

May 2012

Volume 19, Issue 3

# Teaching Librarian

The Magazine of the Ontario School Library Association  
ISSN 1188679X



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# THE Teaching Librarian

Volume 19, Issue 3    May 2012    ISSN 1188679X

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Volume 19, Issue 3



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## TingL mission

### The Teaching Librarian

*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 programs and curriculum development that furthers exemplary educational objectives. The magazine fosters effective collaboration within the school library community and provides a forum to share experience and expertise.

## TingL references

*The Teaching Librarian* is a general magazine for OSLA members and not a scholarly journal. If your article does require citation of sources, please provide them within the text of your article or column with as much or as little bibliographic information as necessary for identification (e.g. book title, year). If you feel that the works you are citing require full identification, please provide a bibliography at the end of your piece, formatted according to the latest Chicago Manual of Style (15th edition) or APA Style.

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## TingL guidelines

V. 20, issue 1	"Smokin' @ your library" Deadline: May 10, 2012
V. 20, issue 2	"Choice @ your library" Deadline: September 22, 2012
V. 20, issue 3	"Credit @ your library" Deadline: January 21, 2013

Articles of 150–250 words, 500 words, or 800–1,300 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, content, and style. Journalistic style is preferred. Articles must include the working title, name of author, and email address in the body of the text. 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*: TingLeditor@gmail.com.

## TingL subscriptions

*The Teaching Librarian* is a benefit of OSLA membership. Non-members may subscribe for \$36.00 per year, plus HST.

To become a member or subscriber, contact:

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Special thanks to  
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at Runnymede Public  
School and superhero  
Zachary Stevenson,  
Age 5.



# The Editor's Notebook



Diana Maliszewski



*Mary Maliszewski's interpretation of that powerful person, Cleopatra.*

**M**y daughter Mary is in the gifted program one day a week in the Toronto Catholic District School Board. Her units of study are based around themes and for Grade 6 their focus is on Power. They've discussed what power is and what makes a person powerful. Her independent study project involved choosing an individual to examine in depth and discover how they used their power to influence the world. She picked Cleopatra. She stated in her report that her royal status and clever mind contributed to her power. I could've used Cleopatra's intelligence and charisma while on stage December 6, 2011 at the Book and Periodical Council's Idea Exchange Event. The topic for the evening was "Crisis or Opportunity: School Libraries in the 21st Century." The panel consisted of moderator Kevin Sylvester, CBC broadcaster and author; Patsy Aldana, Chair of the TD Canadian Reading Summit and president of Groundwood Books; Annie Kidder, leader of People for Education ... and me. I was awed to be surrounded by people with such power and influence, people that politicians pay attention to and the public listen to. The wonderful thing was that all these powerful people were talking about school libraries.

Sometimes we feel pretty powerless in school libraries but in our own ways, we hold a great deal of power — the power to transform a child into someone who loves to read, the power to help a teen gain valuable research skills they can use for life, the power to make a difference in the school. This issue's featured articles take a fresh look at power — from the Occupy movement to collaboration. Discover the powers you hold and employ them for the greater good!

P.S. I would be remiss if I did not mention "the power behind the throne" of TingL — our new OLA liaison and layout person, Carla Wintersgill. Carla is the fourth layout person I've had since I've been editor of this magazine — I promise you, they aren't quitting because of me — and Carla comes to the magazine with lots of publishing experience and enthusiasm. Welcome Carla! ■

Carla Wintersgill

# Rights & Responsibilities

## LEARNER'S BILL OF RIGHTS

### Definition

The Learner's Bill of Rights was created as a response to declining student engagement in the learning process and declining skills. After the American Association of School Librarians revealed its New Standards for the 21st Century Learner, the Colorado School Library Leaders felt like the rights of learner's was missing from the final document. Through the document, students have a roadmap to identify the skills they posses and those they need to acquire to develop their abilities to learn and grow.

*School Library Media Activities Monthly. Vol. XXV, No. 9, May 2009*

## TEACHER-LIBRARIAN'S BILL OF RESPONSIBILITIES

With all great power comes great responsibility. The Colorado "Power Libraries Program" committee also created the Teacher-Librarian's Bill of Responsibilities to compliment the Learner's Bill of Rights.

*Kristin Fontichiaro, Judi Moreillon and Debbie Abilock. POWER LIBRARIES: Colorado's Highly Effective School Library Programs. 2011*

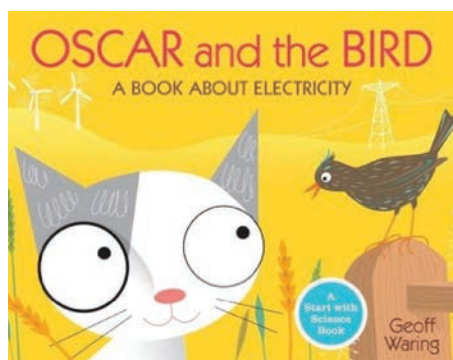
### The learner has the right to:

1. Question and be curious
2. Have personal taste
3. Choose how to learn and share understanding
4. Plan and participate in learning at an appropriate level
5. Grapple with challenging ideas or concepts
6. Access the information and resources needed
7. Participate in and contribute to a learning network
8. Think critically, solve problems and make decisions
9. Make mistakes and learn from them
10. Reflect on learning

### The teacher-librarian will collaborate with other educators to:

1. Foster the free exchange of ideas
2. Provide open access to unrestricted resources for intellectual growth and personal enrichment
3. Support multiple paths to understanding for individual learning styles
4. Design student-centered learning experiences
5. Nurture students as they grapple ethically with challenging ideas and concepts
6. Cultivate creative and critical thinking, problem solving, and decision making
7. Promote questioning and curiosity
8. Value experimentation and risk-taking
9. Learn through inquiry and self-reflection
10. Learn from students, peers and other professionals

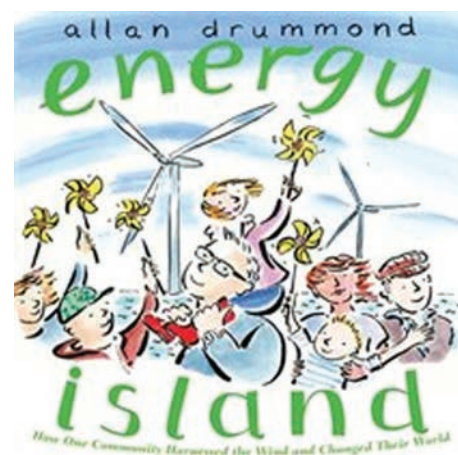
# Book Buzz



## Oscar and the Bird

Geoff Waring (author and illustrator)  
 Somerville, Massachusetts: Candlewick, 2009  
 ISBN 9780763640323

Geoff Waring's "Start with Science" series from the United Kingdom provides colourful introductions to scientific concepts for children starting at the age of four. Oscar the kitten discovers a tractor and wonders what has happened when the windshield wipers come to life. The Bird has all the answers and helps his friend find out everything he could want to know about electricity: how it is made and stored, which machines need it to work and the importance of being careful around the wires, batteries, plugs, and sockets that deliver it.

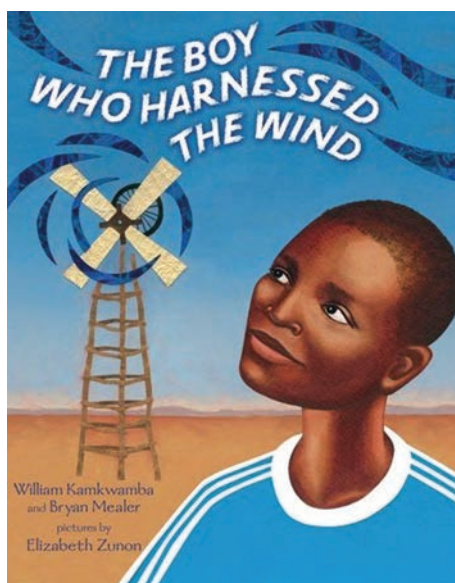


## Energy Island

Allan Drummond (author and illustrator)  
 New York: Farrar, Straus and Giroux, 2011  
 ISBN 9780374321840

In ten years, the citizens of the Danish island of Samsø have reduced their carbon emissions by 140%, becoming net exporters, rather than importers, of energy. Author and illustrator Allan Drummond has documented the island's success in achieving virtual energy self-sufficiency in this colourful book for ages six and up about the power of a community with a vision. Energy Island is a narrative with ink-and-wash illustrations that can provide inspiration to readers who want to take action in their own neighbourhoods.





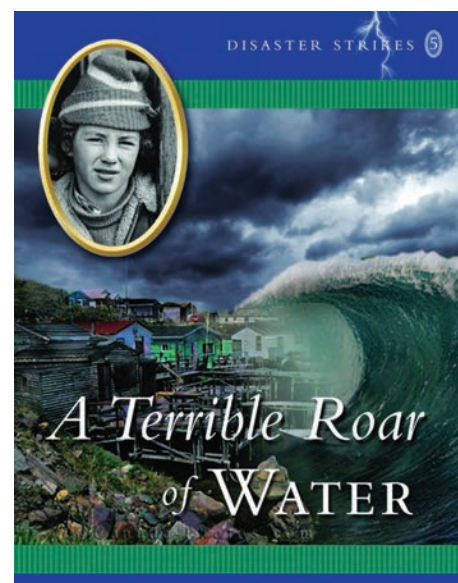
**The Boy Who Harnessed the Wind**  
William Kamkwamba and Bryan Mealer  
with illustrations by Elizabeth Zunon  
New York: Dial Press, 2012  
ISBN-13 978-0803735118

Many teachers and students have been inspired by William Kamkwamba's appearance on TED ([http://www.ted.com/talks/lang/en/william\\_kamkwamba\\_how\\_i\\_harnessed\\_the\\_wind.html](http://www.ted.com/talks/lang/en/william_kamkwamba_how_i_harnessed_the_wind.html)), or by his best-selling story of how he coped with famine in his native Malawi, hung out in a school library (when he couldn't pay the fees to attend classes), and figured out how to build a windmill to bring electric lighting to his house and to his village. Now this new, illustrated edition brings the same inspirational story to audiences from the age of six and up. The combination of electricity with human creativity will make *The Boy Who Harnessed the Wind* a powerful addition to any school library that serves a young audience.



