nominees by the familiar blue stickers on each book and they are proud to have discovered one on the shelves.

To set up the programs each year takes many hours of organizing and photocopying but I look forward to the enthusiasm and excitement about reading that is engendered. Parents and teachers share with me how excited their children and students are to be part of one of the programs. Numerous students continue to read in the programs from grade one to grade eight and are proud to include this fact when they write about their accomplishments in elementary school for their graduation biographies.

Have I accomplished my goal of making the Forest of Reading Programs a vital and exciting part of my library literacy program?

Yes! We do read the Forest of the Trees!



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Sabita et les mots magiques mêlés

Tara Natter, B.Ed. Ottawa, Ontario

Tara is an elementary school teacher with years of experience in both French Immersion and Core French. She first used a medieval theme while teaching Grade One in Calgary. Through hands-on discovery of armour, period costumes and castle models, along with stories of dragons, knights and princesses, she motivated her students to learn to read and write. Inspired by those children and her own, Tara decided to create books and learning resources based on a medieval theme.

Darryl Gillingham - character realization and storyboard Vancouver, B.C.

During his childhood, Darryl spent hours watching his dad draw and later became an artist himself. He was first motivated to learn to read when he discovered Astérix cartoon books. He feels that things have come full circle as he is now creating fun characters to inspire other children.

Issue Contents

A New Adventure in Reading Awaits you...

Sabita et les mots magiques mêlés Sabita and the Mixed-Up Magic Words Liriton -
<http://www.lireton.com> A Channel NewsClip -
http://www.achannel.ca/ottawa/news_54023.aspx

Danger the dragon is coming to steal the royal treasures ! Can Sabita the wizard stop him ?

When the wizard's spellbook falls into a magic potion, it is transformed forever. ChâtO is now spelled châtEAU; éléFant is éléPHant...! What a mess! No longer able to read his magic book, Sabita sees his spells having some silly undesired effects. He cannot transform the dragon into a frog! Like Sabita, the reader must learn to read this mixed-up language in order to save the castle dwellers and their treasures.

This short, lively story captivates children's imagination while the simple text (written in the present tense) and expressive drawings assist comprehension. The dramatic sound effects and character voices on the CD bring the story to life. Young and old will enjoy singing along to the medieval-style song "Danger arrive!"

Testimonials

Upon reading the manuscript of Sabita et les mots magiques mêlés, I thought it would delight our beginning readers at the library. I am pleased to report our 50 copies have circulated 96 times in the past 10 weeks. Bravo Tara!

Marina O'Grady-Lamont Librarian, Youth Collection Development/ Bibliothécaire, Développement des collections pour la jeunesse Ottawa Public Library/Bibliothèque publique d'Ottawa



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Sabita et les mots magiques mêlés is a wonderful story that allows children the opportunity of acquiring language skills in French while reading an entertaining book that draws upon their imagination!

Julie O'Connor- Curriculum Services at the Ottawa-Carleton District School Board

My daughters, 7 and 9 years old, had so much fun reading Sabita et les mots magiques mêlés. They laughed out loud discovering the big eye on page 9, and from then on, were totally attached to the creatures who come out of the cauldron where the magic spell book falls. They didn't even notice the little reading lessons hidden in the story! They loved the song on the CD - they could sing it by heart after only hearing it twice! I, therefore, strongly recommend this book, both to Francophone and French Immersion students. Bravo, Tara and company, for such a successful début!

Catherine Seaman - Ottawa Public Library



SCHOOL LIBRARIES IN CANADA

Transition Literacy in high schools - a school model

Richard Beaudry Librarian, Langley Secondary, B.C.

Richard Beaudry is president of CASL and is a teacher-librarian with the Langley School District. He has a teacher-librarianship diploma and has completed a Master's in Education in Information Technology/Literacy and the Master's in Library, Archives and Information Studies from UBC.

Issue Contents

Lifelong Learning at LSS

In k-12 classrooms across Canada, the literacy needs of students are based on the curriculum guidelines in each province and on the stated goal of the Canadian government (2002) "to respond to the challenges of the knowledge-based economy."

