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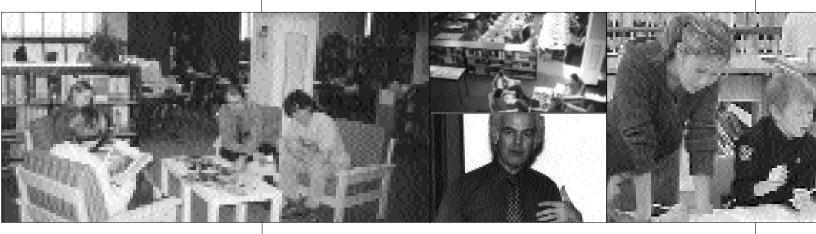
Autumn/Winter 2001

Volume 9, Number 1

ISSN 1188 679X

Improving literacy @ your library™

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Cover photo: This is the seventh image in OLA's series of ten images to launch the your library" brand to Ontario's libraries. The images so far have appeared on three postcards, on the cover of the @ your library" Tool Kit, on the cover of the Super Conference 2002 program, and on the first poster in the new @ your library" catalogue of products now partially available but to be officially launched at Super Conference, Jan.31 to Feb. 2. @ your library" was developed by the New York advertising agency that created the Milk Foundation program for the American Library Association. It is a brand for libraries world-wide and OLA is leading its rollout in Ontario.

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by Bobbie Henley and Jo-Anne LaForty



Bobbie Henley, Teacher-Librarian, Brantford Collegiate, Grand Erie District School Board

Shenley@bfree.on.ca>

ello, and welcome to *The Teaching Librarian*. Your new Editorial Board has

taken up the challenge of continuing to provide members with current information which invites all to read, reflect upon and use. We have made a few changes both in the content and look of your publication and invite you to suggest other ways to make *The Teaching Librarian* your preferred program source.

We will continue to have a theme in each issue featuring the best ideas from across the province. Literacy, advocacy, and leadership are this year's themes, through which members will gain hands-on approaches to library curriculum, program delivery and professional growth. Regular TL features on information technology, web sites, professional resources and much more will vary to fit the theme as appropriate. Each issue will feature a personal profile and include curriculum pullouts for both elementary and secondary use that you can file in a binder. In short, we will be trying our best to make each issue of TL one that you can use and depend upon professionally.

Help us and yourself by getting involved. Send your tips for the "It Worked for Me" column, express your concern in "Letters to the Editor", and let any one of us know if you are interested in submitting an article.

n this issue, we look at library program to improve literacy in your school. The teaching of literacy skills has always been one of our most important tasks. It is integral to everything we do, from providing a rich print collection which encourages basic reading skills, to teaching information and research skills. In light of the Ministry's EQAO testing, literacy has become a major focus of most jurisdictions, and qualified library staff with a strong library program are needed more than ever. Research clearly shows that the role of the Teacher-Librarian is critical. Curry Lance showed this in the Colorado Study: How School Librarians Help Kids Achieve Standards. His second study, April 2000, shows that test scores rise the more times classes visit the library and when teacher-librarians and teachers work together. This issue will provide you with food for thought, and with concrete ideas for getting literacy initiatives off the ground in your school.

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THE TEACHING LIBRARIAN

is the official magazine of the Ontario School Library Association. It is published three times a year to support OSLA members in providing significant and effective library programs and services. *The Teaching* Librarian promotes library program and curriculum development that further the objectives set out for students and teachers by the province, school boards, administrators, teachers and parents. It fosters effective partnering with teachers and administrators, and provides a forum in which teacher-librarians can share experience and expertise.



responsibility

THE TEACHING LIBRARIAN is developed by the OSLA's Publications Board, which is also responsible for articles on schools appearing in Access, the official magazine of the Ontario Library Association, and in other publications as approved by OSLA Council.

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guidelines

V. 9, no. 2 Theme: Advocacy

Release: March 2002. Deadline: Jan. 21.

V. 9. no. 3 Leadership. Theme:

> Deadline: Apr. 19. Release: June 2002.

Articles of 1000-1300 words in length are welcome. Articles, when approved, should be accompanied by good quality illustrations and/or pictures. Text must be sent electronically and pictures can be printed or digital (min. 4"x4" and 300 dpi). With photos which contain a recognized individual, please secure the individual's permission in writing for use of the photo. Photos taken at public events, or crowd shots taken in a public place do not require permission from the subjects. All materials are subject to editing for consistency, length and style. If significant changes result from editing decisions, the Editor will contact the writer before printing.



subscriptions

The Teaching Librarian is a benefit of OSLA membership. It is also available on its own by subscription for \$36.00 per year, plus GST. To become a member or to order, contact:

Ontario Library Association 100 Lombard Street, Suite 303, Toronto, ON M5C 1M3 416-363-3388 or 1-866-873-9867 toll free FAX: 416-941-9581 or 1-800-387-1181 toll free <membership@accessola.com>

stic Book **Fairs** all about

Advertisement

Schola





A Nifty New Page

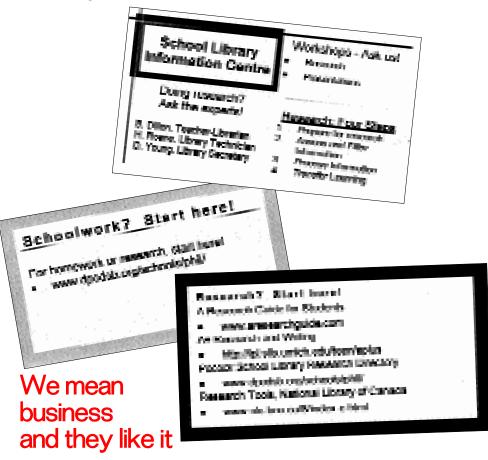
This is a new page which we hope will grow as readers participate in and benefit from tips given by our colleagues.

In a paragraph, tell us what worked for you. This could be anything from an inventive way to entice a reluctant department to "partner" with you, to a nifty bulletin board display to kick off a unit. Maybe you have become involved in a literacy campaign in your community or found a solution to dealing with overdues....

Let your peers know what worked for you, and keep an eye on this column in future issues for tips that you might use!

Give them time and they will read!

o promote Free Voluntary Reading, I offer FVR time as often as possible in the library. I open the library at noon or recess so that any students may come solely for pleasure reading. I make shelf markers for each student by cutting strips of bristol board (approximately 2" wide by 20" long) printed with the student's name in marker. The markers are kept in envelopes by class/teacher when not in use. I put a sticker on the back each time a student comes for FVR. The students put the markers in the shelves from where they take books to read during FVR time so that the books may be reshelved by them when time is up. There is absolutely NO obligation to this reading time - they read whatever they want during FVR time with no book reports, conferences, tests... FVR is pleasurable for both the students and me,



sing sheets of pre-perforated business cards and Microsoft Publisher, I create business card-sized "Pocket Guides" and display them near the Circulation Desk. Because they're so small, people pick them up to stick in a book, a binder, a wallet, etc. The front has information about our School Library (just like a business card) and the title (e.g. Canadiana on the Web, Health Information on the Web). The back has one or two key "starter" web sites for anyone interested in the topic. Because the size is so convenient and the topics are chosen for their interest value, these guides are becoming quite popular.

Brenda Dillon



Keeping on top of your job: a starter list by Brenda Dillon

am a secondary school teacher-librarian. When I taught in a subject area, I was part of a group of teachers with whom I could discuss the courses I was teaching and share strategies, materials, and resources.

Now, as the teacher-librarian, I'm on my own. I'm still part of the teaching staff and I certainly do share with my colleagues, but there isn't anyone

else on staff with whom I can discuss teaching the school library program. This isolation is one of the reasons I think it's so important to be involved with school library associations.

I've discovered most of these associations by chance and so thought a "starter list" might be useful. Information about membership, journals, and listservs is available on the web sites.

DISTRICT LEVEL

If your school board has a Teacher-Librarian Association or a Library Subject Council, become an active member. These are the people who are our equivalent of the subject area or grade level colleagues we had when we taught in regular classrooms.

PROVINCIAL LEVEL

The Ontario School Library Association/0LA

Web site: http://www.accessola.com/osla

Journals: The Teaching Librarian, Access, CSLA's School Libraries in Canada* Don't miss our excellent new web site! *The Teaching Librarian*, *Access*, the listservs, the biggest conference in Canada, special summer institutes and the resources and backing of the 4,000-member OLA. It's all here!

NATIONAL LEVEL

The Canadian School Library **Association/CLA**

Web site: http://www.cla.ca/ divisions/csla/index.htm **Journal:** School Libraries in

Canada

Part of CLA, CSLA provides access to the national school library community. ATLC and CSLA have co-operated, and

continue to co-operate, on a number of initiatives and projects. This co-operation is reflected in the publications lists and links available on the two web sites. While there is a members only section, much of this site is publicly available.

