

THE TEACHING LIBRARIAN

The magazine of the Ontario School Library Association

volume 14, number 3

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TL mission

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 where teacher-librarians can share experience and expertise.

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TL guidelines

- V. 15, no. 1 "People @ your library"
Deadline: May 11, 2007
- V. 15, no. 2 "Inclusion @ your library"
Deadline: October 5, 2007
- V. 15, no. 3 "The World @ your library"
Deadline: February 1, 2008

Articles of 150–250 words, 500 words or 800–1300 words are welcome. Articles, when approved, should be accompanied by good quality illustrations and/or pictures whenever possible. Text must be sent electronically, preferably in a MS Word (or compatible) file. Pictures can be printed or digital (minimum size and quality are 4" x 6" and 300 dpi, approximately 700 mb and in jpeg format if electronic). With photos which contain a recognized individual, please secure the individual's permission in writing for the 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 submissions are subject to editing for consistency, length and style. Journalistic style is preferred. Articles must include in the body of the text the working title, name of author, and e-mail address. OSLA reserves the right to use pictures in other OSLA publications unless permission is limited or denied at the time of publishing. Any questions about submissions should be directed to the Editor of *The Teaching Librarian*:
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Media @ your library®

Diana Maliszewski



Audience. Purpose. Form. These three concepts are the cornerstones of the “media triangle,” my favourite graphic from a resource many in my board call “the purple binder,” officially called *Media Studies K–8*. I attended a workshop on implementing this handy document which, thanks to instructors Sylvie Webb and Neil Andersen, broadened my understanding and teaching of media. I loved doing my media literacy unit in the library prior to this workshop, but it was limited in its scope and somewhat misleading because it consisted mostly of analyzing magazine and TV ads to see the “wicked tricks and techniques” that marketers use. The idea of “good TV” (*Masterpiece Theatre*) vs. “bad TV” (*The Simpsons*) is a flawed one. One thing I learned from that workshop was that media is not the enemy. It’s almost everything and everywhere, especially in the library.

The theme of this issue of *The Teaching Librarian* was inspired by the introduction of the media strand into the language curriculum. We in “library land” should rejoice at this development, not only because teacher-librarians were involved in the creation of the media studies expectations, but also because it provides so many great opportunities for collaborative teaching and learning. It’s no accident that, south of the border, teacher-librarians are called “library media specialists.” Media is what we are about, and not just books.

When my seven-year-old daughter tells my husband’s friends that “last night Daddy and I took my 40th level mage out and we completed a really hard quest,” you can see how massive multi-player on-line role playing games, like World of Warcraft, impact on vocabulary, leisure time and ideas. Beth Galloway, an instructor of mine from a course I took with Simmons College, “Manga, MP3s and *MMORPGs*,” encourages librarians to go beyond asking students about their favourite authors and ask them as well about their favourite TV shows or computer games.

When I took some of my library helpers to the Greater Toronto Area Resource Fair at Exhibition Place, I explained that the vendor fair itself was a media construction, something that could be skimmed, scanned, and considered before, during, and after experiencing it. This issue of *The Teaching Librarian* has many examples of different media forms, from databases to storytelling to images taken from the Internet and more. May this magazine (another media form!) provide you with ideas for your own program and food for thought. ■



ONTARIO SCHOOL LIBRARY ASSOCIATION

President's Report

Peggy Thomas

For those of us lucky enough to attend the OLA Super Conference 2007, Solutions in a Changing Landscape, it was a heady experience. The conference started with the launch of the Forest of Reading Program®. With 1300 students and nearly 40 authors in attendance, it was an exciting experience, for the students and authors alike. It is amazing what the combination of students (kindergarten to grade 12), live music, MC Milton from TV Ontario, 70 nominated books, and 38 authors can create. As we review the day, it is certainly an event that we would like to see repeated in future years.

Some phrases being heard at the OLA Super Conference included:

- "We are in a learning age,"
- "This is an age of collaboration and community,"
- "Everyone is a learner,"
- "A time where critical thinking and creative problem solving is essential,"
- "Shift in how information and knowledge is created."

As we look to the future of school libraries, the challenges will be in meeting new needs and putting ourselves, no matter how uncomfortable it may make us, into glass houses; we must become transparent in our practice and direction. We need to be visionary, embracing new technology, seeing fresh applications, and encouraging students to be part of the solution in a changing

landscape. In a time where we are all learners, collaboration with our colleagues, students and parents will provide a stimulating learning experience where everyone gains. Step outside your comfort zone and begin the journey.

Sara Armstrong and David Warlick, in their article "New Literacy" (from *techLearning* www.techlearning.com/showArticle.php?articleID=47102021) discuss the four Es of the new literacy:

- ◆ exposing knowledge
- ◆ employing information
- ◆ expressing ideas in a compelling fashion
- ◆ ethical use of information

Promoting this new literacy is what we as school library professionals do best. Now we need to funnel our passion for our profession into implementing a new vision. We need to become risk-takers, accept that we are all learning, and be a part of that future.

I am delighted to be the incoming president of the Ontario School Library Association, and I hope that you will join me on this journey of learning and discovery. ■

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Although it's true that each teacher-librarian is unique it's also true that we have much in common with our colleagues across Canada and around the world. It's both interesting and useful to connect with the world of school librarianship beyond Ontario's borders.

Mark your calendar!

Participating in celebrations is a great way to connect with the school library community, and you'll be reading this issue near the end of the school year—just in time to begin planning for next year! This is just a small selection of the many, many events you might want to celebrate in your school library. NOTE: Several of the sites have 2006 information, so check back for updates.

- ◆ *Canadian Library Month*
(First celebrated in 2006)
October 2007 (launch date TBA)
www.cla.ca/clm
- ◆ *Teen Read Week*, from YALSA
October 14–20th, 2007
www.ala.org/ala/yalsa/teenreading/trw/teenreadweek.htm
- ◆ *National (and International) School Library Day*
October 22, 2007
www.cla.ca/casl/nsld.html
- ◆ *National Media Education Week*
(First celebrated in 2006)
November 2007 (date TBA)
www.mediaeducationweek.ca
- ◆ *TD Canadian Children's Book Week*
November 2007 (date TBA)
www.bookweek.ca
- ◆ *Freedom to Read Week*
late February–early March 2008 (date TBA)
www.freedomtoread.ca
- ◆ *Teen Tech Week*, from YALSA
(First celebrated in 2007!)
March 2008 (date TBA)
www.ala.org/ala/yalsa/teentechweek/ttw.htm
- ◆ *National Poetry Month*
April 2008
www.poets.ca/linktext/npm.htm
- ◆ *World Book and Copyright Day and World Intellectual Property Day*
April 23 & 26th, 2008
www.canadianheritage.gc.ca/progs/ac-ca/

progs/pda-cpb/jml-wbd_e.cfm

Professional development opportunities!

Just because you can't physically get to a class doesn't mean you can't be connected to on-line professional development opportunities and conferences in the world of school librarianship

- ◆ *CLA: Continuing Professional Development*
www.cla.ca/cpd/index.htm
- ◆ *IASL: 2007 Conference*
www.iasl-slo.org/conference2007.html
- ◆ *World Library and Information Congress: 74th IFLA General Conference and Council*
www.ifla.org/IV/index.htm
- ◆ *American Library Association*
www.ala.org/als/confservices/upcoming/upcomingconferences.htm

If you like the idea of sharing professional development with colleagues from around the world, but can't actually travel to an international conference, then check out conference Web sites for on-line materials or information about ordering conference proceedings.

- ◆ *IASL Conferences*
www.iasl-slo.org/conferences.html
- ◆ *Visions of Learning (ASLA On-line II conference proceedings)*
www.asla.org.au/pubs/onlineII.htm

Don't forget about the *Education Institute* from The Partnership, which offers quite a variety of courses with presenters from across North America. Check it out at www.thepartnership.ca.

And, if you're interested in a Master's degree, check out *Teacher-Librarianship by Distance Learning*, from the University of Alberta, at www.quasar.ualberta.ca/tl-dl.

Gain a National Perspective!

Check out what's going on in other provinces.

- ◆ *British Columbia Teacher-Librarians' Association*
www.bctf.bc.ca/PSAs/BCTLA
- ◆ *Learning Resources Council, Newfoundland and Labrador Teacher's Association*
www.ves.k12.nf.ca/nltalrc

◆ *Prince Edward Island Teacher-Librarians' Association*
www.edu.pe.ca/peitla

If I had to recommend a single school library association membership to you, it would be the Ontario School Library Association. That said, the national association does provide an interesting perspective. Check out the *Canadian Association for School Libraries*, at www.cla.ca/casl.

While *The Teaching Librarian* does sometimes feature contributors from outside of Ontario, Ontario is the focus. Don't forget to check out *School Libraries in Canada (SLIC)* Canada's national school library journal. *SLIC* is publicly

available on-line at www.cla.ca/casl/slic/slicindex.html

And if you're looking for documents, information, or ideas, check out *SLiP: Canadian School Library Information Portal*, at www.cla.ca/slip.

It's a big world—think globally!

The easiest way to gain an international perspective on school librarianship is to check out the *International Association of School Librarianship (IASL)*, at www.iasl-slo.org.

If you want to find school library associations around the world, then begin with the IASL's directory, at www.iasl-slo.org/slibassoc.html. ■

Note: School Library World is undergoing a name change—the column will now be known as The Connected Library

SCHOOL LIBRARY SEEN—A COMIC PERSPECTIVE

Callen Schaub



MAY THE SOURCE BE WITH YOU

The Teaching Librarian would like to thank Lucasfilm Ltd. for approving the non-commercial, non-exclusive, non-transferable, revocable use of the character of "Yoda" in this comic by Callen Schaub. Please note that this authorization is strictly limited to non-commercial use of the image in the magazine (*The Teaching Librarian*). The image may not be copied, duplicated, or reproduced in any other form whatsoever, and may only be used in the magazine. The usual guideline for *The Teaching Librarian* that states that OLA members in good standing may reproduce this publication without permission does not apply to this comic. Lucasfilm's prior written permission is required for any other use. The image shall not be used in any manner to suggest sponsorship or endorsement of the magazine by Lucasfilm Ltd.

Dear Rita,

I need some sound advice. The new Language Arts, K-8 document has a new strand called Media Literacy. The teachers are panicking over this strand and I know I could help. Is this an area where I could come to the rescue without appearing like I am the expert?

Media Fright

Dear Media Fright,

“Sound” advice? Ha! Ha! Good pun! Yes, this is definitely an area where you can be of assistance. Teacher-librarians need to be current and know the updates to all the curriculum documents. Since media literacy is definitely part of information literacy, it is a natural connection to the library program. Media literacy is now part of the elementary Language Arts curriculum and has been part of the secondary English Language curriculum for the past few years.

Point out to your colleagues that media literacy means the ability to understand the messages and techniques used in all forms of media. Our libraries are media centres, are they not? (The United States actually uses this term for school libraries). We have magazines, books, computers, on-line resources and so many other forms of media in one place. For example, analyzing ads in magazines or examining covers of books for their marketing appeal are media literacy activities. Compare a current story in more than one newspaper using both hardcopies and on-line newspapers. Remember to let students have choice so they buy into the process. Lessons on cyber-bullying and safe use of the Internet also fall under media literacy.

For media awareness, introduce your staff to www.media-awareness.ca, a Canadian association’s Web site, where together you can find some great lessons tied in to the media curriculum. Click on the teacher section on the homepage and this will take you to Ontario’s Media Education Learning Outcome Curriculum Charts for each of the grades. In addition, there are fabulous lessons in the “Lesson Library” to meet the expectations in each grade and on all subjects.

Be confident you have something important to offer the students and staff.

Happy collaboration to you!
Rita

*Do you have any school
library concerns or gripes?
Need advice?*

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She’s reliable, reasonable,
rich in experience...
and always right!*

*contact Rita at
rita@accessola.com
You’ll never regret it!*



She’s reliable, reasonable, rich in experience ...and always right!

Resources for Media Education

Whether we're working with teachers or students, taking a leadership role or providing support in the background, one of the realities of our lives as teacher-librarians is that we're always looking for resources to use, share, and suggest. This article will give you some starting points and suggest some resources for media education.

Associations

The Association for Media Literacy
www.aml.ca.

This Canadian organization has an international membership and the Web site is a good starting point for anyone interested in media literacy. Check out "About Us" for speakers and workshops. The names on this list of speakers provide a good starting point for searches for books and articles. Although membership is required to access the resources, you can sign up for a free temporary membership. Check it out and then decide whether you want to sign up for a real membership.

Readings

The Jesuit Communication Project: Promoting Media Education in Schools Across Canada

http://interact.uoregon.edu/MediaLit/JCP/Index.html

See both the Media Literacy Review: Article Collection (in the Site Index) and the list of JCP articles (scroll down past the mission statement).

Orbit (volume 35, number 2, 2005), OISE/UT's magazine for schools.
www.oise.utoronto.ca/orbit

Check out the Media Education issue. *Orbit's* Web site provides the table of contents and a sample article, which just happens to be a major article by Barry Duncan. If you don't have this issue of *Orbit*, you might want to consider buying it. You should at least print this article!