Public school teachers focus on teaching provincial content or curriculum outcomes to students. Teacher-librarians assist in this endeavor by collaborating with teachers and students in seeking appropriate resources and evaluating the quality of information they find. For students, this means acquiring the necessary literacy skills to use digital or print reference resources, access databases, the Internet, and all formats of multimedia.

Like all students in the Langley School District, students at LSS have grown up with technology available both at home and in the classroom. They are comfortable working on assignments using multiple sources of information and adding their own personal touches using, among others, graphics, sounds and videos. In doing so, they are using different educational tools than were available to their parents and teachers when it comes to schoolwork.

Technology in schools has changed the perception of students and their understanding of literacy. The written word is still the predominant literacy but the concept of new literacies is becoming what Beane (2003) refers to as "an integral part of today's society."

Four keys educational concepts are in place at LSS for successful integration of lifelong literacy skills:

- Integration of Multiple Literacies in the work habits of students
- Information Literacy Models of Inquiry to assist in their research
- Professional development for teachers and the teacher-librarian
- Transition Literacy, which takes into account the interconnectedness of literacy in post secondary education and the students prior educational experience.

Literacy Frameworks

Federal and provincial governments, having invested substantial resources in technology in public schools, see teaching information literacy skills as a foundation for lifelong learning.



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McKenzie (1999) recognized this fact and recommended that school districts move beyond the technology in place to literacy. "Showing students how to ask questions and interpret the information that they find is the key to success and a necessary step in preparing for the future." McKenzie saw little evidence that having computers in schools was helpful to students.

Using the computers to teach literacy skills is proving useful and necessary for students in learning so the emphasis should be on teaching strategies and developing a curriculum that uses new literacies.

"If we teach students the right information and literacy skills, they should have the power to actually improve the depth and quality and originality of their thinking because of the richness of the resources they will be able to mine." (McKenzie 1999)

Teacher-Librarians and Information Literacy

Canadian Information literacy standards for teacher-librarians, written in 2003, establish a strong role for school libraries in helping students learn these research skills. Recent studies (Haycock, 2003; Lance, 2001; Lonsdale, 2003) show that through effective collaboration with classroom teachers, teacher librarians play a key role in student literacy achievement in both traditional and new literacies. The role of the teacher-librarian has grown beyond the traditional role of a manager and organizer of books to a direct participant in teaching information skills.

Why Transition Literacy?

Transition is the process a person goes through when their lives take them into new directions. It could be going from elementary school to high school, high school to post-secondary institutions, leaving school for the workforce and leaving the workforce to retire. Each of these phases in our lives requires new knowledge and new literacies to adapt to changing circumstances. Transitions are not always an easy step and it can take time before a person can adapt to his/her new surroundings.

Like the career prep teachers, councilors and teacher librarians in high school, academic librarians work to assist students in understanding the requirements needed to successfully navigate academia. They educate incoming students in understand the services offered in a college or university. My aim in implementing this transition process at LSS is educating the students about an academic or research libraries before they leave high school.

Transition literacy in high school adds another literacy skill for students (Information Literacy, Critical Literacy, Technological Literacy, Creative Presentation Literacy, and Ethics of Information Use) to become lifelong learners. The program seeks to provide information to graduating students about post-secondary research practices and by clarifying the challenges and knowledge base required of high school seniors to be successful graduates in college or university.

By combining the experience of the teacher-librarian in high school and an academic librarians at a community college or a university, the aim is to improve the quality of education and the understanding of library services offered in post-secondary institutions.



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Graduating at LSS in 2009 means students need to have the skills to use existing technology and have knowledge of the multiple literacies skills needed to continue their studies or enter the workforce. The teachers and the teacher librarian at LSS are committed to helping graduate students learn the skills that can help them adapt to new technologies and multi-task using an array of tools at their disposal at LSS and as life-long learners.

What are Multiple Literacies?

Multiple Literacies require students to have the ability to read, analyze, interpret, evaluate, and produce communication in a variety of textual environments and multiple digital tools.

What Literacy Skills are taught at LSS?

At LSS, we emphasize multiple literacy skills from grades 9 to 12. These literacies were based on a model from a course I took at the University of PEI with Dr. Ray Doiron and Dr. Marlene Asselin. They are:

Creative Presentation Skills: Students at LSS must learn to go beyond the traditional project report to creative ways of preparing and sharing newly developed knowledge by using a combination of slide shows, multimedia tools, website design, CD and DVD productions.

