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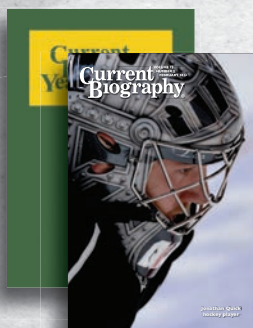


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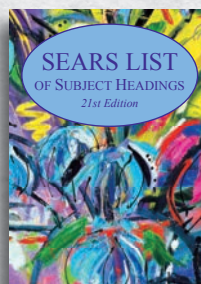
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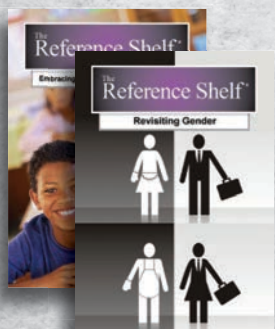
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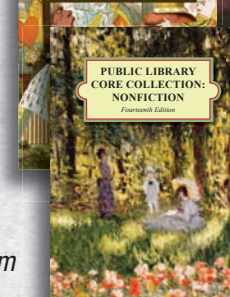
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wonder @ your library

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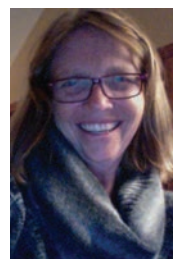
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TingL mission

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 (16th edition) or APA Style.

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V. 22, issue 1	"Climate Change @ your library" Deadline: May 10, 2014
V. 22, issue 2	"Entertain @ your library" Deadline: September 22, 2014
V. 22, issue 3	"Be @ your library" Deadline: January 21, 2015

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 Microsoft 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.

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On the cover:

Cover photo by: Lisa Hascal, Westminster Public School
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Inside photo by: Jan McMillin, Queen Victoria Public School.

The Editor's Notebook

In the last half of 2013, two sweet new additions joined our home. I didn't give birth to twins, as delightful as that could have been – I adopted some pet skinny pigs, after my faithful school companion Max died in June. Skinny pigs are hairless guinea pigs, and the breed seems to have originated in a Canadian laboratory in 1978. Owen was only a month old when I brought him home from his place of birth in Owen Sound.

The marvellous thing about having a baby-anything is the sense of wonder they have about the world. Every new experience was an adventure to baby Owen. He enjoyed wandering around the floor, sniffing unfamiliar scents, tasting unusual treats and exploring under and behind anything he could reach. Kirby, our other skinny pig, was a lot more timid. He preferred hiding in his "pigloo" (his small animal shelter). It's taken a bit more work on our part to get Kirby comfortable with the unknown. His courage has slowly developed, with patience and



Photos Courtesy of Diana Maliszewski

encouragement, and he's not so scared anymore to be out of his cage.

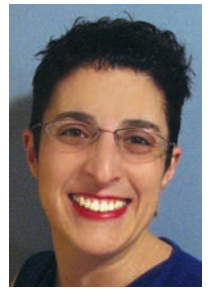
Do Owen and Kirby sound like any students you've encountered? Do they resemble any school library staff members you know? Socrates once said, "Wisdom begins in wonder." Charles Morgan, an English-born playwright, said, "As knowledge increases, wonder deepens." And Albert Einstein commented that, "He who can no longer pause to wonder and stand rapt in awe is as good as dead: his eyes are closed."

Wonder and learning go hand in hand, and school library professionals are in a unique position to foster that sense of wonder in both eager and reticent

learners. A lot of wondrous learning occurred during the 2014 Ontario Library Association Super Conference, with its theme of "A Universe of Possibilities."

Check out the Super Conference Photo Essay and the President's Report for more information. (Did you notice that this year's Teacher-Librarian of the Year, Leslie Holwerda, is a member of *The Teaching Librarian* editorial board? I certainly did!) You may also enjoy the "wonder-ful" feature articles by Melissa Murray from the York Region District School Board on inquiry learning and Richard Reid from the Durham District School Board about the magic of connecting with authors. Enjoy Volume 21 Issue 3! ■





Diana Maliszewski



President's Report

“I understand that although we do have a universe of possibilities, we must also continue working as advocates for the power of teacher-librarians.”

2014 kind of crept up on me. I was busy focusing on the polar vortex, commonly known as winter, when I realized that we were well into January and Super Conference would soon be upon me! This year's theme, "A Universe of Possibilities," was aptly chosen. I attended as incoming president of the OSLA.