Telemedium: The Journal of Media Literacy

www.ced.appstate.edu/departments/ci/programs/edmedia/medialit/telemedium_journal.html

This journal has just enough on-line content to make you wonder whether a subscription might be a good idea.

Language Arts (volume 84, number 1, September 2006), from the NCTE
www.ncte.org/pubs/journals/la/contents/123465.htm

Check out this issue on Multimodal Transformations. Although only abstracts are available on-line (unless you're a subscriber), you can always search for the full-text articles in the databases to which you have access (e.g. school/board subscriptions, OLA members only, Knowledge Ontario).

On-line Resources

The Jesuit Communication Project: Promoting Media Education in Schools Across Canada

http://interact.uoregon.edu/MediaLit/JCP/Index.html

While the work of the Jesuit Communication Project will be of particular interest to teacher-librarians in Catholic schools, the JCP's work is of broad interest and value and this Web site should not be missed. Scroll down the page past the mission statement for a great collection of articles, resources, and links!

Media Awareness Network
www.media-awareness.ca
This bilingual Web site is

a Canadian educational resource for all those interested in media and Internet education for children and teens. MNet has a wealth of resources!

MediaLiteracy.com

www.medialiteracy.com
An American portal site for anyone interested in media literacy, this Web site has lots of resources on-line and even offers a teachers section for teacher-librarians (called "Library Media").

Celebration and Advocacy

And finally, don't forget to celebrate! November 19–24, 2006 marked Canada's very first *National Media Education Week*. Begin planning early for 2007. Check it out at www.mediaeducationweek.ca.

While this is by no means a comprehensive or exhaustive list of media education resources, you should find enough here to get started and to help educate not only yourself, but also the teachers and students with whom you work. ■

Read any good professional literature recently?
Why not share your experience by writing a professional resources review?
Send your opinion to TingLeditor@gmail.com

Helping You

Be The Change Continues to Inspire

by Amy Satterthwaite



Mahatma Gandhi once claimed, “You must be the change you wish to see in the world.” In 2005, a small team of dedicated, creative, and socially conscious teacher-librarians from the Greater Toronto Area chose to use an excerpt from Gandhi’s words as the title for their newly developed library curriculum program. “Be The Change” (www.accessola.com/bethechange) was born of a desire to support students in becoming more aware of themselves as global citizens. As teachers, we all hope that we can help our students to reach a deeper understanding of their lives and their roles in society. This is often a daunting goal for experienced teachers and it is especially difficult for many new teachers whose first big task is to meet basic curriculum requirements. “Be The Change” helped me survive as a new teacher in a new library position and greatly assisted me in meeting the diverse needs of my students in a challenging middle school.

A couple of years ago at a Toronto event celebrating National School Library Day, I had the good fortune to hear Peggy Thomas, a Toronto District School Board consultant and teacher-librarian, introduce her team’s curriculum project, “Be The Change.” She was followed by author Deborah Ellis, who spoke passionately about her travels to many of the world’s political hot spots and interactions with young people far less privileged than many of those we teach. I was inspired. That afternoon I had found a mentor, met an awesome author, and discovered a comprehensive library program infused with a spirit of social justice that I knew would fire up my students.

Not long after that inspiring day, a grade eight teacher approached me and expressed her desire to do a novel study with her class. She admitted to having heard of literature circles

Be The Change

but had never tried implementing them with a class. I, too, was new to this teaching strategy so it seemed the perfect time to reach for the “Be The Change” curriculum.

The grade 8 teacher and I reviewed the impressive set of units and the extensive bibliography and chose three titles that would best meet the needs of our students.

The books depicted the struggles of young people in different parts of the world. Often the students were awed when they discovered that the conditions and lives of their protagonists reflect reality. This fuelled their sense of responsibility to themselves as learners. Knowing that there are children like themselves who are unable to go to school sparked a commitment to their own education.

The students responded overwhelmingly well to *Refugee Boy*, (Zephania, 2004), *Iqbal* (D’Adamo, 2003), and *Road to Chlifa* (Marineau, 1995).

The class contained students with a diverse range of reading abilities, including many who had only been in Canada for one or two years, with whom *Iqbal* was a real hit. We also felt that this age group would benefit from an information technology-based addition to their literature investigations. We introduced blogging and Web site design.

Each literature circle group had its own blog as a space where the students could extend their thinking and develop questions. The students took some of their

Teacher-Librarian Tip:
If you’re interested in blogging, visit <http://superstarblogger.blogspot.com> for beginner-friendly downloadable files that walk you and your students through the process of setting up and using blogs. They are free!




richest and most thoughtful responses and created a text-based Web page for their class Web site. Each student also worked on a visual component—a movie poster featuring actors the student would cast in the roles of the main characters if the book was made into a film. Students also linked audio recordings of group discussion about the books. The students seemed genuinely inspired by the prospect of having their work exist in a realm beyond the walls of the school.

We did not lead our classes to “Be the Change’s” ultimate level—the level at which the students move beyond the work in school to affect real change in the local or global community. We just didn’t get that far. My personal goal this year is to further promote global citizenship at our school.

This year, the same grade eight teacher is taking her version of “Be the Change” a little further and has added a fourth book to the program:

The Heaven Shop (Ellis, 2004). Upon seeing the success in the first teacher’s classroom, another grade eight teacher has chosen to adopt and adapt the “Be the Change” curriculum in her own class. The school-wide focus at our school this year is “Inclusion and Exclusion,” and this teacher has chosen four books that connect to the Holocaust as a vehicle for discussing those issues on both micro and macro levels. The students are looking at the issues surrounding Hitler’s dictatorship and making connections to current global issues. They too are participating in the blogging and Web site design activities.

“Be the Change” continues to inspire me as both a teacher-librarian and a global citizen. In working with these books and collaborating with other teacher-librarians who have also engaged this curriculum, I feel the program shaping my own approach to life, my sense of social responsibility, and my feelings of success as an effective teacher-librarian. Best of all I see my students learning to become good global citizens. Change isn’t so daunting after all. ■



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OF NOTHING

Plagiarism and Images

Diana Maliszewski and Brenda Dillon

Twenty-first century students are very comfortable using technological tools. They create PowerPoint slideshow presentations for their projects or whip up Web sites for their portfolios. Technology is a great motivator for many students, however, they do not always use that technology ethically.

It's certainly necessary to teach students about academic honesty, but the focus on plagiarism is too narrow. Teachers—and their students—are too often unaware of copyright issues, despite the publicity given to cases involving downloading music from sites such as www.napster.com. This is a real problem when it comes to the use of images in student projects.

In the past, librarians and teacher-librarians often bemoaned the destruction of valuable books that had pictures cut out and stolen for use in school projects. Now, students do not even have to leave the comfort of their home to “gussy” up their newsletter project or collage. Copying a photo is as easy as two clicks of a computer mouse. At first glance, this would seem to be a great thing—the students can get the pictures they want without destroying books! Of course, there's the problem of plagiarism, but that can be avoided by properly citing the images. So, everyone wins, right? Well, no. Too often,

Copyright Resources

Access copyright: The Canadian Copyright Licensing Agency
www.accesscopyright.ca

The K–12 portion of the Content Users/Educational Institutions section provides information about school licensing and should answer many questions. Although this license does not include internet images, every teacher-librarian, teacher, and administrator should be familiar with Access Copyright and the Pan-Canadian license.

Copyright in Education, from the Council of Ministers of Education
CMEC provides lots of useful information, including an explanation of fair dealing/fair use.

Copyright Matters! Some Key Questions and Answers for Teachers
This useful booklet is available online as a PDF file from sites such as www.cmec.ca, www.ctf-fce.ca, and www.cdnsba.org.

Media Awareness Network
www.media-awareness.ca
MNet has useful resources for teachers and students. A search for copyright is the easiest way to access the relevant pages.

What Every Teacher Should Know About Copyright
This useful online guide is available at www.2learn.ca. See especially Digital Images and Copyright.

Canada—U.S. Copyright Comparison
This useful chart, prepared by the Association of Universities and Colleges of Canada and the Copyright Consortium of the Council of Ministers of Education, Canada, is available as a PDF file from www.aucc.ca. Search for copyright comparison. Again, digital images are not included, but this is a good, quick source of basic information—and it will answer that perennial question about showing films in class.

Canadian Copyright Information
www.edu.gov.mb.ca/k12/iru/copyright/index.html
Part of the Instructional Resources offered by Manitoba Education, Citizenship and Youth, this information should prove useful.

Canadian Copyright Law, 3rd edition
This book by Lesley Ellen Harris is an essential resource for schools. The publisher, McGraw-Hill Ryerson, offers a companion Web site at www.mcgrawhill.ca/companion/copyrightlaw

Copyright Act
The full text of the Copyright Act (for the truly ambitious!) is available at <http://laws.justice.gc.ca/en/C-42> and www.cb-cda.gc.ca/info/act-e.html.

teachers and students do not understand that, even if plagiarism is avoided by proper citation, the use of the image violates copyright law unless the image is in the public domain or the student has obtained permission from the copyright owner. And this remains true even if the image is posted on a publicly available Web site (Noel & Breau, 2005, p. 16). It doesn't help matters that copyright laws are written in "legalese" and are unclear to most adults, never mind the average student.

As early as grades four and five, students learn that plagiarism is wrong. Their teachers help them to understand that they must give credit for borrowed ideas and information and not claim as their own work really done by someone else. Discussions and lessons about plagiarism tend to focus on the use of text. Students—and many teachers—seem to believe images, from any source, can be used freely and somehow don't count and so don't have to be cited. Even when teachers do expect proper citation of images, the discussion tends to end with plagiarism, ignoring copyright concerns. Discussion of copyright, if it occurs at all, tends to occur later in a student's academic career and then only in particular subject streams, such as film studies. The perception is that plagiarism is something for students to worry about, whereas copyright is an area of concern for corporations. This is simply not true, nor is it fair to students or to the copyright owners whose rights are being violated.

Until recently, the Ontario Ministry of Education included the examination of graphics with listening and speaking skills in the "Oral and Visual Communications" strand of the elementary Language curriculum (in addition to the usual Reading and Writing categories). This year, a separate "Media" section has been added to the Language curriculum. This new area, with embedded examples that include movies, collages, magazines, posters, and other media products that incorporate visuals, makes the notion of image ownership even more important. This means that teachers are going to have to add instruction in copyright law to their lessons about academic honesty. Naturally, this provides an opportunity for teacher-librarians!

In theory, this is easy enough to do. Simply tell students that the law requires that they use images that are in the public domain or get permission to use copyrighted images. Unfortunately, it's not quite that easy in reality. It can be difficult to determine whether an image is copyrighted and, if it is, by whom. A quick check of search engines indicate that many (including www.ditto.com, www.altavista.com, and www.excite.com) do not carry obvious copyright notification, even after clicking thumbnails to access the site. Warnings such as "image may be scaled down and subject to copyright" (www.google.ca) or "you must obtain the



appropriate permissions to use this image from the owner(s) of the material. Below is the image displayed in its original context" (www.picsearch.com) or "this image may be subject to copyright" (www.yahoo.com) do not appear unless the user clicks on the image in the results list.

Teachers have so many things to cover during the school day that it may not seem worth it to follow the sometimes-lengthy, tedious protocol of obtaining permission to use images in assignments. Besides, many teachers see the school as an environment apart from "the real world" and, even if they are aware of copyright law, believe it doesn't apply as long as their purpose is educational. (These are often the same teachers photocopying entire teachers' guides rather than purchasing multiple copies for their divisions or departments.) This "ostrich" approach to obeying copyright laws is neither wise nor safe as legal sanctions are a very real possibility.

Copyright law is confusing, even for the experts, and can be very intimidating for teachers. However, this doesn't excuse teachers from the need to teach their students the basic concepts

of copyright law, nor does it excuse teachers and students from the need to obey the law.

The Role of the Teacher-Librarian: IMAGE

So, what are teacher-librarians to do? Banning the use of images from the Internet is neither desirable nor practical. Ignoring all notions of copyright for images is equally foolhardy as it neglects to teach students the rules and conduct they need to know beyond school and exposes teachers and students to legal sanctions for violation of copyright law. Teacher-librarians need to balance all of these concerns and realities. I.M.A.G.E. (the acronym is Diana's invention) can be a useful tool.

= Inform Yourself and Others about Copyright Law

Knowledge is power. It's absolutely vital that teacher-librarians learn at least the basics of copyright law as it applies to K-12 education and share this information with teachers and administrators. Far too many teachers and administrators ignore copyright law completely. Of those who think they're obeying the law, far too many confuse American

Authors' Note: This article is not intended as legal advice on matters of copyright and plagiarism, and neither the authors nor the Ontario Library Association can be held liable for any actions stemming from reference to this article.

Image Resources

Creative Commons

<http://creativecommons.org>
While this site isn't the best starting point for students looking for clip art or photos.

DK Clip Art

www.dorlingkindersley-uk.co.uk/static/cs/uk/11/clipart/
From the people who brought you Eyewitness books—excellent photographs intended for educational use!

FreeStockPhotos.com

www.freestockphotos.com
Although not created with student projects in mind, this site is an interesting supplement to DK Clip Art and Pics4Learning.