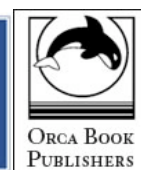
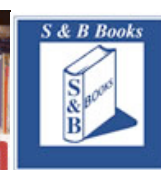
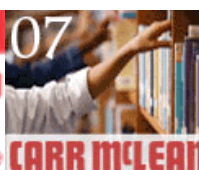
Critical Literacy: Focuses on how and in whose interests the information found is used. The LSS students need to know how to determine the authenticity and reliability of sources found in print and in digital format.

Ethics of Information Use: Students at LSS must understand the values associated with the fair and honest use of information they find in print and in digital format. They need to represent the work of authors accurately and appropriately. They need to have a respect for the confidentiality and intellectual property of authors and understand the illegal uses of knowledge and information.

Information Literacy: Understanding how to find resources and sources that can help the student at LSS organize and structure information, synthesize new knowledge with note taking and finally using and presenting the new knowledge.

Technological Competencies: Students at LSS must learn a complex set of effective and efficient search skills for print and online resources. They must acquire word processing skills fully integrated into the writing process. They must have communication skills using email, text messaging and on-line networks. They must also learn integrating traditional and new media formats into their writing and publishing activities.

The Transition Literacy Program at LSS seeks to further improve the educational experience and knowledge of graduating students by preparing them for post secondary education in B.C. institutions. Transition Literacy seeks to provide information about post-secondary research practices and by clarifying the challenges and knowledge base that LSS students require to be successful graduates in college or university. By combining the experience of the teacher-librarian at LSS and academic librarians, we aim on improving the quality of education and library services for students at LSS in future educational endeavors.



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Transition literacy is not a new concept but it is gaining momentum in schools and universities as students need to be ready to enter the next step in their academic life in an information rich environment. A group of academic librarians and a teacher librarian in Ontario (Bryant, Farnum, Newman, Williams and Yanofsky) presented their work on transitions at the OLA Superconference in Ontario in 2008.

Selected Steps

To successfully integrate Transition Literacy at LSS, graduating students needed to understand some of the basic components of post-secondary education.

New knowledge. Changing classification systems from the Dewey decimal classification used in elementary and secondary school libraries to the Library of Congress classification used in college and university libraries.

New Resources. Colleges and universities offer access to databases and search tools that are not available to public school students. Knowledge of these would enhance the research experience of new students from the start rather than long term as they progress in their studies.

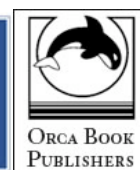
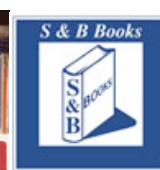
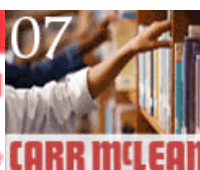
Web 2.0 technology tools. The collaborative nature of post-secondary education requires students to use new tools like blogs or wikis to participate in the ongoing discourse and participation of students in the class. Other Web 2.0 tools will assist students in creating and sharing their projects online rather than through saving their projects on CD's or flash drives.

Learning how to search for information and writing papers. A key component of an academic library's strategic plan is to change the way students view libraries, and to position the library's program in a way that is meaningful to them. Students have to buy into the importance of information literacy in their own lives. They're more likely to do so if they understand how it relates to their future success. Assignments at college and university require in-depth research skills. Academic librarians offer numerous services from documentation, FAQ's, library instruction classes, tutorials, links to real-time library assistance, and government programs like the B.C Ministry of Education's AskAway.

1. DDC to LCC

The first step in teaching Transition Literacy at LSS is one that is often overlooked by graduating students and that is the cataloguing classification used in post secondary libraries. Students in BC elementary, middle and high schools use the Dewey decimal classification that is quite different from the Library of Congress Classification used in colleges and universities. LCC is used in bigger libraries because it has more classes, subclasses and subdivisions. Unlike DDC, LCC is not based on a decimal system based on numbers. It has 21 major classes, and is based on an alpha-numeric representation for classes.