The past year as vice president made me very aware of the role and responsibilities of the job, but now I've got it! So as I attended sessions as Convener, Presenter and Delegate, I was indeed considering the possibilities.

The OSLA council is a busy group, as Isabelle detailed in her year-end report in the recent *The Teaching Librarian*. We have a dedicated volunteer council who are passionate about school library programs and the impact our programs have upon student success. As I begin my journey as president this year, I understand that although we do have a universe of possibilities, we must also continue working as advocates for the power of teacher-librarians and effectively staffed school libraries.

I was thrilled by the outstanding attendance by members at our Annual General Meeting. Liz Sandals, Minister of Education, attended our awards ceremony and her speech certainly made me feel that we were indeed making headway in our advocacy efforts with the Ministry. It was also wonderful that we had such exemplary leaders to celebrate while the Minister was in attendance. My congratulations to all of our 2014 Awards recipients.

Throughout the conference, I was struck by how we are all so connected by the stories we share, be it our frustrations as we advocate for our library programs, to the successes and challenges as we work in aboriginal communities. From the musings about evolving urban centres for the future, to the ideas of creativity and "outside of the box" thinking in

Deb Kitchener shares her stories on Twitter as @kitchenerd, her blog Virtually Learning at dkitchener.wordpress.com, on Flickr as kitchenerd and in real time when she talks to people.

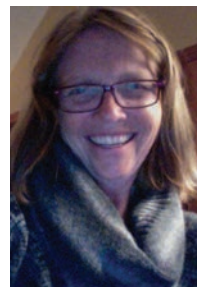
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Makerspaces, it was apparent to me that school library staff and the programs that they offer are connected by the diverse and varied threads of story.

My job as president is to pick up these threads, knit them together and endeavour to connect people, their experiences and their expertise with decision makers in our province and, of course, with each other. Advocating for effective school library programs has never been more important than it is now. We have made some great gains this year and will continue to build upon those successes.

Other interesting challenges for the upcoming year will be to ensure that we continue to align all of the work that we do with the updated strategic plan for the Ontario Library Association. Under the guidance of Shelagh Paterson, our



Deb Kitchener

Executive Director, and the support of the OLA, staff and council will ensure that everything we do for our organization connects to the strategic plan.

Finally, the council and I will continue to support all of the things the OLA and the OSLA do best: the Forest of Reading® Program, planning for Super Conference 2015 (yes, it starts now), ongoing *Together for Learning* webinars, tips and updates, providing and seeking content for *The Teaching Librarian* magazine, the OSLA video contest, and most importantly, ensuring that we network with our colleagues in school libraries, share the valuable work done by the OSLA, and ensure that our membership grows.

I'm always saying folks don't know what they don't know. As passionate supporters of effective school library programs, we need to get out there and share our stories. Share them with administrators, parents, trustees, and colleagues. It's important that we do this so that everyone in education understands our universe of possibilities. School libraries and effective programs are vitally important to every school community and to the success of every graduate of school systems.

Share your stories, open up to the universe of possibilities! ■



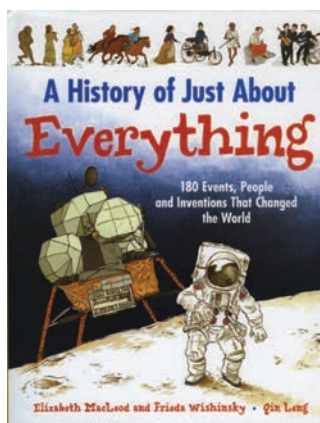
Book Buzz

We use “wonder” as a verb when we have a question that needs to be answered. We use “wonder” as a noun when we talk about things that inspire awe. Both uses of the word are applicable in school libraries where students and teachers search for questions and answers and where their curiosity often leads them to amazing discoveries. I hope that some of the titles mentioned in this “Book Buzz” will lead the users of your library to interesting questions, fascinating answers, or other discoveries that will make them say, “Wow!”