**Onion Juice, Poop, and Other Surprising Sources of Alternative Energy**  
Mark Weakland  
North Mankato, Minnesota: Capstone Press, 2011  
ISBN 9781429663472

The title of *Onion Juice, Poop, and Other Surprising Sources of Alternative Energy* will certainly attract attention while also providing adequate warning that this may not be appropriate mealtime reading for those with sensitive stomachs. It discusses the science behind a range of energy alternatives from methanol generated from agricultural waste to the conversion of plant cellulose to biodiesel. Although geared to grades three to six, the information will be of interest to a much wider audience. This book from the "Fact Finders: Nasty (But Useful!) Science" series will be especially engaging for pre-teen boys with a taste for the distasteful.

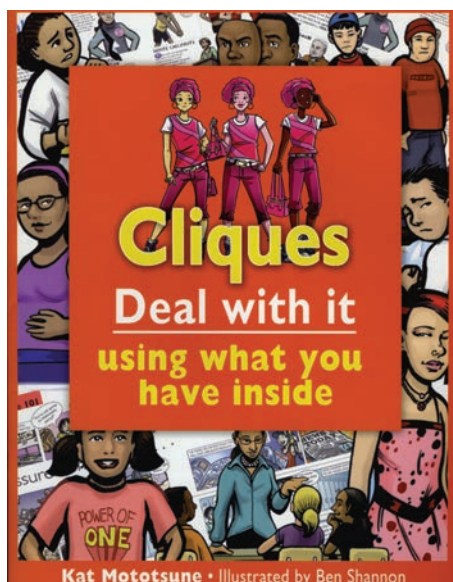


**A Terrible Roar of Water**  
Penny Draper  
Regina: Coteau Books, 2009  
ISBN 9781550504149

With debris from Japan's recent tsunami is washing up on Canada's west coast, students may be interested reading about a tsunami that struck Canada's east coast less than a century ago. The power of nature is highlighted in Penny Draper's novel, *A Terrible Roar of Water*. Her novel, written for readers starting from the age of nine, builds on the details of an actual tsunami that struck Newfoundland's Burin Peninsula in 1929. In addition to portraying the awesome power of nature, this story describes outpost life in the first part of the twentieth century and demonstrates the power of a twelve year old protagonist to become a leader dealing with the catastrophe that has devastated his community.

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### **Cliques – Deal With It Using What You Have Inside You**

Kat Mototsune with Illustrations by Ben Shannon

Toronto: James Lorimer & Company, 2010  
ISBN 9781552775448

Not all issues of power are connected to the principles of physics. In *Cliques – using what you have inside you*, Kat Mototsune examines the power of cliques and the relationships between insiders, outsiders and witnesses. It distinguishes between cliques and groups and reinforces the importance of making positive choices in relationships with others. Colourfully illustrated by Ben Shannon, this short book from Lorimer's "Deal with it" series is written for students nine years of age or older. Its case studies of situations that could easily arise, both within and outside contemporary school communities, can provide thought provoking magazine style reading for individual students or grist for classroom discussions.

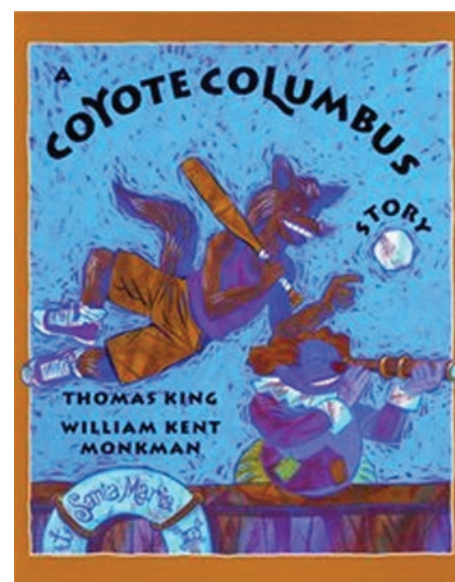


### **Power Plays**

Maureen Ulrich

Regina: Coteau Books, 2007  
ISBN 978-1550503791

Many students know the feelings of vulnerability and powerlessness associated with finding themselves cut off from their peers. For students in Grades seven to nine, Maureen Ulrich's novel *Power Plays* describes the challenges of a fourteen year old girl trying to fit in as she enters Grade nine, in a new school, in a new town. At first, Jessie is victimized by an older student, who sets the newcomer up as a target for tough kids and even gets her thrown in jail. However, when the protagonist, a former ringette player, joins a girls' hockey team, she learns the power of teamwork, friendship, family and forgiveness to discover the personal strength to stand up to bullying.



### **A Coyote Columbus Story**

Thomas King, with illustrations by William Kent Monkman

Toronto: Groundwood, (republished) 2007  
ISBN 9780888998309

Readers of *A Coyote Columbus Story* will find challenges to conventional understandings of both the laws of physics and of social power. Having "fixed up the world" with everything from rainbows to rivers to prune juice and afternoon naps, the trickster Coyote has a lot of influence on how life's games will be played until a funny looking stranger named Columbus arrives and changes the rules. And then Jacques Cartier comes along. Thomas King's version of what Europeans perceived as the discovery of the Americas demonstrates the power of storytellers to shape (or undermine) the reader's understanding of events. King says that only the illustrations make this a children's book; it is really a story for everybody! ■

# Meet the Author

Tara Truscott

## Christopher Dinsdale

### THINKING CRITICALLY WITH FICTION

**C**hristopher Dinsdale is the author of *Broken Circle* and *Stolen Away*, which was nominated for the Red Maple Award in 2008. His latest book, *Betrayed*, is set on Oak Island. His books include Canadian settings and information that isn't found in social studies or history textbooks. When he is not writing or researching, Christopher is a Grade 2 teacher with the York Region District School Board.

**TingL:** Your novels have all included First Nations characters and their interactions with Europeans. What motivates you to include these perspectives in your novels?

**Christopher Dinsdale:** I enjoy writing about Canadian history. It was never my intention to go out and write "First Nations" stories, but when I thought about the moments of history that I found interesting and felt hadn't been explored in young adult fiction, I found myself drawn to First Nations history and the first contact moments with new colonists. Quite often these moments were told only from the eyes of Europeans so I thought I'd take a shot at telling it from both the European and First Nations perspective. I am by no means an expert in First Nations history or culture so I had to do a lot of research in an attempt to get the First Nations perspective right.

**Your stories are powerful as a result of your thorough research. What does the power of research mean to you? How can teachers and teacher-librarians make research compelling for kids?**

Much to the surprise of parents, I feel that kids are naturally drawn to research. Everyone wonders at one time or another about the big questions: Who am I? Where did I come from? Where am I going? If you phrase the research question in a way that makes it a personal quest for the students and give them a way to access the appropriate information, they will jump all over the assignment with unbridled enthusiasm.

**We often hear that aspiring writers should "write what they know." What in your life has inspired or influenced your writing?**

I have to smile at this question, because if I only wrote what I knew, then I would never have written any of my novels. Let me explain. I would change your statement for aspiring authors to, "write about something that lights your passion." I have a passion for history and mysteries. I like to try to solve mysteries that intrigue me through doing research in libraries or, sometimes, through online searches. Quite often the research ends up driving my storyline in directions I never expected when I first started the project, so that's why I disagree with the original statement. However, I will say that I never start writing a novel unless I've first mapped out the storyline, which is the next step for me after I've completed my research. If you do a detailed storyline, the dreaded writer's block never becomes an issue.

**It sounds like you avoided this issue by learning and becoming knowledgeable before writing - you made sure you "knew" before you "wrote." Your writing is linked to a variety of cultures and includes adventure and discovery; what did you read as a child?**

I loved adventure stories as a child. I read *Raise the Titanic!* in Grade 6 as one of my first mainstream novels and soon fell in love with all of the other wonderful Clive Cussler adventure novels. I also used to read Ian Fleming and a smattering of science fiction. I'm hoping that my novels lure the reader into learning a bit about Canadian history as they enjoy an adventurous storyline. Clive Cussler was a genius at doing that, and I'm trying in my own small way to follow in his giant footsteps.

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**How has your writing affected your teaching and conversely, how has your teaching affected your writing?**

When I first started teaching, I had only read a handful of junior novels. In my first year, we were studying mapping so I decided to find a book that my class could use to enhance the mapping unit. I picked up *Island of the Blue Dolphins* by Scott O'Dell and was blown away by the storyline. Just entering the profession, I had never imagined that YA fiction could be so gripping. We used the novel to map Karana's island as well as investigating the characters and storyline.

I use literature whenever I can to enhance the learning process. The students love it. I strongly feel that good literature can take a dry topic and bring it to life for the sometimes-unmotivated student. A few years back, I was teaching several First Nations expectations and I couldn't find a book I liked to help support the topic. Driving down the 401 later that year, I told my wife that I had been thinking about a storyline that I felt could help me teach my First Nations material. She laughed because she was the one who had always wanted to write. I told her she could have the storyline if she wanted and run with it, but she said no; it was my story and I should be the one write it. A year later *Broken Circle* was accepted by Napoleon Publishing. A year after that, *Broken Circle* won Best Book of the Year by the Canadian Toy Testing Council. Last year, I went for an author talk at Sharon Public School and I saw my dream come true... the entire Grade 5/6 classroom was covered in historical research, plot breakdowns, character development and art, all tied to *Broken Circle*. It gave me shivers. In fact, seeing all that work on the walls meant more to me than actually having the book published in the first place. I then knew that a fellow teacher understood why I had written the book. It was one of those special moments I don't think I will ever forget.