The Association for Teacher-**Librarianship in Canada**

Web site: http://www.atlc.ca Journal: Impact

This excellent site connects teacher-librarians across Canada and provides a gateway to the international school library community. ATLC has valuable publications, including Resource Links, an all-Canadian, K-12 reviewing journal.

American Association of School Librarians/ALA

Web site: http://www.ala.org/aasl **Journal:** School Media Quarterly Part of ALA, AASL is the world's largest school library association. This site has an excellent collection of links. Be sure to check out the sections for the Association for Library Service to Children and the Young Adult Services Association.

INTERNATIONAL LEVEL

International Association of School Librarianship

Web site: http://www.iasl-

School Libraries Worldwide

International Federation of Library Associations and Institutions: Section of School Libraries and Resource Centers.

Web site: http://www.ifla.org/ Vll/s11/ssl.htm http://www.ifla.org Although the first address is It may be simpler to go to the IFLA home page using the second address, choose Activities and Services/Sections/11. School Libraries and Resource tigating whether your school board would be interested in belonging.

slo.org Journals: IASL Newsletter,

This excellent web site is truly a gateway to the world of school librarianship all over the globe. It's worth becoming a personal member of the IASL.

correct, it often does not work. Centers. Typically, members of IFLA are institutions rather than individuals and it's worth inves-



mail

<TLmail@accessola.com>

The Teaching Librarian is dedicated to promoting communication among teacher-librarians, both at the elementary and secondary level. Comment on something you've read in this issue, or make a suggestion for improvement of the magazine or offer some information that is pertinent for teacher-librarians across Ontario. Send us your thoughts by letter or by e-mail!

Professional connection

^{*} A current extra benefit arranged by the Ontario Library Association for OSLA members.

The Literacy Connection

The OSLA Institute participants this past summer dealt with literacy programs in their schools and found many possibilities.

Cheryl Dinnin



tephen Krashen, renowned literacy is researcher, says that when literacy is defined simply as "the ability to read and write", there has been a steady rise in the literacy levels [of Americans] for the last hundred years. There is, however, a crisis in people's ability to "read and write well enough to handle the complex literacy demands of modern society." (Krashen, Stephen. *The power of reading; insights from the research*. Englewood, CA: Libraries Unlimited, 1993.)

Many enthusiastic teacher-librarians attended OSLA Summer Institutes in Hamilton, Whitby and the London area in August to network with their colleagues, to learn about literacy and advocacy and to prepare customized materials for use in their own schools. The first day of the institutes had a literacy focus and included some carousel brainstorming around seven key questions. This article includes the seven questions asked of the institute participants and the answers deemed most important by the participants.

Read them, share them with your teacher colleagues and your administration. Perhaps you, too, will find this information useful as you prepare to meet the literacy needs of your students this year and to communicate your role and successes to your colleagues and administrators.

Why should teacher-librarians promote their literacy connections?

- it is advocacy for library programs
- reading is linked to academic performance
- we make everyone aware of our vital role in education
- we promote collaboration
- we promote a love of books and share our enthusiasm, interests and knowledge
- we'll give students tools they'll need for life
- we have contacts and resources others may not have

Who are our literacy partners? How can we reach out to them?

 students whose questions can result in one-on-one teaching opportunities

- classroom teachers through reading pro grams (Silver Birch, Red Maple),
 Partners-in-Action, resources
- parents through newsletters, book fairs, brochures
- principal and other administrators through newsletters, slide shows, pamphlets
- community such as public libraries through interlibrary loans, tours, invitations to make presentations

We need to take time to talk and listen.

How can we share strategies to enhance literacy through the library program?

- hold book fairs, book clubs to promote the development of personal libraries
- connect with the classroom/subject teachers to integrate their outcomes with library/literacy outcomes
- have students do book reviews
- run Red Maple, Silver Birch Award read ing programs
- support strong information technology
- library open daily for universal access for book exchanges
- invite authors into the school
- improve the quality of the library collection
- tie in with classroom content through lit erature (e.g., historical fiction that connects with classroom history topic)
- hold summer reading programs

How can the library support classroom literacy?

- with current and new resources including novels
- with book talks, book displays, and hav ing lots of books available
- by partnering / programming / collaboratively planning with other teachers
- with curriculum support
- with a range of resources to support gift ed and reluctant readers
- by arranging author visits
- by sharing research about literacy with other teachers (e.g., Stephen Krashen, Keith Curry Lance)
- through newsletters to staff for sharing



What are school-wide literacy projects that library programs can initiate and/or support?

- Free Voluntary Reading (FVR) and USSR programs across the school
- Silver Birch and Red Maple Awards reading programs
- literature-based learning in the class
- appropriate reading and support material
- reading as the basis of the school-based growth plan for this year
- school-wide use of *On Your Own 2000* (a student-focused independent study and research guide developed by Thames Valley District School Board)

When do we know that the library program is supporting school-wide literacy?

- students request books more frequently
- students read for enjoyment
- literacy scores increase
- teachers integrate electronic resources into curriculum
- students purchase and use *On Your Own* 2000

- teachers ask for class sets of novels / materials at various reading levels
- library use goes beyond book exchanges
- students know who you are, know your name and are excited to see you

What does it take to support literacy?

- principal / administrative support
- promotion of the importance and value of a teacher-librarian in each school
- a full-time teacher-librarian in every school
- a qualified, dedicated teacherlibrarian
- flexible schedule and time
- adequate funding for teacherlibrarians, books and equipment
- time, effort and commitment
- support staff

It costs less to support literacy now than to fix the problem later!



se this information to make yourself a visible, valuable and vital player on your school's literacy team!

The President comments:

The OSLA's Summer Institutes

in August of each year have become increasingly important to continuing education for teacher-librarians. For more on the role of these institutes, see the report by Michelle Regina on p. 32 and plan to attend next summer's program next August.

WEB SITES TO USE IN YOUR LITERACY PROGRAMS

by Sue Tedesco

s teacher-librarians, we have become aware that our role is no longer just the keeper of material and technology. We must also be information specialists. To assist with the increased expectations a review of web sites has been included reflective of this issue's theme of literacy. It is hoped these sites will be of assistance to you and that the needs of both panels (elementary and secondary) are addressed:

FOR THE P, J, I DIVISIONS: http://www.bookcentre.ca/

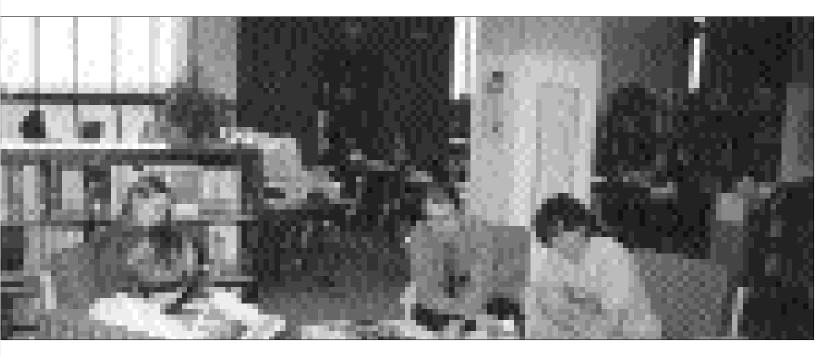
This user-friendly site links you with the Canadian Children's Book Centre, providing a wealth of information on Canadian literature, authors, events, and awards. It provides hot links to authors, professional journals, book reviews, roundtable discussions on children's literature and more. The site is visually appealing and does not clutter the screen with a large volume of either graphics or excessive information. You are able to control where you would like to go using a very helpful menu of categories and sub categories.

http://www.publib.saskatoon.sk.ca/ novel/welcome.html

This is also user-friendly but not as visually appealing as bookcentre.ca, although it is a wonderful source of reviews for young adult (aged 12 – 18) Canadian literature. The reviewed fictional literature must be by or about Canadians or must occur in Canada. The site is produced by the Saskatoon Public Library and welcomes searches on authors and subjects and allows you to select from a variety of genres. Hot links are available to other Canadian literary locations by selecting "other cool links".

Sharon Armstrong

Library programs to improve literacy in a secondary school



s the teacher in charge of the hub classroom of the school, the teacher-librarian is able to provide a dynamic focus on literacy in both formal and informal programs that the library offers. Here are ideas out of my library classroom at Waterford District High School. They help make me a valuable resource to literacy in this school.