Lost Beneath the Ice
by Andrew Cohen, with images selected
by Parks Canada
Toronto: Dundurn Press, 2013
ISBN 978-1-45-971949-1

There are many wonders revealed in *Lost Beneath the Ice*. Students who are interested in the history of Arctic exploration will be awed by the brief account of how the crew of the *HMS Investigator* ventured into Arctic waters in 1851 and spent two winters trapped in ice before being rescued by another ship (and being forced to endure a third long, if somewhat more comfortable, winter before they were able to return home). Geography students will gain a sense of the remote and sparsely populated Arctic landscape around Canada’s Aulavik National Park from the photographs that document the work of the 21st century expeditions to find the abandoned ship in frigid waters. Students interested in underwater archaeology will be interested in reading about, and seeing, how the wonders of technology have brought those expeditions back to the ship that was abandoned more than 150 years ago.



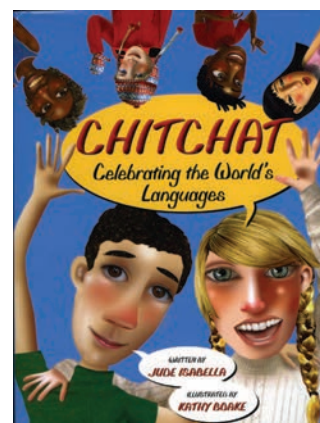
A History of Just About Everything
by Elizabeth MacLeod and Frieda Wishinsky, Illustrated by Qin Leng
Toronto: Kids Can Press, 2013
ISBN 978-1-55-453775-4

A History of Just About Everything does a remarkable job of wowing the reader with its documentation of the scope of humanity's challenges and achievements. The book's 120 pages cover 180 events, people, and inventions that changed the world. Most of the articles, on topics ranging from the appearance of the first humans to the 2011 Japanese earthquake, are between half a page and a page in length. They are simple enough to be understood by junior level readers, but they are of interest to a broad general audience with an interest in trivia. Many articles are accompanied by inset text boxes labeled "Ripples" that discuss broad and often expected consequences of events. Have you noticed how our days have become 1.8 microseconds shorter since Japan's magnitude 9 earthquake? This book will help you and your students to understand the causes and the consequences of many historic events!



Canada's Other Game: Basketball from Naismith to Nash
by Brian I. Daly
Toronto: Dundurn, 2013
ISBN 978-1-45-970633-0

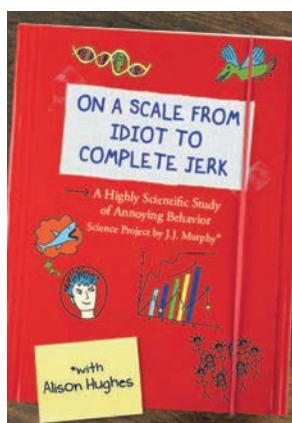
Few might question the status of hockey as Canada's number one sport, but many might wonder why basketball should be described as "Canada's Other Game." Journalist and basketball enthusiast Brian I. Daly has written a comprehensive account of the evolution of the sport in Canada from the time of its invention by Almonte, Ont.'s James Naismith to the 21st century where young Canadian players, inspired by the example of Steve Nash, are building careers for themselves in both collegiate and professional ranks. Although not written for a young adult audience, this book will engage basketball enthusiasts and students of the history of sports in intermediate and secondary grades who want a detailed account of basketball in Canada at both amateur and professional levels.



Chitchat: Celebrating the World's Languages
by Jude Isabella, Illustrated by Kathy Boake
Toronto: Kids Can Press, 2013
ISBN 978-1-55-453787-7

Chitchat sounds like the kind of everyday language that we take for granted, but Jude Isabella's book invites readers at the junior level (and beyond) to think about how and why we use words and sounds to communicate. Have you ever wondered if there is a connection between the sounds of words and their meanings? One interesting section of *Chitchat: Celebrating the World's Languages* gives an example of an experiment like one that a linguist would use to find an answer to such a question. Other sections explore topics like the origins of language, the evolution and extinction of languages, "slanguistics," alphabets, written languages, and unspoken languages. The short, chatty articles are colourfully illustrated and abound with interesting facts. The glossary and index are useful tools for finding information within the 44-page book and for showing students how to find information within the book!

