

THE **TEACHING LIBRARIAN**

The Magazine of the Ontario School Library Association

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NORIGEN STAGE



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SPECIAL INSERT

WebQuests, by Cathi Gibson-Gates, Toronto District School Board

Cover photos: Dynamic Silver Birch and Red Maple reading programs are making waves in school libraries and classrooms. At Harbourfront Centre on Toronto's waterfront, 1,500 children represented close to 40,000 of their peers across Ontario who voted for this year's Silver Birch Award winners [www.accessola.com/programs/silver-birch2001.html]. To learn more about the Read poster and its use at Rideau High School in Ottawa, see p. 28.

LETTER TO THE EDITOR

From Judy Carter, Rainy River District School Board

I have just received the latest edition of "The Teaching Librarian". On pages 4-5 is a quiz. Although it is good if you are a teacher-librarian, from the standpoint of a technician who runs our Board media centre, it certainly is not very good.

Although teacher-librarians are important, I also feel technicians and clerical workers are important to the libraries of a school board whether they are school libraries or media centres. I have 24 years experience for the school board. I have been the one who has taken this media centre

from nothing to what it is today. I am tired of hearing only about teacher-librarians. There are many others in school libraries who make a great difference to the students as well. I think all groups should work together co-operatively and not fight one against the other.

I am tempted to drop my membership in OLA because it does nothing to help technicians and clerical workers in school libraries. I think it is time the OSLA represents ALL school library workers, not just teacher-librarians.

A response from OSLA President Sya Van Geest:

I hear your frustration Judy. The question of technicians in the Ontario School Library Association and how they can be served is being discussed as part of our reorganization effort. You will be aware that Cheryl Dinnin, our Councillor responsible for OSLA Publications, is inviting members to bring fresh ideas, new directions and increased value not only to The Teaching Librarian but to what OSLA contributes to Access and to other journals. There is no desire to undermine the excellent relationships in our schools where integrated staffs have worked well for many years. We all want the best for our students and will work together to achieve it. ■ ■ ■

LAST ISSUE'S QUIZ WINNER: *Jean Willadsen, Parkhouse Road, Ekcoe Central School in Glencoe. She receives an @ your library denim shirt. Congratulations! ■ ■ ■*

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Sandra Hughes
Grand Erie
District School
Board

MAKING WAVES

The theme of the year 2000-2001 volume of *The Teaching Librarian* is the proactive teacher-librarian. The editorial board has worked hard to carry this theme from the autumn issue, *Making Connections*, to the winter issue, *Making a Difference*, and finally through to the summer issue, *Making Waves*. The concept of making waves refers to how teacher-librarians effect change. We once called ourselves catalysts for change but when the waves of change around us grew to monumental proportion, some of us may have pushed this concept to the back of our minds. We read Gareth Morgan and thought we had to sit and wait for the waves of change and learn how to ride them. We are remembering in this issue that it is part of our role as curriculum leaders to make waves of change.

As you read this summer issue you will discover teacher-librarians who are making waves for children's learning. Several of the wave makers who presented at Super Conference are subjects of a number of interesting articles. Cathi Gibson-Gates brings her ideas on WebQuests to this issue's curriculum insert. And, we get a peek at the new information studies guide for students developed by the Thames Valley teacher-librarians.

This is a fine issue to herald out my time as Editor of *The Teaching Librarian*. In my twenty-eight years involved with teacher-librarianship, my five with *The Teaching Librarian* have been a high point. The opportunity to work with stimulating people and ideas, as well as to contribute to my profession in a significant way, has been most rewarding. I trust that however OSLA Council chooses to create the journal in the future, they will keep the goal of supporting teacher-librarians in their efforts to grow professionally and make waves for student learning in Ontario.

Congratulations to Sandra on being elected Canadian Director on the Board of the International Association of School Librarians.





by Diane Bédard

Computer Ethics

Recognizing Values and Making Good Choices

As adults, we hopefully understand that stealing and invasion of privacy are wrong. Most students should also agree with this statement. So why do so many treat the computer and the access it provides with a totally different set of rules?

The school system has become very good at teaching the hardware, software and use of computers but has apparently failed to incorporate ethics. Students see nothing wrong with actions on the computer that they would never dream of doing in real life.

The use of a computer should require us to make decisions based on a set of moral and ethical boundaries; these should not vary from the rules we apply to all other areas of our daily life.

While teaching computer and information technology skills, we need to emphasize the balanced relationship between intellectual curiosity and resourcefulness (see what I CAN do!) vs. recognizing values and making good choices (SHOULD I do this?).

We do not want to tempt the students into trouble, but we need to make them aware of:

- Problematic areas and activities
- The current rules and expectations
- The penalties that result from poor choices and actions

Students should gain a working knowledge of the responsibilities and implications of using a computer. There needs to be a recurring discussion of computer ethics. I would suggest that this should be started in the elementary grades.

My school board has just finished putting the final touches on an updated elementary Information and Computer Technologies (ICT) curriculum document. Included with the expected sections on word processing, spreadsheets and databases there is a feature section on ethical use. As teacher-librarian, I volunteered to serve on the writing committee and worked to ensure this topic was included.

I have included some of the highlights from this document in the section below. At the end of this article are some good computer ethics sites to start your own discussion at your school.

School boards already have Acceptable Use Policy (AUP) material prepared. This is discussed with students prior to their use of the Internet. A computer ethics section can be integrated with this to help students learn to:

- Avoid activities that would harm themselves, the school, or any property owned or used by the school.
- Make rational decisions regarding their responsibilities to their school or class.
- Understand the consequences of bad decisions and actions involving computers and technology.
- Have an awareness of the issues that can arise as technology develops.

Most common "ethical decision-making" areas encountered by students while using a computer at school are:

- Copying or downloading files/programs to a school computer.
- Visiting restricted web sites.
- Purposely deleting/moving other people's files on the school computer.

"High Abuse" problems include:

- Email: Privacy, Spam, and e-Cards.
- Chat rooms.

Students with knowledge of these areas will learn to use a computer responsibly.

GUIDELINES FOR DISCUSSION

1. Copying or downloading programs and files to a school computer is considered piracy and restricted.

Only Ministry-provided or Board-purchased, licensed software is to be installed on school computers and installed only by a staff person with the authority. Students should not be downloading games or applications from the web, nor

bringing in software from home. The only files students should be copying or downloading are those which they have created and "own". Before ANY file transfer occurs, teacher permission is required and virus scanning must be used.

Discuss :

- Creator rights.
- License/copyright issues.
- Laws and penalties for theft.

2. Visiting restricted web sites (including sites promoting illegal activities) is wrong.

While filters are in operation on the board network, they are not always 100% effective. Internet access at the public library and at home is not likely to be filtered. Students who actively use the Internet will eventually end up at inappropriate sites.

Discuss:

- Your Board's Acceptable Use Policy.
- Explain why these types of sites are forbidden.
- Provide keywords to look for that identify a restricted site.
- The penalties that can occur as a result of visiting these sites.
- Appropriate actions to report these sites.
- Highlight the difference between accidentally ending up at an inappropriate site vs. actively searching it out.

3. Purposely deleting/moving files on the school computer.

This is forbidden under ANY circumstances unless the student "owns" the file and has permission to be making changes to that designated hard drive space.

The structure of files and folders on a school computer has been setup by staff to be optimized for all loaded software and standardized from computer to computer. Even if the students can access/change files other than their own, they have no permission to do so.

Discuss:

- The rights of ownership of materials and respect for others' works.
- The difference between "being ABLE to" do vs. "SHOULD you do" it?

4. E-mail and Chat Rooms

Access is currently restricted by most Boards and school-based policies. These areas need exploration and discussion. However, in reference to home activities, safety and privacy issues need to be explored because they are among the most popular of computer activities kids do at home.

E-mail, discuss:

- Personal safety and the need to guard one's own privacy.
- Correct netiquette to follow when using these types of resources.
- Spam (unsolicited email and advertising) and how it violates netiquette.
- e-Cards which request private information and their potential as spam.
- E-mail scams, the fabulous claims (make you a millionaire-pyramid scheme, etc.).
- E-mail chain letters, how urban legends are spread and create unnecessary alarm about many food and drug products (this type of e-mail as spam).

Chat Rooms, discuss:

- What chat rooms are and who can access them.
- The correct netiquette to follow.
- The Do's and Don'ts of using chat rooms (see box).

GOOD DISCUSSION STARTERS FOR STAFF AND STUDENTS

Computers and networks are just like any other school board facilities - they are to be used only by people who have permission and only for the purpose for which they were purchased.

Want to spark some good dialogue? Each of the

Chat Room DO's and DON'T's

DO use a nickname, which would NOT be the student's real name nor a name telling anything about the student (genderless, ageless).

DO leave a chat room as soon as the topic makes you uncomfortable or someone else enters the chat using inappropriate language.

DON'T give out any personal information, including name, phone number, address, home town, etc.

DON'T agree to meet someone from the chat room in real life.

following statement sections would be a great discussion starter at the beginning of a computer lab or library session or even a staff meeting! If everyone realizes the true impact and costs of the decisions they make, positive change can occur.

Zero Tolerance

School boards do not tolerate individuals who invade others' privacy, steal computer services, or commit misrepresentation or fraud; nor do they tolerate pranksters who attempt to disrupt computers or network facilities for any other purpose.

Everyone should be aware that the ability to use a computer does not constitute permission. Most computer services are open to student use and are clearly identified as such. But the mere lack of security measures does not mean that a computer is open to anyone who wishes to use it.

Sharing Resources

All users must share computer resources, giving priority to more important work and cooperating fully with the other users of the equipment. If you are just browsing on a computer, and another student needs it for school work, log off and free up the computer.

No matter how important your work may be, you are only entitled to one person's fair share of the computer access unless additional resources are available and appropriate permission has been granted. The Board only provides computer services for its own work, not for private use. Internet access is a privilege and does not automatically confer permission to use it for personal purposes or entertainment.

Use Limited Resources Wisely

All computer users should be aware that network capacity is finite and network usage costs money. Transmitting pictures through the network costs more than transmitting text. Real-time audio and moving pictures are even more expensive because they require a fresh file to be transmitted every few seconds, or even more often.