FORMAL LIBRARY PROGRAMS

In formal library programs, research skills can be the base for promoting literacy. Exercises would include:

determining fact and opinion;

- determining cause and effect;
- developing research questions, reading information and writing research notes to answer the questions;
- reading for a specific purpose; reading to detect bias, stereotype, propaganda, evaluating web sites, etc.

Collaboratively plan a skills session with content teachers to conduct EQAO style exercises in particular content using journal and newspaper articles, web articles, and the like. Using journal and newspaper articles can assist students in improving their literacy. Literacy skills lessons are limited only by the

imagination and are integral parts of the formal library program.

INFORMAL PROGRAMS READING PROGRAMS Silver Birch and Red Maple Awards

Informal literacy programs in the library information centre rely on students being willing participants in activities run before and after school, at lunchtime, or during activity and study periods.

The OLA's Red Maple and Silver Birch Award reading programs are popular with students who like to read. How can these wor-

> thy programs be marketed to engage students who are reluctant readers?

> One way is to get a colleague to incorporate the program into the curriculum. The classroom for "Red Maple time" is the library and the teacher is the teacher-librarian. Hype for the program by ardent readers is one of the best ways you will find to get reluctant readers involved.

> Colourful posters are also excellent along with bookmarks and book giveaways. Promoting a reading festival with piñatas, streamers, balloons, vocabulary crosswords, word searches, and character

matches with descriptors, actions and events, add to the fun.

If readers are reading-challenged, the teacher-librarian or teacher may wish to consider reading aloud to them, while they follow along in the book. Sometimes these students like to follow along listening to a taped version.



The informal reading program at Waterford District High School is called Reading Across Canada. The great part about this program is that it can be tailored to fit all students in terms of level of ability, interest and favourite genre. In the Reading Across Canada program, students may be involved voluntarily by individually signing up with the teacher-librarian, or whole classes may be involved with the subject teacher signing the entire class up to participate.

Each participant is given an outline of the program and a map of Canada to track her/his progress. As students read, they simply record the material with the teacher-librarian who asks the reader a few questions about the material to determine that it has, in fact, been read.

A program of equivalencies by number of pages read, parts of magazines, newspapers or whole books offers students a wide variety of materials to choose from. Reading may be accomplished at school or away from school. As long as the participant brings the material in to the teacher-librarian and can answer the questions appropriately, then the items count.

Each time a student achieves a level, he/she colours in a province. If all ten provinces are coloured in, the student may opt to continue to challenge and read to achieve the extra three levels representing the territories.

If an entire class is working on Reading Across Canada, an interesting, informative and fun activity to incorporate is to use the last five minutes to share what each person has been reading. Sometimes discussion ensues among students and often other students will want to read the same article or book.

The program continues all school year, and at the end of the year one or more participants are eligible to win the Waterford Wolves Reader Award presented at the end of the year. This program is very successful at WDHS because it allows all students to participate at their own level.

BRING A BOOK, TAKE A BOOK

"Bring a book, take a book" gets students





The library at Brantford Collegiate. Also on p. 11.

to bring a gently used novel or hobbytype book in and, in turn, to select a book to take away. This is handy for students who find it hard to acquire materials that are not part of the school library collection or who simply enjoy sharing materials with friends. Edukids day care, which is located in the school, are also encouraged to join in the program to involve youngsters in becoming life-long learners at an early stage. Community involvement in this book-swap program also encourages students to value books as they see the positive role-modeling in practice.

BOOK-BRAG

"Book-brag" involves students volunteering to review new fiction as it comes into the library. Discussion groups are offered at which students write short reviews. The reviews are posted next to each new title in displays.

THE LURE OF CURRENT EVENTS

With a local current events board, students can scour newspapers for local issues. After reading the articles, students work in pairs to write opposing viewpoints on the issue. The bulletin board contains newspaper articles and the opposing viewpoint commentaries, all selected, written, organized and promoted by students. In this program, reading, critically analyzing, synthesizing and evaluating information enhance literacy in students.

e find these programs exciting. They show how literacy can be a significant focus in the school library information centre.

Advertisement ELMO Canada

Anna Wharton

Improving test scores requires expertise and team work

Literacy is a major focus in high school programs across the Province of Ontario with the demands of the current government for all grade ten students to pass a standardized literacy test.

his September when high school students returned to school refreshed from their summer's vacation, hopefully looking forward to the challenges of new teachers and new material, the grade tens also faced a Ministry test, widely referred to as the EQAO (Educational Quality and Accountability Office) test. As teacher-librarians, we have to be part of this school-wide literacy initiative. In the library we see a broader perspective and can observe what students read and how they go about learning. We perform a balancing act of embracing the new technologies while holding firm to traditional teaching methods of research and reading. Therefore, this year when literacy test scores and accountability are being discussed, teacher librarians will have an excellent opportunity to be part of the literacy team. We must become involved in:

- selecting materials which support the school goals
- finding creative ways to promote reading among poorly motivated students
- helping assess and evaluate learning
- mentoring teachers and students
- finding out about the new software avai able.

When the results for the preliminary practice test were disclosed in the spring of last year, our school strategies to improve student achievement became a major focus during our staff meetings. The discussion was about improving the scores and adopting teaching practices based on the requirements of the EQAO style of test. Essentially, literacy in the broadest definition includes visual skills as well as skills needed to decode language, make inferences, organize ideas and decipher main ideas, among many other complex tasks. To bolster student success, all subject areas needed to find ways to approximate a similar series of tasks to reinforce these skills.

The larger framework of what was going on in

the school to improve student results included a chronology of events that went something like this: First of all, a tally of failing students was taken and each was categorized into factors that affected or might have affected test scores. The categories were:

- 1. ESL students
- 2. SLD students
- 3. students taking a subject at the applied rather than at the academic level, (hence an inappropriate level)
- students with a history of poor achievement whether due to poor behaviour, poor motivation, emotional dysfunction, family difficulties or poor attendance or
- 5. students taking instruction in French Immersion.

After creating a profile of weak students, the plan was devised for remediation of instructional strategies to address some of the difficulties for these students. Students began to get short assignments for reading and writing in all their core subjects to familiarize them with the format of the test. If students were unable to think, read, and write efficiently then remediation was needed.

But this is only a small part of today's curriculum requirements. As teachers are assigning more technology-based projects, we are seeing (and I speak as a teacher-librarian, information specialist) that students are becoming more proficient in designing newsletters and brochures in Quark, Claris Works and Microsoft Publisher, building web pages and creating PowerPoint presentations. Using the internet as a primary research tool impacts on how much reading students need to do as well, which leads one to wonder if students are reading more or just moving faster through the content. Students can now copy, cut and paste and download skinny versions of books.

This point and click research is not what we would like to promote as an ideal. Rather, there should be an emphasis on reading widely, taking point form notes and scanning for main idea before printing. We should make clear our expectation that good research involves using more than one source of information. Though

projects may look professional, the thinking, reading and writing part of the project still needs to be monitored. For weak students remediation is necessary to emphasize the necessary skills.

Integral components of school-wide literacy success should include an individualized program that uses technology, emphasizes a reading program, provides mentoring of students with specific difficulties, and fosters a school climate and atmosphere for support of the program. Additionally recommended is an area for school literacy materials housed in the library, communication with broader discussion groups, teacher training and classroom support. For new ideas in education Educational Leadership and Access should be ordered and actively promoted. Sometimes dropping off a relevant article into a mailbox helps to circulate the item.

We need an individualized remediation program with three main components: people, technology and books. We need caring, committed and knowledgeable mentors who can sit with a poor reader on a regular basis and offer encouragement when a weak learner just hasn't the patience to stick with the work. A good reading teacher specialist as a resource person would be excellent.

For individual instruction and feedback there are some fabulous computer programs that can complement class instruction. A few which are used at our school are *The Reading Academy*, and *Inspiration*. Also of note are *Click2Learn Assistant*, *Toolbook* for online projects and *Accelerated Reader* for reading evaluation. Finally, good quality reading material, which is well chosen and appropriate to motivate and inspire reading, is a must.

In essence, students entering grade ten this past September will be aware of higher expectations and will have to demonstrate their ability to perform literacy tasks.

e all have a stake in this process and need to use the results to reflect on the efficacy of our teaching practices, hone our skills as professionals and take actions that are appropriate to make results.

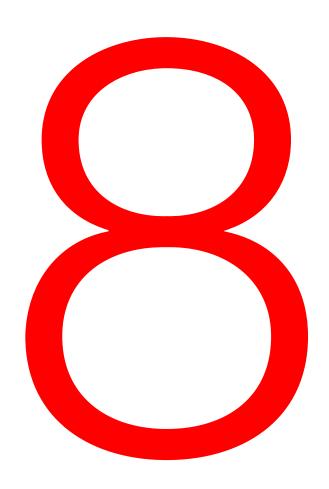
I look forward to the challenge! ■

President's comment:

The second OLA Leadership Forum.