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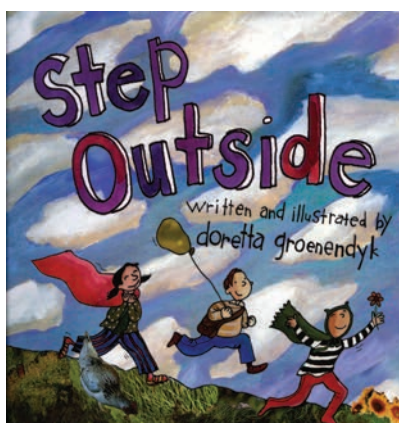
On a Scale from Idiot to Complete Jerk

by Alison Hughes

Victoria, B.C.: Orca Books, 2014

ISBN 978-1-45-980485-2

Sometimes students wonder about questions that are better answered through primary research rather than library-based research. This is the case when Grade Eight student J.J. Murphy (with the help of Alison Hughes) uses a science project to engage in a student centred inquiry into the nature of jerks and jerkish behaviour. This “highly scientific study of annoying behaviour” rates a wide range of individuals from family members, young children, pets, and “really old people” to educators and internet trolls. The “jerk-o-meter” is the tool specifically developed for this purpose. The author acknowledges occasional weaknesses of this scientific method – it is admitted that charts and diagrams have been included to appeal to teachers’ enthusiasm for such things. However, there are insights into human behaviour that shine through the ironic humour that students will enjoy in this entertaining “science project.”



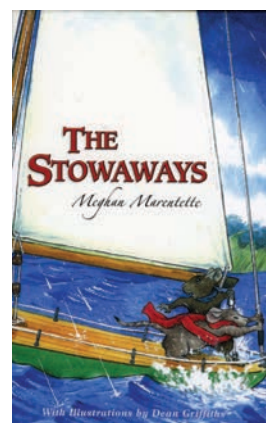
Step Outside

by Doretta Groenendyk (Author and Illustrator)

Charlottetown, P.E.I.: Acorn Press, 2013

ISBN 978-1-92-750219-8

On the first page of her colourfully illustrated book, Doretta Groenendyk shouts to kids, “Hey you! Yes you! Unplug yourself and step outside.” In the pages that follow, *Step Outside* challenges young readers to allow themselves to be wowed by experiences in the world around them. The words and pictures invite young people to dance, and dash, and fly kites. Groenendyk’s illustrations are combined with elements of collage to encourage beginning readers to explore the world with their friends. In the classroom, this book could inspire students to tell their own stories about their discoveries of the world around them and encourage them to discuss the importance of activity as part of a healthy lifestyle in the real world.



The Stowaways

by Meghan Marentette, Illustrated by Dean Griffiths

Toronto: Pajama Press, 2013

ISBN 978-1-92-748533-0

As a young mouse, Rory Stowaway has to cope with everyday problems such as getting to school on time, dealing with bullies, and fitting into his community. He wonders about the world off the beaten path, the “World Beyond” that his father would label “out of bounds.” The young mouse is also curious about his grandfather, a renowned adventurer who has been missing for many years and who is presumed, by many, to be dead. How could Rory resist the temptation to join his grandmother in venturing into the unknown and unlocking the mystery of his grandfather’s fate? *The Stowaways* is an old-fashioned animal fable and adventure story about discovering that “life is always changing” and that the end of one adventure is only the beginning of the next. Such stories have an enduring appeal for young readers. ■

Meet the Author

Evelynne Bernstein

Don Aker

Author Don Aker's young adult books are favourites of many high-school readers. His novel *The First Stone* won the 2004 Forest of Reading® White Pine™ Award. He followed up with White Pine nominations for *The Space Between* in 2008 and *The Fifth Rule* in 2012. Aker's most recent young adult novel, *Running on Empty*, is also nominated for the 2014 White Pine Award, as well as British Columbia's 2013-14 Stellar Book Award.

Congratulations for being nominated for the Ontario Library Association's 2014 White Pine Award, and British Columbia's Stellar Book Award for *Running on Empty*! I hope you are enjoying a beautiful winter out in your part of the country. How did you make the transition from high school teacher to award-winning writer?

Actually, Evelynne, my teaching career was the reason I became a writer. During my first years in the classroom, I came to realize that my education degree had not prepared me to teach high school students how to write. My strong students jumped through whatever hoops I required of them, but those who were weaker or disengaged invariably viewed the act of writing as painful and pointless, which drew me to seek out teachers whose practice was far more effective than my own.