- A - General Works
- B - Philosophy, Psychology, Religion
- C - Auxiliary Sciences of history
- D - History (general) and History of Europe
- E - History: America
- F - History: America
- G - Geography, Anthropology, Recreation
- H - Social Sciences
- J - Political Science
- K - Law



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L - Education
M - Music and Books on Music
N - Fine Arts P - Language and Literature
Q - Science
R - Medicine
S - Agriculture
T - Technology
U - Military Science
V - Naval Science
Z - Bibliography, Library Science, Information Resources (general)

As you can see, the first subdivisions for the 21 major classes are also indicated with capital letter. (e.g. Fine Arts)

N Fine Arts (this is the main class) NA Visual Arts (General) NB Sculpture NC Drawing; Design; Illustration ND Painting NE Print Media NK Decorative Arts; Applied Arts NX Arts in general

Principal subdivisions are in turn subdivided by adding numbers to the letters. This dramatically expands subject specificity.

For example:

NB Sculpture (this is a principle subdivision)

1-50 General 60-1115 History 1160-1195 Design and techniques 1208-1270 Special materials, etc..

If a student searches for a book on Hawaii in the library at LSS, he or she could find it classified as 996.9. If the same student searches for the same book in a library at Kwantlen Polytechnic University in Langley, it could be classified as DU 620. Knowing that the classification systems are different before they graduate would be useful in searching for resources next fall.

2. Search Tools in post-secondary libraries

Most post-secondary institutions in BC offer many research and reference tools not always available in K-12 schools. Taking a look at the new Kwantlen Polytechnic University (KPU) website in Langley we find these resources:

a) Library Catalogue: A web-based union catalogue available to students online from any computer on campus and off campus.

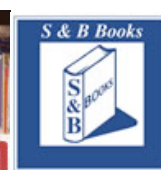
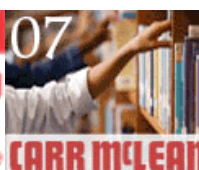
<http://webcat.kwantlen.ca:8080/uhtbin/cgisirsi/0/SURREY/0/60/502/X>

b) Course Reserves: Students can search for books reserved for specific classes.

<http://webcat.kwantlen.ca:8080/uhtbin/cgisirsi/0/SURREY/0/36/485/X/BLASTOFF>

c) Article Indexes: KPU Libraries offer more than 70 databases for students to work on their research. Students in high school rely on digital references for doing their research. Each website they find requires that they evaluate the content to see if it is suitable for use. The databases accessible to students at KPU have been organized by reputable organizations and offer a wealth of information to students that have already been evaluated. <http://www.kwantlen.ca/library/articles/articlesfront.html>

d) Journal Titles: KPU libraries offer access to hundreds of professional journals to assist students in their research divided into the following categories:



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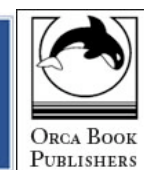
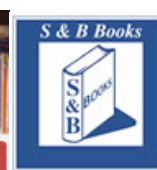
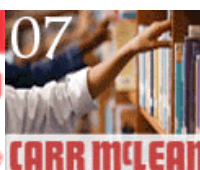
1. Anthropology
2. Biology
3. Business
4. Chemistry
5. Communication
6. Computer Science
7. Criminology
8. Education
9. English
10. Fashion Design
11. Fine Arts
12. French
13. Geography
14. Graphic Design
15. Health
16. History
17. Humanities
18. Interior Design
19. Kinesiology
20. Linguistics
21. Mathematics
22. Medicine
23. Music
24. Philosophy
25. Physics
26. Politics
27. Psychology
28. Religion
29. Resource & Environment
30. Sociology
31. Statistics
32. Women Studies

<http://cufts2.lib.sfu.ca/CJDB/BSKC/browse>

e) Subject Guides: KPU libraries offers subject guides in 45 categories. Resources are available online as well as selected web sites in a variety of disciplines. <http://www.kwantlen.ca/library/internet/internetmain.html>

f) KPU Library Tutorials: KPU libraries offer tutorials in:

Library Research
Library basics
Term paper research
Internet searching
Library anxiety – Tips for overcoming it
Library Research FAQ's
Information Literacy and Research skills
Citing your resources
APA Citation Style
MLA Citation Style
Turabian Citation Style
Other Library catalogues
Other Colleges and Universities



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g) Guides and Help sheets

1. Using our Online Catalogue
2. Using our Article Indexes
3. Quick guides to Article Indexes
4. Library Research Tutorials including our Web tutorial
5. Citation Style Guides
6. Guides to our Print Collection
7. Other Library Catalogues
8. Other Colleges and Universities
- h) Using the Online Catalogue
9. Finding Books
10. Finding Videos
11. Finding Reserves
12. Find Out my Pin
13. Requesting a Kwantlen Book
14. Requesting a Kwantlen Periodical
15. Requesting a Kwantlen Video
16. Requesting a non-Kwantlen Video
17. Requesting inter-library loans online
18. Viewing your Record
19. Accessing eBooks from NetLibrary
20. Renewing Books
21. Accessing Electronic Reserves

3. New tools for learning: Web 2.0

Professors at colleges and universities are using new web-based tools that complement their teaching and coursework such as blogs, wikis, and other social software (FaceBook, ning's) and support the creation of online learning communities.

Blogging

The journal format associated with online Blogs encourages students to record their thinking online and facilitates critical feedback by letting professors, students, peers and a wider audience if needed, to add comments and interact in discussions.

Wikis

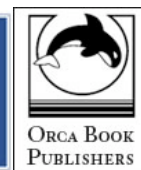
Wikis let students and professors connect, discuss, share and create online as a community. They can set the agenda for the course through a digital platform where everyone can participate in the process.

Social Networking

Social networking lets students and professors create academic and personal profiles that are used to share information and keep in contact.

Other Web 2.0 Tools

Rather than saving their projects and working with one computer, students and professors will be able to save resources, bookmarks, presentations and documents online and retrieve them from any computer at college or university. I have posted examples of [Web 2.0 applications](#) that demonstrate where technology is heading in education and can prove useful for students at LSS moving on to post secondary institutions.



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4. Learning to search – Writing in a Digital Age

Colleges and universities have different expectations of the assignments, papers and essays that students hand in.

Firstly, on average, the length is longer than most high school assignments and professors expect that students' not only use digital resources but also books, professional journals, databases, and any other print, digital, audio or video resources that can be used in their presentations or work handed in.

To help develop their search skills, I subscribed to [Credo Reference](#), a database service that offers access to over 380 interconnected reference tools. They have varying degrees of content to choose from and at LSS we chose 100 reference titles for the students to use in their research.

Secondly, students need to understand the central role of writing in critical thinking on post-secondary campuses. They also need to understand the emphasis on collective and collaborative writing through blogs, wikis and other social software tools.

Thirdly, students need to be aware that assignment and project requirements in post-secondary institutions depends on their ability to include original writings and ideas based on new knowledge, not simply a presentation of someone else's writings.

Many university and college professors post their assignment requirements and grading criteria online and students can also find writing and style guides available for their perusal.

For the Transition Literacy program at LSS I used several examples of course requirements, grading criteria and writing styles that are posted online at universities and colleges across Canada. It proved to be an eye opener to many students, especially the fact that they are required to look for various sources and resources formats for their projects and assignments.

Timeline

Fall of 2007

To get the Transition Literacy Program started at LSS I met with the PAC parents at the school and explained what we were hoping to do. With their approval I then met with the teachers concerned to work out a time frame and collaboration schedule so that we could all work at a successful implementation of the program.

In November of 2007, I presented a document to the school administration explaining what we were doing and who was working in collaboration in Transition Literacy.

I contacted a local academic librarian to request information on the services offered at their university.

Spring 2008

After several meetings with the grade 12 English teachers, we worked out a schedule of three classes when the senior students would be coming to the library to work specifically on Transition Literacy Skills. The classes were scheduled for March and April 2008. The classes were well attended.



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One other high school in Langley expressed interest in implementing a Transition Literacy program so we shared resources.

Fall of 2008 and Spring 2009

- Meeting with graduate classes in session 1 – First meeting is October 20th. -
- Second presentation will be at the end of February 2009 – Literacy issues + Web 2.0
- Third presentation will be in May 2009 – Writing research papers

Creating a Webpace

To reinforce the lessons learned and offer resources and sources of information, I upgraded the [LSS library website](#) to assist students with their projects and assignments.