In April, the Ontario Library Association will present a meeting to address the changing role of school libraries in an evolving education system.

As in this article, the emphasis will be placed on the role of all players from teachers to principals to parents to library staff in creating the information literate student in the years ahead.



ways an elemen improve literacy

the tools needed to find out any information, the TL opens the door to all the resources available.

The constant change in educational initia-

to become independent learners. By providing

The constant change in educational initiatives and curriculum creates the need for teachers to find support wherever they can. Team planning, teaching and assessing with the TL is a way of dealing with these pressures.

2. SILVER BIRCH AND RED MAPLE PROGRAMS

The OSLA's Red Maple and Silver Birch Awards programs are excellent ways to encourage junior and intermediate students to come to the library on a regular basis. These programs act as a reading incentive by allowing students the chance to vote on their favourite novel or non-fiction book after completing the required reading. This can be a whole class or whole school initiative or can be run as an enrichment program to enhance the junior and intermediate literacy program. Involving as many students in the program as possible creates an excitement about reading which culminates on voting day where they have the power to choose. For more information about the Silver Birch and Red Maple Award Programs, check out the OLA web site at http://www.accessola.com.

1. PARTNERS IN ACTION

point of literacy in your school.

Partnering with classroom teachers to support their programs or to plan a unit is a key component of the teacher-librarian role. The TL can support literacy activities in the classroom by working with small groups or whole classes. This allows both the teacher and TL an awareness of the programming needs of students.

he role of the teacher-librarian in the

Elementary School is an ever-changing one in this present educational climate.

Elementary teacher-librarians could possibly

have the task of running the library as well as

teaching core classes or providing planning

time. Lucky are those teacher-librarians who are full-time and have the time and resources

to support teachers and program. Whether

you are part-time or full-time, here are a few

suggestions to help keep the library the focal

The library is the hub for the school's information highway.

Students and teachers should be exposed to research strategies and resources allowing them

3. PICTURE BOOK AWARDS

This program involves the K-3 students in the same way as the Silver Birch Program. At Russell D. Barber Public School, we have called the program the White Pine Awards. The librarian chooses 10 Canadian picture books. The choice should be from a variety of fiction and non-fiction titles. The program runs over a 2-3 week period. Keeping the time period short allows younger students to remember their reactions to each book. Have teachers read aloud the books to their classes and have them chart,

tary school library can (count them!)

Marilyn Willis

graph or record the books and decide which is their favourite. Teachers will come up with some great ideas to keep track of the popularity of each of the books. There is a special voting day in the library. A suggestion is to include the principal or vice-principal as returning officers. An assembly is a good venue to announce the winner and have certificates for each participant. Inviting neighboring schools to participate in this program encourages the sharing of great ideas.

4. GUEST READERS

Invite retired teachers, mayors, local sports heroes, principals, superintendents, resource

teachers, grandparents, older brothers and sisters to come into the library and read aloud their favourite stories to primary, junior or intermediate students. This strategy allows students to see the enjoyment that reading brings to everyone. It usually proves to be a positive experience for the guest reader and students are exposed to many reading styles and voices.

Invite authors to visit and share their books. This is more expensive than inviting community members to read but usually is wholeheartedly supported by school councils and administration.

5. BOOKS FOR LUNCH BUNCH

Promoting literacy at the student level is important but it's just as important to promote literacy on your staff as well. Two or three times a year set up an opportunity for teachers to bring titles/books that they have read and wouldn't mind sharing during lunchtime. This works well just before holiday time when teachers have time for personal reading. Professional books can be shared during this time to support school initiatives and professional growth.

6. ARCHIVES THAT CAN BE VIEWED BY ALL

Creating scrapbooks of yearly events held at the school can be a task for either classes or individual students. Pictures, stories, newsletters can be added to the scrapbooks and then displayed in the library for reading. The students find it great fun to look back on events from previous years. These should be well protected or laminated as they get a lot of use.

7. READERS THEATRE

Using novels or picture books, groups of students along with the teacher-librarian create scripts that they then can rehearse and act out for other classes or in an assembly. Students cre-

President's comment:

Super Conference, January 31 -February 2, 2002.

You will get even more ideas and be able to discuss how your peers have implemented them at this unparalleled education event. Close to 1,000 school people are part of the 3,500 who attend. There is no better way to maintain your knowledge and skills. And bring your principal as your guest free! It is part of OLA advocacy.

Photo: Russell D. Barber Public School in Mississauga. Also: Page 8. ate the dialogue and narration by using specific sections of the books that they feel will best tell the story. This creates an excitement about the book encouraging others to read the text.

8. LITERATURE CIRCLES IN THE LIBRARY

Literature circles are a great way to for students to learn how to discuss a book. Each member of a group of six students has a specific task to complete when reading a section of a text. After finishing their task they come together as a group to discuss and share their tasks. This does not have to be lead by the teacher and it gives students a chance to lead their own discussions. In the book, Literature Circles Voice and Choice In the Student-Centered Classroom by Harvey Daniels (Pembroke, 1994), there are instructions and black line masters of how to run this activity. A great online reference is http://www.literaturecircles.com. Since it is small-group oriented, this is a good way for teacher-librarians to fit into the literacy program.

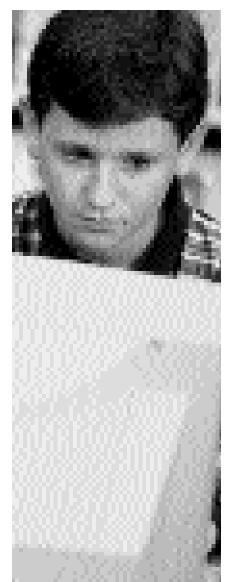
As teacher-librarians we are always looking for "hooks" ways to get kids into the library and to get them to use it as their resource and their literacy centre. Creating a group of independent, critical readers is our ultimate goal. What makes our job unique is the the range of ways we can support and integrate higher education standards into the classroom. The library environment should be inviting and welcoming. It is a place where information and literacy are equally accessible by all. With that in mind, that makes it one of the most important classrooms in the school.



Advertisement Saunders

The Diane Bédard CO Gremlins have struck

again!



The last class has gone... and very few of the computer desktops bear any resemblance to the standard configuration which had been set at the start of the day. Wallpaper and backgrounds are changed, slogans are scrolling, launcher and shortcuts have mysteriously appeared or disappeared, and the HOME button on the internet browser no longer points to the school's web site.

Sound familiar?



http://www.deepfreezecanada.com

Deep Freeze is simple and easy- to-use. All computers are completely restored to their original software configuration by simply restarting the computer. Deep Freeze adds superb management and administrative enhancements: generate passwords as you need them and eliminate fixed passwords, scheduled re-starts and shutdowns, idle-time restarts, push or pull technology for scheduled maintenance for remote or automatic management, create ThawSpace where you can allow saved files.



http://www.info.apple.com/info.apple.com/ usen/othersoftware/ #atease

Around since the mid 1990's for the MAC. Replaced in System 9 and above by Macintosh Manager. At Ease controls access to printers and drive volumes, a tracking activity log, applications preferences, easy administration of classes/work groups, CD-ROM preferences, disk usage reporting, restricted Finder and file menus.

t my school board there is a clear statement in the "Ethical Use" section of our Information and Communication Technology (ICT) curriculum document which says:

"Do not modify the hardware, operating system or application software of a Board computer. The 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."

We teach students not to muck about with the computer's environment and have consequences in place for chronic offenders. It is possible, however, for desktop or operating system changes to happen unintentionally – students are not always guilty of making changes deliberately!

- Applications can trigger automatic version upgrades when detecting online links.
- Help tutorials often try to download pdf lesson units and manuals.
- Browsers save preferences, passwords and cookies.

As schools and school boards we take steps such as firewalls to limit external problems; this process keeps the LAN (local area network) running smoothly. But how to "lock down" that final mile? how to secure each individual computer desktop?

WHY WOULD YOU WANT TO SECURE THE DESKTOP?

While some people prefer the freedom to spice up and customize a workstation to their own individual preferences, there can be real benefits to keeping all computers the same "plain vanilla". Setting up all computers to a common look and configuration can really enable ease of use. Teachers can give clear directions which will work on all workstations, students can quickly find what they need on any computer, the technician can spend quality time on real repairs instead of de-bugging glitches and new updates can be "ghosted" (pushed out from the server to all computers in the lab).