I decided to return to university for my Masters degree, where I devoured books on the subject of writing instruction by educators like Don Murray and Donald Graves, and their work eventually led me to take a summer writing workshop in Massachusetts on the island of Martha's Vineyard. That course was taught by Lynn Bloom, an author and professor at the University of Connecticut. Lynn explained that, if we truly wanted to understand the challenges our students encountered when facing the blank page, we had to write ourselves and then share with them the difficulties we experienced and the solutions we employed to overcome them. During those two weeks, Lynn required all of us to write daily, and at the end of the course each of us read aloud one of the pieces we had finished. As I was about to leave that day, Lynn approached me to say that the personal narrative I had shared was strong enough to be published, and she suggested we stay in contact, which we have done ever since.



Photo Courtesy of Deborah Aker

Invigorated, I returned to my classroom in the fall and began the school year teaching my seniors a unit on short fiction that culminated in writing their own stories while I wrote one at the same time. Because I now understood the need for students to write to real deadlines and for real audiences, I suggested that we all enter our stories in the Atlantic Writing Competition.

...continued from page 13

During the unit, I gave each of them feedback on their stories in progress and they did the same for me, and so effective were the responses they offered that my story, “The Invitation,” won the short fiction competition that year. That was the beginning of my writing career, which would never have happened had I not had the good fortune to take that summer writing workshop. I’m convinced that we’re meant to meet certain people in our lifetime, and I was surely meant to meet Lynn Bloom, who became not only my mentor but my friend as well.

TingL: What was your teaching career like, and were you working on writing projects during the time you were in the classroom?



An educator for 33 years, I taught various combinations of high school language arts, social studies, and math, and during those years I wrote several short stories and essays and 15 books, most of them novels and some of them educational texts coauthored with an Ontario writer named Dave Hodgkinson. Since I retired from teaching three years ago, I’ve written four more books, three of which I’m currently revising prior to publication.

It was, of course, very difficult to find time to write while teaching full time and being a father to two young daughters – once they were in bed, I usually had lessons to prepare and marking to do, so it was always late in the evening when I finally sat down to begin. However, by that time, whatever creative juices I may have had would have vanished, so I knew I had to find another way to incorporate writing into my day. I’ve always been a morning person, so I decided to set my alarm clock for 5:00 each morning, a time when everyone else in the household was still asleep and I could write undisturbed.

Mind you, I didn’t get a lot accomplished those first few days, but eventually I established a writing rhythm, training my brain to make use of the time available. I also wrote during weekends, holidays, and summer vacations, but those early-morning sessions became an integral part of every day until I retired from teaching. Now I begin writing when my wife leaves for work in the morning, and I stop when she returns home in the afternoon.

You have said that every novel you have ever written “has grown out of my interactions with young people.” How do you know when you want to write about something – is there an “aha” moment, or does your creative process come together in a different way?

I wish I had “aha” moments, but my process is far slower than that. I find myself wanting to write about something when I realize that I’m struggling to understand it. For example, while my wife and I were vacationing in New York, I picked up a newspaper and read an article that said one in three American high school students gambles money on a regular basis. That floored me. One in three? It made me wonder whether gambling was as great a problem for Canadian teenagers and, when I returned home, I began to research the issue by reading other articles about it, researching online sites, watching documentaries about teen gambling, interviewing addiction counselors, and so on.

The more I discovered about the subject, the more I knew I had to write about it, if only to sort it all out in my head. Of course, no novel is ever about a subject or issue – it’s always about a character who is impacted by it. In the process of conducting any research, I always find a character coalescing in my mind, nudging me to write about him. In this case, that character was Ethan Palmer, the teenager whose story became *Running on Empty*.

One of the things students often say they like about your novels is that your characters are so vivid, and their stories

“Hundreds of teenagers have spent time in my classroom, and I’m indebted to each of them for having given me details that I use when developing my characters and stories.”

so believable. (That’s what I like about your novels too!) How do you manage to “keep it real,” and bring characters and a suspenseful story together so fluidly?

As a writer of realistic fiction, I can’t tell you how much I appreciate your comment, Evelynne. I wish I could say that my characters and situations seem real because I’m such a good writer but, in fact, whatever realism I’m able to achieve is a direct result of my years as a teacher. Hundreds of teenagers have spent time in my classroom, and I’m indebted to each of them for having given me details that I use when developing my characters and stories.

Do you approach your young adult novels with social issues in mind?

Social issues invariably draw me to conduct research, but my novels always begin first and foremost with a character. I spend a very long time getting to know my character before I can write that first sentence. Specifically, I have to figure out what my character wants more than anything. Once I know that, my job is to keep him (or her) from getting it – at least for a little while.