Pics4Learning

www.pics4learning.com
Designed for educational use.

Microsoft Office Online:
Clip Art and Media Homepage
<http://office.microsoft.com/en-us/clipart/default.aspx>
This site has clip art, photos, and animations.

NASA Image eXchange

<http://nix.nasa.gov/>
NASA images are generally in the public domain. Check the copyright section of the page for details. Great stuff for science projects!

and Canadian laws. While copyright laws around the world are based on many of the same principles, the details do differ from country to country. The applicable copyright law is that of the country in which the material is being used. For example, many teachers think there is a “fair use” clause in the Copyright Act, which allows them to use material freely as long as it’s for educational use; however, fair use is an American concept that does not exist in Canadian copyright law. The analogous Canadian concept is “fair dealing” and it’s much more restrictive than fair use (Noel & Breau, 2005, p. 2). It’s essential that everyone involved ensure they are focused on Canadian copyright law.

Teacher-librarians must also share this information with students, in an age-appropriate manner. This sample direction is taken from the “Digital Images and Copyright” page of *What Every Teacher Should Know About Copyright @2Learn.ca* (1997–2007).

Copyright statements appear on many different places on a Web site. In some cases, the statement is in an obvious place on all pages... like the ones found on the bottom of the *2Learn.ca*’s pages. However, on most Web sites, you may have to do some detective work to discover whether or not you have permission to use an image. Sometimes you have to go to the “Home” page of a Web site to find information on copyright. Some of the places we found copyright statements on various Web sites appear as links labelled:

- ◆ All Rights Reserved
- ◆ Read Me
- ◆ Who are We
- ◆ Copyright and Privacy
- ◆ Contact Us
- ◆ Site Info
- ◆ About Us
- ◆ Terms of Use

M = Make Lists of Appropriate Image Sites

The presence of an image on a Web site says nothing about its copyright status. Anyone wanting to use the image must contact the copyright owner, assuming this information can be determined, to request permission. This is not generally a reasonable proposition for student projects. Instead, students should be directed to Web sites which have images in the public domain (i.e. not copyrighted), such as the NASA Image eXchange, and to Web sites which contain images for which the copyright holders have granted permission for educational use. The Web sites’ copyright statements **MUST** say this and any terms/conditions **MUST** be met. If teacher-librarians were to put links to these resources on their school library Web sites and teach lessons about ethical use of images, then teachers might be more inclined to insist on ethical use and students might be more inclined to comply with these expectations.

A = Ask Permission of Original Owner

There might be some situations in which students really do need to use images which are copyrighted and for which an educational exception has not been made. In these cases, students (and teachers) should be taught that getting permission is absolutely necessary. Teacher-librarians should be prepared to provide assistance by recommending forms such as those provided on the “Grassroots Copyright Issues” page (2003, November 17).

G = Get Creative

Careful design of projects and assignments that emphasize substance over style and promote originality, combined with academic honesty lessons and expectations that include both plagiarism and

copyright, go a long way towards preventing both plagiarism and copyright violations. If a student creates original illustrations and scans them, or uses original digital photographs, then those images might not look professional, but copyright won't be an issue. It is, however, important to note that the images are, in fact, copyrighted. Each student owns the copyright to his or her own images. And yes, this means that the teacher or teacher-librarian cannot use these images without permission (e.g. posting to school/library Web site, inclusion in school/board newsletters, inclusion in resource units shared with other teachers...) (Noel & Breau, 2005, p. 18). Students are more likely to value copyright once they understand it also protects their work.

E = Explain Where/How Visuals Used Are Found (Works Cited)

Even primary students can be taught basic citation skills. As they age, they can include more detail and eventually learn proper citation methods. School or board research guides are commonly used and should include information about how to cite images using either MLA or APA.

Teachers often feel that if students have cited a source, then issues of copyright disappear. This notion is incorrect—of course the images used should be cited, but they must also be used with permission of the copyright owners.

If a picture is worth a thousand words, then it needs to be treated with the same reverence and care. Both images and text are expressions of ideas, albeit in different forms. Teacher-librarians can—and should—play a leading role in helping both staff and students understand that right-clicking on a picture has ethical ramifications. Change won't happen overnight but teacher-librarians must be willing to model appropriate behaviour and teach alternatives to the copy-and-paste habit. ■

References

2Learn.ca. (1997-2007). *What every teacher needs to know about copyright @2Learn.ca*. Retrieved March 30, 2007, from <<http://www.2learn.ca/copyright/images.html>>

Grassroots: Collaborative Learning Projects for the Internet. (2003, November 17). Retrieved March 30, 2007, from <<http://www.schoolnet.ca/grassroots/e/project.centre/shared/copyright.asp>>

Noel, W., & Breau, G. (2005). *Copyright matters: Some key questions and answers for teachers* (2nd ed.) Retrieved March 30, 2007, from <<http://www.cmec.ca>>

NEED HELP WITH GRAPHIC NOVELS?

For 20 years The Beguiling has helped our customers find the absolute best in comics, graphic novels, and manga. That hasn't changed since we've started working with school libraries, as we eschew catalogues and lists to work one-on-one with librarians to build the collections they need, for every audience. If you need experienced and knowledgeable assistance in building your collection, contact us.



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We can't have an issue on media without quoting one of the most famous names in the field: Marshall McLuhan once said, "Anybody who makes a distinction between education and entertainment doesn't know the first thing about either one." Games are an integral part of our students' lives, and many teacher-librarians are taking advantage of that knowledge to bring games to their school libraries and school library programs.

At Super Conference 2007, Marc Julien, a teacher-librarian with the Peel District School Board, presented a session called "This Is Jeopardy: Using Technology and Gaming At Your School Library." He uses the Classroom Jeopardy game system (check out www.classroomjeopardy.com for more information). He testifies that "using the game system has tripled the participation in our Forest of Reading® Book Clubs (Red Maple and Silver Birch Fiction) in the past couple years. We even have classes booking in to attend the competitions as our 'studio audiences.'" Here are some other super ideas from library staff around the province for ways to bring games into your library.

I've created a few games for library orientations in September. Library Squares or Tic-tac-toe is done with the same kinds of questions. The only set-up necessary consists of three chairs at the front. Ask the class for nine student volunteers who either know a lot about the library or feel that they're good liars. Three

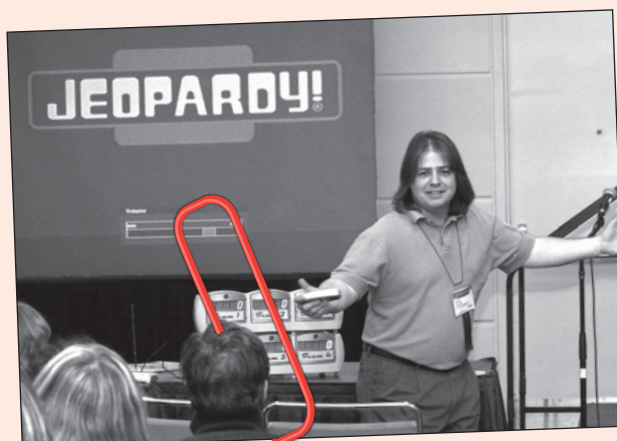
students stand behind the chairs, three in the chairs and three sit on the carpet in front of the chairs. The rest of the class is divided into two teams. They select a person from the grid and that person tries to answer a library question with the truth or a lie. If the team (say it's the X team) guesses correctly, they get an X for that person. It continues until one team has a row of x's or o's.

*Isabelle Hobbs
Pierre Elliott Trudeau Public School
Durham District School Board*

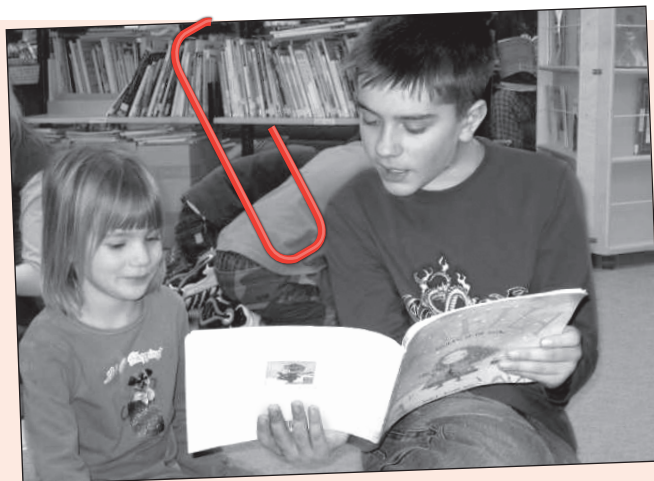
We have a Scrabble Club that plays the game every Monday, Wednesday and Friday at lunch-time. I am a big fan of the game and play with friends at home with the classic game and on-line as well, so I guess this has rubbed off on the students! For those who have trouble with "seeing" words in the Scrabble tray, I have Boggle. It's fun for all, no matter what skill level they possess.

*Lorraine Saunders
Laura Secord Secondary School
District School Board of Niagara*

We like to play Jeopardy on the Smart Board.



The students love the competition; they enjoy using the Smart Board and lessons are reinforced while having fun. The Smart Board is like a white board and is hooked up to the computer with a cable. Once you "orient" the Smart Board to the



computer, it replaces the keyboard. You just tap the Smart Board instead of clicking the mouse. It is used for many applications.

I like Jeopardy because the students are familiar with it. I used to play it on chart paper with post-it-notes. You don't really need the Smart Board, but because it is "cool" the students seem to be more engaged. The idea didn't originate with me, but I received the template from a friend who used it for science.

*Angela Stewart
Walter Scott Public School
York Region District School Board*

This activity has been borrowed and altered to suit the needs of the classes I see in the library. It is called Speed Dating. I used it with a grade twelve English class. The idea is to have the students do book talks to each other to help them choose an Independent Study Unit novel. The library tables are arranged in a large rectangle. The young ladies sit on the outside and the young men sit on the inside. If the numbers of same sex students don't match you can have students take on the opposite sex role. The novels are pulled ahead of time and distributed to the class. The students are told they are not obligated to choose the novel they are given. They are given 15–20 minutes to read the front and back covers, the first and last chapters and more of the book if there is time. They are then told to write down three



things they liked or found interesting about the novel. They then discuss the novel with the person sitting across from them in a positive light, and the goal is to find your perfect date (novel). The young men rotate every three minutes, and discussion begins again.

*Anita Wright and Karen Papadopoulos
Pickering High School
Durham District School Board*

Here is a fun activity that I did with two classes. I have a split grade 7/8 class that is buddied with a grade 2 class. I pulled 100 short picture books and challenged the students to read at least four books per group of buddies (one intermediate student with one primary student). Each pair was given four strips of paper to record the titles of the four or five books they read. After reading each book, I pasted the strip of paper on a double chart paper with the heading:

"The R.H. Cornish Book of World Records"
"We have read 100 books in 30 minutes!"

While the students were reading, I took digital photos of them sitting on the floor, intently reading with their buddies and trying to make the record. It worked! The students were all proud and we ended the period with a huge cheer. I hung the chart paper up on the wall, outside the grade 2 classroom for the children to see and tell their homeroom teacher about. It was fun.

*Coleen Power
R.H. Cornish Public School
Durham District School Board*

IDEA FILE



When planning and buying for the library in our new school, which opened in September 2006, I thought I'd try a chessboard and see how it went. I thought it would be useful for honing thinking skills—something we should encourage! Winsome Solomon, who is at Brampton Centennial, told me that she had a games area and it seemed like a good idea.

Well, there was such a demand I'm now up to three chessboards. Students are waiting outside the library when I arrive in the morning and the place is packed at lunch. I've tried a few jigsaw puzzles but with limited success. I now have a great game called Othello as well. It's easier than chess but requires strategic thinking. Today was the debut and it looked pretty popular.

And by the way, all those people crowding the chessboards—they're all male! Perhaps it's a cultural thing... our population is 90% Muslim, mainly from Pakistan and the Middle East—the birthplace of chess. Whatever is happening, it's a lively spot—and I try to make sure that there are books and magazines displayed nearby.

*Sandy Svatos
Stephen Lewis Secondary School
Peel District School Board*

This game thrilled our grade 8 Students!

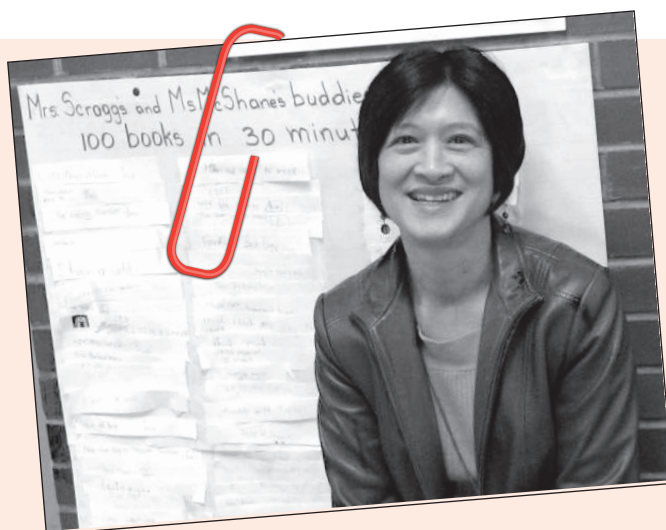
Each year our future high school students visit Pine Ridge Secondary School in grade 8 for an orientation. They visit different areas of the school with a focus on fun, interactive activities. In the library, students are divided into teams and take

part in *The Amazing Race!* Students are familiar with this game from TV and get right into it. I play the theme

music and I have different envelopes marked in the three colours similar to the show. The clue envelopes are set up in different areas of the library, so that as the teams race to find their next clue and task, they are also finding different areas in the library such as the daily newspaper's locale, the magazine display, the reference area, the Teen Fiction Book Nook, etc.