There are MANY different desktop security applications available and it is the intent of all of these to limit the impact of user actions. Some of the common ones found in schools are;

- Fool Proof (MAC and WIN)
- At Ease (MAC only)
- Fortres (WIN only)
- Clean Slate (WIN only)
- Deep Freeze (WIN only)

Simple protection applications like At Ease and Fool Proof are often used in the elementary school environment. Within these low level protectors, you can set controls to enable or disable specific functions such as printing, saving to the desktop/hard drive, changing the desktop, creating new folders, etc. Once satisfied with the set-up, you assign a password to protect the control panel.

For small classroom or lab environments where there is a high level of supervision, these basic applications work quite well. They are not completely safe however. There are several obvious ways around these applications and, by grade 6, most students can demonstrate ways to get into things you thought you had locked down. The attack of the computer "gremlins" described in the opening of this article is a classic sign that kids have figured out how to beat the system!

Fortres is a higher level of application with a tighter lock down protocol. Often used in the high school environment, this commercial application is highly aggressive. It allows you to block access to virtually any menu, tool bar, dialog box or mouse click. You can select specific actions to deny – either by accepting prebundled default settings or by tweaking each action set specifically to suit your needs.

HOW SAFE IS SECURITY?

When selecting a desktop security package, think like a hacker. Popular packages come under a lot of scrutiny by determined hackers and there are sites such as the Global Hacking Alliance Message Board and Magazine2600 which will publicly post possible security hacks.

Is this something to worry about with most students? The level of computer skill needed to do some posted hacks is surprisingly light – just a creative approach the software designer had not considered, or a change in an operating system which has opened new windows of opportunity. We can hope that students will abide by the board policy but every school will contain

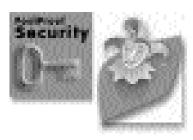
Advertisement Edu Reference



http://www.fortres. com/products/ cleanslate.htm

Clean Slate is designed to protect public access computers from malicious or inexperienced users. While not restricting users' activities, Clean Slate will scour drives back to their original state upon reboot. Clean Slate restores the computer to its original configuration, no matter what users have done: including erasing files, installing software, downloading viruses and Trojan horses, and altering icons.





http://www.smartstuff.com/fps/fpsinfo.html

Fool Proof is a powerful, full-featured desktop security software, PC security software and Macintosh security software solution that's still the easiest to use. The leading desktop security solution: allows multiple Security Groups, locks applications and Control Panels, directs file saving, provides internet access security, is fully network-manageable.



http://www.fortres.com/products/fortres_101.htm

Fortres 101 is an innovative security agent that resides invisibly between the computer and the user. A computer sentinel. Fortres 101 monitors each action the user makes and determines if that action is legal or not. As a systems administrator for one or one thousand machines, software security is a must. Fortres 101 offers you the ability to restrict/block local hard drives and removable floppy disk drives as well as any local file, folder, or application.

one or two computer-savvy hackers who will delight in trying to get around any block. If you're lucky enough to identify the students behind all the changes, you have two choices – ban them or try to co-opt or employ them to "help" you keep the computers consistent!

SECURITY CAN GET IN THE WAY!

Up to this point, the applications mentioned have focused on a "lock down" approach – with the goal to restrict user access tightly. This approach does not work, however, when a teacher's aim is to teach students about managing the computer itself. When the course content covers the operating system or computer set-up, students need the ability to manage system level changes.

A different approach to desktop security is taken by applications like Clean Slate and Deep Freeze. These work by identifying a core set of drives or directories and freezing them so they can not be altered, then protecting them inside a hidden kernel. The student using the computer finds it is apparently wide open. Changes can be easily made and even attempts to modify or trash protected files will appear to be successful. In the background, however, any changes are simply caching to another hidden file, separate from the protected core. Upon reboot, this temporary cache file is wiped, and the original computer settings are completely restored. Any trace of the previous student is gone. Erased files are miraculously back, installed software is gone, and all preferences are back to your chosen settings. Even downloaded viruses get wiped - the nasty changes they appeared to make at the system level were merely cache file changes, gone at reboot. Our network computer technician swears by Deep Freeze as a great way to explore safely the potential harm a virus could cause!

like this kind of desktop security best. It does not impede the functionality of the computer for the student, and a simple reboot ensures that the next student sits down to a perfect workstation. Now I can spend my valuable time doing more important things.

At last, a cure for the computer gremlins!



For the first of a new series profiling key people working for school libraries in Ontario, *The Teaching Librarian* asked Larry Moore, Executive

Director of OLA, to step out to centre stage and

reveal a few things about his life and times.

Enjoy what follows!

Interview by Dianne Clipsham TI: How did you get involved in school libraries in the first place?

L.M.: In the late 1950s, I had this idea that being part of the Canadian Foreign Service would be a great adventure. Since I was told that having lived abroad was a good credential, I went to Sweden to take a post-graduate course at the University of Stockholm. For Christmas vacation, a number of us put together a group and travelled to Russia for two weeks. While in Leningrad, I received a wire from home telling me that I had to go to Paris to write the Foreign Service exam. Since InTourist only allowed you to leave the country the same way you had



leave and I therefore missed the exam. When I returned to Canada with my romantic notions on hold, I had no immediate prospects and, rather than just sit around, I enrolled at the Ontario College of Education. [now FEUT]. My subject areas were English, History and Mathematics. We were expected to take a supplementary subject as well and I chose Library. As lifechanging moments would have it, the brand-new instructor in the library course at OCE was someone named Margaret Scott [the most dynamic and influential person in Canadian school libraries at the time]. I never looked back.

Larry as librarian of Clarke Road Secondary School in London on a two-day library club visit to Toronto and Oakwood Collegiate. Helen Donaldson was librarian.

The 60s.

The 70s.

Larry was chair of OLA's school libraries division twice and President of OLA. In the photo, he talks with a trustee delegate at his breakthrough library conference in 1976.

TL: For how long have you been involved, and in what capacities?

L.M.: I took my first teaching job in 1962 at Clarke Road Secondary in a newly annexed part of London. Secondary school libraries were bursting upon the scene at that time and I got to design and open the school's first real library. It was an incredibly vital experience; I still have vivid memories.

I believed, in those days, that five years was the longest time to be in one position. As a result, happy as I was, I looked around for a new challenge and accepted a job at Victoria Park Secondary School in North York. The principal was fabulous but the job was not. I took Margaret Scott's advice and headed for library school at the University of Michigan. I have never been so positively challenged in my educational life as I was there. And talk about life-changing experiences! There was none greater than attending a major American university in 1968.

I then took the position teaching School

Librarianship at a new Faculty of Education [McArthur College] at Queen's University. It was wildly stimulating to build the program in the free-wheeling spirit of this great place. We had numbers and money and lots of room for experimentation and creativity. [As a small partner in this project, the author was first introduced to "Larry's Party" – an unforgettable experience!]

In my last years at McArthur in the late '70s, I was also Director of Media Services with a staff of 8. It was then that I became

involved in the Ontario Library



the School Library Division (twice), then as OLA President, finally as the Association's volunteer publications director.

In 1980, it was time to move on once more, tenure and a lot of security not-with-standing. Jane Moore (no relation), a former student and teacher-librarian at the school where we first tried our new curriculum design-based library program ideas, joined me in an ill-fated ... venture into a consulting business for school librarians. Unfortunately, we were ahead of our time. We had loyal customers all over the continent but after four years, we had to call it a day.

That was when I came to the OLA as Executive Director. It was 1984.

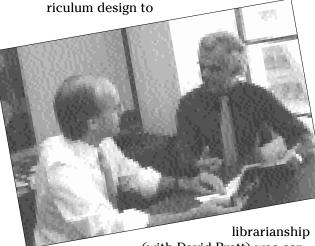
TL: Have there been any outstanding moments for you?

L.M.: They are endless. I have always been blessed by being surrounded by people who enjoyed the excitement we could generate together.



At Clarke Road, students lined up to be library assistants (I had sixty students scheduled into the library with as many being turned away in this technical and business high school where non-achievement could be a badge of honour). I am still staggered by how easily we could change the academic achievement of these students by giving them something positive and exciting. They stayed right through Grade 13. It was great.

Teaching school librarianship at Queen's was wonderful in the root sense of the word. The college was born out of the '60s and gave its staff license and freedom to follow its own vision. When you consider that each of the three librarianship courses was 150 hours in length plus the work we had the temerity to give outside classtime, you had the most marvellous canvas upon which to let people create the librarianship of their dreams. And create they did. It was fabulous. The work we did in wedding cur-



(with David Pratt) was certainly the biggest professional contribution we made. The work led to *Partners in Action* [ancestor of *Information Studies*], one of the truly influential documents of the 80s worldwide.