Introducing Databases

We introduced Credo Reference in the Spring of 2009 as part of the ongoing Transition Literacy Program.

Collaboration

One of the important aspects of any successful program is collaboration and at LSS all the stakeholders in this program were enthusiastic participants in its implementation. I have shared my experience and resources with the other teacher librarians in the district and look forward to the program being expanded to other schools.

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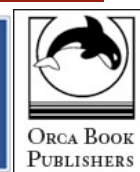
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SCHOOL LIBRARIES IN CANADA

Technology Corner: Web 2.0 Resources

Richard Beaudry Librarian, Langley Secondary, B.C.

Richard Beaudry is president of CASL and is a teacher-librarian with the Langley School District. He has a teacher-librarianship diploma and has completed a Master's in Education in Information Technology/Literacy and the Master's in Library, Archives and Information Studies from UBC.

[Issue Contents](#)

New technologies are coming out at a bewildering pace these days and it is not always easy to stay knowledgeable on what is useful or important in our school libraries. Below are some books that may prove useful in getting information on and obtaining new educational technologies.

Books

Courtney, Nancy (Ed.) *Library 2.0 and Beyond. Innovative Technologies and Tomorrow's User.* Westport: Libraries Unlimited. 2007

ISBN: 978-1-59158-537-4
020.285'4678 - DC 22
152 pages
Includes bibliographical references and index

Review from [CiteULike](#)

Kroski, Ellyssa. *Web 2.0 for Librarians and Information Professionals.* New York: Neal-Schuman Publishers, Inc. 2008

ISBN: 978-1-55570-614-2
020.285'4678 - DC 22
207 pages
Includes bibliographical references and index

Book Review from [Shelfari](#)

Zmuda, Allison. Harada, Violet H. *Librarians as Learning Specialists: meeting the learning imperative for the 21st Century.* Westport: Libraries Unlimited. 2008.

ISBN: 978-1-59158-679-1
023.7 - DC 22
128 pages
Includes bibliographical references and index

Book Review from [School Library Media Activities Monthly](#)



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2008 Angela Thacker Winner Speeches

Donna Desroches, Carlene Walter CLA Conference in Vancouver

[Issue Contents](#)

2008 Angela Thacker Award

Speech By Donna Desroches

I consider it an honour to receive this award as the work that I did with Carlene demonstrates two values that I hold about teacher-librarianship. The first is the importance of collaboration. I will admit that although I have been a teacher-librarian for 26 years and embraced the concept of collaboration in my work with teachers I had never experienced its true impact until I worked with Carlene. We worked as two equal colleagues; questioning, clarifying, accepting and valuing each other's ideas and contribution. I believe our product reflects our common knowledge and understanding about the changing nature of the web, its impact on learning, teaching, school libraries and teacher-librarianship. Yet, it also embodies the differences in knowledge, content, and instructional design that we brought to the process – all of which have contributed to a rich resource to hopefully inspire and facilitate teacher-librarian knowledge and use of diverse technologies in their management, teaching and instructional leadership roles.

The second is my belief that teacher-librarians must be in the forefront of the technological change that is transforming how we find, use and share information. This was confirmed in the incredible response from teacher-librarians in Saskatchewan and elsewhere. I will admit that I sometimes fear that school libraries and teacher-librarians will be left behind as information becomes more digital than print. However, the response to our online learning made me aware that there are teacher-librarians who know that these changes are transforming education and they are redefining, reshaping and re-advocating their role to more efficiently guide teachers and students in the effective, safe and responsible use of new technologies.

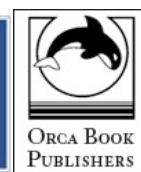
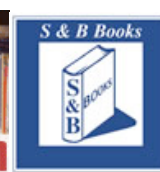
Carlene and I have also learned a great deal through the delivery of this course – slower pace, less text and more directed content are three major changes you will see in our next iteration. I loved our planning, talking and exchanging of ideas and look forward to the next time we close down Earl's over several glasses of good red wine!