**Kiera, the heroine of *Stolen Away* goes through a lot. She is an Irish girl who is kidnapped and taken as a slave by Vikings and later rescued from an accident by the Beothuk (a now-extinct First Nations people). She is a character who often has no power, and yet still resonates as a strong woman. What**

**characteristics does Kiera possess that help her to survive in her situation? What do you hope that students may learn from Kiera?**

I wrote *Stolen Away* with my daughters in mind. A message I wanted the girls to carry with them as they spread their wings and ventured out into the world was that there is a lot in this world that is beyond their control. We must try to make the best out of the situations we find ourselves in. Therefore, what will end up defining you as a person are the choices you make on situations that are within your control. Kiera led her life with a good heart and found increasing strength as she overcame the significant obstacles that were thrown at her. I have faith that my daughters will do the same with their own lives. I hope students who read *Stolen Away* receive that same message as well.

**You are a grade two teacher, yet your novels so far are for students in grade four and older. Do you think you will write books that 6-9 year olds can enjoy?**

Hmmm, that's a good question. Right now, I'm getting ready for the fall launch of my new junior fiction novel *Emerald Key*, which is being published by Dundurn. I've also been working with my wife on a couple of adult novels. I can't say that a book for 6-9 year olds is on the radar at this time, but I wouldn't write off the possibility that it might happen some day.

**Authors have power. What do you hope to achieve with yours?**

We do? (\*lol\*) I strongly believe in the expression, "If we don't learn from history, history will end up repeating itself." I look around the world today and see us following a dangerous path mapped out by the Romans 2,000 years ago. Their society started off as a flourishing democratic republic. Eventually, nation building ground to a halt as infighting and bickering consumed the political leaders who struggled for personal power and influence within the world's largest superpower. With no end to the deadlock, a military dictatorship took over Rome, the only option remaining to keep the country moving forward. Does that path sound strangely familiar? My favourite novels right now are *The Hunger Games* Trilogy. Those books really struck a chord with



me. Good authors and moviemakers see things coming and in our own way we try to educate people through the power of entertainment.

I may not yet have the impact of Suzanne Collins, but what I've been trying to do with my books to show how our history has helped shape the fabric of Canadian society. My next novel *Emerald Key* will continue along that same path as it concentrates on the devastating Potato Famine of the 19th

century. Hopefully it will help shed light for students on a tragic but important period of our history that helped define us as a nation. Hopefully students will learn from our past mistakes and help make our future brighter for everyone.

**Thank you for sharing your ideas and insights. Your books are powerful tools for making history real for students and encouraging them to think critically about which voices are being heard. !**

# President's Report

**W**riting this, my first report as President of OSLA, I can't help but reflect back to just a year ago when I took a giant leap to the role of Vice-President at the OLA Superconference! Where did the year go? What have I learned? And more importantly, what have I gotten myself into?

The past year spent on OSLA council has been a very positive experience. I've learned that many people are working hard to keep school libraries, and the staff connected with them, alive and thriving in our province. This feat comes in the face of many challenges, including budget cuts and competing priorities for spending.

The OSLA welcomes several new members to the Council for 2012: Rick Budding for West Central, Joel Facca for the Northern Region, Barb White from the Southwestern area, and Isabelle Hobbs from Durham who will be Vice-President of OSLA, and sit on the OLA Board of Directors. I'm looking forward to working with this thoughtful and productive team, to problem-solve, and forge ahead in these times of change.

Despite obstacles and challenges, great things are still happening in school libraries across the province! This was evident in the number of entries we received for OSLA's first Video Contest, depicting stories of what happens in school libraries and showing how valuable they are. Nothing tells it better than a student's voice. If you haven't done so already, please take a moment to check out the winners at: [http://www.accessola.org/ola\\_prod/OLAWEB/OSLA/2011\\_OSLA\\_Video\\_Contest\\_Winners.aspx](http://www.accessola.org/ola_prod/OLAWEB/OSLA/2011_OSLA_Video_Contest_Winners.aspx) and prepare to have your heart warmed!

Some projects we are working on for the coming year include revisions to the Evidence-Based Practice Toolkit, (kudos to Diana Maliszewski for obtaining a grant from OSSTF/FEESO to do this), and moving forward to implement *Together for Learning*. As you know, the *Together for Learning* document was launched two years ago at the Ontario Library Association (OLA) Super Conference. Following the launch, copies were mailed to every school in Ontario, including Directors of Education, and partner organizations. The full pdf is available on the OSLA website and on the special website constructed to support its ongoing implementation: [www.togetherforlearning.org](http://www.togetherforlearning.org).

ca. Since then, the writing team has recognized several next steps to further realize this whole-school approach to learning, and the OLA has granted funding to help support the project and its continued growth.

Anticipating the Ministry's Financial Literacy initiative, launched in September, 2011, OSLA's Roger Nevin applied for, and received, funding for an online resource to support educators and students with this new literacy. He is currently adding the finishing touches, so please stay tuned.

On December 6, 2011, at University of Toronto's Hart House, Kevin Sylvester, Toronto-based illustrator, writer and broadcaster, hosted Crisis or Opportunity, a public panel sponsored by The Book & Periodical Council to discuss school libraries. The event was well attended, with almost every seat taken. Mr. Sylvester posed questions to the panel which included Diana Maliszewski (OSLA), Annie Kidder (co-founder, Executive Director of People for Education), and Patsy Aldana (Publisher, Groundwood Books).

Several members of the audience took advantage of the opportunity to ask questions and add comments, making the energy and enthusiasm in the room truly palpable.

Some key messages I took away from that evening include the need for teacher librarians to:

- continue to embrace technology;
- encourage others such as parents and co-educators to support and speak up about the value and importance of school libraries;
- keep demonstrating what school libraries and teacher librarians can do and be.

Further to People for Education's Spring 2011 School Library Report: The state of school libraries in Ontario (<http://studentslearn.wordpress.com/2011/10/18/people-for-education-ontario-school-libraries-and-information-literacy/>), People for Education released its Annual Report in December 2011. In an excerpt from this entitled: "School Libraries & Information Literacy," a continued decline in support for the role of school libraries was noted. There is confusion among many principals as to whether or not their schools





Elizabeth Gordon



*Elizabeth Gordon with past president Roger Nevin and Minister of Education, Laurel Broten, at the OLA Super Conference 2012.*

have an “information literacy” strategy or plan in place to address the province’s commitment to 21st century learning. Interestingly, principals seemed unsure how to answer the question about “Information Literacy” in their schools. Their answers indicate a link to literacy strategies connected to raising EQAO test scores. Recommendations to the Province, brought forward from the report include supporting a leadership role for teacher-librarians to work collaboratively with classroom teachers to develop information literacy programs for all students. See the entire report at <http://www.peopleforeducation.ca/document/school-libraries-2011/>

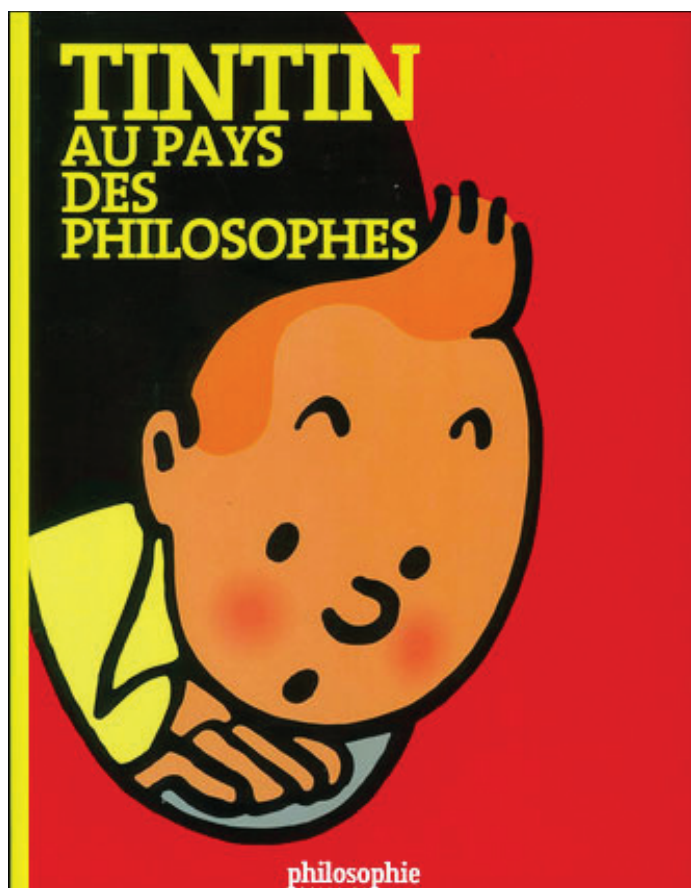
Another action-packed, inspiring, Ontario Library Association Super Conference has occurred. I met our newly-appointed Minister of Education, Laurel Broten, at our awards ceremony. Being a mother of twins in Grade 1, she is looking at education through a new and very personal lens. She is keen to build on an education system that serves our students in the present and prepares them for what lies beyond it. I’m wondering if her vision includes school libraries, properly

staffed with teacher-librarians as curriculum leaders. OLA and OSLA recognized the contributions of those individuals and groups who stood up and made their voices heard on behalf of school libraries: among those were Michael Lajoie-Wilkinson, Grade 10 Assumption High School student, who started a survey to reverse the closure of school libraries in the Windsor-Essex Catholic District School Board and Annie Kidder from People for Education who gather evidence and advocate for properly staffed school libraries. Kidder and her organization received OSLA’s Special Achievement Award; Lajoie-Wilkinson received the OLA Media and Communications Award.