The Internet is designed for communication from one computer to another. Unlike radio or TV, it does not easily provide a way for multiple computers to pick up the same signal at the same time. If a hundred students listen to a sound file, a hundred separate copies of that sound file may have to be transmitted through the Board network, overloading it. The inclusion of audio and video in official educational activities such as Web-based instruction or student reports may be appropriate but should be used judiciously.



Passwords and Logons

DO NOT share your password or logon. The criterion is not whether you trust the other person, but whether the Board has authorized the other person to have the same access.

Passwords protect the Board's network, not just the individual machines to which they apply. Each account is to be used only by the person to whom it belongs, so that if problems are detected or abuse is alleged, the responsible person can be identified.

Stealing

Don't even try to guess or steal other people's passwords, or read their files, even if the computer permits this. Doing so would be like rummaging through someone else's backpack or locker. Even if you can pick the lock, or even if there is no lock at all, you have no right to intrude. Respect the privacy of others.

Suggested Ethics Sites

COMPUTER ETHICS INSTITUTE.

http://www.brook.edu/its/cei/cei_hp.htm
(1996)

One of the most popular products developed by CEI is the Ten Commandments for Computer Ethics. Permission was requested to include this document in our board's ICT curriculum.

GRADE SCHOOL ETHICS. WHITED, JIMMY.

<http://courses.cs.vt.edu/professionalism/Schools/Whited/index.html>
(Last updated 98/11/20)

INFORMATION FOR TEACHERS

<http://library.thinkquest.org/26658/>

".... School students have increasing access to courses which teach skills such as programming and applications use, however, not an introduction to issues in computer ethics. This is unfortunate, because it is precisely at this time - when young students are beginning to explore computers and the Internet - they should receive at least some knowledge of what is happening as ethics intersect with technology."

LOOKING FOR TROUBLE?

<http://www.utexas.edu/cc/policies/trouble.html>

"Tired of using the Internet? Want to lose your computer account? Get expelled from UT? Go directly to jail? Computing resources exist to complement the educational mission and must be used appropriately." The University of Texas Computing Services has taken a rather humorous but to-the-point way of addressing the rules!

NETIQUETTE - THE CORE RULES

<http://www.in.on.ca/tutorial/netiquette.html>

Guidelines for online behavior are excerpted from the book Netiquette, by Virginia Shea on this web site. The site runs as a progressive tutorial. Examples given are very clear and practical.

Computer Equipment Changes

Do not modify the hardware, operating system, or application software of a Board computer. (Are you guilty of changing the desktop appearance or sound files?) The other users with whom you share the computer, and the technicians, on whom you rely for support, are expecting to find it set up exactly the way they left it.

Email Privacy

People consider ordinary electronic mail to be private. It is NOT. There are many ways a normally private file can end up being forwarded and read by others. Don't be surprised to see your private thoughts shared publicly. Don't say it in writing if you would not say it in person! If you're committing your thoughts to email, know that they will be archived somewhere for later retrieval and can be broadly shared without your permission.

Publishing Web pages

Those who publish Web pages or similar information resources should take full responsibility for what they publish; should respect the acceptable-use conditions for the computer on which the material resides; and should obey all applicable laws. Sites and web work published on board servers should not include commercial advertisements. References and links to commercial sites are permitted, but advertisements, and especially paid advertisements, are not.

Be careful of copyright infringement. Copyrighted materials include computer software, audio and video recordings, photographs, and written material. Violators are subject to legal liability, even if the work did not contain a written copyright notice. Further, it is a violation to use your computer to copy, display or distribute copyrighted materials such as software, MP3 files, or MPEG files. ■ ■ ■

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Forgotten Women



by Nancy
Heinbuch

Forgotten Children

Next to hugging and talking to children, reading aloud is the greatest gift we can give them. Beyond the positive role modeling and physical bonding taking place, we are stimulating the imagination, enriching vocabulary, building listening skills and whetting the appetite for a love of reading.

Jim Trelease. Introduction to *Read Aloud Rhymes for the Very Young* by Jack Prelutsky.

What if this idyllic picture is shattered? The primary caregiver is no longer present to love and nurture a child's trip down the road to literacy. How do we, as teacher-librarians, step into the gap and encourage the continuum of literacy skills passing from mother to child?

In my role as teacher-librarian at Grand Valley Institution for Women (GVI), I am faced with dedicated women, who struggle daily to create loving bonds with their children and remain active in their child rearing, while incarcerated in a federal institution.

"Historically, female federal offenders have been one of the most neglected segments of the Canadian correctional system."

LeBlanc, 1994, p.1)

They are often incarcerated far from the support of their families despite research that shows that women who have the support of their families are less likely to re-offend.

We, as a society, tend to forget that these federally sentenced women are first and foremost women, two thirds of whom are mothers and often the sole supporters of their children. Many are loving, capable mothers, who want to remain involved in their children's lives.

Networking with instructors Marlene Turkington and Joan Klages and fellow-classmates at a University of Western Ontario School Librarianship course enabled me to visualize the importance of developing partnerships to assist these women.

Clearly, these forgotten women and their children need to be heard. They desperately want to better their lives by upgrading their education and developing a positive relationship with their children.

These women through partnerships with local community agencies derive support by developing ways to communicate through books with the children in their lives.

An ongoing partnership with Kitchener Public Library (KPL) provides a visiting library service once a month. Books are carefully chosen for personal use and for private family visits with their children. *Library Links for Life*, a joint venture between KPL, Kitchener Kiwanis and GVI teaches the women how to read to their children, provides a selection of children's books and enables the women to record the books on tape as a gift to be sent to their children. The women eagerly take their chosen book home to practice in preparation for taping. Many practice alone, some with friends, while others come to me for encouragement, in the library. Their efforts to personalize the story for their children are touching. What a precious gift we are all given by this wonderful community experience!

Local universities and colleges provide calendars for the women to plan their continuing education or to support their children in their academic career choices. As well, inter-library loans for academic requests are available from the University of Waterloo, Wilfrid Laurier and from Conestoga College.

A new partnership, recently introduced to me by one of the women, is "Books for Prisoners." The women make requests to this organization for books

to be donated for their personal use. Book publishers have been generous in their support of these women and children.

Working together, we have developed some enjoyable ways to keep in touch with families. Practicing books to read aloud over the phone, selecting materials for a private family visit, discovering crafts to share with children during an open visit, writing letters, stories and poetry all promote literacy and build family relationships.

Although the women may not always be able to hug their children, I admire their dedication to ensure that they remain linked to children through the magic of books: reading aloud to them by telephone, on tape or in person.

Our collective love of reading has helped us to open our minds and free our souls. ■■■

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LeBlanc, Thérèse. (1994). "Redesigning corrections for federally sentenced women in Canada." *Women in Prison*, 6(1), 1.

Prelutsky, J. (1986). *Read aloud rhymes for the very young*. New York: A Knopf.

Nancy Heinbuch is teacher-librarian at the Grand Valley Institution for Women.

Advertisement:

Ken Haycock's Teacher Librarian



The Right Honourable Adrienne Clarkson arrives escorted by National Librarian Roch Carrier.

OLA's 100th Anniversary Super Conference

PEOPLE MAKING WAVES

Where might you find mimes, computer labs, baked Alaska, librarians in tuxedos and top hats, e-books, wine and cheese tasting, jugglers, award-winners, great food, the Governor General, media coverage, reading experts, buskers, old friends, new friends, and a lot of history all in one place?

If you were at Super Conference in February celebrating the OLA's 100th Anniversary, you already know the answer to the question. If you weren't there, you missed a fabulous event!

From Stephen Abram at the opening breakfast launching the "@ your library" brand, through to the thrills and ceremony provided by the Governor General, to the reading research experts Keith Curry Lance and Stephen Krashen and the dozens of practical workshops and hands-on sessions, to the bigger-than-ever exhibit, to OSLA's award winners and the Saunders-sponsored cocktail party, to the Silver Birch/Red Maple breakfast and the Celebration of the Decades in the CBC Atrium – the conference buzzed and hummed with the energy of it all. A three-day delight for the mind and senses!

The following pages give a taste of what the planners created and of the extraordinary people who shared how they make waves. Accolades go to TDSB's Rose Dodgson and OCDSB's Linsey Hammond for the extraordinary school program at this stunning 2001 Super Conference! Theirs was an achievement worthy of this great historical occasion! ■ ■ ■

The Right Honourable **Adrienne Clarkson** Governor General of Canada: **On Libraries and Reading**

by **Kendra Godin-Svoboda**

I'm the kind of person who cries, not only at sad movies, but also during those heart-wrenching commercials and sometimes when I see a baby. So when I say that our Governor General's keynote address moved me to tears, it is not that uncommon for me. But I was not the only one with Kleenex and sniffles, as Her Excellency the Honourable Adrienne Clarkson opened our 100th Anniversary Event with ceremony, laughter and not a small sense of history.

Mme. Clarkson has always had an air of grace and importance about her. I always thought she was far too sophisticated to be hosting a television show, but the depth of her concern and the excellence of her delivery made everything she did worth watching. Her voice is smooth, yet strong and it resonates with truth and passion.

Her address to over 1,500 librarians and teacher-librarians in that room confirmed our important role in a free and democratic society; celebrated our vital history, linked to the history of Canada; and ignited our passion to move forward in paving the future with literacy and information access for all citizens of this great land. Mme. Clarkson's warmth and engaging manner drew us into her world as she recounted her youth and the essential role that libraries and books played in her life.

With emotion, we traveled with her, up the big staircase of the Carnegie Library in Ottawa, next to the Boys and Girls House on Metcalfe and into "... a beautiful library with columns – a temple to the book." Here she was introduced to the exciting world of Jane Eyre, Wuthering Heights and Pericles



of Athens. Here she was able to explore a new world; a different world. It is here that thousands of Canadians, young and old, learn to explore and search beyond their present life, into another realm.