I also build in a "Road Block" (just like the TV show), which is a task only one member of the group can carry out. My "Road Block" calls for this student to use the on-line catalogue in order to locate a specific book. Then they must race to the right location or shelf and take the "Found It!" tag, which is attached to the book. I make these "Found It!" tags in different colours for different resources in different areas of the library. That way, the students retrieve the tag, rather than take the book, which others will be searching for.





To prevent congestion as all students run to the exact same location, I have a “Europe”, “South America” and “Asia” version of the game which all have parallel tasks, but slightly different resources. The teams rush around the library collecting their “Found It!” tags and answering brief questions. The first team to arrive at the “Pit Stop” receives a prize! Everyone gets a token prize like a bookmark to take home with him or her.

*Johan Wilkinson
Pine Ridge Secondary School
Durham District School Board*

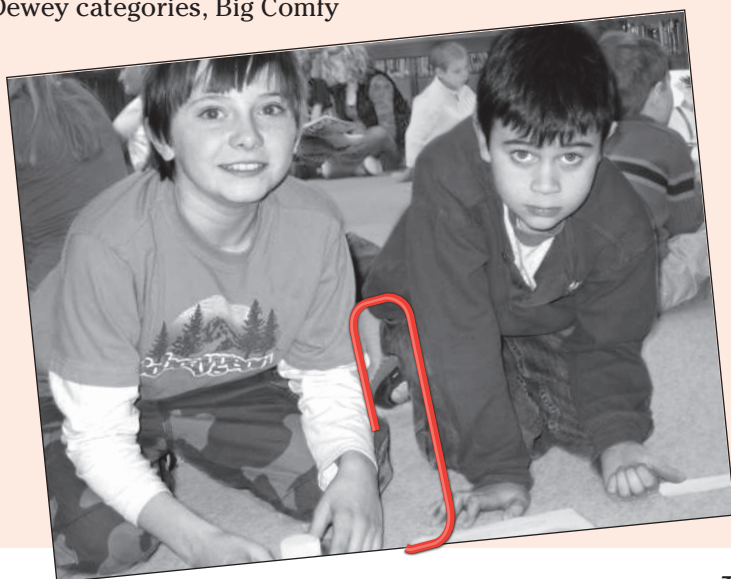
I made up a Library Jeopardy game to reinforce library rules during the students’ orientation sessions in September. I made my own board (it’s generic so I can use it for other things such as my Silver Birch wrap-up party), but apparently you can buy them at Scholar’s Choice, as well. I had five different categories with five levels of questions in each (e.g. Easy Does It—questions about easy search, Book It—checking out procedures, Read All About It—different sections in the library, Not Huey or Louis—Dewey categories, Big Comfy

Couch—designated areas in the library).

The students sat in four or five even rows facing the game board. The first student in each row chose a number from one to ten. The student who guessed the correct number chose the first question from the game board. The first student in each row has a chance to put up their hand to answer the question. The student who puts his or her hand up first is chosen to answer. If they give the correct answer their team scores the points allotted to their question and each student at the front of their line moves to the back of their line. All team members move up. The team to correctly answer the previous question gets to choose the next question.

I have been a teacher-librarian for eight years and this was definitely a crowd favourite!

*Laurie Park
Sir Samuel Steele Public School
Durham District School Board*



IDEA FILE



OSLA President, Peggy Thomas, works the Networking Reception



Presenting their presentation skills: Gloria Whyte and John Slute



Max Valiquette, would have talked for two more hours on youth culture if delegates got their way

ONTARIO LIBRARY ASSOCIATION'S SUPER CONFERENCE 2007

PHOTOS BY ANDREW J. RYTHER



CYNTHIA
ARCHER
First Secretary
AB722



Lisa Stover presented "Boys, Books, and Basketball" a perfect mix of literacy, sports and the community



Dr. Don Klinger from Queen's University discussed OLA's School Library Research

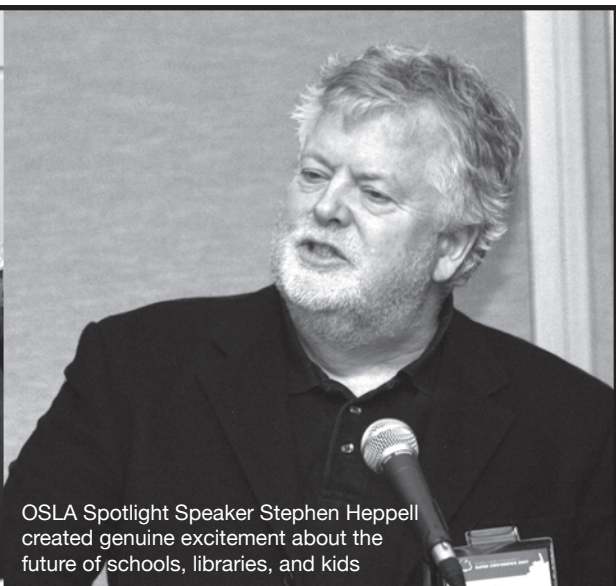


Early Literacy Specialist, Susan Ramsay, "Let the Games Begin!"



Reporter Tess Kalinowski who put *Three Wishes* on the front page of the *Toronto Star* talked about censorship and responsibility

Participants in "Glee!—Gizmos and Gadgets to Make Library Life Easier, Enjoyable, Educational and Enviable"



OSLA Spotlight Speaker Stephen Heppell created genuine excitement about the future of schools, libraries, and kids

SOLUTIONS IN a CHANGING LANDSCAPE



Jessica Holmes at the Saturday Lunch

It all falls down, Jenga at the conference party



OLA President, Esther Rosenfeld warms up the audience at the Saturday lunch

Knowledge Ontario...

Resources for us all, 24 hours a day!

Lisa Weaver

There is more information available today than any teacher-librarian could even dream of holding in a school library. On-line databases can add millions of titles to a collection without taking up more room. Thanks to Knowledge Ontario (described on its Web site at www.knowledgeontario.ca as “a collaboration of libraries, cultural heritage organizations and educational institutions”) all publicly funded institutions will have access to millions of new periodical and e-book titles for the next two years. Statistical reports on the use of these resources by subscribing institutions in Ontario will be monitored so that the Knowledge Ontario Committee can be aware of which resources are being utilized.

The Knowledge Ontario business case is based on the promise of equal availability and access to core digital information resources for all Ontario residents, regardless of where they live or work. The arduous process of planning to deliver on that promise began in 2001; now, after many meetings and presentations, 6,500 university, college, public and school libraries are being offered an incredible suite of electronic research resources. The founders of Knowledge Ontario

hope these resources will provide all Ontarians with access to digital information resources in their schools, workplaces and homes, 24 hours a day, 7 days a week. Ontario students will be able to find the information they need to learn new skills, make sound decisions, understand their history and culture, improve their lives, innovate, and succeed in a knowledge-based economy.

When all the print encyclopedia volumes in a school library are in use, students will still have access to numerous encyclopedias through Knowledge Ontario databases. If a teacher wants all of the students in a class to read the same article about plants from *Science News for Kids* simultaneously, they can, via the Knowledge Ontario databases. If you would like to offer your students the chance to read an article at an appropriate reading level about a topic such as healthy eating, your chances of being successful in accommodating their individual skill levels are much improved by access to extensive databases. The cost for school libraries to have periodicals on all subjects and all reading levels is prohibitive, but Knowledge Ontario resources bring libraries much closer to achieving that goal.



Pre-Super
Conference
Knowledge Ontario
Training Session



The increased role for electronic resources in school libraries and in students' homes creates an exciting opportunity for us all, especially with the growth of Ontario's knowledge-based economy. Access to more resources will allow students to engage in research that can have greater depth and breadth than before. Students and staff will have access to these resources when school libraries are traditionally closed, allowing them to complete research, for both school projects and personal interest, at home. Unlike traditional print resources, electronic resources will not have to be signed out; they will be continually accessible, and never overdue!

While teacher-librarians might be familiar with some of the resources offered in this package, many of us will find some new resources as well. When searching the databases, students will use the same skills they learned to use when searching on-line library catalogues. When speed or access is a higher priority than developing research skills, teacher-librarians will be able to directly link students to articles. Sometimes resources, for example *Forbes* and *People*, will be available through the databases before they are available on newsstands. The implementation of universal access to the resources provided by Knowledge Ontario in school libraries will give students access to more resources, which will help teacher-librarians to strengthen students' information literacy skills as they practice note-taking and proper documentation. The on-line use of these resources can help reduce printing costs, and the provincial licence provides reassurance that copyright laws are being respected.

One challenge you may face in introducing these resources to your staff is overcoming the idea that Knowledge Ontario resources are Internet resources. While Knowledge Ontario databases are accessible through the Internet, it is important to remind your staff that they are not

Web pages. The on-line databases provided for us via Knowledge Ontario are collections of print resources, digitized and searchable electronically via keyword and many other types of searches. Knowledge Ontario has licensed e-books, newspapers and magazines for our use. E-books, including *Cities of the World*, will provide access to country profiles; many other reference resources in encyclopedia, almanac and yearbook formats provide an overview of subjects for all grades and subjects. Marc Records for these resources can be entered into school library catalogues as well! When searching most of the Knowledge Ontario databases, users will be presented with tab formatted search results. These tabs will collect like information sources together: reference book results will be separated from journal, magazine, media and other results. Often, there will be a link enabling users to repeat searches in other databases when necessary.

Take advantage of extensive training and support resources available on-line from both Thomson Gale (<http://support.gale.com>) and Ebsco (<http://support.ebsco.com/training>), and consider creating a learning or training community to share new and exciting findings with your colleagues. Training options include on-line sessions, local site training as well as access to Navigation Guides, Product Fact Sheets, Tip Sheets, Tutorials, User Guides and more.

Roll out of the resources commenced in January. If you have not had an opportunity to review these resources yet, please visit <http://access.gale.com/ontario> to find a core list of databases supplied by Thomson Gale and www.ebscohost.com.

<http://thisTopic.php?marketID=10&topicID=51> for the resources offered by Ebsco. If your board has not had a chance to register for Knowledge Ontario please contact your Library Co-ordinator or, in the absence of one, your OSAPAC

Take advantage of extensive training and support resources available on-line
<http://support.gale.com>
<http://support.ebsco.com>

representative, who should have information on registering your institution.

As an Ontario student passionate about Canadian history, I craved information on the role of East Indian Canadians in our history. None of our texts had this information. Thanks to amazing high school and university librarians, I was presented with access to the incredible wealth of resources in databases. Database research not only allowed me to research and complete assignments on relevant topics, but it also helped me better define my identity as an East Indian Canadian.

These electronic resources will enhance the value of our on-shelf print resources. Nothing can replace the feel of a good book in your hands, but we cannot afford to buy or to store all the resources available and appropriate for our students; Knowledge Ontario brings us closer to being able to provide all of the resources our students need. I have dreamed of access to resources like these for everyone for over ten years, and it is with great enthusiasm that I look forward to future communication with teacher-librarians across the provinces on the creative ways we can use these resources across all grades and subjects!

Kudos to both Esther Rosenfeld and Marilyn Kogon for their time and effort on the Knowledge Ontario Selection Committee this year. Their hard work as the school sector representatives on this committee will be evident in all publicly funded Ontario schools for many years to come as we are provided with an abundance of on-line resources for student research, professional research, and leisure use as well! For the first time, many school libraries will have access to electronic research resources because of Knowledge Ontario's pursuit of the goal of digital equity created by one license, one negotiation and one contract managed by Knowledge Ontario. ■

Knowledge Ontario—Access Basics

1. You will need access (dial-up or highspeed) to the Internet to go to the Web page <http://access.gale.com/ontario>.
2. Once your School Board Library contact (or IT contact in the absence of a Library Consultant) has registered your board for Knowledge Ontario, you will also have a unique login for the resources.
3. Using any Internet access software, you will be able to use all the Knowledge Ontario resource databases and Web sites.
4. All articles and resources in the database are readable using an internet program that reads HTML (Hyper Text Markup Language), the language used to create most Web pages.
5. If you want to access any of the articles or resources that are also available in Adobe PDF (Portable Document Format) then you will need to ensure you have the Adobe Reader program downloaded on to your computer. See www.adobe.com/products/acrobat/readstep2.html.
6. If you are using dial-up Internet access then, you can save your items using the save or Infocite features in most of the databases, which will allow you to e-mail or download the information.
7. If accessing an article with graphics (articles are usually marked with a camera icon near the title) please give the article some time to download when using dial-up.
8. There are many ways to search:
 - ◆ keywords (school library) (school or library) ("school library");
 - ◆ truncation (school* librar*);
 - ◆ exclusion (school library not states);
 - ◆ parameters (school n2 library) (school n50 library);
 - ◆ subject links;
 - ◆ publications;
9. Using the databases is the best way to discover which access and search methods work best for you.
10. For the next two years, all publicly funded institutions will have access to these resources 24 hours a day, 7 days a week.
11. On-line handouts, user guides, and training are available from galeschools.com or <http://support.gale.com>.
12. Visit <http://access.gale.com/ontario/databases.html> for details about each database.