This year’s Superconference theme of Innovation: Imagine, Innovate, Impact, couldn’t be more relevant to the current crisis in school libraries. There is no doubt we are facing change, and although it’s important to reflect on and remember where we’ve come from, as well as what we’ve been, it’s time to realize what school libraries can do and be for students today and in the years to come. ■

# Professional Resources

**“T**he pen is mightier than the sword,” wrote Edward Bulwer-Lytton in his 1839 play, *Richelieu*. Languages and the way they’re used have always been powerful tools, and the following current resources will add strength to your growing collection.



## **Tintin au pays des philosophes**

Sven Ortoli, Editor

2011; 978-2-9538130-0-5; 120 pages

Grades 5 to 12

*For teacher-librarians, French Core and Immersion teachers and all students*

Tintin and his dog, Milou, have always been a powerful comic book team, but have been overshadowed over the past few years in favour of seemingly more sophisticated supernatural

heroes. Steven Spielberg’s latest movie, however, has sparked new interest among children of all ages in this dynamic duo. Spielberg was the only Hollywood filmmaker Hergé admired and the Belgian cartoonist made a point of seeing every one of Spielberg’s films. Hergé was a prolific author of 24 Tintin bandes dessinées (comic strip albums), spanning six decades, from 1930 to 1986 and he has been called the Jules Verne of the humanities.

This book’s six chapters deal with ethics, politics, humanity, reason, laughter and art, in the form of mini-conversations or interviews with some of today’s leading thinkers in the French-speaking world. The modern myth of Tintin has been shaped by and is anchored in ideas borrowed from historical events and figures, both real and mythical, and those contemporary to Hergé’s time: Don Quixote, Lawrence of Arabia, Homeric heroes, the abominable snowman (who, as it turns out, is not so abominable), quest, good’s triumph over evil. A “Tintinologist” (or expert on the series) can even test his or her “Tintinosophy” with a quiz (p. 89) based on some of the ideas in Hergé’s works.

This might very well add more power, a new dimension or perspective, to your school’s French core and immersion programs, so take advantage of the momentum: whether it’s history, geography, philosophy, sociology, ethnology, even an “end-of-times” scenario and, wherever his adventures lead him (the Amazon, Belgium, China, Congo, the Middle East, Russia), Tintin seems to find the humanity in “the other” by placing that being on an equal footing with everyone else. In addition, it also allows for discussions on the prejudices and beliefs of the time period, since Hergé continued to write for a collaborationist-run newspaper, even though his works took a stand against Japanese imperialism in Asia and Nazi expansionism in Europe.

Sven Ortoli is a French journalist, author, philosopher, former editor-in-chief of *Science & Vie Junior* and recipient of the Popularization of Science Prize from the French Academy of Sciences, 1996.

### **Best Practices in Literacy Instruction, Fourth Edition**

**Lesley Mandel Morrow, et al.**

*2011; 978-1-60918-178-9; 492 pages*

*For preschool to high school*

*Designed for teacher-librarians, teachers (ELL teachers are specifically mentioned), parents*

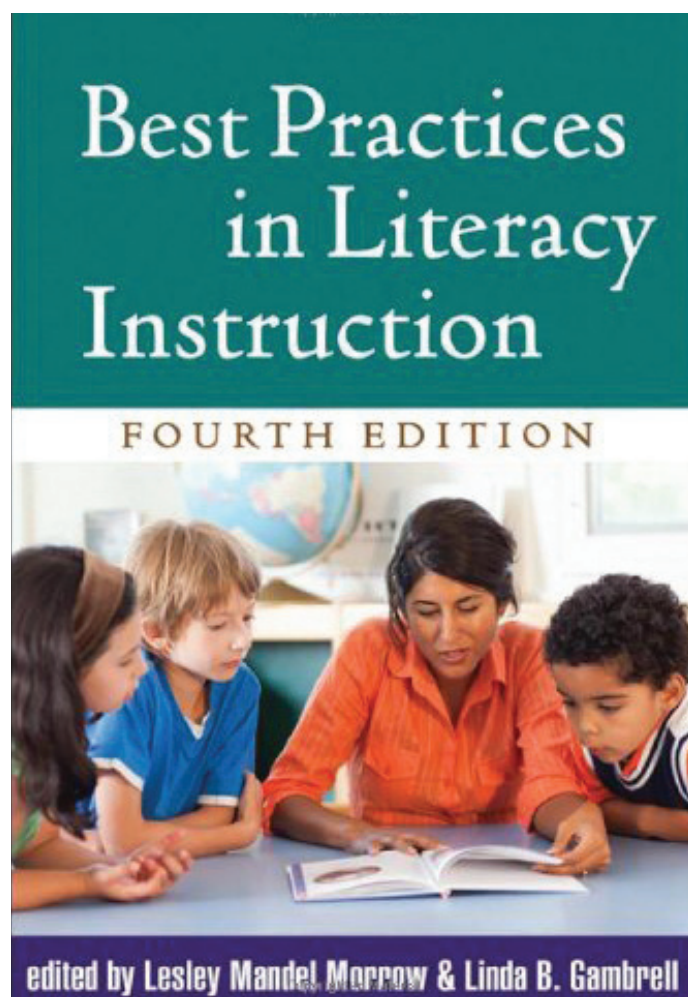
Organized into four main sections, *Best Practices* includes: Perspectives on Best Practices (Part I); Best Practices for All Students (Part II); Evidence-Based Strategies for Literacy Learning and Teaching (Part III); and Perspectives on Special Issues (Part IV). Within each section, leading educators contribute practical ideas from their classroom experience: Best Practices in Early Literacy: Preschool, Kindergarten, and First Grade; Best Practices in Adolescent Literacy Instruction; Best Practices in Teaching Writing; Effective Uses of Technology in Literacy Instruction; Parent-Teacher Partnerships That Make a Difference...

Of particular interest to the English Language Learner teacher is chapter five, Best Practices in Literacy Instruction for English Language Learners, where the discussion focuses on phonological awareness in understanding spoken English, and an overview of some of the best classroom practices. Sample activities are also given. In some instances, teachers concluded that "...ELLs can learn words from instruction as fast or faster than English-only learners, at times achieving faster rates of growth in vocabulary."

Chapter 17, Organizing Effective Literacy Instruction: Differentiating Instruction to Meet Student Needs reflects the current trend in Boards of Education to develop this kind of instruction. Among topics considered are the use of assessment data in creating differentiated literacy instruction, literacy instructional practices, its scheduling, and alternative grouping approaches.

The book suggests more references, examples and websites, ending with an easy-to-use index.

Lesley Morrow is Professor and Chair of the Department of Learning and Teaching in the Graduate School of Education at Rutgers, The State University of New Jersey, author of over 300 articles and books, and recipient of the Outstanding Teacher Educator in Reading Award, the William S. Gray Citation of Merit from the International Reading Association, of which she is the past president.



*continued on page 18*



...continued from page 17

### **Empowering Struggling Readers: Practices for the Middle Grades**

**Leigh A. Hall, Editor, et al.**

*2011; 978-1-60918-023-2; 238 pages*

*For Grades 6 to 9*

*Designed for teacher-librarians, teachers, parents*

From the very first page, Leigh Hall addresses the current (mis)perception that students just don't like to read: "...too often we position the kids as being the problem. It's the kids who won't read. It's the kids who won't participate... It's the kids who won't write down their vocabulary definitions... But what if the kids aren't the problem? What if the kids simply have a problem with the way school, and reading in school, is structured?"

Although the book's focus is on struggling readers, suggestions are made to help all students, without placing them in groups or reading hierarchies. Its thirteen chapters include topics such as the 'struggling reader,' label; classroom engagement and risk-taking; instructional design and assessment to tap into readers' knowledge and interests, or 'funds of knowledge'; the improvement of reading comprehension and understanding concepts like race, feminist or gender theory, using young adult literature; on-line texts; community leadership; putting these ideas into practice.

The role of the middle school English teacher is seen as pivotal, since s/he is responsible for making students good readers and writers, capable of handling challenges in higher grades. Also important in determining success is the student's self-identification as a reader, based on his/her background, interests, culture, gender, and sexual orientation, among other factors. In order to overcome the perceived reluctance or unwillingness to learn or read, educators are provided with learning strategies that work, with emphasis on reading material relevant to today's students and explicit reading instruction. An extensive bibliography and website resources are also suggested, as well as an index to facilitate finding a topic.

Former middle school English and Social Studies teacher, Houston, Texas, Leigh Hall is currently Assistant Professor of Literacy Studies at the University of North Carolina, Chapel Hill.

### **Effective Instruction for English Language Learners: Supporting Text-Based Comprehension and Communication Skills**

**Julie Jacobson, Editor, et al.**

*2011; 978-1-60918-252-6; 190 pages*

*For primary to high school ELL classes*

*Designed for English teachers, ELL teachers, all levels of English Language Learners*

Some sources say that currently, 18.4 per cent of Canada's total population comes from somewhere else, so that empowering ELL teachers and their students with this kind of a reference just makes sense.

This very practical resource provides the ELL teacher with 25 ready-made Strategy Lessons, complete with organizers, pictures, and many suggestions for websites and books to enhance learning English from a large class setting to the individual student level. Strategies include, among many others, Clues for Comprehension; Talking about Sounds and Words; Talking about Visuals; Writing for Different Purposes; Word Maps; Scaffolding with Text-Supported Information; Making Connections; Character Analysis; Composing with Computers.

To facilitate its use, each Strategy Lesson is cleverly preceded by the following headings: specific Common Core Standards (American); TESOL Standards; Focus skill (vocabulary, for instance); Secondary skill (comprehension, for example); Purpose; Research Base; Teacher Modeling and Guiding; Peer Collaboration and Extension; Teacher Differentiating and Accommodating (here, appropriate readings are suggested from Beginning to Advanced levels); Tech It Out! (suggested websites and books).