"In a profound way, our libraries represent the best that is Canada – our generosity and compassion, our understanding and support for the public good, and our readiness to face the future with confidence and imagination." This was the common theme, threaded throughout her discussion of literacy, libraries, school libraries and the magic of books. Mme. Clarkson's concern for the less fortunate in our society was clear as she relayed personal anecdotes that connected us to her humanity, and to our own.



OLA President Liz Hoffman, the last President of OLA's first 100 years, gave a replica of OLA's Silver Birch Award to Her Excellency: How inspired!

One of the most compelling stories she shared with us took place in Moncton with some grade 3 and 4 children, with whom she shared the story of *Anne of Green Gables*. She explained to the children that Anne was an orphan, without family and unwanted. The children immediately opened up to explain their own situations – one child sharing thoughts on his parents and relating his experience to Anne's. Thus the magical power of books, their ability to touch our lives, and their ability to help us understand our own lives becomes evident.

Equally touching was Mme. Clarkson's description of the Carnegie Centre in Vancouver, located on the edge of Chinatown, close to an Aboriginal community, near soup kitchens and church halls, within the vicinity of an active drug culture. Here, she described the centre as a place of "...incredible hope because it is still a library." With stained glass windows, celebrating Shakespeare; with Chinese books, meeting the needs of the local society; with opportunities for people to meet, study, write, and draw - this centre has changed and altered its' services to reflect the needs of a changing society.

"In that kind of community you can sense what the real mission of a library or any kind of centre can be. Which is to bring people together in an atmosphere in which they can learn what truth and freedom are really all about. It is not about being on a certain side or having the same views. It is about access, about everybody being able to be part of the same thing. And in the Carnegie Centre we really sense that. That to me makes it a great place."

Wow – makes you want to stand up and be counted. And that's exactly what we need to do. Providing opportunities for all citizens in Ontario to freely access information is akin to handing them the keys to the Golden Palace. Information is the road to knowledge and knowledge is power. We empower children, teenagers, adults and senior citizens of every race, gender, and socio-economic background to follow their dreams; to turn their passion into action, embraced with information and knowledge.

The importance of school libraries and their link to literacy was also clearly made by Mme. Clarkson.

She told the story of being invited to a Toronto school by a little boy of 8 or 9. The library in his school had recently been 'refurbished' with new shelves and furniture, but there was no money left-over for books. "The infinite good that books can do for these kids is just simply not measurable," Mme. Clarkson stated. We learned, the next day, from Dr. Stephen Krashen, that in fact Mme. Clarkson was dead right. Kids need a variety of books, at their own reading level, and they need to be able to choose what they want to read. It's that simple.

What do we want kids to learn and how much are we willing to pay for it? I can answer that. I want all students in Ontario to learn basic literacy skills. Wouldn't it be wonderful if every child in this province could read? How important is that to us? Wouldn't it also be wonderful if every child in Ontario could also learn to be information literate, computer literate, and media literate – because basic literacy is just the beginning of literacy and there is so much more we can teach them? I'd gladly pay \$200.00 for that.

"We have to think of how we're going to navigate our way through to a better future. You really can't excel without good libraries." Our role and the importance of libraries in Ontario are evident to us and to Mme. Clarkson. We know there's a strong link between libraries and literacy; we believe that in a democratic society, free access to information is the cornerstone of humanity. We are actively embracing the challenges of the future, learning and re-learning the changing needs and demands of a technologically driven, global community.

Our challenge is not in telling people that libraries are important. People know that. Our challenge is moving that fact from their heads to their hearts to their hands. What people in Ontario need to know and understand is that our libraries – both public and school – are in jeopardy. That means individual members of this society could lose their right to access information for free.

Drying our eyes and breathing a collective sigh as we left Mme. Clarkson's address, my colleagues and I reflected, not only on the relevance of her address, but also on the depth of her concern and the breadth of her vision. We were entranced by her stories and ignited by her passion.

On stage with the Governor General were 80% of OLA's living Presidents, going back to John D. Snell, 1958-59.

School people who have been President of our 100-year-old Association are:

Leonard Freiser 1965-66
Larry Moore 1975-76*
Karen Smith 1977-78*
Barbara Smith 1981-82
Peter Rogers 1988-89*
Allison Craig 1992-93*

* Present in February.

So what's next? Armed with our knowledge, our beliefs, our vision and our action plan, we move forwards and embark on a new campaign – @ your library.

Embrace Heathcliffe @ your library.
Start your search engines @ your library.
Vote for democracy @ your library.

The journey begins.

Bonita DeAmicis wrote,

"Leaders have vision and purpose and action. They are courageous about stepping up to the plate and influencing the future. What makes them leaders is not their roles, but their choices to act."
3 Cheers for Teaching, 1999

Take action @ your library.
Envision the future @ your library.
Be a leader @ your library.
Get involved @ your library.

Don't forget the Kleenex. ■ ■ ■

Kendra Godin-Svoboda holds the Libraries Advance Ontario portfolio on OSLA Council and is Library Facilitator for the Durham District School Board.

Stephen Krashen: Big Audience Big Message

by Cheryl Dinnin

Dr. Stephen Krashen, one of the immensely popular OLA 100th Anniversary Spotlight speakers, did not fail us. If you had not heard of Free Voluntary Reading (FVR) before Krashen began to speak, you certainly knew about it after. FVR is, according to Krashen, reading because you want to read and the only way to get children to become better readers is to provide them with books that they will want to read! The greatest tools for improving all aspects of literacy are books when used in conjunction with time for FVR!

Krashen has studied the research about sustained silent reading / FVR - research that dates back to 1939 - and concludes that providing lots of time for students to read what they want to read is as good as, or better than, skills-building exercises for improving literacy skills (reading, writing, vocabulary, grammar, spelling). Students don't like these exercises but they do enjoy reading. We need to capitalize on that simple fact if we really want reading scores to improve!

Stephen Krashen at OLA Press Conference with OLA President and Chair Michael Ridley, People for Education's Annie Kidder.



Krashen has found that there is no research that supports a connection between reading scores and computers. If the money currently being spent on computers in our schools were invested, he says, the interest generated would fund school libraries!

Jim Trelease, another researcher, found that many students have one book ("a Home-Run Book") that hooked them on reading. Krashen's research found that this is true and that one successful literary experience can be an antidote to all the negative literary experiences like skills-building exercises.

Krashen is adamant that frequent testing of students is not the way to get the readings scores higher - that is like frequently weighing an animal to make it grow faster. The answer is to feed: food for the animal, books for the students.

Krashen advocates spending money on school libraries to provide books that students will read. Students enjoy reading for pleasure (FVR) and will improve all their literacy skills, when given the opportunity and the food: great books and time for FVR! This was the powerful but simple message that we came to hear. We succeeded and so did Stephen Krashen! ■ ■ ■

OLA took advantage of Krashen's engagement at the Super Conference to call a press conference to bring his expertise to the question of the role school libraries play in reading programs and in the literacy of children in our schools (see the sidebar).

Krashen's book, The Power of Reading: Insights from the Research, is in stock at the Ontario Library Association Store.. It may be ordered on line or by toll free phone 1-866-873-9867.

Cheryl Dinnin holds the Publication Portfolio on the OSLA Council and is teacher-librarian at Caradoc Central and Parkview Schools in London.

THE OLA PRESS CONFERENCE WITH STEPHEN KRASHEN

OLA President Mike Ridley chaired a press conference at the Convention Centre to take advantage of the expert evidence available. Centring on the crisis in school libraries and the impact on reading, literacy and learning opportunities for children, the media event featured Dr. Stephen Krashen, People for Education's Annie Kidder and former OSLA President Liz Kerr from the Kawartha-Pine Ridge District School Board.

Liz Kerr provided background information about the cutbacks in school libraries since the Social Contract years and the diminishing time allocated to teacher-librarians. All of this has resulted in decreased information studies programs for students and low morale in the teacher-librarians in some boards.

Dr. Stephen Krashen stated that research shows that cutting spending on libraries is the worst mistake in education! The most powerful way to get children to read, he said, was to provide access to books. In meetings with school and board administrators, he always pushes for school library improvement. Recent research has shown that there is a strong correlation between reading scores and the quality of the school library.

Annie Kidder again shared results of People for Education's survey of Ontario schools, in which only 18% of schools have a full-time teacher-librarian. Removing teacher-librarians and their programs and closing school libraries are actions that eliminate some children's only access to books and information skills. This is more evidence of the crisis!

Mike Ridley reminded everyone that every dollar spent on libraries contributes to the long-term vision we have for our future citizens. The press conference is one of a series of events being pursued by the OLA Board of Directors to bring attention to the crisis facing children in our schools. ■ ■ ■

Keith Curry Lance: The Impact of School Libraries on Academic Achievement

by Esther Rosenfeld



In the past two years three reports on the impact of school libraries on academic achievement have been published. These related studies (Alaska 1999, Pennsylvania 1999, and Colorado 2000) confirm the finding of an earlier Colorado study done in 1993. This first Colorado study linked higher reading test scores to the level of school library program development (staffing, collection size and quality, technology integration, funding, school library program, and leadership and collaborative activities of school library staff).

Keith Curry Lance, Director of the Library Research Service in Denver, provided attendees in this session with substantial detail on the methodology for the studies and highlighted the common and specific findings in all the studies.

All four studies show that:

- Teacher-librarians can and do make a difference in the level of academic achievement by students.
- The support and cooperation of teachers and principals is essential.
- Teacher-librarians need support staff who free them from clerical tasks and allow them to be key people for teaching and learning in the school.

- Teacher-librarians have a dual teaching role as teachers of information literacy to students and as in-service leaders to teachers.
- Successful programs extend school library services and information literacy beyond the school library's walls (by using technology and by co-operating with other libraries).
- The effects of school library programs are not explained away by school differences such as teacher-pupil ratios, per pupil expenditures, and teacher or student characteristics.
- The effects of school library programs are not explained away by community differences such as adult educational attainment, income differences, and race or ethnicity.

Dr. Lance gave an overview of the original Colorado study and explained that the motivations for the more recent studies were twofold. First, there was a need to see if the original Colorado study findings could be replicated in other states, with standards-based tests, and over a period of time. Second, the researchers wanted to expand the original study to demonstrate the value of flexible scheduling, to identify specific

activities that define the role of the teacher-librarian, principal and teacher support, and to show the integration of technology into school library program.