Resource Ontario

Opening the door to digital library resources for students

Take advantage of full text magazines, newspapers, encyclopedia, almanacs, e-books and more, available to school libraries across the province.

- ✓ Strengthen student's information literacy and research skills
- ✓ Enable simultaneous and secure access to assigned articles and resources
- ✓ Explore creative ways to support the curriculum
- ✓ Accommodate individual skill levels

Make sure your board and school are registered today!

www.knowledgeontario.ca/Resource_ontario

Access training and support resources for Thomson Gale at <http://support.gale.com>



Access training and support resources for EBSCO at <http://support.ebsco.com/training>



Knowledge Ontario

Tel: (647) 288-0276 or 1-866-873-9867

E-mail: info@knowledgeontario.ca

www.knowledgeontario.ca

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NetSupport as a Scho

With the increased proliferation of computer use in our libraries, we often find ourselves frantically trying to keep up with the tools at hand to aid in our important work of helping students learn. Due to the issues of on-line safety and acceptable use policies, we sometimes find ourselves becoming guardians of the Internet rather than guides to it. NetSupport School Pro 8.0 is one tool that can be invaluable for teacher-librarians in their quest to make technology a blessing rather than a challenge. When installed in your library, you can teach, interact with, monitor, and guide students using a central teacher computer. Each student and each computer is at your fingertips.

In a networked environment, NetSupport provides the teacher computer with full access to all student computers in the library/classroom. Teacher-librarians can centrally instruct students on their computer, keep

students on task by monitoring application and Web usage, improve support through on-line help and chat requests, and record screenshots or print lists of Web or application activity. Even better, NetSupport is licensed by the Ontario Ministry of Education, so it's free for all Ontario schools.

Case Study #1 Timothy Eaton Business & Technical Institute—Lisa Czudnochowsky

Timothy Eaton Business & Technical Institute is a small vocational high

school in the Toronto District School Board. Timothy Eaton provides a comprehensive skilled trades and/or business education to students who intend to go straight into the workforce or into an apprenticeship or college program after graduation. Many of the 400 or so students are working to overcome challenges within their personal or educational lives, and a fairly high percentage of them are identified special education students. Because of these special needs, students in the library often require more intensive one-on-one support, and can become distracted very easily, especially when computer screens are involved. These “hands-on learners” often prefer to be doing anything other than their academic assignments, and it is sometimes difficult to keep them on-task.

I had NetSupport installed on the twenty-five computers throughout the library for September 2006, in order to assist in overcoming some of the students' challenges. The Web and application management features of NetSupport allow me to set restrictions on the Web sites that a student can visit during a class or on the applications that can be used. This prevents students from getting distracted by other things during the class, and minimizes the confrontations that inevitably arise when students are asked to leave inappropriate Web sites, MSN Messenger or chat rooms and get back to work. I am no longer ‘policing’ when I'd prefer to be teaching and can spend more time with the students who need and want assistance.

One other advantage that NetSupport provides is its use in demonstrating an application or Web site to all or some of the computers. This replaces the need for a data projector—an expensive item for a small school such as Timothy Eaton. NetSupport is also excellent

OSAPAC
NetSupport School Pro v8.0 is licensed for installation in all public elementary and secondary schools in Ontario. Follow your board's usual procedure for getting ministry-licensed software installed on your library computers. For more information on the program and licensing, visit the Ontario Software Acquisition Program Advisory Committee Web site at www.osapac.org and do a search in the Ministry Licensed Software database for “NetSupport.” Schools outside of Ontario can find purchasing information on the NetSupport Web site at www.netsupportschool.com.

ol Library Teaching Tool

Lisa Czudnochowsky and Lisa Dempster

for communicating with students, since the chat and messaging features suit the students' preferred on-line communication style. Students will read and carry out instructions in a message that pops up on their screen quite readily. Overall, NetSupport has been an invaluable tool in the Timothy Eaton library, with students appearing to be more productive and focused.

Case Study #2 Riverdale Collegiate Institute— Lisa Dempster

I had NetSupport installed in Riverdale Collegiate Institute's library to interact with up to 32 student systems on the main floor, 20 systems in an adjoining lab, and a projector on a cart in the seminar room. Riverdale is a non-semestered secondary school of 1,200 students, also in the Toronto District School Board. It serves a diverse ethnic population from the immediate area, and includes an Extended French program. Over 80% of the students who graduate enter post-secondary education and over one third of the graduating class are Ontario Scholars. All students in grade 12 would have attended Riverdale since grade 9, creating a very consistent school population.

The computers in the library are set up in round "pods" across the large space, making it a challenge to communicate with a whole group, and impossible to see what all students are working on. After a few weeks testing and challenging the boundaries of the program, the students are becoming used to Netsupport's interactive features. At the time of installation, signs and posters made it clear that all computers could now be "seen," to reinforce students' self-control in sticking to the acceptable-use policies already in place. After initial protestations of "Big Brother watching" and a "creepy invasion of privacy,"

An Elementary Perspective:

Ray Mirshahi teaches ICT at Timberbank, a K–6 elementary school. Here are some of the NetSupport features Ray uses in their computer lab:

- ◆ file transfer and file distribution
- ◆ show the teacher's screen or anyone's screen on all or any number of monitors for teaching purposes
- ◆ blank the monitors so that he can get the students' attention quickly
- ◆ restart or log off all or any computers remotely
- ◆ log in remotely as the computer administrator
- ◆ block/unblock Internet access or just specific sites with the touch of a button
- ◆ conduct quick surveys and get instant results
- ◆ remotely launch applications (e.g., for kindergarten and grade 1 classes)
- ◆ take over a computer remotely
- ◆ send messages or reminders to any computer

Ray adds:

"There are many other features. For me, the best feature is the file distribution as it saves me hours of tedious work. We use Clicker 5 and NetSupport allows me to send the updated picture libraries to all the other workstations. In addition, NetSupport has almost eliminated my need for an LCD projector in the computer lab. On the other hand, I avoid overusing the more 'restrictive' features of NetSupport and instead prefer to interact with the pupils as I circulate among them."

inappropriate use has radically diminished, and we have noticed a remarkable difference in the level of work that takes place on library computers. Once students realized there were no more hidden zones in which to watch sports scores or edit social scene entries, those activities have essentially ceased altogether during class-time.

In Riverdale's case, NetSupport's Internet blocking feature has only been used for a couple of very popular extracurricular sites, mainly to demonstrate our awareness of the activities and to get the word out. This has worked extremely well. The hot-pink love notes on personal e-mail (to which the teacher-librarian can send a brief message "you don't REALLY want me to read that, do you?") have stopped, and it is a joy to see all of the students actively searching databases, making notes, or constructing PowerPoint presentations. While the system runs in the background, you begin to intuitively and peripherally notice different patterns of success and struggle on the tiny screen icons whenever your eyes drift to them. When I perceive students struggling on-screen, such as a Google search going nowhere, I can walk over and help the students with their research, or even use NetSupport's chat feature to provide some suggestions remotely.

The installation of the program was instructive for students in itself, reminding them that they should not assume they have real privacy on public or work computers. If they have a job, they should presume that their

all library systems from my own screen, a very handy feature if you are one of the computer administrators. Students can technically get around the system; it is not foolproof. But this provides yet another chance to teach students about their acceptable-use responsibilities: the fact that you can does not make it right to do so.

Mainly, NetSupport has provided the Riverdale teacher-librarians with yet another opportunity to interact with students, freeing us to work with them while it runs in the background, joining them in a medium that is second-nature to them, and creating yet another teaching opportunity using the best in technology.

Teaching Options:

NetSupport can be used at different levels of complexity. Each teacher-librarian can use the program in different ways, depending on his or her needs and the needs of the students.

- ◆ NetSupport can be a valuable tool to assist in the management and supervision side of our duties. At its simplest level, NetSupport can be used as a monitoring tool to watch the activities on student systems that you may not be able to see effectively at all times. This can be very handy if they've been distracted into YouTube or some game not on today's agenda.

If a student isn't on task, you have several choices: you can send a message to that screen; you can open a chat box with that student; or you can take control of their screen and change the activity. Even better, you can simply walk over and take the teachable moment in person in order to have the opportunity to interact with students and help them learn to stay on task and within the policy boundaries.

- ◆ More complex use of NetSupport involves using the program as an Internet blocker or application control tool. You can very easily control the Web sites or applications students have access to, either on a class-by-class basis or as a more permanent restriction. Since these restrictions are set at a local level, rather than on a board-wide basis,

Quick Start Guide

Much of the extensive official NetSupport manual is aimed at computer labs and provides a number of methods to accomplish the same task. A brief and informal unofficial guide, intended as a "quick start" for teacher-librarians specifically to begin using the basics of the program in a library setting is available at the following Web site: <http://ca.geocities.com/tebti@rogers.com/netsupport>

employer has access to all information on workplace computers, and to behave accordingly, a lesson in safe computing for us all.

On a technical note, NetSupport also allows the teacher-librarian to make system and software changes to all of the student computers from her own desk, rather than having to run around physically to each station. I can install printer access or add a shortcut to a new program on

you have complete control over what Web sites or applications are blocked, and you can tailor your settings to suit the needs of your students. You can also use NetSupport to provide a pathfinder list of Web sites to students, and set the Internet access so that students can only visit the sites on the list. NetSupport can eliminate a large number of headaches and conflicts, and reduce the amount of time spent on pure supervision rather than active teaching. If the teacher-librarian is busy working with a student at one end of the library, there is less concern about what may be happening on computers at the other end with the Internet restrictions in place. For this reason alone, NetSupport can be a valuable tool.

- ◆ With the highest-level use, however, NetSupport becomes much more of a teaching tool. You can manage a lesson and have them proceed in controlled stages through a series of steps. For example, you can create a “lesson” that allows 30 minutes of Internet access to a database, then 30 minutes of access to a word processing program. You can create tests and distribute documents or files to some or all of the students at once. You can freeze all of the screens at once, allowing you to provide verbal instructions to all students knowing they are no longer distracted by their screens. You can demonstrate an application,

database or Web site to the whole class or to a particular group of students all at once. The possibilities are endless, and each day those of us using the program find new ways to improve student learning through the use of this wonderful tool.

Is there a danger that staff using NetSupport might spend their time watching monitors in their offices rather than out in the library teaching students? Our experience shows that NetSupport is simply one more tool that can help us to teach more effectively. It is likely that those individuals who want to be glued to their office computers will do so with or without NetSupport. For the majority of us, NetSupport can free us up to teach and assist students. It changes the level of work that happens on library computers once students know their work may be monitored. Students are more likely to stay on task and remain focused, which results in improved performance. Perhaps just as importantly, the Internet and application restrictions create a level of confidence and security, allowing teacher-librarians to stop “policing” and get back to teaching. ■

Authors Note: some Boards install software remotely, from a central location. In one case, there were a few errors when NetSupport Client was mistakenly installed on (and promptly removed from) several teacher office computers, and not just the student lab and library systems. While NetSupport does provide a method to fix computer problems remotely, it is wholly inappropriate for teacher computers to be “watched” internally by a colleague, even if board technicians can do so. We consider NetSupport to be a teaching tool for students, not a supervisory tool for staff.



THE TEACHING LIBRARIAN

Photo Contest



It's often said that a picture is worth a thousand words and your photos may be worth a place front-and-centre in the pages of a published periodical!

The Teaching Librarian is having a photo contest to coincide with our media issue. Send us photos of your school library and/or events in your school library and some of the best will appear in volumes 15 and 16 of the magazine!

Rules:

- Photos must be submitted electronically to **TingLeditor@gmail.com** by **November 5, 2007**
- The person submitting the photo must have copyright over the image (i.e. be the photographer or get the original photographer's permission to submit the photo)
- OLA reserves the right to publish submitted photos in any of their publications
- It is the responsibility of the photographer to obtain media release forms for subjects in the pictures if students are part of the picture
- No financial remuneration will occur if a photo is chosen for publication; however, the photographer will be credited in the magazine

Photo Tips

by Andrew J. Ryther

Here are a few things you might try when taking photos:

- 1) Get in close to your subject
- 2) Move your subject off-centre
- 3) Take many shots and try different angles
- 4) If possible, use natural light as opposed to a direct flash
- 5) When taking digital photos, put your camera's quality setting to the highest level; if scanning prints, scan at 100% scale, 300 ppi (pixels per inch)

THE TEACHING LIBRARIAN

IMAGE CONSENT FORM:

The Ontario School Library Association may like to share the activities and achievements of its members for educational purposes. The following activity may be filmed, audiotaped, videotaped, and/or photographed for inclusion in the OSLA publication *The Teaching Librarian*, in the Ontario Library Association publications such as *Access*, newsletters, and/or on the OSLA/OLA Web site, www.accessola.com/ola. All submitted photographs, videos, and interviews will become the property of the OLA and will be kept on file and may be used at any time.