With many published articles to her credit, Julie Jacobson, PhD, is an English and Spanish teacher at Scripps Ranch High School, San Diego, and faculty member in the Department of Teacher Education, San Diego State University. ■

Nadia Sturino



*Introduction by Diana Maliszewski*

**“Who is one of the most powerful people in your building, and why? How do these powerful people impact your school library program?” We asked our OSLA members this question, curious to see who would be mentioned. Patient custodians or caretakers? Vocal parents on the school council? Certain teachers on staff? *Nadia Sturino* responded with an eloquent testimony to a key figure in her school.**

**O**ne of the most powerful people in our building is our Vice Principal Ms. Lois Agard. We have had Ms. Agard at Maple High School, York Region, for the past four years. During this time, she has been involved in our school library in various ways.

First of all, she helps me in my role as teacher-librarian and encourages ideas I have to move our school library program in new directions. She is also supportive in allowing us to purchase new materials and technologies to better deliver curriculum.

Secondly, Ms. Agard has run several professional book clubs and opportunities for book exchange. These opportunities were available to any interested staff members so that they could then meet and generate discussion. Her purchases have ranged from print to e-books and audio books in order to accommodate reading styles. Having such professional opportunities offered through the school library has allowed for a very inclusive environment where all staff and support staff have come together and felt that their voices and ideas could be heard. Several of these staff members have since returned to the school library to seek out personal and professional reading materials or they have asked us to work with their students.

Our school library is a very busy, vibrant place but to keep it this way, we need a leader who listens, who appreciates new ideas and allows us the freedom to make them happen. I thank Ms. Agard for understanding what a school library really means and for her positive support. ■






# Money Matters

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- ✓ Credit & Borrowing
- ✓ RESPs & Educational Savings

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# Making money work

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“Annual income twenty pounds, annual expenditure nineteen nineteen and six, result happiness. Annual income twenty pounds, annual expenditure twenty pounds ought and six, result misery.”

– Charles Dickens, *David Copperfield*

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Though the times are not exactly Dickensian, many Canadians still struggle to manage their money and feel secure about their financial future.

According to an Ipsos Reid poll conducted in May 2011, four in ten Canadians say that they don't put anything away for savings on a monthly basis. And nearly 50 per cent of Canadians struggle with simple tasks involving math and numbers, which is why ABC Life Literacy Canada has developed Money Matters.

“We knew that in order for Canadians to feel better about their finances, we first needed to ensure that people feel comfortable with the basics of literacy and numeracy,” says Mack Rogers, Program Manager for ABC Life Literacy Canada. “Money Matters was developed to help increase confidence by empowering adult learners so that they may make the best possible financial decisions.”

Designed by ABC Life Literacy Canada in partnership with the Government of Canada and Founding Partner TD Bank Group, Money Matters has already reached more than 150 adult learners through a

pilot program developed in 2011. More than 80 per cent of all learners found Money Matters interesting and engaging, and enjoyed participating in the program.

Money Matters pairs trained volunteer-tutors from TD Bank Group with a literacy practitioner to offer insight and support during two in-class sessions. Each unit offers real world examples and activities to generate discussion and learning about budgeting, banking basics, credit and borrowing, and RESPs and post-secondary education savings such as the Canada Learning Bond and the Canada Education Saving Grant programs.

Money Matters is available at no cost to all literacy and learning centres across Canada. ABC Life Literacy Canada offers each organization an honorarium to help cover delivery costs as well as curriculum support, workbooks, calculators and books for the learners.

For more information on how to enroll your adult learners in Money Matters, please contact: Mack Rogers, Program Manager at [mrogers@abclifeliteracy.ca](mailto:mrogers@abclifeliteracy.ca) or 1 800-303-1004 x132

# Connected Library

## Power Up Your Stories Through Digital Storytelling

**L**ibrarians have long played an important role in the sharing and teaching of traditional storytelling. The practice of telling a story with a particular point of view to an audience is a powerful and emotional teaching and learning experience. Digital storytelling offers storytellers a multimedia platform for sharing their stories. Media such as images, text, narration, video, and/or music can be used to create stories and provide another dimension to the stories being told. Visit these sites to get started on your digital storytelling journey.

### STARTING THE DIGITAL STORYTELLING JOURNEY



#### DigiTales: The Art of Telling Digital Stories

This is a great site to begin your journey into digital storytelling. DigiTales shares ideas, resources and inspiration with anyone ready to discover the possibilities of merging the art of storytelling with the use of digital tools. This site has everything - links to articles in the resources section, a wiki to support each project, the steps to story making, tips for being copyright savvy, and dozens of sample stories.

<http://www.digitales.us/>

#### The Memory Project and Digital Archives

A project of the Dominion Institute and supported by the Department of Canadian Heritage, the digital archives of The Memory project hold over 90 years of military oral history including stories from World War One to the conflict in Afghanistan. Each Veteran Profile consists of a number of artifacts provided by the participant, an audio clip of the veteran sharing their story, and a print version of the interview.

<http://www.thememoryproject.com>

#### Six Word Memoirs by Teens by SMITHTeens

Legend has it that Hemingway was challenged to write a novel in just six words. SMITH Magazine has taken this legend and challenged contributors to create personal narratives using the Six Word Memoirs format. SMITHTeens is a project of SMITH Magazine and was founded as a place for teenagers (ages 13-19) to share their personal narratives through the Six Word Memoir. This website provides examples of Six Word Memoirs submitted by teens as well as an opportunity to comment, share and publish personal memoirs to the site.

<http://www.smithteens.com/>

## TOOLS FOR CREATING DIGITAL STORYTELLING

In addition to software such as PhotoStory and iMovie, there are a number of alternative resources that can be used.

### Voice Thread

A VoiceThread is a collaborative, multimedia slide show that holds a wide range of images, documents and videos in the cloud. You can share your VoiceThread with other groups and the audience can leave comments in a variety of formats (text, audio, video). Although there is a cost to VoiceThread, teachers can sign up for an educator account that hosts the VoiceThreads on an educational network for students and teachers K-12.

<http://voicethread.com>

### Storybird

Storybird is a collaborative storytelling site. The storytellers start with some text or images and then begin creating their stories online. The illustrations are provided by real artists and the storytellers can select the images that best suit their stories, or be inspired by the art work to begin writing their stories. Teachers have the ability to sign up for free teacher accounts where they can manage students without emails, create assignments and build libraries. The books can be embedded or printed. There are also opportunities for both teachers and classmates to provide feedback.

<http://storybird.com/>

### Toontastic

For those of you using iPads, Toontastic is just one app that guides young children through the story writing process (selecting characters, a setting, determining a conflict, a challenge, a climax and a resolution). Children animate their stories and record their personal narration of the story. Background music can also be included. Finally, stories can be shared online via ToonTube giving students a global audience for their work

<http://launchpadtoys.com/toontastic/>

### Digital Storytelling Toronto

Facilitated by two community organizations, this blog shares digital stories as a tool to raise awareness for social issues, while teaching people how to share their stories as a strategy for personal and community transformation. Examples include Regent Park Revitalization Stories, Aboriginal Girls in Sports, and various immigrant experiences.

<http://storycentre.wordpress.com/>

### The Educational Uses of Digital Storytelling

From the University of Houston, this site provides a description of the purpose of digital storytelling in the classroom, provides examples of stories in different curriculum areas, as well as guidelines for getting started, using particular software, and tips when working with technology.

<http://digitalstorytelling.coe.uh.edu/index.html>

### Streetside Stories' Tech Tales

Streetside Stories is a San Francisco Bay Area nonprofit organization that teaches storytelling through writing, the arts, and technology. Building on the traditional method of storytelling, Tech Tales is a project involving middle school students writing personal stories and then transforming them into short films.

<http://www.streetside.org/stories/digital-stories.htm>

### Center for Digital Storytelling

This California-based Center for Digital Storytelling is dedicated to the art of digital storytelling and has been in existence for 15 years. The site includes case studies of projects from across the United States and Canada as well as links to a number of digital stories and resources from around the world.

<http://www.storycenter.org/education>



# Ask Rita Resourceful



We welcome any questions you may have for Rita Resourceful. To protect Rita's identity, please email them to [tingleditor@gmail.com](mailto:tingleditor@gmail.com), with the subject Ask Rita, and we'll be sure to pass them along!

## *Dear Rita Resourceful:*

Since this issue is all about power, I thought I'd send you an email about the power that Wikipedia's recent blackout had in our library. The recent protest "Stop Online Piracy Act" (SOPA) and the "Protect IP Act" (PIPA) launched my students into a group howl of complaining. You'd think that Wikipedia was their only research source! I took the opportunity to show them what exists on our library's shelves. Are there some other "teachable moments" that you could suggest from this experience?

*Signed,  
Wowed by Wikipedia*

## *Dear Wowed:*

The Wikipedia blackout has provided many teacher-librarians with teaching opportunities. You yourself mentioned that it prompted you to take your students back to the shelves...and what an excellent way to provide students with an overview of a topic. What about reacquainting students with the many online databases and subscriptions to which you have access? I also think that the issues around PIPA and SOPA can begin valuable conversations with students about censorship and copyright infringement. It might also be an opportunity to help students understand the Creative Commons.

## *Dear Rita Resourceful:*

About half of my students use Twitter on a regular basis. I'd like to capitalize on the power of this product in the computer lab I have in my library. I'm not a tweeter myself so I was hoping that you might be able to offer me some teaching suggestions.

*Signed,  
Sweet Tweet*

## *Dear Sweet Tweet:*

You are right about Twitter being powerful. Just last year the U.S. Library of Congress acquired the entire archive of Twitter messages back to March of 2006. I'm not sure what will be done with all these tweets but once added to the biggest library in the world, they'll no doubt lead to some academic research on the patterns of social interaction.

So, what can you do with Twitter in your library? How about getting students to

write a book summary or review in 140 characters? Set some parameters like making the review concise, linking to the Amazon book listing, adding a rating and stating its appeal or flaw.

## *Dear Rita Resourceful:*

I'm a vampire-lovin' librarian but my circulation statistics tell me that interest in young adult series like L. J. Smith's "The Vampire Diaries" and even Stephenie Meyer's "Twilight" saga is waning. I'm saddened by this trend and need you suggest some other teen series.