The three new studies used surveys that asked similar questions to the original study. Schools were asked about school library staffing, program, collection, usage, and technology. They were asked to provide other data on community and school demographics, reading test scores. School and staff characteristics were used as correlates. All three new studies confirmed the findings of the original study, which showed the positive relationship between school libraries and student reading scores.

In Alaska, the factors for high test scores were based on teacher-librarian staffing, collection development policy, internet connectivity, and time spent by teacher-librarians in information literacy instruction, cooperative planning, and providing teacher in service. In Pennsylvania, the data collected showed that staffing (teacher-librarian plus support staff), expenditures, a rich collection of print and electronic resources, integrating information technology in a networked environment, and an integrated collaborative approach to teaching information literacy coupled with statewide standards and curriculum were the main factors. The second Colorado study, the correlates were program development, leadership, collaboration, technology, and flexible scheduling.

After Dr. Lance's comprehensive presentation, a lively discussion ensued concerning advocacy and the gathering of more data. It was concluded that more research needs to be done in other geographic areas and other questions need to be pursued. Teacher-librarians should respond completely, accurately, and quickly to appeals from researchers. Annual statistical surveys should be done at school board and provincial levels. We need to share anecdotal information to illustrate these findings. Finally, we should inform decision-makers of these studies and their findings.

The Library Research Service web site is at
<http://www.lrs.org> ■■■

Esther Rosenfeld is OSLA President-Elect 2002 and Wide-Area Learning Resources Co-ordinator for the Toronto District School Board.

Brenda Dillon: Supporting Students with Special Needs

Brenda Dillon, Teacher-Librarian from the Philip Pocock Catholic Secondary School in Mississauga, led an informative session on the creation of secondary school libraries which welcome and support students with special needs. Brenda recommended the following resources as starting points:

The special education section of the Ministry of Education's Web site, at:
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/speced.htm>

Winzer, Margaret. *Children With Exceptionalities in Canadian Classrooms*. Toronto:Prentice Hall, 1998.

Platt, Jennifer M. & Judy L. Olson. *Teaching Adolescents With Mild Disabilities*. Toronto: BrooksCole Publishing Co., 1996.

She emphasized that creating a school library which serves and supports students with special needs requires education, action and reflection in five areas: school library staff; access to the facility; floor plan and organization; resources; and program. She invited people to contact her for more information or if they were interested in working on a resource package which could be made available through OSLA. Her e-mail is <brenda.dillon@dpcdsb.org>. ■■■

JANET MURPHY: The Future is Now. The Virtual School Has Arrived.

by Linda Sonley

Janet Murphy, the co-ordinator for E-Learning at the Toronto District School Board, in her session described how e-learning enables students and staff to experience education using teleconferencing across the street, the city, the continent or the world. Students go on-line through an educational portal to access courses of study, resources, and assessments. They teleconference with their teachers at a set time or by appointment. Staff uses this portal for web-based development and leadership content.

The aim of the Virtual School Project is that every student graduating from the Toronto District School Board will be able to demonstrate the skills of information management and computer communications by successfully completing at least one credit employing e-learning.

The delivery of this project is designed to duplicate a real school program. Students have at least two face-to-face meetings with their teacher, including a physical presence at the summative evaluation. There are class assignments as well as group and individual conferences on-line. Assignments and resources are posted to a Web site where students can access their work, as they need it, any time, anywhere. Indeed, there is a student accessing this program from Hong Kong in an effort to maintain a credit accumulation with the Toronto District School Board.

This project is expected to draw clients from the home school market as well as from international students. The TDSB needs to be concerned with the competition for public education coming from non-Canadian sources that guarantee high quality instruction delivered on-line.

Janet described the advantages of Virtual School for regular students and teachers in in-school programs. The web site provides projects, lessons and other discrete bits of learning to teachers for use in their classrooms. As part of the Virtual Library, students have access and support from library and learning resources. Two teacher-librarians are on staff and make available a broad range of on-line databases. Teachers are invited to post their projects and to access the collection of available ideas.

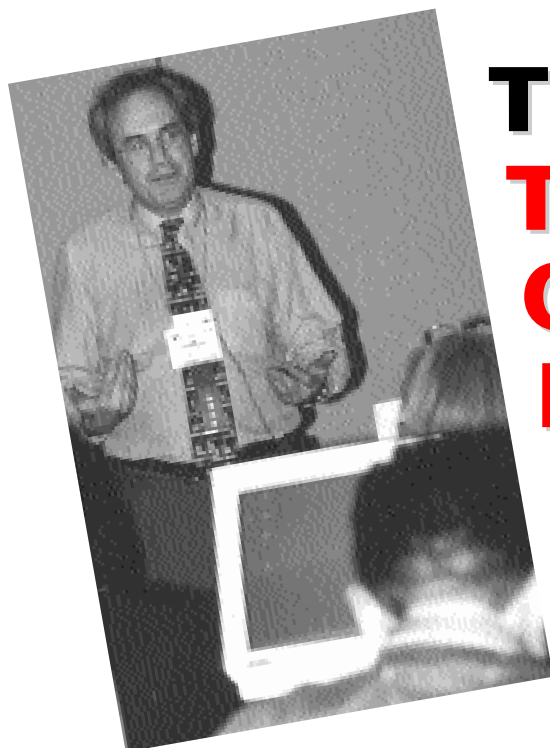
Transfer courses are being planned for this summer. These are seen as viable ways for students to change from applied to academic programs. They can achieve their goals independently, with on-line help and a minimum of physical accommodation.

Janet finished her presentation with an invitation to join this project as partners. She expressed the hope that all could contribute and benefit from co-operation. She invited us to visit the TDSB web site at <http://www.tdsb.on.ca>. This site contains good information but the details she discussed are password protected.

If you would like more information, contact Janet Murphy at the Toronto District School Board.



Linda Sonley is co-ordinating library services at the Ottawa-Carleton District School Board.



Tim Gauntley: The Electronic Curriculum Planner

by Sandra Hughes

Tim Gauntley, current Project Manager with the Ministry of Education, invited participants to "learn first hand of the promise of this tool, especially for integrated, cross-curricular design, as well as to hear of the latest features and plans for the Curriculum Planner's use in Ontario Schools." He delivered on his promises with sensitivity to the needs of the participants.

This was a hands-on opportunity to learn why and how to use the electronic Curriculum Planner through a step-by-step computer lab session. If you were unable to attend there are training resources available. The Help section of the planner is the most easily accessible. It provides an excellent tutorial and useful templates for planning.

The Planner Web site (<http://planner.media-x.com>) offers help, updates to download such as the PLNR99 Update with Grade 11/12 Expectations, training resources, and new sample units as they become available. Tim informed us that there were nine other ways to learn how to use the Planner provided by the Ministry. It is my understanding that OSLA will be offering additional opportunities through its various workshops.

This was more than a training session. It was an opportunity to learn more about the Planner especially about its purpose and design. It was based on the five elements of instructional design: expectations, assessment and evaluation, teaching/learning strategies, topic/theme/resources, and performance tasks and criteria. The Planner provides us with a way of documenting and sharing our units without giving up our intellectual property rights. No one else can see your personal library unless you provide the person with your login and password. If you allow your unit to be used and adapted by others, your name will always appear on it.

The Planner is full of support information only available through the software. This includes detailed information about Special Education. There are constant updates, the most recent being secondary school curriculum information. In fact, Tim assured us that the next edition is coming out shortly with much more information for the secondary level. Tim delivered on his promises and participants developed an understanding of and comfort with the planner that will make a significant difference in our use of it. ■■■

Sandra Hughes is Editor of The Teaching Librarian and a former OSLA President. She is vice-principal of Teeterville Public School outside Brantford.

Sya Van Geest: Plagiarism or Academic Honesty - What Can We Do?

by Susan Mickalow

Plagiarism has always been a concern with student research. It is compounded today by the ease of electronic theft and misrepresentation. In this session, the dynamic Sya Van Geest showed how to develop practical strategies to "help students be honest."

Research for our students is a guided process. With proper design, intervention and assessment, it should be very difficult for students to plagiarize. The design of research units should force higher level thinking. If the performance task is such that the students have to process and transfer the information, students cannot simply copy.

The ideal places for the teacher and the teacher-librarian to intervene with the students are at the ends of each of the four stages of research. During preparation, the teacher-librarian helps with exploration of the topic by encouraging talking, brainstorming, mind mapping, and the use of a portfolio, etc.

Resources are accessed successfully with the help

of such questions as "what information sources match your needs; what tools did you use to access the resources; were you able to use computers to find any materials?" To help the student process the information and to encourage them to think critically, the teacher-librarian can question the relevance of the information; the accuracy; the authority; fairness; and the point of view. When transferring learning, the teacher-librarian needs to help the students consider such things as their own strengths, the time and resources available, and the format of the presentation.

Assessment is an ongoing process that occurs throughout the student's research. Assigning a grade from one to four at each stage is a simple way of marking. Conferencing is an assessment tool that must be part of the process, especially at Stage 3 when students talk about the information they have replaced. Sya recommends having "all kinds of talk". Assessment, evaluation, and reflection must occur throughout the process. If it does, there is no opportunity for plagiarism.

Finally, Sya insists that if we put the blame on the student for plagiarism, that blame is misdirected. It is the process and delivery that needs constant re-evaluation. ■■■

Susan Mickalow is Library Consultant for Halton District School Board.



OSLA Award Winners 2001: Administrators Marcel Castura and Bonnie Hamilton; People for Education; TL Barbara Wells

Ann Low, Randy Williams: Building an Inclusive Global Collection

by Esther Rosenfeld

Ann Low and Randy Williams offered practical strategies for building a fiction collection which is global. They emphasized that you can only build an inclusive global collection by having sources of ideas, lists, and inspiration; and by having connections to link you to the information you need.

The bookstore Another Story in Toronto (416-462-1104) was seen as an invaluable resource. It stocks a wide variety of books on diversity themes, particularly multicultural and gender-related, and carries children's, young adult, and adult fiction by well known and lesser known authors from a wide geographic area. The presenters also recommended Bookworm, a Hamilton book dealer (905-523-4345), who can provide lists that are appropriate for your school population.