I extend many thanks to the Canadian School Library Association for their recognition of our work. I am very honoured to be, along with Carlene, a recipient of the Angela Thacker Memorial Award.

2008 Angela Thacker Award

Speech By Carlene Walter

I would like to thank the Canadian Library Association for the award. To be a recipient of the Angela Thacker Memorial Award is one of the highlights of my career as a teacher-librarian.



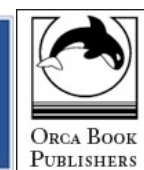
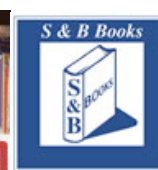
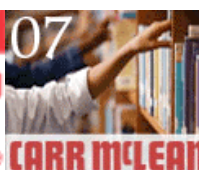
SCHOOL LIBRARIES IN CANADA

The idea for Meet The Stars: Books and Web 2.0 arrived unannounced in the middle of a deep slumber. Preoccupied with the potential for teacher-librarians to enlarge their role from promotion and the fostering of reading, I wanted to determine how technology and information literacy could become meaningfully integrated into the school library program. The continuing expansion of information demands that students acquire the ability to produce and share knowledge and participate ethically in a global environment. As the night progressed, a framework for forming a participatory culture in which teacher-librarians could be introduced to new technological tools and how their immersion could meaningfully impact teaching and learning.

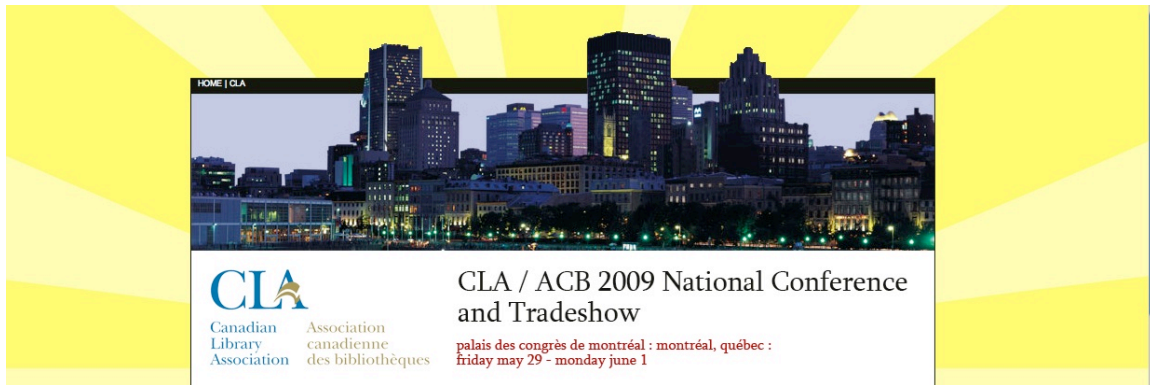
Collaboration with Donna DesRoches, the co-recipient of the 2008 Angela Thacker Award, shaped the idea into a professional development opportunity in which teacher-librarians would be actively engaged in creating and contributing content while redefining how they connect with people and communicate knowledge and information.

The delivery of Meet The Stars: Books and Web 2.0 provides a reflective lens for me to examine teacher-librarianship. As I firmly believe that teacher-librarians play an essential role in nurturing a learning environment rich in literacy and information provision, these professionals are best poised to best serve individual students' needs in the acquisition, evaluation, and responsible use of new technologies.

In closing, I would like to again extend my appreciation to the Canadian Library Association for their acknowledgement of our vision of a professional development opportunity that aimed to contribute to the development of school library professionals. I am honoured to share this award with Donna DesRoches, a friend and colleague, who continues to inspire me.



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<http://www.cla.ca/conference/2009/>



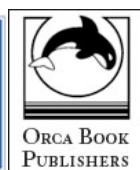
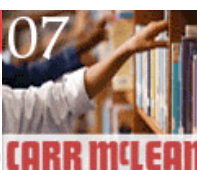
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La revue SLIC est la revue officielle de CASL. C'est une revue professionnelle publiée 4 fois par année ayant comme objectif la publications d'articles spécialisés destinés aux professeurs bibliothécaires et au personnel travaillant dans les bibliothèques 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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