*Signed,  
The Vampire-lovin' Librarian*

## *Dear Vampir:*

I know this will feel like a stake in your heart but the trend towards borrowing fewer vampire books has been observed in many school libraries. Instead, students are taking out books with supernatural beings like zombies and angels. There's also a shift towards dystopias and steampunk ("steampunk" is a genre with elements of science fiction, fantasy, alternate history, and speculative fiction that came into prominence during the 1980s and early 1990s.)

Here are some Vampire-alternative picks:

- *The Hunger Games* (Scholastic) by Suzanne Collins
- *Percy Jackson and the Olympians* (Hyperion) by Rick Riordan
- *Wolves of Mercy Falls* (Scholastic) by Maggie Stiefvater

- *The Maze Runner* (Delacorte) by James Dashner
- *The Kane Chronicles* (Hyperion) by Rick Riordan
- *Mortal Instruments* (S & S) by Cassandra Clare
- *House of Night* (St. Martin's) by P. C. Cast and Kristin Cast
- *Diary of a Wimpy Kid* (Abrams) by Jeff Kinney
- *Heroes of Olympus* (Hyperion) by Rick Riordan
- *Matched* (Dutton) by Ally Condie
- *Infernal Devices* (S & S) by Cassandra Clare
- *Dark Visions* (S & S) by L. J. Smith
- *The Secrets of the Immortal Nicholas Flamel* (Delacorte) by Michael Scott
- *The Leviathan Trilogy* (S & S) by Scott Westerfeld
- *Conspiracy 365* (Kane/Miller) by Gabrielle Lord
- *Maximum Ride* (Little, Brown) by James Patterson
- *Septimus Heap* (HarperCollins) by Angie Sage

### *Dear Rita Resourceful:*

I thought that Tom Cruise was passé until the new “Impossible Mission Force” movie came out and my students started asking for tie-in books. Can you suggest some titles?

*Signed,  
High-octane*

### *Dear High-octane:*

Of course I can suggest some great reading for your students (see below), but don't neglect the obvious online reading opportunities. Suggest that

students read about the director, Brad Bird, who also did *Ratatouille* and *The Incredibles*. Read about the plot, stunts and action sequences at the official Mission Impossible website at: <http://www.missionimpossible.com/> Many film aficionados now like to watch “featurettes” which pair commentary from the actors and filmmakers with snippets from the movie. This is all “reading” but if you want some tie-in books you might try:

- Mission Impossible: Ghost Protocol: Shooting Diary (Insight Editions) by David James.
- The Shadow Project (Balzer&Bray/HarperCollins) by Herbie Brennan.
- The Lab (Scholastic) by Jack Heath.
- Remote Control (Scholastic) by Jack Heath.
- Wrapped (Atheneum) by Jennifer Bradbury.
- The Hunchback Assignments (Wendy Lamb/Random) by Arthur Slade.
- Top Secret: Shady Tales of Spies and Spying. (DK) by Laura Buller, Joe Fullman, Ben Gilliland and Jim Pipe.
- The Dark Game: True Spy Stories (Candlewick) by Paul Janeczko.

### *Dear Rita Resourceful:*

I absolutely hate when my students use Comic Sans on assignments. I'd like to set Raptor Kill Font (<http://www.dafont.com/raptor-kill.font>) loose on Comic Sans and see what happens! When my students aren't using this terrible default font they are wasting valuable class time changing from one font to another. What's a font-conscious gal to do?

*Signed,  
Comic Sans-hater*

### *Dear Comic Sans-hater:*

You really get worked up about fonts! Don't worry; you're in good company. The world might never have had access to such varied fonts if Steve Jobs hadn't audited a calligraphy course just before he dropped out of college back in the 80s. I know a book that's tailor-made for you...it's called *Just My Type* by Simon Garfield. [http://www.simongarfield.com/pages/books/just\\_my\\_type.htm](http://www.simongarfield.com/pages/books/just_my_type.htm)

It is a collection of stories about fonts and it explains why Comic Sans took over the world.

As for your loathing of Comic Sans, take advantage of all that passion and talk to your students about text features and the way printed text influences us as readers. Explain the history of typefaces and describe how fonts are characterized. Let your students tell you why they are interested in certain fonts more than others. If you really need to exercise your librarian power, you could ask your students to work in one font...say something classy like Garamond or Palatino...and then before handing in their assignments get your students to switch to a font that's acceptable to you.

You might also suggest to some of your students struggling with dyslexia to try out “Dyslexie” a new font developed in the Netherlands that makes reading easier. Here's a YouTube video that explains it: <http://www.youtube.com/watch?v=VLtYFcHx7ec>. ■

Maureen McGroarty

# A Reader Responds to Rita Resourceful

*Dear Rita Resourceful:*

I'm responding to add my two cents to a letter from the "Dewey Dumper" in your January issue. Many boards provide access to online databases and encyclopedias with credible, current and reliable information, as well as tools for citing sources. In terms of Google, there are some tips we can show students that will help them use smarter search-narrowing techniques like quotation marks around search terms, as well as using + or - signs to eliminate unwanted results (ie german - shepherd. Students can also indicate the types of sites they wish to explore by typing site:edu (or org or gov) after the search term. I might also advise the Dewey Dumper that we are trying to prepare students for library navigation beyond high school.

*Signed,*  
*Maureen McGroarty*

*Dear Maureen:*

I'm hoping that the Dewey Dumper reads your response and benefits from your worthwhile suggestions. ■





# The Power of Self-Guided Professional Development

**T**his year I lead a Teacher Leadership Learning Program (TLLP) project with four fellow teacher-librarians to expand our expertise around the teaching of critical thinking skills and the integration of technology in our classrooms. TLLP projects are jointly funded by the Ontario Teacher Federation and Ministry of Education and allow teachers to design their own professional development opportunities.

## About the program

<http://www.edu.gov.on.ca/eng/teacher/tllp.html>

The Teacher Learning and Leadership Program (TLLP) is an annual project-based professional learning opportunity for experienced classroom teachers. The program funds proposals from classroom teachers who seek a peer leadership role in curriculum, instructional practice or supporting other teachers. The three goals of the program are to create and support opportunities for teacher professional learning, foster teacher leadership and facilitate the sharing of exemplary practices with others for the broader benefit of Ontario's students.

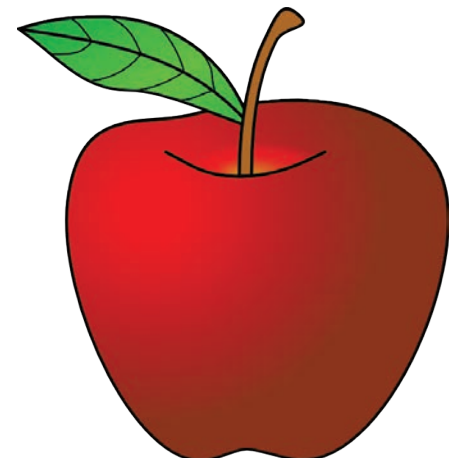
## Timelines

Applications are accepted until the end of November and then two projects per school board are selected to receive grants. Two members of each of the 200 participating teams gather in May for two-day conference where educators from across the province listen to speakers, attend workshops, and get help launching their projects. Individual teams then carry out the activities described in their applications, participate

in an online forum, learn and analyze their results with colleagues. The team writes a report that is submitted to the ministry in November.

## Our professional development

We planned a project to learn more ways to integrate technology and critical thinking skills into our teaching. We created a wiki called [icthinking.pbworks.com](http://icthinking.pbworks.com) to frame our professional discussions around the critical thinking lessons that we tried in our various settings. We presented our findings at several teaching-librarian conferences and also at the Ontario Library Association's Super Conference. We would recommend this path as a powerful learning and leadership opportunity. ■



# Occupy T.O. and the POW

It's a sunny Saturday in October and the library is hopping. A man in a threadbare coat checks out the new arrivals in the non-fiction section. A young mother sits on a blanket with her toddler reading Dr. Seuss by the children's books. A seemingly endless stream of people squeeze into the small space to drop off books, check out new arrivals or just chat with friends. Today's librarian smiles, welcoming all and ready to help. This is a typical scene in a typical library. Except this library is only three weeks old and it's housed in a Mongolian Yurt in a public park, in the heart of an international social movement that has the world talking about social justice, wealth inequity and rising poverty levels. This is the People's Library, at the heart of Occupy Toronto's encampment in St. James Park.

Regardless of your views on the Occupy protests that grabbed headlines around the world last October, the People's Library and the promise it holds for knowledge-sharing, connect all librarians to the movement. From New York City to Toronto, public and open source libraries blossomed in parks, plazas and even on benches in the Fall of 2011. The speed with which the community they fostered emerged and

the knowledge they spread serve as an inspiration. How quickly the libraries were shut down and, in some cities, the violence used by governments and land-owning corporations, serves as a warning of how those in power can react to unconventional ideas at inconvenient times.

## Small Idea, Big Reaction

The idea behind the People's Library was simple: bring books to the nearest Occupy encampment and leave them for others to borrow. From R.A. Salvatore fantasy novels to the writings of Howard Zinn, people brought books and people borrowed books. No library card needed. No computer databases to track the books, just communication, creativity, honesty and a roster of volunteer librarians. The libraries began as a few books spread on a tarp on the muddy ground. Soon, they were promoted to shelves made from milk crates and plastic tubs, organized by genre. In a few short weeks, many libraries got their own shelters to protect them from the elements. In Toronto, the People's Library was housed in a colourful, welcoming and warm Mongolian Yurt and became the heart of the Occupy encampment. The library was a place to come for quiet

conversation, discover a new author or just rest. Not so different from a "real" library. Ideas developed, discussion thrived and, for many, a lost sense of community was rediscovered.

## Many Books from Many Sources

People arrived with boxes of old paperbacks, ranging from romance to fantasy and everything in between. Others brought hard-to-find or controversial books on politics, economics and society. It was an eclectic mix of titles that would please any librarian.