Contemporary Authors, one of the Galenet on-line databases, provides searchable annotated lists of authors by nationality and their works, to assist teacher-librarians in selection of materials. This database, intended for use by secondary schools, is more comprehensive than the *Discovering* series by Galenet and also includes authors' biographies, reviews, and critical essays. Another on-line database is *NoveList* by EBSCO. Users can browse over 1,200 theme-oriented book lists, 160 award lists and 1,000 fiction-related web sites, and search for books by author, title, and theme. The database contains materials for all

ages including picture books, children's "chapter" books, young adult titles and books for adult readers. *NoveList* also contains full-text reviews for adult, young adult, children's and easy fiction titles from a variety of journals.

Other useful electronic sources are the web sites maintained by several of the large Canadian book wholesalers. EduReference's site (<http://edureference.com>) provides annotated lists of titles for the publishers represented by the company. The NBS site (<http://www.nbs.com>) provides annotated theme lists as well as on-line catalogues. The sites maintained by Chapters and Indigo in Canada and Amazon in the United States are also useful in searching for a larger variety of authors.

The workshop session was informative, lively, and inspiring. Anne Low is the teacher-librarian at Lawrence Park Collegiate in Toronto and can be contacted at anne.low@stel.tdsb.on.ca, and Randy Williams is the teacher-librarian at The Bishop Strachan School in Toronto and can be contacted there. ■ ■ ■

Esther Rosenfeld is OSLA President-Elect 2002 and Wide-Area Learning Resources Co-ordinator for the Toronto District School Board.



2000 Silver Birch/Red Maple winners Anita Horrocks, Kathy Kacer and Sheree Fitch were a dynamite trio at the traditional breakfast and in their own session. Great fun!

David McGill: Advanced Web Techniques in Project-Based Learning

by Diana Knight

David McGill kept telling his audience that he isn't an expert on using the Web for research, but no one was buying that line. His presentation was informative, practical, and very relevant for teacher-librarians wishing to assist colleagues teaching the new Grade 10 Civics course. The first part of David's session came straight from what he himself has done with a curriculum activity for the Grade 10 Civics. Students create a new political party for Canada. They clearly identify and articulate the party's philosophy on a web page of their design. Each web page must address an issue and the party's position on that issue. This requires students to research this topic, come to consensus, and work collaboratively to deliver their party's message. They must also address such skills as being succinct and accurate in their web page messages while providing visual appeal.

David firmly believes that this kind of activity better meets the needs of all students -- especially those who now are afforded accommodation and not modification -- because they are integrating skills and knowledge. What was especially heartening to discover was that David uses the four elements highlighted in the Information Studies document from the OSLA: Reasoning, Organising, Communicating and Applying.

For those in the audience who still were confused about terms such as search engine, syntax, domain, directory and metatag, it was David to the rescue. Now if only David could be cloned so we could all have our own personal Web trainer! You can reach David at <david_mcgill@kpr.edu.on.ca> ■ ■ ■

Diana Knight is a Library Consultant for Halton District School Board.

"The Party": A Taste of the Decades

Over 600 delegates jammed the Barbara Frum Atrium in the CBC Centre for a wine and beer tasting provided by Niagara region vintners and local micro breweries. The brie and spiced pears were to die for! Surrounded by historical displays created by libraries across the province (Toronto District School Board did the 60s and OSLA did the 80s), listening to the music of a steel band from Jesse Ketchum school, and chatting up a storm, everyone agreed the evening was one terrific get-together!



Jesse Ketchum Public School's Steel Band; part of the crowd; Toronto District School Board's spectacular 60s display.

Finale: A Luncheon You Say!



Has there ever been a Canadian library conference any better than this one?!! And the highly secret closing luncheon turned out to be as special an occasion as one could ever have hoped for! What an event! What a triumph!

The OLA's 100th Anniversary Super Conference was designed to give everyone a sense of their own place in library history and a feeling for just how important the OLA has been in the development and success of libraries of all types over the last century. After three days of doing just that, the daring closing luncheon brought everything together.

The 20' high Sky Dancer in the outer lobby heralded something that was indeed different and exciting. 'Circ d'OLA' dazzled and amazed everyone with its variety and vibrant energy. Led by CBC Radio's Adrian Shuman, a librarian himself and now archivist for the CBC, the spectacular program was divided into three segments – the past, the present and the future.

The past was embodied in a march past of over 65 former Presidents of the divisions. OSLA Presidents who were there to receive accolades at this 100th Anniversary event were:

Marge Kelley (1971)
Larry Moore (1972, 1973)
Maureen Pammett (1974)
Elizabeth Lockett (1975)
Ron Crawford (1977, 1979)
Bob Wylie (1980)
Peter Rogers (1983)
John Caldwell (1988)
Sandra Hughes (1989)
Allison Craig (1990)
Diana Gauthier (1991)
Linda Helson (1992)
Rose Dotten (1994)
Liz Kerr (1996)
Mark Kaminski (1998)
Jo-Anne Laforty (1999)

and the final OSLA President for this OLA century, Sya Van Geest (2000).

My Name Is Stephen... and I Am a Librarian!

by Stephen Abram

Mimes and buskers and the live orchestra entertained everyone on four stages and in the aisles during a fabulous buffet that led up to the segment on the present – a video presentation on huge screens of delegates at events throughout the conference days.

After dessert, there was an ad hoc tribute to Larry Moore. As School Library Division President twice, OLA President, creator of Ideashop, the OSLA publications *Revolting Librarian* and *Reviewing Librarian*, the OLA publications *Focus*, *Expression*, *InsideOLA* and *Access*, and for the last 16 years, OLA's Executive Director, Larry has been witness to some thirty years of the Association's history. He received a gift from the twenty OLA Presidents taking part and a personal message from each of the 800 people celebrating the occasion.

The finale of finales was a toast by 1963 OLA President and Librarian of Parliament Emeritus Erik Spicer. As the senior OLA President present, and on behalf of the past leadership of the Association and all its parts, he toasted all the new professionals at the event – our Association's future leadership. It made a moving climax to a class event.

This closing gala was the dream child of a number of librarians whom we had seen all through the conference wearing top hats and tails. The ideas that this phenomenal group brought to this wonderfully decorated party cannot be done justice in these pages. Suffice one example to demonstrate the detail lavished on this event – at every one of the 800 place settings there was a hand-crafted “rose” made from candy kisses that looked so wonderful, you hated to break it open. OLA Treasurer Cathi Gibson-Gates from the Toronto District School Board was Co-Co-ordinator of the 100th Anniversary Super Conference and a member of this planning team – one of the people who made the roses, blew up the balloons, played the kazoo, wore the tuxedos, marshalled all the people, kept everything glowing.

Kudos to everyone involved! ■■■

At the opening breakfast, OLA President-Elect Stephen Abram did this version of the Molson rant...

Hey – I'm not a person who likes to read all the time. I don't just love print; I haven't always got a bun in my hair; and I don't go SHHHHH!

I have and can use more classification systems than you can name; more computer interfaces than you'll see in a lifetime; and media from playdough to film. I outdo Dewey!

And, frankly, it's still an index, even if some Geek calls it a lexicon; It's still cataloguing and subject analysis – whether you call it taxonomic metadata or not. I never metadata I didn't like. And, I did it first and I did it better.

Don't challenge me to Trivial Pursuit. You'll lose. I know lots and I share – openly and often. I can answer any question.

You won't find me in just libraries anymore. I practice my profession everywhere. My influence is felt whether you see me or not; I'm proud to put my credentials after my name. I matter.

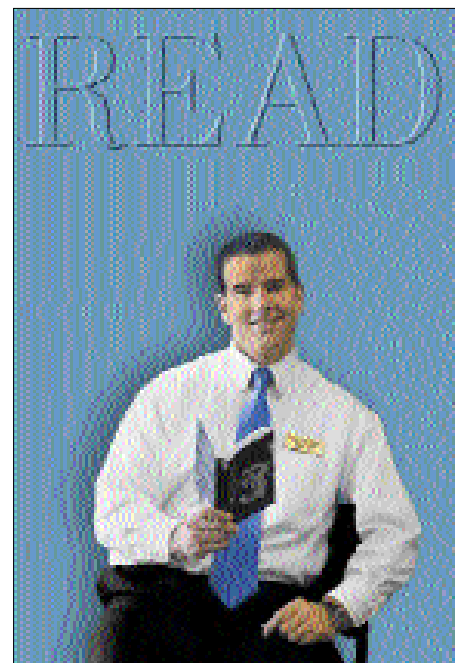
Only fools believe that everything is free on the web and only idiots bet their organization's decisions and futures on the web alone. I know how to make information sing – in tune and in harmony.

Librarianship is the profession of the future, the Information Literati; keepers of the foundations of a free society and players in the development of a global, knowledge-based ecology.

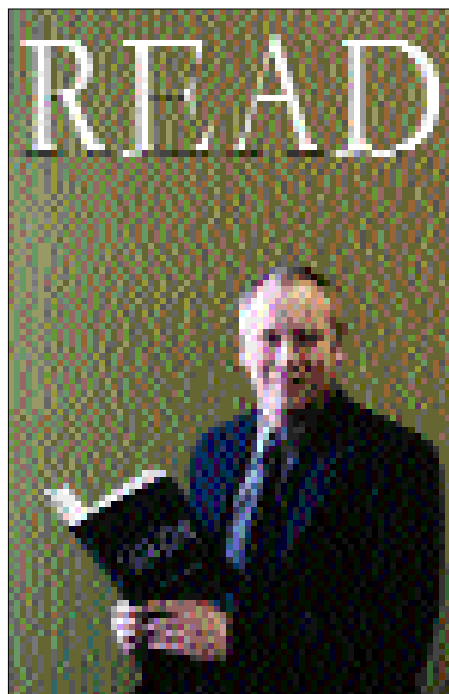
My name is Stephen...
and I AM A LIBRARIAN! ■■■

Partnerships: The Ability to Recognize the Possibilities

Bruce Whitehead,
Vice Principal



by Mei-Lan Marko
Teacher-librarian
Rideau High School
Ottawa



Bill Arden,
Mathematics and
Physical Education Teacher

What a whimsical way to highlight reading in your school! These homegrown READ posters do wonders to promote literacy. Students really like the personal touch: posters featuring people they see each day. They recognize that literacy and reading are hugely important to all people – in all subject areas and all areas of work.