Activity: _____

Date: _____

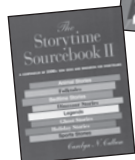
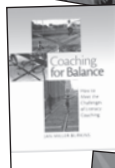
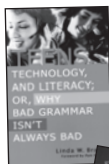
Name of participant: _____

I am the parent/legal guardian of the student named above or of the age of majority, and I voluntarily give my permission to the Ontario Library Association to use any video, interviews, or photographs and/or student work from the above activity in its publications.

Print Name

Signature

WHAT'S NEW AT *The OLAStore*★



Teens, Technology and Literacy: Or, Why Bad Grammar Isn't Always Bad

9781591583684 Teacher Ideas Press Linda W. Braun December 2006 \$52.80

Specific technologies are (and should be) redefining what we mean by literacy. Learn how technologies, such as IM, blogging, and chat, affect reading, writing, and communication habits and skills; how they are creating new communities of learning; and how educators can maximize learning by integrating these technologies into programs and services.

Active Learning through Drama, Podcasting and Puppetry

9781591584025 Libraries Unlimited Kristin Fontichiaro March 2007 \$46.20

By concentrating on the process of creating a piece of drama or puppetry or a podcast, as opposed to the goal of performance, and by infusing the arts with curriculum objectives in story or research, these techniques can intensify a child's learning and provide context for classroom curriculum objectives. Grades K-8.

Coaching for Balance: How to Meet the Challenges of Literacy Coaching

9780872076174 International Reading Association Jan Miller Burkins April 2007 \$32.93

A fresh perspective on literacy coaching, this book focuses on coaching pedagogy rather than reading pedagogy. Learn how to deal with the competing demands of coaching, define your role and responsibilities as a coach, foster relationships with teachers and administrators, initiate and support change, and advocate for educational equity.

Children and Chess

9781591583585 Teacher Ideas Press Alexey W. Root 2006 \$33.00

The first book to show the connection between accepted educational theories and chess. Featuring lesson plans teachers can use immediately, and teach the basics of the game. Meet academic goals through chess, and learn that chess can be a part of reading, math, science, and social studies.

The Storytime Sourcebook II: A compendium of 3500+ New Ideas and Resources for Storytellers

9781555705893 Neal-Schuman Publishers Carolyn N. Cullum January 2007 \$99.00

A veritable recipe book for storytellers! Includes 145+ thematic ideas for storytimes; 2,222 recommendations for books to use in storytimes; 685 video suggestions; 296 crafts; 292 activities; 149 songs and 146 musical movement ideas—a total of 3,790 possible programs make this a must-have resource.

Violence in the Media

Rob Baxter

If you read a newspaper, or are the owner of a radio, television, or personal computer, you cannot help but be aware of the controversial link between aggressive or criminal behaviour and violence depicted in the media, whether in print, audio (i.e., music), or visual format. A lengthy front-page article in the *Toronto Star* highlighted this debate on January 18, 2007, in which a teacher-parent coalition called for changes to Canada's Broadcasting Act and Criminal Code which would restrict and classify all forms of violent material available to society.

It would be easy to assume that the number of violent images members of the public consume, while watching television or playing video games, would lead to a more violent society. The solution, then, would be easy: reduce the amount of violence portrayed in the media and we could reduce the numbers in our police forces. But this doesn't explain why Japan's crime rate is lower than Canada's, given that more violence is depicted on Japanese television than on ours. Moreover, in 2005, "violent crime rates declined in the Atlantic Provinces, but they were relatively

aggressive behaviour and television watching is based less on the *actual content* viewed, but more on the *number of hours* spent in this type of pastime, which prevents children from participating in activities in which aggression can be appropriately channeled (Winn, 50).

While reducing the number of hours children spend watching TV inevitably decreases exposure to violent images, the children would also be able to spend more time in some form of play that could moderate aggressiveness. Children would also have more time to socialize with peers or parents who could model and reinforce more acceptable types of behaviour.

If you're interested in a Canadian focus on the media violence debate, you should read "Research on the Effects of Media Violence" (www.media-awareness.ca/english/issues/violence/effects_media_violence.cfm), from the Montreal-Ottawa based Media Awareness Network (www.media-awareness.ca). Here you will find arguments for both sides of the question, in English and French. You can use the suggestions on the Network's

"Many parents ban or restrict game sites, instant messaging, and others in order to limit the amount of time that children spend on-line."

stable in Central and Western Canada," according to Statcan's *The Daily*, dated July 20, 2006 (www.statcan.ca/Daily/English).

To understand what happens when we watch television or use our PCs, instead of engaging in other forms of activity, it's worth referring to Marie Winn's classic study, *The Plug-In Drug: Television, Computers, and Family Life* (Penguin Books, 2002). Winn points to a Stanford University experiment to suggest that the link between

tip sheet, "Talking to Kids about Media Violence," as "discussion starters" to develop critical thinking skills useful in questioning violence in the media. This site also provides the results

of *Young Canadians in a Wired World*, the most comprehensive and wide-ranging study of its kind in Canada. Over 5,200 students from Grades 4 to 11 were surveyed, in English and French, to find out their on-line behaviours, attitudes, and opinions. The study concludes, almost predictably, that when parents are involved in establishing rules for their children's Internet use, there's a qualitative difference in the Web sites children will choose to view: "Many parents ban or restrict game sites, instant messaging,

and others in order to limit the amount of time that children spend on-line.” Banning and restrictions do not need to be the only way to establish a home version of an Internet Code of Conduct; if Internet use is a shared activity between adults and children, Web sites can be discussed together so that violent images or ideas can be understood, contextualized, or rejected according to the family’s beliefs.

Cleverly combining the benefits of both reading and watching television, regardless of the content, is Steve Johnson, contributing editor to *Wired*, writer of the “Emerging Technology” column in *Discover* magazine, and author of *Everything Bad Is Good For You: How Today’s Popular Culture Is Actually Making Us Smarter* (Penguin Books, 2005): “...violence is part of the content of

popular media... and has less of an impact than the kind of thinking the entertainment forces you to do. This is why we urge parents to instill a general love of reading in their children, without worrying as much about what they’re reading—because we believe there is a laudable cognitive benefit that comes just from the act of reading alone, irrespective of the content. The same principle applies to television or film or games.”

Today, perhaps more than ever, we need to rely more heavily on our own good judgement, based on information gathered from a wide variety of sources, rather than allowing ourselves to be influenced by media which might readily point to erroneous “cause and effect scenarios.” And also keep in mind that perception is rarely reality. ■

Ontario Coalition for School Libraries (OCSL)

Liz Kerr

The Ontario Coalition for School Libraries is a group of individuals and organizations that came together three years ago to advocate for good school libraries in Ontario. Their vision includes qualified staff, adequate and sustained funding, and collaborative teaching/learning programs that embrace the full extent of the school’s learning community.

The OCSL is co-chaired by Catherine Mitchell of Tundra Books, and Liz Kerr, who works at the Kawartha Pine Ridge District School Board and the Ontario Library Association. Other members of the steering committee include Marg Anne Morrison, Executive Director of the Ontario Book Publishers of Ontario, Kathryn Blackett, writer and researcher with People for Education, Helaine Becker, Canadian author, Helena Aalto, Executive Director of

the Canadian Coalition for School Libraries, and Brenda Halliday of National Book Service.

The mission, vision and values can be viewed on the Web site: www.ontarioschoollibraries.ca.

Each year, the OCSL participates in a small number of targeted activities such as distributing literature and talking to various audiences who may be influential in building Ontario’s school libraries into vibrant centres that contribute to student achievement, as supported by international research.

Please view the Web site for current activities and information, and find out how you can contribute to the advocacy efforts of the OCSL. There have been positive signs of change in Ontario, and it is essential that we all build on each other’s efforts rather than working in isolation! ■

Pity the poor graphic novel—despite being a popular media form right now, it is deeply misunderstood by many. Some critics say comics are just meant for children; others say they are only suitable for adults. Both sides are incorrect because they assume that graphic novels are a genre. I prefer to describe comics as a format or medium. We would never generalize and say movies are just for children because we know that movies come in different lengths, intended for different audiences, with different topics—it's the same with graphic novels. Not all graphic novels are the same and should not be judged as if they are.

An interesting phenomenon that is not limited to graphic novels is the intertextuality between various media. The most recent "Book Buzz" columns in this magazine, by

Kelly Moore and Alison Shanks, gave great examples from picture books, novels and non-fiction texts demonstrating how they weave other media into their pages. Comics often make reference, pay homage, and parody other forms.

A Play's The Thing

Aliki

ISBN 10: 0060743557

ISBN 13: 9780060743550

Grade: 2+

Miss Brilliant's multicultural class loves to celebrate milestones and work together. They decide to put on a play, despite Jose's objections. Jose is sour, surly, and disrespectful and does what he can to derail the class' efforts. The play, an extended version written by the class based on "Mary Had a Little Lamb," goes off without a hitch. Jose sees himself in the character of Cameron's role as a bully, enjoys his own starring turn as the teacher, and is even scheduled to help be the supply teacher the next day.

Aliki is a well-known author and illustrator and her books are lovingly crafted. The illustrations compliment the word action; on page 16 when the families arrive for the play, the chaos of the people all talking and mingling is visually portrayed so that even if you do not read all

the speech bubbles, you understand the hubbub. Cynical adult readers will mentally note the politically correct class composition and the unrealistically small class size. This book is about putting on a play but it is also about bullying. The bullying reason and resolution are a little too pat and clean-cut, and the class a little too quick to forgive the bully's past wrong-doings, but this happily-ever-after ending can be forgiven. The steps involved in putting together a stage play would hit several media literacy expectations.

American Born Chinese

Gene Luen Yang

ISBN 10: 1596431520

ISBN 13: 9781596431522

Grade: 8/9+

Three separate plots begin the book with three different protagonists:

1. Jin Wang, a pre-teen boy who is bullied and ignored because of his ethnicity but really wants to fit in;
2. the Monkey King, a god-like being who has everything but, after being slighted at a deity dinner party, does not want to be a monkey anymore;
3. Danny, the cool eleventh grader with a problem—his embarrassing cousin Chin-Kee, the embodiment of negative Chinese stereotyping, who

visits him yearly and leads Danny to change schools.

The three storylines merge in a fascinating and gripping way. It's hard not to discuss the book without giving away the ending.

This book contains gorgeous illustrations and a powerful story. It won the Michael L. Printz Award for Excellence in Young Adult Literature (an award given by the American Library Association), and is the first graphic novel to ever receive this honour. *American Born Chinese* is thought provoking and haunting. Page 29 contains one of the main themes of the book, spoken by a wise woman (a herbalist's wife)—"it's easy to become anything you wish, so long as you're willing to forfeit your soul." This is expressed using the parable of the Monkey King and his quest, and reinforced by the Transformer® toys owned by Jin's new best friend, Wei-Chen Sun. Yuen uses folktales and popular culture (media with much clout and resonance) to explore the themes and does so skillfully. The colour illustrations are evocative and impressive. The taunts and slurs that Jin and his Asian friends deal with are harsh and very real. The conclusion (no spoilers here!) stays with you for a while—I wondered if the failure of Jin and Amelia



(the all-American girl on whom Jin has a crush) to connect meant that Jin should “stick with his kind,” and what that meant. The Monkey King’s son and his issues also reminded me of Lucifer’s dilemma. Conservative school communities may wish to keep this book for older high school students because some of the things Chin-Keel says and does are racist depiction personified. That Chin-Keel is drawn and behaves this way is very important to the story, but it may bother some readers if taken out of context.

Fashion Kitty

Charise Mericle Harper
ISBN 10: 0786851341
ISBN 13: 9780786851348
Grade: 2+

Kiki Kitty is the older of two daughters in an anthropomorphic and unusual cat family. One day, on her birthday, something extraordinary happens and she becomes Fashion Kitty, a superhero ready to help cats in need of makeovers (and other assistance).

Don’t judge a book by its cover. Kids and teachers will reap the benefits from this one! It looks like fluff but it has some serious, positive messages embedded in the text, not just tacked on. Fashion Kitty helps Mary Jane Tabby with her wardrobe because she

was about to be tricked by Priscilla Persian into making a fool of herself in a typical example of girl bullying. Fashion Kitty points out on page 51: “Priscilla was a slave to fashion magazines. That means she didn’t have her own style. She just copied whatever she saw.” In an age-appropriate manner, this book tackles one of the beauty myths—that girls need to look like the models they see in magazines and on TV—in a way that does not mock the enjoyment of consuming those very TV shows and magazines. At the risk of stereotyping, this is a very “girly” looking book—all the colours are black, white and shades of pink, excluding the full-colour flip book section in the middle for mixing and matching outfits. Despite this specific audience grab, and the deceptively simple style of illustration, it is an engaging story.