As a children's author, I wanted to share my own books as part of the collection. I brought a few of my graphic novels and added them to the milk crate shelves in Toronto's library. Staff members from the Ontario Library Association also brought stacks of children's books. In Occupy camps across the country, professional librarians and library studies students volunteered their time and skills to organize the books and run the operations of the library. From the People's Lovely Library in Vancouver to the library in Liberty Plaza in New York City, it was clear librarians saw the potential in a people-powered, open source knowledge exchange.

Liam O'Donnell

# ER of the People's Library



*continued on page 28*



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## DIGITAL HOMES FOR PEOPLE'S LIBRARIES

Occupy Wall Street  
[peopleslibrary.wordpress.com/](http://peopleslibrary.wordpress.com/)

Occupy Educated  
[occupyeducated.org/](http://occupyeducated.org/)

OWS Library Eviction video  
[youtu.be/iuo7IXcqWlc](http://youtu.be/iuo7IXcqWlc)

Occupy Vancouver's People's Library  
[ovpeopleslibrary.wordpress.com/](http://ovpeopleslibrary.wordpress.com/)

## Book Dumping and Last Stands

Weeks passed and it became clear that the Occupy camps were at an impasse. Mainstream media grew restless for a list of demands. Politicians and land-owning corporations grew weary of the encampments and moved in. As camps were shut down in London, Ontario and beyond, many Occupiers knew their time was limited. Preparations for eviction began.

A surprise midnight raid on the camp in New York City gave Occupiers no time to prepare. A police barricade around the camp, blocking access to all media, meant there was little mainstream coverage of the fate of the first People's Library. Video captured on phones by those being arrested showed the destruction of the library at the hands of the police. Books were tossed by the thousand into waiting dumpsters and hauled off to landfills. Chants of "Fahrenheit 451" echoed through the crowd of protestors and volunteer librarians who had lovingly collected and curated the 5000 plus collection of books. After the scenes in New York, the libraries in several camps were hastily dismantled and books were carted away to safe locations in the back of vans, on bikes and even in shopping carts.

In Toronto, with eviction notices served and a deadline looming, the People's Library became the site of Occupy Toronto's last stand. The yurt

“

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planks and anything  
else that was heavy.  
Inside, among the  
books, a few stalwart  
Occupiers waited for  
the police**

was fortified with pallets, planks and anything else that was heavy. Inside, among the books, a few stalwart Occupiers waited for the police. Eventually negotiations prevailed and the library was surrendered peacefully. The books were removed and the yurt dismantled without incident. The People's Library was closed.

## People's Library Redux

Now, with the Occupy camps all cleared, the question remains: what is the future for open, democratic lending institutions like the People's Library? In the case of occupations in New York and Vancouver, the idea of the People's Library has moved online. Vancouver's "The People's Lovely Library" website co-ordinates book donations with supporting book stores and hosts a community of library-users. In New York, after two aggressive raids by police, the library lives on in Library 3.0, a collection of mobile mini-libraries hosted in shopping carts and milk crates and appearing at Liberty Plaza and ongoing Occupy actions.

With school boards cutting Teacher-Librarian positions and cities like Toronto working to privatize public libraries, this new generation of People's Library, small, nimble and run by passionate Occupiers, is an ally in the struggle to protect libraries in all their forms. As spring arrives, expect to see the return of the People's Library in your hometown — milk crates and all. ■

# The Hidden Powers of the Librarian

## A PERSONAL ACCOUNT

**7:45 AM**

The phrase Power @ Your Library is fresh in my mind on a Monday morning. I spot the regular group of students waiting for me as I walk up the ramp to the school library. I am immediately hit with the usual barrage of questions mixed with spontaneous revelations and unsolicited information. We have, after all, not seen each other for two weeks.

“Mr. M! Were you hoping for a snow day too?”

“I finished all those books in the first three days of the holidays and then I had nothing to read.”

“Did Volume seven of Naruto come back yet?”

As I pull out my keys, they encroach tighter around me, pressuring to get in.

“Teachers don’t wish for snow days, Michelle. Jess, I told you, I would let you check out more than five books for the holidays, and I don’t know Jarrett, I don’t have the whereabouts of everything in the entire collection memorized.”

**7:46 AM**

The phone is already ringing as I flick on the lights and drop my lunch on the desk.

“Library, Mr. M speaking.” I’m guessing it’s the first desperate call of the day, hoping to squeeze into the library at the last minute.

“Sorry there’s a big class booked in period one. They’re researching the Great Depression. Tomorrow? Nope, Stevenson is in here with his P.E. class because the gyms are closed for the basketball tournament. Wednesday? Yes, that’ll work...solar system...yeah I remember the project from last year...see you then.”

**7:50 AM**

I open my email and stare at the twenty-seven requests from teachers looking for research time before exams begin in a few weeks. I’ll have to call them individually when I have a moment because there is already a line up at the circulation desk.

**7:55 AM**

Michelle is back with an armload of thick novels. I am forced



By Ian McEwen



to raise an eyebrow. “Haven’t you read this entire series already Michelle?”

“I thought so. Can I suggest something else for you?”

“No? Fine. You owe me 40 cents by the way.” She’ll pay later... always does.

#### **8:05 AM**

The next five minutes are spent shooin students to homeroom before the announcements start. The “get moving to class” music starts, and as usual this kick-starts a series of crises.

“Mr. M, there’s no paper in the printer.”

“It’s behind the desk, you can load it yourself.” She’s a senior student, she’ll figure out how to load it.

Next, “I need to make 25 photocopies for my presentation. Can you help me?”

“One sided or two sided?” I ask.

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...continued from page 31



“What does that mean?” This one may take a while.

“Right... just sit tight Jeremy. I’ll help you after the announcements.” He’s going to be late.

“Mr. M, I saved my work on a memory stick but now it’s saying it can’t open.”

“What version of Office do you have at home?” This is always cause for alarm bells.

“I did it on a Mac.” Ouch...this isn’t going to end well, but I stay positive under fire.

“Okay, just wait until after announcements, then I’ll see what I can do. You know how to work the copier right? Okay, go help Jeremy please.”

“Can you proofread this real quick Mr. M?”

“When is it due?” Don’t say period one, don’t say period one.

“Period one.” Cripes.

#### **8:10 AM**

Announcements begin and I have five minutes to think about the phrase Power @ your library. I still have no idea what it means, but I mull it over.

#### **8:15 AM**

A series of phone calls begin that will continue intermittently for the rest of the day. The requests inevitably become stranger as the day progresses.

“Can you reset Derek’s password, oh and Julie Hendriks can’t remember her username if you could look that up for her?”

“I’m sending down Johnny to check out another book, he doesn’t like the one he has. Can you pick a novel for him that he will like?”

“Do you have anything on Ukrainian immigration in the 1950s in Saskatchewan?”

“I need Billy to come down there and work.”

I know Billy, but I ask anyway.

“Because if he stays my classroom, I’m going to do something unbecoming of a music teacher.”

Thought so.

#### **8:30 AM**

I have forgotten to call the teachers about booking research time and I write a sticky note as a reminder to do it later in the day. I throw out all the other sticky notes covering the edges of the monitor, reminders of things I didn’t do from before the holidays. They have reached their life expectancy.

#### **8:45 AM**

In between computer support calls, I am able to help the class that is in the library researching the Great Depression. Somehow the notion has developed amongst staff that I am a computer whiz and have a level- five security clearance with the school board. In reality, I know just enough to fool the average English teacher, but the myth is perpetuated because I’m on a first name basis with the tech guy at the help desk.

#### **9:30 AM**

Period two at last! I was going to work on cataloguing some recently purchased books but the creative writing class is here and they all need help choosing engaging, richly fulfilling, life-changing independent study novels. No problem ... sticky note to self ... process books after lunch.

#### **10:55 AM**

Lunch! A good chance to reflect on the morning and perhaps give some thought to the Power @ Your Library statement. Maybe it’s not a statement but more of a question.



#### 11:55 AM

I finished proofreading the essay from period one while eating my soup. Equal parts highlighter and squash soup now stain the paper. A long discussion ensued with student in question about why they thought it was appropriate to cut and paste an entire webpage directly into the essay.

#### 12:00 PM

New sticky note. Check voice mail...that light has been flashing at me all morning.

#### 12:05 PM

Scheduling mix up. The French Immersion students are here looking for novels as well as a Grade 11 English class. I send them to their respective areas in the stacks and no doubt avoid an international incident.

#### 12:30 PM

The next thirty minutes is spent negotiating with individual students who are trying to check out books but are hindered with fines, outstanding materials or both. I try and walk the line between having them show some responsibility and not cutting off their reading privileges entirely.

"Jason, you checked out Harry Potter seven weeks ago. Where is the book?" Here we go.

"Well if it's in your locker, go get it and while you're at it, dig around there for some change. Your fine is \$2.50." Hit 'em hard and then back off is my strategy. Makes them feel like they're getting away with something.

"You have no money? Okay...I'll give you the special New Year's deal. You scrounge up a loonie and we'll call it even."

Off he goes and I chalk up another one for the master peacekeeper. After doing this job, I'm sure I could safely negotiate hostages out of a Lear jet high jacking. I have lines to cover every situation.



Small fine, no cash? "It's only twenty cents, just bring it in tomorrow." They usually do.

Large fine, no cash? "I'll put a sticky note on this book and reserve it for you. You bring in a down payment tomorrow. We call that a gesture of good will." That calms everybody down.

Any fine, some cash? "What have you got there...thirty eight cents? Close enough...you're a pretty good customer."

I give out all sorts of deals under the guise of birthdays, fabricated holidays, I knew your older brother/sister, that's my favourite author so you get a deal, and on and on. You have to improvise.

#### 1:15 PM

The following fires need putting out: "There's a paper jam in the printer!"

"I can't find the self-help books...can you help me?" Oh, the irony.