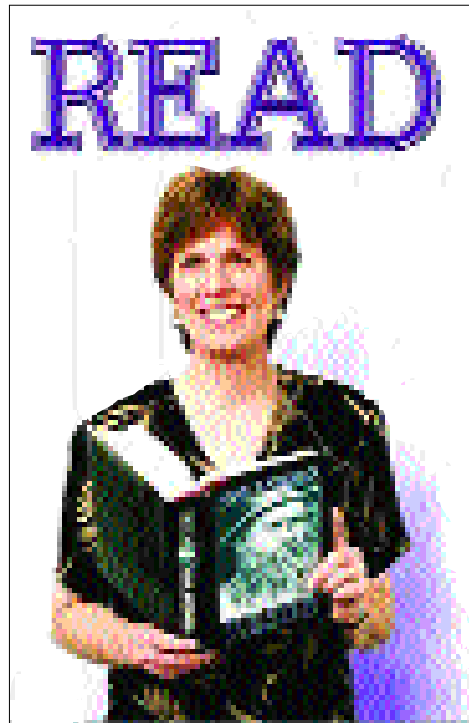
We at Rideau High School love the fact that the posters were designed by our own students and teachers. Students enjoy the notion that their teachers want to reinforce their love of reading and are willing to pose for the cause! The posters have really sparked school-wide conversation.

It is wonderful for the students who worked on these posters to see their work on Rideau walls; visitors often comment that these posters add to our

already welcoming atmosphere in the school.

We invited teachers from mostly "uncharacteristic" subject areas to participate in this initiative. We have just completed additional posters highlighting our head custodian, secretary, automotive technology teacher, and staff representative of our diverse cultural groups. The posters are displayed in highly visible areas such as the main office, the cafeteria, the main foyer, the library and the Vice-Principals' waiting room.

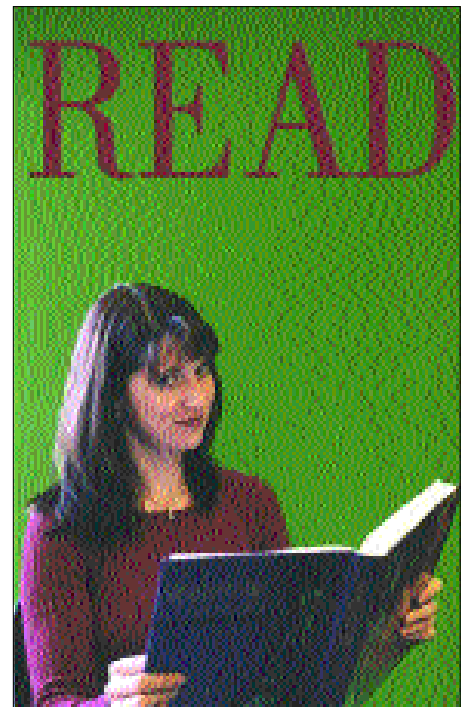
The process of selecting staff, designing the technical features of the photoshoot, and actually taking the pictures, was co-ordinated by Graphic Arts students, David Au and Sebastian Printup. Our incredible Graphic Arts teacher Rob Perry taught them how to shoot against a "green screen" in order to mask the



Cheryl Black,
Head of Business, Mathematics, and
Cooperative Education



Kevin Gilmore,
Guidance Counsellor
and History Teacher



Lindsey Brown,
Head of English and ESL

photo, that is, to remove the subject from the context of the original photo. He taught students how to enhance these photos using Photoshop and Adobe Illustrator, how to correct colour, clean up grainy images, add lighting effects and backgrounds, and then, add text. Rob's mentorship of students in this initiative and many others have provided them with materials for their portfolios for post-secondary pursuits. He ultimately completed all the remaining final touches and his talent in this area is obvious.

The completed images were sent electronically to our Board Media Centre for production. The Centre is closing next year, forcing us to look at other avenues. Although many companies do this work, it is imperative to find something cost effective.

We are fortunate that Rob is so talented and gener-

ous with his time and that our Principal, Patricia Irving, takes every chance to reinforce our campaign to promote literacy. She is supportive of any type of authentic learning opportunity and finds creative ways to fund them.

We are delighted that students identify with these posters even more than they do with the popular READ posters featuring celebrities! Students comment on the teacher's reading preferences as reflected in his/her choice of book for the poster. They appreciate the notion of reading for pleasure and the importance of good literacy skills. The combined talents of graphic arts students, the mentorship of a talented teacher, the goodwill of staff, and the technical expertise of the Media Centre have resulted in this

Read-O initiative! ■ ■ ■



SHARON ARMSTRONG

A MODEL WAVE MAKER

by Sandra Hughes

An energetic professional, Sharon Armstrong has emerged in the Grand Erie District School Board as a model of the proactive teacher-librarian. She makes positive waves for teacher-librarians within our board and the province because she knows "Information specialists, the teacher-librarians, teach information literacy to students, giving them the tools they need to succeed". Students Deserve Tools to Succeed, *Simcoe Reformer*, Tuesday, February 27, 2001.

Sharon's background is one that makes her sensitive to the issues of differentiated staffing while being a dedicated teacher-librarian. She worked in the former Haldimand Board of Education at Hagersville Secondary School as a Library Secretary/Technician for 16+ years before she obtained her B.A. in 1990 and her M.S.Ed. in 1992. She began teaching at Waterford District High school in 1992, obtained her School Library Specialist qualifications and Honour English Specialist qualifications. By 1997 she was Acting Library Head, and by June 2000, Library Head.

While working towards this goal Sharon chaired committees to write two pieces of library curriculum, the *Norfolk County Board of Education Transition Years Library-Information Skills Program* and the *Norfolk Board of Education Transition Years Integrated Curriculum Unit: Multicultural Studies, Canada's Native People*. She became proactive in speaking for the role of teacher-librarians with her

monthly and annual reports to her principal, trustees, superintendents, and the director. She created school library updates for her colleagues and principal. She began to create a dialogue and sharing of ideas between and among teacher-librarians. While she was doing all of this, she designed and implemented a pro-active library program focusing on literacy and information research skills in her school.

When amalgamation blended Brant, Norfolk and Haldimand boards to create the Grand Erie District School Board, Sharon became Chair of the GEDSB Teacher-Librarian Association. She embraced OSLA's *Information Studies* document in co-operative planning, teaching and evaluation with colleagues, and advocated it to colleagues who were less enthusiastic. She worked with our IT consultant and a committee of TMs to inservice the OSLA document for our Board. With a committee of teacher-librarians, she offered professional activities for TMs through the GEDSB Teacher-Librarian Association and she served on the GEDSB writing team for "Putting the Pieces Together" *Information Literacy: Resource Document for Teacher-Librarians JK-OAC*. Sharon took the opportunities that change offered her and set about making a difference.

Sharon pursued her own professional growth and worked to share her learning with the teacher-librarians in our Board. She attended Ideashop, now Super Conference, annually to interface with other TMs, to learn and to update and generate new ideas for her own library program. She attends OSLA workshops as often as possible to learn and to pass along the ideas and learning to

the TLs in our board. She volunteered with OSLA as a TL mentor and for advocacy initiatives. She is currently sitting as WDHS CBC rep to speak for teacher-librarians as well as for classroom teachers regarding negotiating a collective agreement. Sharon is also the current Chair of the GEDSB Library Subject Association.

In these leadership roles, Sharon has understood the need to advocate for teacher-librarianship and school library information centre program. She has worked with other teacher-librarians to make a presentation to our trustees on the role of the teacher-librarian in school library information centres. She presented to her parent council defining what the school library program is about and demonstrating the role of the TL in the school library information centre. Sharon wrote letters to the editors of our local newspapers, advocating for TLs and waking up the community to their concerns. In her letter to the *Simcoe Reformer*, printed on Tuesday, February 27th, she wrote a clear and effective explanation of the importance of teacher-librarians to student learning and rang the warning bell for her community regarding the cutting of teacher-librarian time. She wrote letters to the Liberal Education Critic and Minister Ecker. She provided input to the *Toronto Star*. Through all of this she advocated regularly on the OSLA listserv, connecting with her professional association and other teacher-librarians across the province.

Sharon has recognized that the school library program and its critical involvement in the development of literacy needs a higher profile. To highlight this role and to further encourage and support students in their literacy development, she has created the WDHS Library Literacy Award. This award is to be presented to a grade 10 student who has demonstrated the most improvement in reading and writing and who shows commitment to literacy for life-long learning through participa-

tion in the school library's recreational reading program or equivalent endeavour and who demonstrates understanding and use of information literacy and research skills. The award will be presented at the Waterford District High School annual Junior Awards Assembly in the fall.

Sharon Armstrong is providing a proactive role model for teacher-librarians in the Grand Erie District School Board but it is one that I feel should be shared provincially. Sharon is making waves in the two areas that I believe are critical to the evolving role of the teacher-librarian: leadership and program. I trust that Sharon will keep making those waves for the sake of those kids she so eloquently talks about in her letters to the editors.



Sandra Hughes is Editor of The Teaching Librarian and a former OSLA President. She is vice-principal of Teeterville Public School outside Brantford.

**An Association is
all about sharing.**

**If you have a program or
idea or person
that needs to be written
about in these pages,
please contact
Cheryl Dinnin at
<trains@execulink.com>**

**If your program or idea
would be very helpful to
members as a workshop,
please contact
Michelle Regina at
<reginam@ycdsb.edu.on.ca>
or
Rose Dodgson at
<rose.dodgson@tdsb.on.ca>**

NEW AND RECOMMENDED

by Sandra Hughes, Grand Erie District School Board
and Gerald Brown, Consultant

Thames Valley District School Board.