Stormbreaker

Anthony Horowitz
ISBN 10: 0399246339
ISBN 13: 9780399246333
Grade: 6/7+

Alex Rider is a British teen, raised by his boring uncle Ian, a bank supervisor, and his American housekeeper Jack. Alex’s uncle dies in a car accident, but he discovers that it was no accident—Uncle Ian was actually a spy with MI6, assassinated while

on a top-secret job. Ian’s former employers want to hire young Alex to complete the assignment; for, despite Alex’s young age, his uncle had been secretly grooming him for the profession with rifle shooting and martial arts lessons, etc. Alex balks but then accepts the offer, intent on avenging his uncle’s death. He infiltrates the home of American millionaire Darius Sayle, to discover the evil motives behind a seemingly generous offer to outfit every British school with state-of-the-art computer educational technology. He discovers that these computers will release a real virus, killing all the students and spreading throughout Britain. Alex defeats Sayle’s henchmen, Ms. Vole and Mr. Grin, foils the plot, and comes face to face with his uncle’s killer, Yasser Gregorovich, who actually saves Alex’s life. The mission is over, but it doesn’t look like MI6, or Gregorovich are finished with Alex Rider quite yet.

Gorgeous, full-colour illustrations, with a manga-esque quality to them, make this book a treat for the eyes. The pedigree of the creators is top-notch; the scriptwriter for this graphic novel contributed to *Queen and Country*, a well-known spy graphic novel. If you enjoyed watching the 2006 version of *Casino Royale*, or have students who enjoyed it,



you’ll
like

this book. It has all the bells and whistles of a James Bond-like spy romp, with aerial acrobatics, crazy schemes, and thrilling escapes from danger and spy gadgets. It’s a spy novel, so there are naturally going to be some stereotypical villains and lots of guns, but it’s not excessive. In the scene in which Uncle Ian is killed, you see the assassin hanging upside down from his helicopter with two guns pointed at Ian, and the next panel shows red blotches on a black background with the words “bang bang” on them. Jack comments to Alex as she’s making him fugu (handy because later she uses it as a weapon against Ms. Vole) that in Britain “every good looking man is either married or gay,” but that’s the only vague sexual reference. ■

Story Jam bring

Young Mathew took a breath and finished: “And ever since that time, chipmunks have had three long stripes down their back, to remind them never to make fun of other creatures.” He smiled then, showing a mixture of pride and relief—pride because he knew that he had told his story well; relief because he was done. That smile turned to pure pleasure as the audience cheered and applauded his presentation.

Mathew was the eighth teller in the Agnes Macphail Story Jam line-up. He was one of two grade four students; the others were from grades five, six, seven, and eight, but there seemed to be little difference in the quality of the presentations. They were all good. No, they were all terrific.

lights were turned down before sleep. They came from radio shows, from the children’s librarian who kept us spellbound with fairy tales, from my friends as we created an imaginary world for our play, from visitors sipping coffee in our kitchen, and from my parents as they told tales of our war-scattered family.

When I started teaching, back in the 60s, I wasn’t at all surprised to find that the school librarian sometimes gathered my students and began his weekly session with the words, ‘Once upon a time’ or ‘Long, long, ago’. When he did, I often paused, passed up some of my spare period (this was before prep time was invented), and slipped into a chair at the back of the room to listen.

Then one day, the principal evaluated the library program, and when he was done it was announced that the librarian was expected to set an example for students. He was to stop telling stories and read from books instead. Storytelling, said the principal, did nothing to add to literacy and there was no room for it in the new, modern curriculum. I was disappointed, but as a young teacher it never occurred to me to object.

Over time, opinions shifted as they often do in education, and I was pleased to hear that once more storytelling was touted as a worthwhile activity. I remember an after school in-service with Dan Yashinsky that motivated me to tell stories of my own. I began with brief anecdotes about my family, my past, my life outside the classroom; a few traditional tales, usually for special days like Hallowe’en. The thing I noticed was that every time I told stories, I felt a connection form between me as the teller, and the children who listened—that just didn’t happen when a story was read.

And then I retired and decided to look into storytelling more carefully. I worked to improve

Kavi Jegaateeswaran in Grade 4



This was the second year a Story Jam, (a non-competitive celebration of story and storytelling) was held at the school. As the afternoon came to a close, it was evident that the students had learned a great deal about presentation skills and that both the students and the teachers had enjoyed the experience. No one was more pleased than I was.

Stories are, and have always been, an important part of my life. When I was a child they filled long, quiet afternoons and dozy times when the

inging stories into your school

Anna Kerz

my telling skills, researched folklore, legends, myths and old stories. I told stories to anyone willing to listen and I was delighted at the positive responses I got from both children and adults.

As I told stories, it dawned on me that the principal who had banned storytelling in his school had been wrong; storytelling is an important link to student literacy. How could it not be? Think of the reading done in the search for a story to tell. Think of the speaking and presentation skills that develop as stories are told. Think of the listening that happens as stories are shared and the discussions that happen when they're done.

Quite by chance, I was invited to join a working group in the Storytellers School of Toronto to create a program called Story Jam that would allow children to become storytellers. I jumped at the chance. Over a period of months we developed a package we thought would be fun for students and helpful to teachers. When we took it into schools we found that it worked well.

What's involved? There's a half-day introductory session of stories, lessons, and participatory activities to motivate students, and to teach them storytelling skills. As part of this session, teachers receives a Story Jam package which includes resources to improve telling skills, student evaluation forms, reporting statements from the Ontario ministry documents for oral language, and a package of stories designed for telling.

Like any other school activity, this program only works if teachers buy into the process. That's the part we've tried to make as painless as possible, because we know that the last thing a teacher needs is yet another 'add on.'

So, what do teachers have to do? How can teacher-librarians help? They need to help students

choose a story, provide some classroom time for students to practice telling to each other, and review the presentation skills taught during the introductory lesson. By the beginning of the third week they evaluate the stories as they are presented in class for oral language marks.

Some teachers stop there. Others go on to present tellers in a school-wide Story Jam. Beyond that, students have been able to tell their stories on the Story Jam Stage for the *Toronto Festival of Storytelling* and some have told on the TVO stage as part of *Word on the Street*.

The values of storytelling are gradually being understood and appreciated again, not only by librarians, but by classroom teachers and listeners of all ages. In many of the schools in the Toronto District School Board, children are already telling stories. If it's something you'd like your students to try, you can get more information by contacting any of the three Story Jam presenters:
Bruce Carmody
bruce@storytree.com
Anna Kerz
anna.kerz@tel.tdsb.on.ca
Laurie Malabar
lauriemalabar@sympatico.ca

Grade 3 student Jessica Ho





In 2004, an original and quirky book entitled *Newton and the Giant* earned the coveted Silver Birch Award. The author, Michael McGowan, was unfamiliar to many; an apparent newcomer in the world of children's fiction. Like Newton, his daring and brilliant hero, Michael was far from unprepared for the new world in which he found himself. You see, Michael was already a talented and prolific writer in a variety of media, including film (*My Dog, Vincent*, 1998), television (*Henry's World*, 2002), magazines (*Saturday Night*, *Toronto Life*, *Harrowsmith* and others), and newspaper (*The Globe and Mail*). He has made it his habit to continue writing in various media, as well as producing and directing, most recently with the critically acclaimed film, *Saint Ralph* (2005).

Martha: So, Michael, thanks for taking time out of your insanely diverse writing life to chat with me... You clearly have an intensive media background, in addition to your writing career. Which do you enjoy the most? (or is that like asking "Which of your kids do you like best?")

Michael McGowan: I seem to enjoy working in a variety of media. It's great to hide away and write for a few months. I find that it's actually the hardest thing to do. I know if I had nothing but writing ahead of me for the rest of my career I would probably start being less productive. However, trying to juggle a number of balls seems to work better for my personality. I like the time I spend away from writing directing because by the time I get back to writing I'm looking forward to it again.

Martha: So what are you working on at present? Can you catch us up on your "creative genius"?



Michael McGowan

Meet the Author

Michael McGowan: I've just finished writing, directing and producing a one-hour pilot for the CBC called *Left Coast*. I was out in Vancouver most of the fall working on the project. Just before Christmas, I finally finished the sequel to *Newton and the Giant* called *Newton and the Time Travel Machine*. I'm actually hoping to send it to HarperCollins tomorrow after I finish inputting a few changes. I'm trying to finish a first draft of a screenplay that I'm developing with Telefilm and CBC has ordered a bunch more scripts for the series that I'm hoping will go into production this spring.

Martha: Are you allowed to tell us anything about *Left Coast* or the screenplay for Telefilm—feel free to plug your work shamelessly! <grin> What about the new *Newton* adventure?

Michael McGowan: *Left Coast* is a family show set on a fictional BC Gulf Island about a displaced Toronto family (is that vague enough?) while the screenplay is attempting to be an homage to Canada (it's a road movie) against a backdrop of some fairly serious themes. As I'm not sure how much I'm allowed to say about the show, and the screenplay is still in it's infancy, I'll stay purposely vague on those two issues. As for *Newton Deux*, our hero invents a time-travel machine and Herbert and Gertrude go missing. Newton needs to find them in order to stop Gertrude's brother, Prince Raphael from taking over the kingdom. Most of the characters from the first book are in this one.

Martha: I can't wait! I know there will be legions of school kids, (and their teachers) rubbing their hands together in glee, reading that Newton, Herbert, Gertrude (and lets hope the quadruplets too!) are on their way back. Did you always have another adventure for Newton in the back of your mind?

Michael McGowan: I definitely thought I would write another *Newton* but I didn't know what it would be. When HarperCollins said they were interested in a second, that's when I started trying to figure out the plot. I tend to come up with ideas only when I have to. In other words once HarperCollins committed, then I began the process of mentally running through various plot ideas until finally I came up with one I thought would be interesting. That seems to be the way I generate most of my ideas. For instance, I knew that CBC was really trying to develop a family series and that prompted me to start thinking along those lines.

Martha: So what does a guy who works on so many projects at once do for fun?

Michael McGowan: Go into a sensory deprivation room!

Martha: I bet. <grinning> Is there any medium in which you haven't worked yet, and would like to? Anything you're still dying to try?

Michael McGowan: Not really. I'm always looking to try to find good stories to tell and the medium seems to sort itself out. For me that's the challenge and when I start a new project I have no idea whether or not I'm going to be able to pull it off.

Martha: Well we're very happy you've managed to pull it off so successfully, and we look forward to seeing more of your work—in each of the various media—in the years to come! Thanks for letting us into your world... and here's to some rewarding downtime in that sensory deprivation room! ■

Keep your eyes peeled for Michael McGowan's second novel, *Newton and the Time Machine*, which is in the process of being published by HarperCollins. Air dates for Michael's other projects have yet to be announced.

The focus of this issue is on books to support the new Media Literacy strand, in honour of the revised Ontario Elementary Language Arts Curriculum (2006).



The EXTinct Files—My Science Project

Wallace Edwards
2006. ISBN 10: 1553379713
ISBN 13: 9781553379713

Sample Curriculum Links:

Grade 6 Science and Technology:
Life Systems—Diversity of Living Things
Grade 4 Science and Technology:
Life Systems—Habitats and Communities
Grade 2–8 Language Arts:
Media Literacy

Summary:

Written in proper scientific report format, this humorous lab report will keep students and teachers chuckling right up to the last page. Filled with funny puns and tongue-in-cheek references to human past-times, this shocking scientific discovery will keep early and late elementary audiences in stitches. The illustrations are wonderfully rendered in water-colour, coloured pencil,

and gouache, and appear in the book as “photographs,” complete with captions. The six gigantic claws appearing to clasp the outside cover of the book will entice any elementary student to “grab and read.”

How to use this book:

The proper lab report format lends this book to use as an introduction to proper reporting of experimental results. The descriptions of species and habitat facts are both humorous and helpful depictions of a mock habitat report. The mock photographs complete with captions and headlines serve as examples for young reporters in the media strand.



Mythic Vision: The Making of Eragon

Mark Cotta Vaz
2006. ISBN 10: 0375839178
ISBN 13: 9780375839177

Sample Curriculum Links:

Grade 7/8 Language Arts:
Reading; Media Literacy
Grade 7/8 Guidance
Grade 9–12 English:
Literature Studies and Reading; Media Studies

Summary:

Students who loved the novel *Eragon* will love to read all about how the movie came to be. This text examines in detail how the novel was translated onto the screen. The section on the making of the dragon itself is particularly interesting. This beautifully laid-out book is complete with pictures from the film, biographies on the actors, and the surprising career start of Paolini himself.

How to use this book:

This book is an excellent resource for media studies. Students can examine the different aspects of producing a motion picture. Readers can also trace the film’s development after the reading of the novel, including how it was marketed, its success, etc. Students who are interested in a career in film, special effect creation, or acting will find it a good reference. This book should be particularly popular with male readers.