"Can you show me how to write a bibliography?" It hasn't changed since you were in Grade nine, but yes.

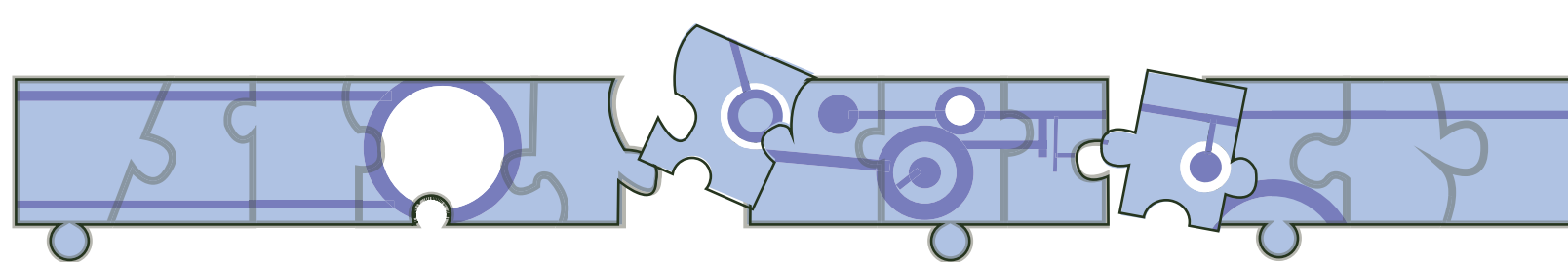
"I can't get this stupid program to indent my paragraphs" and of course the perpetual favourite, "it says you have the book but I can't find it on the shelf."

Sticky note to self to teach all students how to search the shelves by looking at the spine labels and not just sashaying past the area where I told them to look.

#### 2:25 PM

I am putting the chairs up on the tables with the last of the remaining students. I have to bolt right after school to a hockey practice with the school team. A thought comes to mind regarding Power @ Your Library. Actually it is a non-thought... I have nothing. If I had more time, I'm sure I could dazzle you though. ■





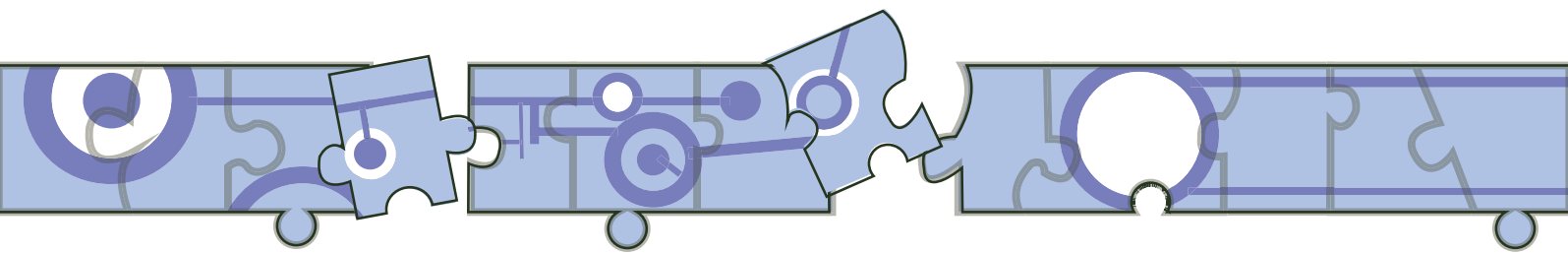
# INNOVATION

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## Super Conference 2012 in photos





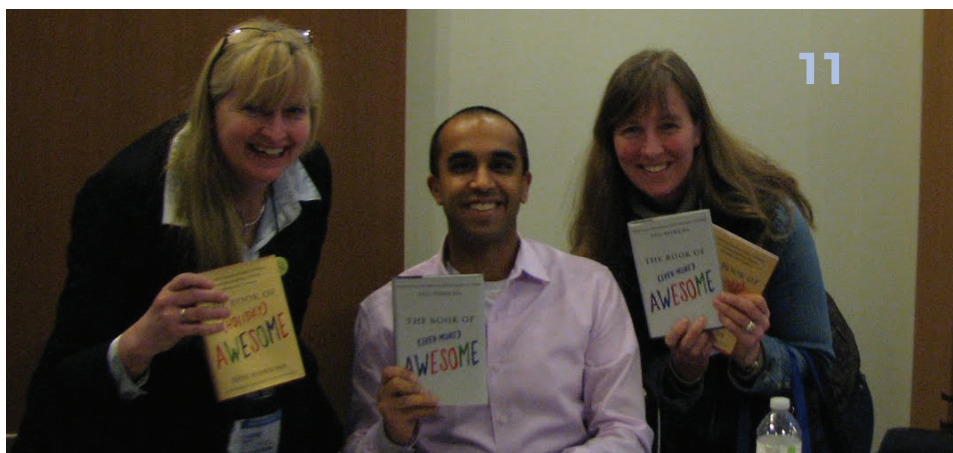
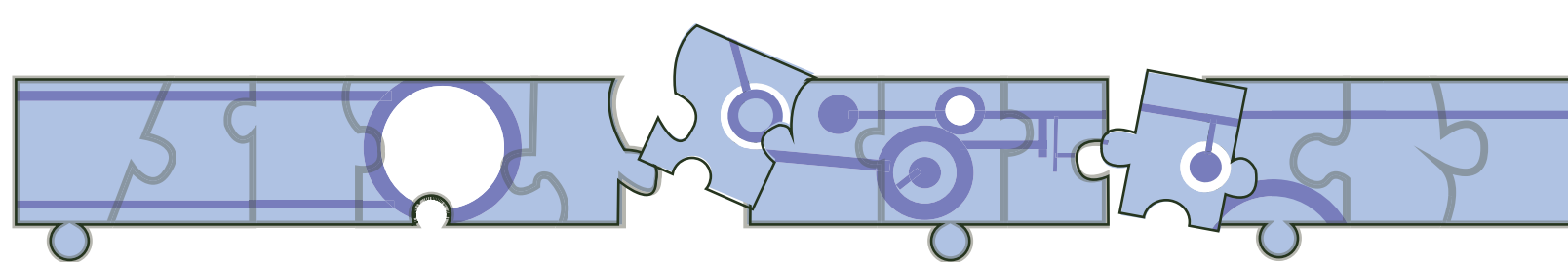


Photos by Brian Pudden  
and Diana Maliszewski

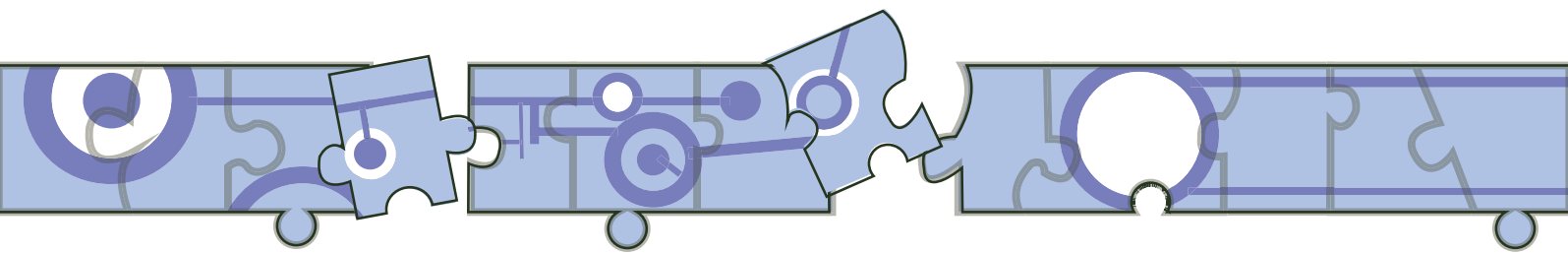


1. Meeting Ontario Education Minister Laurel Broten at the Ontario School Library Association awards ceremony.
2. TingL editor Diana Maliszewski makes a new friend.
3. OSLA Spotlight Speaker Dr. Alec Couros meets with Max, the skinny pig.
4. Alanna King, left, presents and Christy den Haan-Veltman.
5. Working the Friday Night Disco Party.
6. Taking in the OSLA AGM.
7. Students chat with author Kevin Sylvester.
8. Delegates Joanne deGroot and Jennifer Branch came all the way from the University of Alberta to speak and learn.









9. James Saunders with OSLA Teacher of the Year Bernard Dowling.
10. CBC personality George Stroumboulopoulos loves libraries.
11. Meeting AWESOME author Neil Pasricha.
12. OSLA spotlight speaker Alec Couros explains why social networks matter for education.
13. Students challenge authors to chess on the Expo floor.
14. Attendees at the OSLA AGM.
15. OLA presidents past and present Karen McGrath and Tanis Fink get into the disco spirit.



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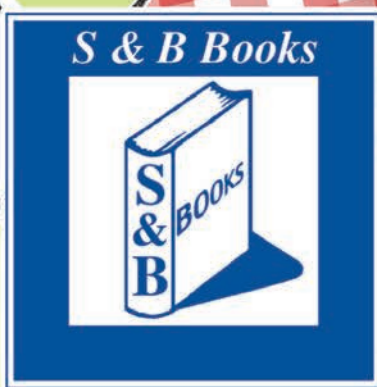
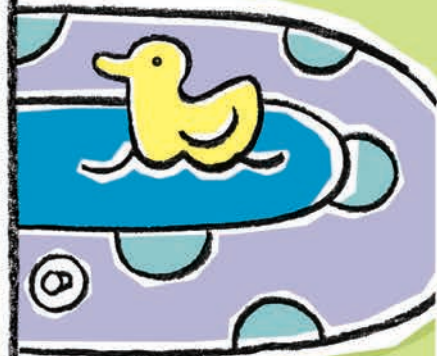
“ Creativity is thinking up new things.  
Innovation is doing new things. ”

— Theodore Levitt



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Illustration by Mélanie Watt