On Your Own 2000: A practical guide to research, writing and information literacy. London: Thames Valley District School Board, 2000. Available from The OLA Store, \$8. For quantity discount rates, contact OLA.

This manual is intended for student use during the research and inquiry process. It will be invaluable to secondary school students as they tackle research assignments.

The guide is a comprehensive research aid that uses the four-stage process in *Information Studies Kindergarten to Grade 12* as its base. It clearly and succinctly explains all of the discrete steps within each stage, using the question mark graphic in the *Information Studies* document to illustrate.

The guide offers detailed how-to information to accomplish each step. It provides samples, models, and rubrics for just about everything a student needs to learn to research effectively. It is well organized with appendices and a glossary.

Thames Valley District



School Board is putting a copy into every high school student's hands. Anyone doing research papers will find it very useful.

An elementary school version is now in the final stages of development by the Thames Valley teacher-librarians. A third document is also being considered for development next year.

At a price of \$8.00 per copy plus shipping and handling, this document is a must have for high school students and a very good model for school districts looking for a guide for their students. *SH*

Erikson, Rolf and Carolyn Markson. *Designing a School Library Media Centre for the Future.* New York: American Library Association, 2001.

"What can you do to make your facility inviting to young people? Begin with the design. Designing means creating according to plan; the challenge is to intentionally plan an inviting facility. When you begin the process of designing a school library media facility, accept that challenge with enthusiasm! You can make a difference" (p.85)

Two eminently qualified school librarians have brought their experience, expertise and skills together with the American Association of School Librarians to produce a road map for becoming building-savvy and avoiding school library renovation pitfalls. The authors discuss critical issues and the following chapter headings give an indicator of the approach and emphasis they take:

- Working Successfully with Key Players: The Art of Communication
- Planning Your Program: It's Never Too Soon

- Planning for Technology: the Essential Ingredients
- Planning Space Allocation
- Creating a Functional, Inviting, Comfortable Interior
- Making the Library [Disability] Accessible

The appendices include very useful information on: Space Allocations and Adjacencies; Shelving; Furniture Specifications; Useful Web Sites and extensive Readings.

Since both Erikson and Markson have had experience working outside of the US, many of the ideas they suggest have practical value in other countries as well. This is an excellent basic working document to guide all new construction, and to undertake renovations that will be demanded as school librarianship moves into the 21st century with the integration of technology as an important aspect of all school library and information service programs.

School library media associations might consider presenting copies to provincial, district and/or regional architect's associations as part of an advocacy venture. *GB*

SYA'S PICKS at the OLA Store

Axel-Lute, Melanie.
Quotation Index to Children's Literature. Libraries Unlimited. \$62.80

Bacon, Pamela S. 100
Library Lifesavers: A Survival Guide for School Library Media Specialists. Libraries Unlimited. \$58.90

Barchers, Suzanne I.
Cooking Up World History: Multicultural Recipes and Resources. Libraries Unlimited. \$39.30

Davis, Robin Works.
Multimedia Storytimes. Highsmith. \$25.00

de Vos, Gail & Anna E. Altmann. *New Tales for Old: Folktales as Literary Fictions for Young Adults.* Libraries Unlimited. \$61.20

Doiron, Ray. *Partners in Learning.* Libraries Unlimited. \$44.00

Haycock, Ken.
Foundations for Effective School Library Media Programs. Libraries Unlimited. \$70.70

Hegel, Claudette.
Newbery and Caldecott Trivia and More for Every Day of the Year. Libraries Unlimited. \$40.80

Koehlin, Carol & Sandi Zwaan. *Information Power Pack.* Pembroke. \$12.95. One of three excellent titles.

Krashen, Stephen. *The Power of Reading: Insights from Research.* Libraries Unlimited. \$31.40

Lee, Carol K. & Fay Edwards. *57 Games to Play in the Library or Classroom.* Highsmith \$25.00

McCain, Mary Maude and Martha Merrill.
Dictionary for School Librarians Media Specialists: a Practical and Comprehensive Guide. Libraries Unlimited. \$62.80

Moran, Karen A.
Literature Online: Reading and Internet Activities of Libraries and Schools. Highsmith. \$26.60
Semenza, Jenny.
Librarian's Quick Guide to Internet Resources. Highsmith. \$29.80

Story-Huffman, Ru.
Caldecott On the Net: Reading and Internet Activities. Also: *Newbery on the Net Reading and Internet Activities.* Highsmith. \$26.60

Volz, Bridget, Cheryl Scheer and Lynda Welborn. *Junior Genreflecting: Guide to Good Reads/Series Fiction for Child.* Libraries Unlimited. \$44.00.



To order, to get more information or to obtain catalogues, contact:
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THE OLA STORE NOW HAS ONTARIO RIGHTS TO ALA'S 'Read' POSTERS AND MORE!

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More than 200 titles are in stock and an additional 1,000+ titles are now available from the companies OLA is proud to represent in Canada:

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Highsmith Books	Hi-Willow
Linworth Publishers	Upstart Books
From Now On, the source for Jamie McKenzie's books	
Hi-Willow Press, the source for David Loertscher's books	

and now

American Library Association Graphics,
the source for the celebrity 'Read' posters

Order professional titles toll free by FAX, telephone or e-mail, or come in to OLA's new showroom at OLA headquarters, 100 Lombard Street in Toronto, open Monday to Thursday from noon until 6:00 p.m.

ONTARIO SCHOOL LIBRARY ASSOCIATION

President's Report



by Sya Van Geest
OSLA President 2000
and 2001

How to report on the countless projects and initiatives under way in our Association! We have so many pans on the fire. The Portfolio structure has facilitated this. It has allowed us to streamline and work on various initiatives at the same time. Since most of the life and work of the Association now unfolds through the lenses of the portfolios, that is the structure I will use for this report.

Portfolios are at various stages of implementation. Some, such as Super Conference and Summer Institutes, are project-based and come with historical expectations and timelines while others are 'new' with a lot of preplanning to build initiatives ready to unfold this fall.

Portfolio: COMMUNICATION

led by Flavia Renon

Communication is one of the 'new' portfolios identified as a need for 2001. Groundwork research to identify organizations and individuals who should be engaged by OSLA has been undertaken by Councilor Flavia. Her

initiative has led her to access and sift organizations and create an annotated database. Another database she's started is one of retired teacher-librarians in her own Eastern Region.

In addition Flavia is considering the nature of the specialized communication and the development of a series of communication templates ready to be adapted as a niche is identified (e.g., People for Education's *Tracking Report 2001*; the recent series of articles in the *National Post* on Information; Roch Carrier on CBC Radio's *As It Happens*; Kristin Rushowy's front-page story about school libraries in the *Toronto Star*; Valpy's June 9th column in *The Globe and Mail* ("Can read, won't read"), several recent articles with information literacy connections in *Macleans*; the work of both opposition parties at Queen's Park and 'on the road').

Everywhere around us are voices and issues that have direct links to our work with students and teachers and they all beg our response.

The Committee of 100

Remember that our Council structure is founded on the belief that we must build a so-called "Committee of 100" to sustain the nine 2001 portfolios. Listen for that call this fall.

Flavia is laying the groundwork. She's on the agenda of the September 8th Council meeting where she will challenge each councillor to contact ten people to participate in the Association in a wide range and scope of activities. Remember the annotated list of portfolios on page 21 in the last issue? Please look it up, study it, post it on your bulletin board, and whether you receive a call directly or not, step forward and be counted. This is so incredibly important! We must work together to rejuvenate school librarianship for this generation of children. It is with absolute conviction that I say the time is now and our voices are being heard.

So when Flavia said why she wanted agenda time at Council, my head quickly listed ten

powerful voices I want to invite to participate in the enlarging circle; Patricia, K.C., Zoe, Adriana, David, Katherine, Brenda, Raffaella, Irene, Paul, Natalia, Terry....

Portfolio: MEMBERSHIP, AWARDS, NOMINATIONS

led by Joyce Cunningham

One task encompassed by this portfolio that has engaged Joyce Cunningham this spring has been that of finding a replacement for Sheila Jankowski, our Secretary Treasurer. We celebrate Sheila's new position as vice-principal. We are always delighted when strong teacher-librarians are recognized as leaders in other areas and become administrators.

Angela Di Prima, a teacher-librarian extraordinaire whose work was featured in two articles in the last issue, has agreed to complete Sheila's term (2000-2002). We are delighted with this new talent on Council while at the same time we declare: "Bravo Sheila. We wish you the best."

The portion of this portfolio that has engaged Joyce most in time and thought has been Membership. Erosion in individual school libraries continues in a number of districts and this has been hard on our members. There are examples that buck this trend, but inequities across the province continue with recent data that shows a disproportionate decline in school libraries in our most northern and smaller communities.

There Are Good News Stories

However, there also continue to be good news stories. These include York Catholic board for one, which has maintained their last year's reversal of an earlier decision of cutbacks when they reinstated their teacher-librarians to full-time in secondary and allocated .5 teacher-librarian as the minimum in elementary no matter what the enrollment with increases to reflect enrolment. Also, Directors of Education such as Marcel Castura of Hamilton-Wentworth Catholic and John Laughlin of Thames Valley are important voices, vocal about excellence in school library programs and the continued support in each of these Boards points out their critical positions.

The Greater Toronto District likewise has a strong library program and continues to have an excellent consultant team providing program leadership and technical assistance. The rest of the province seeks their excellent work.

The Latest Data

That said, we can't deny recent publications, such as the one by the Elementary Teachers' Federation, "Report From the School-based Research Survey", and the other by People for Education "The Tracking Report 2001" which confirm anecdotal evidence; teacher-librarians continue to decrease and libraries are kept open increasingly by volunteers, clerical staff and library technicians.

Another erosion of school library programs is staffing teacher-librarians as planning time teachers. That's double dipping of course, using the budget line for planning teachers and then blending it with the 1.3/1.1 benchmark budget line for teacher-librarians. Let us make a commitment that these captive groups of students get such a wonderful instructional program from teacher-librarians, that the rest of the student body, their parents and teachers say with one united voice, "I want to have that exciting, meaningful, skills-based reading and information literacy instruction too!"