Alex Rider: Stormbreaker Behind the Scenes

Emil Fortune
2006. ISBN 10: 0142406554
ISBN 13: 9780142406557

Sample Curriculum Links:

Grade 5–8 Language Arts:
Reading; Media Literacy
Grade 7/8 Guidance

Summary:

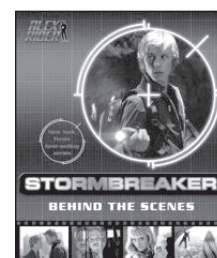
This tracing of the journey from popular novel to film adaptation is a wonderful read. Of particular interest will be the section outlining the differences between the novel and the film. The author himself explains each change he felt was necessary for the film, and how he came to be its screenwriter. Girls will love the biographies and boys will get a charge out of the “Bad Boy Bikes and Kickass Cars” section, complete with photos and specs.

How to use this book:

Students who loved *Stormbreaker*, the first in the *Alex Rider* series by Horowitz, will be extremely interested in this book, but so, too, will any film aficionado. It provides ample appeal to both sexes. Besides being captivating non-fiction in its own right, the description of the changes between the novel and film would be great as a prompt for a media literacy lesson.

Sensitive Elements:

Some school communities may be offended by the “Kickass Cars” title.



“Must Have” purchases for your school’s curriculum needs



In Your Face: The Culture of Beauty and You

Shari Graydon

2004. (2nd printing 2006)

ISBN 10: 1550378562

ISBN 13: 9781550378573

Summary:

Shari Graydon, a professor of media literacy studies, has written a wonderful text for media literacy studies in grades 7 to 12. Nominated for a Red Maple Award this year, this book pulls no punches in examining the cultural pressures and stereotypes prevalent in western society’s definitions of beauty. Each chapter focuses on different aspects of media representations of beauty in the past and present. Readers are encouraged to think critically about the messages from the beauty and movie industries. Reflections at the end of

each chapter are set up to foster discussion and debate. From fairytales to current television, no area is safe from examination for perspective and worth.

Sample Curriculum Links:

Grade 7/8 Language Arts:

Media Literacy

Grade 7/8 Health:

Healthy Living

Grade 9–12 English:

Media Studies

How to use this book:

This book can be used as a springboard for examination of the beauty messages in magazines, or television’s images in advertising or content. Students can examine issues such as healthy and unhealthy body images, cultural stereotypes, and other messages in critical literacy discussions or assignments.

Sensitive Elements:

Some school communities might not be comfortable with some of the language and specifics with respect to “butts” and breasts. This book is the winner of the Norma Fleck Non-Fiction Award for Children’s Literature and a 2007 Red Maple nominee.

Other books by the same author: *Made You Look: How Advertising Works and Why You Should Know*

The Blue Jean Book: The Story Behind the Seams

Tanya Lloyd Kyi

2005. ISBN 10: 155037916X

ISBN 13: 9781550379174

Sample Curriculum Links:

Grade 7/8 Language Arts:

Reading; Media

Literacy; Writing

Grade 7/8 Arts:

Visual Arts

Grade 9 English:

Literature

Studies and Reading;

Media Studies



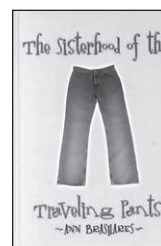
Summary:

This is a fabulous read! The history of blue jeans is examined in this Red Maple Award nominee for 2007. Teens will love the illustrations and text. Filled with facts and interesting trivia, this book won’t sit long on the shelf. Various advertising campaigns and messages are discussed throughout the book. As the author says on page 13, “...we don’t need scientific data to tell us that we love our jeans. We’ve been wearing them since we were babies.”

How to Use this Book:

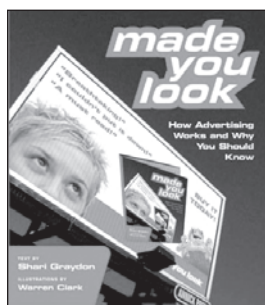
As an avenue for examination of media influence and critical literacy skills, this book excels. Paired

with *The Sisterhood of the Traveling Pants*, by Ann Brashare, students might examine our fascination with blue jeans and the media messages that have contributed to this fascinating and profitable industry. Students could also examine some of the more controversial aspects, such as third world country labour rights and abuses, and negative environmental effects from production of jeans. Each chapter lists many sources for follow-up and extensions.



Sensitive Elements:

Again, given the nature of the topic, there is a lot of talk about “butts.” ■





Ontario School Library Association

Annual Report

Michael Rosettis

Throughout the past year, the OSLA has continued to strive to support our membership, advocating with our provincial government and teacher federations, so that they can better recognize the vital role that teacher-librarians bring to their school communities. The association has continued lobbying for a new Ministry support document for school libraries, for improvements to funding for qualified library staff and resources, and for board accountability of Ministry funds,

which are provided for school library staffing and resources. We have worked to raise the profile of school libraries and to address the findings from the first phase of the Ontario research study linking school library programs and student achievement. We can find strength in the insight of cultural anthropologist Margaret Mead who advises, “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” A very effective way to affect change seems to be through continued communication and dialogue within our schools, at the board level, with federations

and provincial associations, and with the Ministry of Education; all of these are crucial in facilitating change.

The School Libraries & Student Achievement in Ontario research study, led by Dr. Donald Klinger of Queen’s University, provided us with the first Canadian empirical evidence of the positive relationship between school libraries, standardized test scores, and student-reported enjoyment of reading. Released on April 6,

2006 at a Toronto press conference hosted by People for Education, the findings and recommendations of this study are significant and were noticed by the press as well as the Ministry of Education.

We look forward to the second phase of this research that will begin this spring, with preliminary results projected for release in the fall of 2007.

OSLA has been very active in building partnerships and advocating for teacher-librarians and school library programs during the past year. OSLA congratulates TALCO (The Association of Library Consultants and Co-ordinators of Ontario) on having recently received recognition as an official Subject Association in the province of Ontario. They will bring another valuable voice to the provincial level. OSLA has been collaborating with TALCO, Leaders Today/Free the Children, and Knowledge Ontario, and advocating at the Ontario Principal’s Council Conference, the OECTA New Teacher’s Conference, and the ETFO New Teacher’s Conference. We have seen increasing support from teacher federations. OSSTF has shown strong leadership with a statement supporting teacher-librarians posted on their Web site on International School Library Day, and through issuing an Education Watch bulletin on School Libraries in January 2007. ETFO recently directed an open letter to Ontario NDP Convention Delegates and has engaged in correspondence with the Ministry supporting a new school library document.

OSLA has engaged in dialogue with Kathleen Wynne, our Minister of Education, and Ben Levin, our Deputy Minister of Education. We have collaborated with TALCO to correspond with the Curriculum and Assessment Policy

*“Never doubt
that a small group
of thoughtful,
committed citizens
can change the
world. Indeed, it is
the only thing that
ever has.”*

—Margaret Mead

Branch (CAPB) and the Minister's office. There continues to be increasing recognition by the Ministry of teacher-librarians and school library programs. They are mentioned in documents such as "Language, K to Gr. 8"; "ESL Many Roots, Many Voices"; "Science, K to 8" (draft), and "English, Gr. 9 to 12" (draft). The CAPB intends to include a standard school library preface and references to school libraries in all new curriculum documents. TALCO and OSLA have requested school library representation and inclusion in Ministry document writing and review teams, and we have received favourable feedback.

During this year, student success has been a major issue with the Ministry of Education in Ontario, and supporting student learning is an area in which quality library programs can excel. We have advocated with the Ministry of Education about the value of school libraries in supporting Literacy, Differentiated Learning, English Language Learners, and the integration of media and ICT. Whenever possible, we have striven to emphasize the connection between school libraries, student achievement, and life-long literacy. A team with representatives from OSLA, TALCO and OLA, met with key stakeholders in the Ministry of Education to address the need for new professional standards and content for school libraries, and equity and consistency in funding for school library staffing and resources. We are very hopeful that this will lead to policy changes which reflect the vital role that teacher-librarians and school library

programs play in promoting the Ministry's goals of literacy, increasing achievement levels, and student success.

Our association's Web site has undergone substantial changes this year, and we look forward to continued work on this initiative. A new non-voting position, dedicated to the Web site, has been added to OSLA Council. OSLA Past-President, Anita Brooks Kirkland, has accepted the OSLA Web Site Editor position. The site features the OLA Research Study, "Be the Change", advocacy materials, and other pertinent information. New content will soon be featured such as the "Success @ Your Library" materials from our presentation to the Ministry and quotes on the Importance of School Libraries.

The Education Institute has aimed at increasing the number of sessions related to school librarianship. An OSLA Education Institute Committee has been established to liaise with Super Conference planners and the Education Institute in an effort to provide current, relevant input for future session development.

OSLA is very thankful for the efforts of Knowledge Ontario, particularly in establishing Resource Ontario, which provides a baseline for equitable access to digital information throughout Ontario. In addition to the Resource Ontario products from EBSCO and Thomson-Gale, Knowledge Ontario also includes other projects, such as Our Ontario (digital archives from and for Ontario citizens) and Ask Ontario (a 24-7

"Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation." — Robert Kennedy



Ontario Library Association President, Janet Kaufman, presented Bobbie Henley with the 2007 OLA Distinguished Service Award.

helpline). Knowledge Ontario is now establishing its governance structure. Part of this structure includes representation from the school library sector. We have been called upon to establish a selection process for OSLA representation on the Board of Directors. Teacher-librarians and qualified library staff have a key role to play in the effective use of this resource. Getting the word out to colleagues, parents, school and board administration and our school communities, will help promote the success of the project.

During the past year, a variety of important issues have arisen through discussions on our member's listserv, in e-mail correspondence, and in OSLA Council discussions. To further address these issues, the OSLA Council is forming discussion groups on specialized areas to foster further dialogue and suggest courses of action to address member concerns. The topics are: Advocacy for School Library Programs and the Role of Teacher-librarian, Additional Qualification Courses for Library, Interaction with Faculties of Education Pre-service Programs, Teacher Federation Advocacy, Fundraising in Libraries, Global Citizenship, Libraries and Literacy, and School Library Budgets and Funding. Discussions may progress through teleconferences, a dedicated listserv for specific topics, e-mail groups, in-person meetings, and/or the use of a dedicated wiki that will allow for shared/archived content and interactive postings. Please contact an OSLA Council member if you are interested in participating.



Library Building Award of Excellence presented to Giannone Associates Architects, for the Parkdale Collegiate Library, Toronto District School Board. Tanis Fink, Seneca Libraries; Joelle Craig, Giannone Architects; Maureen McAuley, Pina Petricone, Giannone Architects; and Greg Hayton, Cambridge Public Library.

School libraries have an essential role to play in education in Ontario. By their very nature, they provide a multitude of cross-curricular programs and resources. They address issues such as inquiry and research skill development, literacy, social justice and the integration of technology. Teacher-librarians endeavor to maintain accessible and inviting facilities, and work to attract patrons and develop active partnerships. Our school libraries support and enrich curriculum, and extend and enhance many learning experiences.

School libraries should be an integral part of the Ministry of Education's strategy to enhance student success rates. It is my hope, that on

many levels and in many venues, we will be able to influence positive, lasting change for Ontario school libraries and their programs. We are making progress in gradual steps, and as Robert Kennedy stated, "Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation."

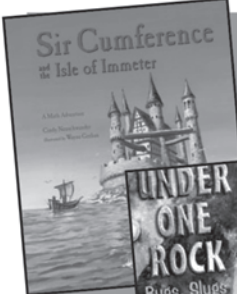
I am very optimistic about many school library related issues, including our dialogue with the Ministry of Education about updating *Partners in Action* with a new "Content and Professional Standards" document, improving the funding model for teacher-librarian staffing and school library resources, and increasing board accountability for the appropriate use of these funds. I am hopeful that we will see increased lobbying from many levels of educational stakeholders on behalf of school libraries, and continued Ministry commitment to inclusion of school libraries in curriculum document revisions. I look forward to the findings of the second phase of the Ontario Research Study, and to the establishment of OSLA Discussion Groups. These numerous initiatives should lead to increased awareness and renewed advocacy. I look forward to the continuing challenges and changes evolving in the field of teacher-librarianship and the role that school libraries will play in the education of Ontario students. ■

OSLA Award for Special Achievement 2007 presented to Marilyn Kogon. Pictured: Michael Rosettis, Marilyn Kogon, James Saunders and Esther Rosenfeld.



Teacher-Librarian of the Year Award, 2007 presented to Hetty Smeathers. Pictured: James Saunders, Michael Rosettis, Hetty Smeathers, Michelle Regina.






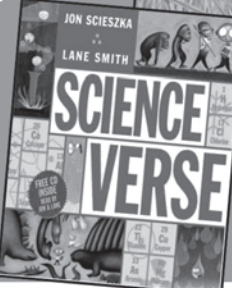



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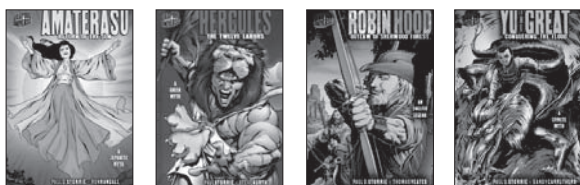
Theodore Christou

MAKE ROOM FOR POETRY

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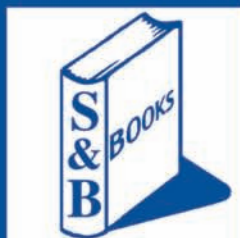
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