I have very fond memories of the weeklong program that I started for school librarians whose Specialist qualifications were at least five years old. It was in this amazing setting at McArthur that Margaret Beckman and Stephen Langmead first introduced their ideas about the relationship of program to library space, ideas that have been used right up to this day. The University of Maryland's Jim Liesener brought his challenging no-where-to-hide approach to program planning and in the process widened our vision of what was important in a way that changed our focus forever. And those who heard Roald Dahl, one of a series of authors we were fortunate to attract, will never forget the experience.

Since coming to the OLA, I have met more brilliant, dedicated, fun people to work with than I would have ever thought possible. It is such a pleasure to support them and to ensure that they get to accomplish the real fruits of their vision. I have been very lucky indeed.

The memories and outstanding moments are legion. I have had a very satisfying and often exciting – at least for me – career.

TL: Speaking of "the librarianship of your dreams", can you share your dream for school libraries in Ontario?

L.M.: It is harder to dream these days than it has been in almost any time in my career in libraries. In my work as Executive Director, I am being challenged by teachers, superintendents, politicians, and bureaucrats to justify the values we argue teacher-librarians can bring to successful programs for our students and our schools. If I have a dream, it is for a reinvention of school information services that will lift us out of our current perception problems. In this dream, school

librarians will be able to raise their eyes and

The 80s.

Larry becomes the OLA's second Executive Director the day before the Public Libraries Act enters the legislature. Here with government Library Director Wil Vanderelst.

The 90s.

Larry's job is to support his Presidents. He is pictured with Carleton School Board teacher-librarian Allison Craig, who was OLA President for the joint conference with the New York Library Association in Niagara Falls.



role that is not based in a physical room but in the provision of a school-wide service – Vice-Principal of Information if you will. Only through a new



vision (Ontario Knowledge Network for Learning?) will individual school libraries and library staffs give up their independence to the shared networking of not only school library information centres, but of all libraries. The value to our students and to their lifetime achievements will be strengthened immeasurably and our view of ourselves as professionals will mature and change in the process.

TL: How do you spend your "down time"? L.M.: I love movies: François Truffaut's *Les* Quatre Cent Coups made me go into teaching.

I enjoy theatre, sometimes to the point of obsession: I took twenty-eight people in five different outings to see Michael Healey's extraordinary The Drawer Boy. I like everything George F. Walker has written, everything written or directed by Robert Lepage, even when individual pieces haven't worked, but I just cannot abide Jason Sherman or Carol Thompson for some strange reason. I love to go to baseball games although the Jays have certainly tested my loyalty this past summer. I enjoy anything that

stretches the boundaries of creativity and the the fact that people can still find new and original ways to express themselves never fails to give me goose bumps.

TL: Can you share your favourite reads or viewing?

L.M.: I am currently reading everything in sight by Ian Rankin [currently on the best-seller fiction list with *The Falls*], something I haven't done in years, maybe decades. The plots are often convoluted but they are marvels of characterization, place and mood. Each one refreshes me. I do not watch much television. When I do, I watch news, films, and such documentary-based shows as *The Passionate Eye*.

Thanks, Larry, for kicking off this series in such style, and sharing your enthusiasm for the goals of school library programs, as well as your own passions, with our readers.

2001.

Larry greets the Hon. Adrienne Clarkson at the 100th Anniversary of the Ontario Library Association. Larry has been part of the last third of OLA's one hundred year history and is inordinately proud of the librarians who have provided the library leadership that makes OLA and Ontario libraries great.





Your turn

Who do you think should be the subject of future profiles? Contact Dianne Clipsham at: 44 Moorcroft Road Ottawa K2G 0M7 or e-mail <clipsham@rogers.com>.

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Edited by Sue Tedesco

Library and Learning Resources Instruction Department, T.D.S.B. School Library Information Centre Handbook. Toronto: Toronto District School Board, c2000.

School Board, c2000. Available from T.D.S.B., 3 Tippett Rd., Toronto, ON M3H 2V1 for \$25.00.

The rationale for this excellent resource arose from the need to consolidate policies and practices for all teacher-librarians, following the amalgamation of many public Boards into the Toronto District Board. The authorial team, led by Cathi Gibson-Gates, is also responding to the need for practical ways for school library programs to integrate the recent curriculum directions from the Ministry of Education with OSLA's own document "Information Studies: Kindergarten to Grade 12".

The resulting binder for elementary and secondary school libraries is packed with useful materials organized under three strands:

- Instruction brings in the Information Studies document and provides templates for planning with teachers, using computers effectively, and encouraging reading programs. In addition, there is a comprehensive guide to further sources of professional materials.
- Management provides sensible, tested policies for budgeting, purchasing, cataloguing and developing a collection – essential for experienced and rookie teacher-librarians alike.
- Leadership offers advocacy and policy development templates to make the task of fulfilling another key

role much easier. Here are found TDSB policies relating to conduct, copyright, equity, access issues, and working with student volunteers.

Initially designed for distribution throughout the TDSB, those outside the Metro area will find this document to be an essential tool both for the generic content and as a model to follow in creating and adapting their own guide, corresponding to local practices.

It is available in electronic format, and purchasers will also be entitled to receive updates and additions as they occur.

Dianne Clipsham



Krashen, Stephen. *The Power of Reading: Insights from the Research*. Englewood, CO: Libraries Unlimited, 1993. ISBN 1-56308-006-0

"Reading is the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar and the only way we become good spellers."

That's quite a statement! But, on reading this book, you will see how such a statement can be made. Dr. Stephen Krashen has himself researched and studied the research of others to draw these conclusions. He provides many implications for teacher-librarians and teachers for improving student reading scores through FVR.

Having a school librarian makes a difference in the amount of reading students do. Children read more, his conclusions show, when they listen to and discuss stories. They read more when they see other people reading, so teachers and teacher-librarians should model this pleasure reading as often as possible. Suggestions are made in the book for making FVR the core of a class-

room language arts program, with time built in for teachers to discuss with individual students what they are reading.

Krashen's conclusions about having romance novels, comic books and other forms of "light" reading in the library collection are included as are his thoughts on extrinsic rewards for reading. Children will read, whether prizes are offered or nothing is offered, if they have the chance to find out that reading is pleasurable.

The book divides into three: the research providing the evidence about FVR, the research about FVR vs. direct skill-building instruction and the cure. It is an easy read, with key statements made in the sidebars (lending themselves to the highlighter). Share the findings with your colleagues and parent associations.

Make this a "must-read" item for your professional reading

FREE BOOK-BASED ACTIVITY KITS

The international "Something to Remember Me By" Legacy Project has been inspired by the Canadian bestseller of the same name by Susan V. Bosak. The project is an initiative of the Parenting Coalition and Generations United, based in Washington, DC, with the support of United Generations Ontario. It offers a variety of free activity theme kits for schools - The Holidays, Valentine's Day, Mother's Day, and the newest kit for Grandparents' Day.

The free 100+ page Grandparents' Day Activity Kit can be used to boost family involvement in your school and encourage closer relationships between young and old. The K-8 kit is packed with ideas for running a successful Grandparents' Day event in your school, including a complete planning guide, reproducible invitations and certificates, activities, crafts, curriculum connections, and an annotated listing of intergenerational storybooks. There's also an Essay Contest – students can win a Lane Cedar Chest with an IBM computer inside!

The Holiday Activity Kit will be available in October, with the Valentine's Kit following in January, 2002.

For full details and the free activity kits visit www.somethingtoremembermeby.org or call (800) 772-7765.



From the OLA Professional Store

57 Games to Play in the Library and Classroom, by Carol K. Lee and Fay Edwards. 128 pp. 8-1/2x11. 1-57950-014-5. \$26.60 317 pp. paper. 1-56308-750-2. \$58.90

Introducing the Internet to Young Learners: Ready-To-Go Activities and Lesson Plans, by Linda W. Braun. 1-55570-404-2 . 2001 . 8 1/2 x 11. 100 pp. \$55

Dewey and the Decimals: Learning Games & Activities, by Paige Taylor and Kent and Susan Brinkmeyer. Grades PK-5. 80 pp. 8-1/2x11. Softcover. ISBN 1-57950-050-1. \$26.60

Learning about Books and Libraries: A Gold Mine of Games, by Carol K. Lee & Janet Langford. Grades K-6. 2000. 96 pp. 8-1/2x11. Softcover. ISBN 1-57950-051-X. \$26.60.