Meanwhile, our members, who include teacher-librarians and library technicians, are engaged in rigorous, sometimes controversial and provocative, discussion on the OSLA listserv about these choices. We know in principle that an effective school library program requires specifically qualified staff working as an interdependent team.

As one caller participating in a recent CBC Radio phone-in about public education funding said,

"We have allowed ourselves to be pushed into separate corners and we come out swinging at each other instead of the inadequate funding for public education."

That struck a chord. Having said that, I do think rigorous discussion is healthy but in the end we must celebrate our differences, focus on our strengths, focus on our mission for the good of students and work together rigorously and creatively.

PRESIDENT'S REPORT

To that end Joyce is planning a Think Tank for this fall when teacher-librarian and library technician voices will be invited to pool ideas for a plan to focus our strengths and build collaboration. Please respond to the call or take the initiative to come forward when Joyce calls.

By the way, Joyce has retired this June but she is continuing to work for school librarianship. We are most grateful! Joyce will soon discover that the term 'retirement' is an oxymoron.

Portfolio: OSLA's PROFESSIONAL DEVELOPMENT INSTITUTES

led by Michelle Regina

Work is well on the way for the third annual two-day OSLA Summer Institute on August 27th–28th at four sites – Hamilton, Toronto, Whitby and London. (See the back cover, the OLA web site and the separate brochure in this mailing for registration details.)

The topics are the two of greatest current need and interest to all educators and to us specifically.

Day One is Literacy @ your library. Literacy is gaining focus in Ontario and is backed by Ministry funding. The day focuses on areas such as the latest literacy research linked to school libraries, the ways that we can do what we're doing better in the area of collection development, teaching and unit planning with practical strategies such as WebQuests and taking a leadership role in school literacy teams.

Day Two's focus is on advocacy, with topics such as the latest research linking student learning and school librarianship, T-L competencies and development of individual action plans.

Teams of teacher-librarians to present at each site are established. Each day will consist of a half day's lab work. The format continues to follow the 'train-the-trainer' model with handouts, tools and strategies that encourage participants to use any of the ideas and materials in their home front.

The exciting part of the planning day for this as well as the 3-day OTF Institute, plus the teaching teams organized to facilitate the sessions, is the inclusion of six practicing teacher-librarians from schools. Yes, we are widening the circle of participation!

Portfolio: PARTNERSHIPS

led by Esther Rosenfeld

Ministry of Education connections

Active participation on the part of OSLA continues in a variety of ways, including several recent new projects. We continue to work as members of Ministry Associations, Subject / Division Association and OTF's Curriculum Forum. OSLA representation through Esther's voice has resulted in increased library-specific participation in Ministry-funded projects complemented by Linsey Hammond's work as she represents us at the Curriculum Forum.

One of these projects is within the continued unfolding of the new Ontario curriculum – this September the grade 11 courses, 127 in all. Course Profiles will consist of only two units with invitations to Subject Associations to create support materials and the sharing of materials developed at the school levels. Here's another big task, teacher-librarians, as you become familiar with those of the 127 possibles offered in your school and the inquiry research expectations in those courses.

It is still true that only one policy document implicitly names the school library program. *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000* states, "effective school library programs play an important role in the development of information literacy skills among students by supporting and co-ordinating the collaborative planning and implementation of reading programs, inquiry and research tasks, and independent study."

Quote this descriptive statement often. It reinforces the importance of the OLA document, *Information Studies: Kindergarten to Grade 12* (99) with its links to the new curriculum.

OTF summer institutes

This year school libraries are again included as a course in the three-day Curriculum Summer Institutes in August for teachers. This is the third year of this joint venture of the Ministry, Teachers' Federations and Subject Associations. Since their focus is subject implementation, we do not come to mind but active participation in

the provincial Subject Association with Esther's strong voice and work as well as inside Ministry support has resulted in inclusion. The course focus this year includes assessment and evaluation and the new grade 11 courses. A joint team, working together for a full day, fleshed out the workshop outline created by Esther and the TDSB team, and created the teaching strategies, workshop materials and handouts. Angela Di Prima has been hired to lead a team of facilitators and will attend the two-day OTF workshop for facilitators in July.

MOE, Faculties of Education and Subject Associations joint information/discussion

Rose Dotten and I attended the June two-day MOE update and communications sessions at OISE/University of Toronto. It truly was a three-way sharing and communications opportunity. We learned first hand about topics such as the three strands of teacher testing, the literacy initiatives, assessment and evaluation and exemplar projects, dialogue breakout groups by subjects and issues. This is all part of Partnerships and ongoing learning/teaching role of OSLA.

Portfolio: @ your library

led by Kendra Godin-Svoboda

Passion Up @ your library - what a slogan!

An exciting new venture, unfolding as we speak, is the @ your library project. There's an enthusiasm already with slogans linking to the phrase in all manner of creative ways.

Kendra, in her region of Durham, has already had joint meetings with public and school libraries as an @ your library orientation and brainstorming. It's inspiring to listen to Kendra as she talks about the "Passioning Up" in her region with pamphlets, posters, signs, brainstormed slogans and the involvement of local personalities. "It's grassroots," explains Kendra, "and it's global. It's about empowering ourselves." She highly recommends such a kickoff.

OLA has started filling orders for its tool kit of information to support @ your library and will be producing over a dozen items to encourage every library to use the brand. It is a great place to kick-start your ideas.

The OLA's @ your library Project holds a lot of promise as an advocacy tool and a vehicle that is inspiring not only Ontario but, as Larry Moore experienced first hand in recent national and international meetings, libraries of all types across Canada and the U.S. Even Europe seems to be coming on board. By the way, did you see Larry being interviewed about the brand and its use in libraries on *MediaTelevision*?

Portfolio: SUPER CONFERENCE

led by Rose Dodgson

How to equal or even surpass the smashing success of this year's 100th Anniversary Super Conference 2001. Rose Dodgson has already spent countless hours planning to make certain that we do just that!

Amazing things are already in the works for the year 2002. Recent meetings to finalize the program had the enviable task of selecting from some 90 written proposals, almost double the number of proposals required. "Unbelievable!" exclaimed Rose Dodgson, OSLA co-chair. "And such quality!" So plans are well on the way to meet a similar high standard of success at next year's Super Conference 2002, January 31st and February 1st and 2nd in the Toronto Convention Centre. Mark those dates for another incredible learning experience.

Portfolio: SPECIAL PROJECTS

The OLA Action Plan for School Libraries

The OLA Action Plan to address the crisis in school library funding, program and staffing continues to develop. The Presidents from each division across OLA formulated the initial plan and timeline. The OLA Board of Directors is backing the project with not only enthusiastic blessings but with funds. A researcher, Marjorie Mitchell, has already been hired to work this summer on a number of areas including a thorough literature search of the research that links student achievement and school library programs, existing provincial data, costing our own survey, etc. Marjorie has already shared a draft report and has fed the committee annotated lists of some very informative and interesting web sites for consideration in the work.

Press Conferences

The story around OLA's Action Plan was the impetus around the third press conference this school year, this one at Queen's Park in partnership with NDP Education critic Rosario Marchese. Did you or any of your family see any of the coverage? Kendra Godin-Svoboda, Stephen Abram, Mike Ridley, Larry Moore along with Mr. Marchese had a powerful message about school libraries.

As an aside, this collaboration was continued at Rosario's "Parliament for the People" held a month later in Guelph, where I was invited by Janet Kaufman, last year's Ontario College and University Library Association President, to be part of a panel presenting concerns about education policies of the present government to an attentive audience of some thirty-five people.

The most recent of the press conferences that OSLA has participated in and/or hosted to meet the crises in school libraries was in mid-June. This time it was a call from The People For Education. They are so alarmed by the data in their most recent *Tracking Report 2001* that shows that school libraries suffered a further decrease since their last survey, they called us to participate.

Portfolio: PUBLICATIONS

led by Cheryl Dinnin

Sandra Hughes, Editor of *The Teaching Librarian* for the past five years and a former President of our Association, shares her final Editor's column with us on page 5. It has been a very successful five years and we say thank you to her for her estimable efforts. We congratulate Sandra on her appointment as Vice-Principal. Here we have another teacher-librarian whom we are delighted has been accepted into administration.

With the reorganization of Council, the changing times and the retirement of Editor Sandra, Cheryl has been asked to explore this publication and the other publication efforts of your Association. Besides *The Teaching Librarian*, she is looking at OSLA's contributions to OLA's official magazine *Access* and to the possible expansion of our efforts into other education journals. Cheryl conducted a survey of TALCO, brainstormed with a team,

and, through the OSLA listserv, called for members to volunteer for a new, broadly mandated OSLA Publications Board. The Board meets for the first time in early August.

A FEW NOTES IN CLOSING

AQ Courses: Faculties of Education and School Librarianship

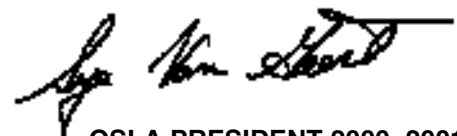
Teachers and teacher-librarians continue to register for AQ courses in unprecedented numbers. There's a faith out there that although time has changed things, time will also change things again and school library programs will be revitalized. I wonder if in addition classroom teachers recognize the value of the knowledge and skills of teacher-librarianship in their own right.

The Future

As you can see dear members, Council 2001 has a lot of energy, and a strong sense of commitment and direction. Remember, you are invited – indeed urged to respond to the call and join this dynamic team.

And so we continue to face challenges, not despondent but with the absolute conviction that school library programs will be revitalized and energized with fresh vision because our children and youth need that. We share convictions of the efficacy of effective school library teaching programs and the importance of the teacher-librarian role along with support staff.

Remember, voices of concern about the impact of funding cuts on school libraries are growing in number and volume. I know that they have not yet stirred the Harris Conservative government away from its agenda of budget cuts. But the impact of the cutbacks is hitting home and the spotlight on the state of school libraries has engaged other groups, augmented this past year by parents, opposition political parties and the larger library community. ■■■



OSLA PRESIDENT 2000, 2001

osla @ your library

The Ontario School Library Association

Summer Institute 2001

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August 27th and 28th, 2001

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