Library Celebrations, by Cindy Dingwall. PK-5. 1999. 96 pp. 8-1/2x11. Softcover. ISBN 1-57950-027-7. \$26.60

Multicultural Folktales Readers Theatre for Elementary Students, by Suzanne I. Barchers. Grades 1-5. 1-56308-760-X. 2000. 81/2 x11 paper. \$38.50

Novel Ideas for Young Readers! Projects and Activities, by Katherine Wiesolek Kuta and Susan Zernial. 2000 xii, 149p. 81/2 x11 paper 1-56308-791-X. \$38.50

Transforming Storytimes into Reading and Writing Lessons, by Annie Weissman. ISBN 1-58683-026-0. 2001. 160 pages. \$58.00

Caldecott Connections to Language Arts. 2000 xvii, 232p. 81/2 x11 paper ISBN 1-56308-846-0. \$42.40

Caldecott Connections to Science. 2000 xviii, 228p. 81/2 x11 paper ISBN 1-56308-687-5. \$45.50 Caldecott Connections to Social Studies. 2000 xviii, 156p. 81/2 x11 paper ISBN 1-56308-845-2. \$39.30

Advertisement National Book Service

ONTARIO SCHOOL LIBRARY ASSOCIATION

President's Report



Sya Van Geest OSLA President 2000 and 2001

his brings to a close my two-year term as your President. In this final President's Report I have the luxury of making general comments. Your Councillors report the work they have been doing in their portfolios on the next pages. I want to draw your attention to a few items for special consideration and to take advantage of the opportunity to make some broad observations, reflections, predictions and appeals.

First, let us recognize the fine work reflected in the fresh direction of this publication and its enhanced look. Thank you to Publications Portfolio Chair Cheryl Dinnin, Editor Bobbie Henley along with the new editorial Board. Special recognition goes to Larry Moore, OLA Executive Director, for his creative participation.

The OSLA web site is another new initiative. The creative hard work of Webmaster Mark Kaminski can now be enjoyed at http://www.accessola.com/osla. An editorial board will work with Mark to maintain and expand the site. You are urged to be a frequent visitor and active participant in the ongoing work of maintaining the high standard.

Learning opportunities

You are urged to take advantage of the learning opportunities created by your association. It could be said that the nature of our teaching role more than any other requires ongoing professional development. OLA is mindful of this; leadership in this area has a high profile. There is the OLA Store stocked with excellent professional library books including resources created by your peers such as the coded information studies expectations, Power Point slides for specific audiences, research portfolios, @ your library™ kits, and information studies/reading posters.

Then there is Super Conference, Knowledge is Sweet @ your library, a masterpiece for learning created by a team of dedicated people. There is also the promise of great Summer Institutes in August 2002 around the province. We all know that ventures such as these require teams of contributors committed to excellence. Special recognition must go to Rose Dodgson and Michelle Regina, the two portfolio Chairs whose vision and leadership guide and inspire the teams putting these together.

Some sobering issues

I want to begin by reiterating my firm conviction that although recent years have brought profound cuts to school library programs, time will also bring them back. What the new revitalized programs will look like will, in part, be shaped by what we are doing now and what the research shows in addition to influences out in the world and in education generally.

We hear it all the time, "Lifelong learning is key to success in this

digital information age." Libraries are part of the infrastructure that supports that learning. That is not just school libraries, but all libraries - public, college and universities, industry, government all have a key role to play in delivering dynamic programs and services. Libraries will continue to be important institutions, both as a physical place and as gateways to a digital network of information resources, online instruction, mentoring and services. The recent two and a half day OLA Leadership Forum, focused on the creation of the Ontario Digital Library, drove that home. The two cornerstones of school library teaching programs, information literacy and reading, are critical for lifelong learning and academic success.

There has been a recent surge of interest in the plight of school libraries. Much of this is due to the concern shown by the whole library community. I have been personally involved in a number of news publications and interest is piqued when I describe the concern of all libraries at the weakening of school libraries and I describe the action plan of OLA to address the cutbacks. The story acquires added scope, legitimacy and prestige. We must be grateful to the whole library community for their active involvement.

News coverage this fall included the Canadian Press story picked up by a number of newspapers, Canoe (an online news service), and radio phone-ins. Then there was Margaret Wente's Counterpoint column, "Need more bad news? Try schools without books." (The Globe and Mail 22 Nov A27) and the Ottawa Citizen news article about cutbacks in Canadian literature in school libraries. When CBC Radio's Ontario phone-in with David Stephens focused on reading in response to the flat line or dropping reading test scores, the majority of calls were about the importance of school libraries, their key role in reading, and the foolishness of the cutbacks. (Thanks especially to Ottawa T-L's among others.)

And so Ontario must, and some day will, invest in a renewal of effective school library programs that are measurable against high standards and hold us accountable in preparing students for the new reality of the world. The school library as a physical space and as a virtual space will be the porthole to resources, instruction and support for students. Face-to-face instruction will be augmented by the virtual classroom with online lessons, tutorials, assessment, dialogue and e-learning during or after school hours, 24/7 even. The greater the pool of information fostered by ICT with faster and easier access, the more instruction and mentoring is required.

We need to be there.

The role of the teacher-librarian must also be revitalized with clear expectations for collaborative action that designs and tracks student learning in ways that are developmental, organized and avoids duplication. It is recognized that every educator requires extensive professional development delivered on multi-levels, a part of lifelong learning. Teacherlibrarians are a natural source of leadership and instruction for professional development at the school level. This must be an additional expectation of their role.

That is a challenge. That means whatever the assignment, teacherlibrarians must maintain and develop personal skills and knowledge as information specialist, as leaders within the learning community, as collaborative planners, as keen learners of all aspects of the Ontario curriculum, as designers of expectations-based curriculum, as users of the valuable fourstage inquiry research process, as experts in integrating ICT expectations seamlessly, not for their own sake but as a learning tool, and as developers of e-learning. We come full circle back to our own professional development and our own lifelong learning.

Be reflective practitioners

So here is an exercise for every teacher-librarian. Record all the things you do with your library time in two columns, one headed "Program" the other "Plant". Ask yourself: "Is what I am doing right now a part of program? Does it have to do with leadership, learning, teaching, collaborative planning? Or, is this a clerical, technical, housekeeping task?" Let's put it another way. Is this a job, that if a parent or taxpayer or administrator walked by, could prompt the question, "Why am I paying someone a teacher's salary to do that?"

I can hear your protest. "If the library is not functioning and organized, it can't support program." True. However, this is where I think we need to be radical. Decide on essentials and eliminate other tasks. Think of alternate ways to get the needed plant work done. Work harder at getting volunteers, paid student helpers. Organize good old-fashioned work bees; appeal to administrators and the community. Assure that the answer to the above question always is, "This requires the expertise of a teacherlibrarian because...." Never let the program suffer at the expense of

plant, rather, let the reverse be true. I must admit that I was taken aback by the discussion on the list serv re: cataloguing and the discovery that some of you actually do your own. This is not worth a teacher's salary. As one T-L repeatedly declares, "We must make ourselves indispensable as *teachers*."

There continues to be some confusion between the role of a qualified library technician and the role of a qualified teacher-librarian. An effective school library program as defined in the policy document, The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment 2000, (10) requires specifically qualified staff to work as an interdependent team. Libraries have teaching, consulting, clerical and technical functions. Each of these functions requires specifically qualified staff that works as an interdependent team to deliver the complete program.

A never-ending message

There is one message we will continue to communicate at every opportunity:

In order to maximize essential student learning in school libraries, it is vital that a province-wide policy be established, one that mandates effective instructional library programs measurable according to a set of well-defined standards.

he challenges for the future are many. They will continue to demand vision, commitment, passion, love, time, and collaboration. Each of must write it in our hearts. It is written in mine. I will continue to learn and advocate and work hard for school library programs and work hard with incoming President Esther Rosenfeld, your Council and you the members. Can any of us do less? I see my beloved grandchildren and they are every child.

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Portfolio: MEMBERSHIP, AWARDS, NOMINATIONS

led by Joyce Cunningham

At last count we had 1284 members in OSLA, 915 of whom are salaried employees. It is encouraging that so many recognize the importance of OSLA. It offers opportunities for professional growth through workshops, conferences and the journal. In addition, on a number of fronts, it lobbies for effective school libraries which are adequately funded and staffed. Thus I urge all of you to renew your membership and encourage others to join.

Although the cuts have been severe in many cases, we are beginning to see some gains. We are also aware of the numerous examples where individuals of diverse training and experience are working together to offer effective programs. OSLA will continue to attempt to meet the needs of all our members and to foster this spirit of co-operation. In addition, we are in contact with other organizations and individuals in the expanded library community.

If you have suggestions or requests, please feel free to contact me. Join us at OSLA's Annual Meeting on February 1, 2002, at the Metro Toronto Convention Centre to discuss what we are doing and how it all fits together.

Portfolio: OSLA's PROFESSIONAL DEVELOPMENT INSTITUTES

led by Michelle Regina

The OSLA Summer Institutes in August 2001 were a tremendous success. All sites – Durham, Hamilton and London – reported on the excellence of the workshops. The two-day program on Literacy @ your library and Advocacy @ your library provided valuable research information, strategies and teaching handouts as well as half-day computer lab time to practice and perfect skills.

The strengths of our programs are very much tied to the expertise and talents of the teacher-librarians who so generously share their knowledge, skills and time with the members of OSLA. A special thank you to the teams of teacher-librarians who led the sessions at each of the sites. As well, thank you to the teacher-librarians from various boards in the province who wrote and contributed to the course materials. Your combined efforts permit us to provide quality professional development and a level of excellence of which to be proud.

Larry Moore and the staff at the OLA office must be acknowledged for their untiring support and guidance in all our endeavours. Thank you all for your efforts on behalf of teacher-librarians and school libraries. You are indispensable!

Plans for the 4th OSLA Summer Institute in 2002 have already begun.

Date: Two full days in the week of August 18, 2002 **Locations:** Greater Toronto Area Durham, Hamilton, Ottawa **Registration:** May, 2002 **Program:** The focus will be on Designing Research and Inquiry Units/Lessons using Information Studies and tools such as the Electronic Planner. Plan to attend! Detailed information will appear in the spring. Remember that professional development is for the members; your needs are always our concern. Your suggestions and involvement are most welcome. To volunteer to be part of this dynamic group of library leaders, please e-mail me.

Portfolio: PARTNERSHIPS led by Esther Rosenfeld

OSLA has been involved in several important partnership initiatives and projects during the spring and summer. We were invited as a subject association by the Ministry of Education to develop support materials for the implementation of the new Grade 11 curriculum, particularly for the inquiry and research strand in all Grade 11 courses. A set of materials produced by OSLA which consists of PowerPoint presentations for teachers and students and print materials will be part of the Grade 11 support CD which the Ministry will distribute. OSLA also has permission to mount this

material on our web site. OSLA was also invited to be part of the Ontario Teachers' Federation/ Ministry of Education summer institute initiative for Grade 11 implementation. Angela Di Prima, Rose Dotten, and Sya Van Geest delivered an outstanding three day program for a group of enthusiastic participants. In May, OSLA facilitated a working committee to revise the three part Teacher Librarianship AQ qualifications program. Working with Erika Rimkus of the Ontario College of Teachers, the committee created a new common set of expectations and topic areas for each course. In June. Rose Dotten and Sya Van Geest participated in a joint Ministry of Education/ Faculty of Education conference where they received valuable information about the new teacher testing program and training teacher programs. Finally, Linsey Hammond continues to ably represent OSLA at the OTF Curriculum Forum which is held several times a year.

Portfolio: @ your library led by Kendra Godin-Svoboda

Libraries across Ontario are identifying themselves with this timely trademark and the effect is electrifying! While our official launch will occur at the Super Conference, library staff are encouraged to use the trademark now and create their own

launch for their libraries and communities.

The first thing you need to know is the policy for using the trademark. Here are some guidelines that we have agreed on with ALA:

- 1. The trademarked typeface is American Typewriter Medium.
- 2. The preferred colours for @ your library™ are red and blue, with the '@' in red (PMS 032) and 'your library' in blue (PMS 072).
- 3. A secondary colour option for the entire phrase is black and/or white.
- 4. If neither of the colour options above work, tasteful alternatives are acceptable.
- 5. A 'TM' symbol must follow the phrase @ your library TM .

As the OSLA @ your library™ rep for Durham, I am working with Jennifer Decker, OPLA rep in Durham, and Sue Powers, our Durham Board Media Librarian. Together, we have outlined the following schedule of events to celebrate our Durham launch for the month of February:

- Durham Region @ your library™ launch on Feb. 7, tentatively to take place at the Oshawa Centre. We plan the event to include storytellers, school choirs, guest authors, with local politicians and celebrities.
- Mini-launches to occur throughout the region during the month at libraries, school

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libraries, malls, rinks etc. Local librarians asked to organize their area launch with a view to choosing a theme that fits their community and involves community members.

- "One region, one book" campaign: Librarians teacher-librarians to choose a book written by a Canadian author, and connected to the interests of the Durham community. The author will be invited to the official launch on Feb. 7, with the actual campaign to run from March to May, with a culminating celebration in the spring and discussions and presentations throughout region over the campaign.
- Library Conference: Our first Durham-wide library conference is tentatively set for Feb. 25 and will be called "Literacy in Durham @ your library™" Sessions will focus on literacy issues, with a keynote speaker kicking us off, morning sessions geared to specific individuals (administrators, trustees, librarians, teachers, teacher-librarians) and the afternoon offering workshops on the many literacy programs running throughout the region. Also new and exciting from Durham, is the creation of a book award program for the Grade 9/10 secondary students. We are looking at a name for the the program and are meeting with local authors, teacherlibrarians and educators this fall

to choose the first ten books.

We are very excited about these initiatives and are looking to our colleagues and friends of the library in Durham to help us turn these ideas into reality. We can't do it alone, we need your help. If you want to help in Durham, please call me and we'll work together. If you are inspired by any of these concepts, you need to turn your vision into action. Call a meeting of librarians, teacher-librarians and any one in your community who is interested in literacv. then brainstorm wavs of launching your own @ your library[™] campaign.

"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."

Bonita DeAmicis, *3 Cheers for Teaching*

Portfolio: SUPER CONFERENCE

led by Rose Dodgson

The Super Conference program is my report. This is an extremely strong year with an enormous range and depth of session from which to choose. No wonder people register from all over Canada. And do bring your principal. She/he will be impressed! So will you!

Portfolio: PUBLICATIONS

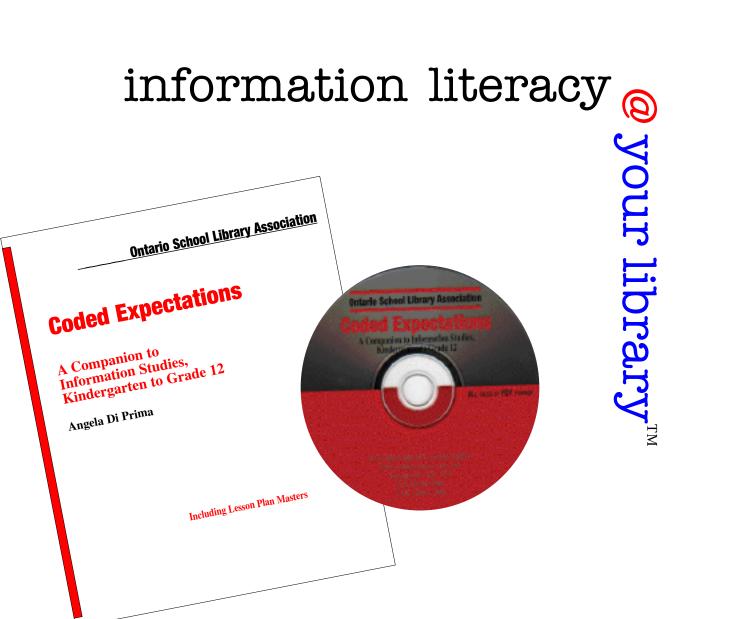
led by Cheryl Dinnin

As chair of the Publications portfolio, I undertook the task of pulling together a new editorial board **Teaching** for The Librarian, the OSLA magazine. This new board met for the first time in July to lay out plans for the three issues of the 2001-2002 school year, including plans for regular columns, feature articles curriculum handouts. Bobbie Henley was selected as the new editor of the magazine. Our commitment is to all teacher-librarians, elementary and secondary, and it is hoped that this magazine will become a must-have resource for school libraries.

Another aspect of this editorial board's role is to gather and submit articles to each of the four yearly issues of *Access*, the OLA's magazine, whose audience is all of us in the greater library community.

A third role for this editorial board is the gathering of articles for publication in other professional journals, such as those of subject or principals/administrators associations. Such articles would focus on how teacher-librarians work collaboratively with subject teachers or on advocacy of teacher-librarians and their role.





NEW! NEW! NEW!

This companion to Information Studies, Kindergarten to Grade 12, facilitates the implementation of the information literacy continuum and assists teacher-librarians in identifying and and recording expectations met in collaborative teaching programs.

Both the overall and specific expectations for each grade have been coded according to the three stands of Inquiry and Research, Information Technologies, and Information and Society. Within each of these strands, the codes have also been developed to correspond to the four metaskills of Concepts/Reasoning, Organizing, Communicating and Applying.

Matching lesson plan blackline masters for each grade are included in printed form in the document and in electronic form on the CD-ROM.

96 pages, with CD-ROM. OSLA members, \$13. Non-members, \$17.50.

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