I recently read that more and more adults are reading young adult novels. What are your thoughts about that?

I don’t find it at all surprising because young adult fiction addresses such interesting themes, and some of the most compelling characters emerging in literature today are teenagers. I believe that adults are attracted to the YA genre because all of us have been profoundly shaped by the events we experienced as teens. There is no period in one’s life that is more challenging, and that’s why I can’t stop writing (and reading) about it.

Do you ever face writers block? How do you deal with it?

I don’t mean to sound flippant, but I simply don’t have time for it. That doesn’t mean that I never struggle with a manuscript. I write a lot of garbage that eventually ends up in the recycle bin on my laptop, but I have so many projects on the go that staring at a blank screen is a luxury I can’t afford. The important thing to remember is to keep writing.

As I often told my students, if you can’t think of anything to write, copy the last part of what you’ve already written. This can often trick the brain into thinking it’s writing, and more will follow. Another trick that works for me is never finishing the last sentence during a writing session. During my next session, the first thing I do is complete that final sentence, and this act of completion is often the jump-start I need to keep going. The more that people write, the more tricks they’ll discover that work for them.

What can you tell us about your interest and involvement in script writing?

Early in my writing career, I received Telefilm Canada’s \$10,000 Cross-Over Writer’s Grant to write a feature-length screen adaptation of my short story “The Invitation,” money that gave me the opportunity to work with industry people in Halifax and Toronto. That whet my appetite for the medium so, during my Masters Degree studies, I took a screenwriting course at the International Film and Television Workshops in the United States. One of the things I learned about myself during that course was that my experience as an author was of no value to me – writing for film is entirely different than writing a novel, and I struggled with making scenes work in a script the way I had learned to make them work in a story. I later had the very good fortune to win the Atlantic Film Festival’s Script Development Competition twice, which gave

...continued from page 15



me opportunities to work on scripts over a period of months with the support of respected Canadian screenwriters. None of my scripts have been produced, but I still hope that one day I'll see something I've written brought to the screen.

What do you like to read for personal pleasure? What are you reading now?

I mostly read realistic YA fiction, the genre I work in, but I also enjoy adult books. At the moment, I'm reading *We Are Water* by Wally Lamb, who wrote two of my all-time favourite novels: *She's Come Undone* and *I Know This Much Is True*.

What advice would you offer to young writers?

First, read every day, especially the genre you want to write. In this way, you'll be learning the craft from authors who are already successful in it.

Second, write about what you know. Writers write best when they know their subject intimately. That doesn't mean you shouldn't tackle things you don't know – you just have to learn all you can about them first. Read books on your subject, talk to people who have firsthand knowledge of it, do web searches, view films, attend lectures, visit museums, etc. Immerse yourself in your subject until you can't help but write about it.

Third, join a writers' group, which can give you helpful feedback, encouragement, and—most important—an audience for your writing. Having to share something each time the group meets forces you to write, and impetus is often the most valuable thing a writers' group can provide. If there isn't a group already established in your area, form one of your own. There are people out there who are just as passionate about writing as you are.

And a final piece of advice – remember the wisdom of Eudora Welty, who wrote, "Whatever our theme in writing, it is old and tired. Whatever our place, it has been visited by the stranger; it will never be new again. It is only the vision that can be new, but that is enough."

What are you working on next?

At the moment, I'm revising a thriller that my agent sold to HarperCollins. I've never written in that genre before, but I wanted to stretch myself and I'm having a great time doing it. I've never been inside the head of a psychopath before, and it's exciting. Disturbing, too, but exciting nonetheless.

Thank you, Don, and congratulations again on your nominations for *Running on Empty*. !

Rob Baxter

Professional Resources

Memes In Digital Culture

Limor Shifman, 2014

ISBN 978-0-262-52543-5

Highly recommended for primary and secondary educators who wish to gain a better understanding of this phenomenon

Only entertainment, you say, but what if, according to Limor Shifman, “they” should be taken a bit more seriously? Fine, but first of all, what’s a meme?

Its root goes back to the Greek word *mimēsthai* “to imitate” (think mime), and was coined by the evolutionary biologist Richard Dawkins in *The Selfish Gene* (1976) who explained, “We need a name for the new replicator, a noun that conveys the idea of a unit of cultural transmission, or a unit of imitation.” It recalls the French word *même* (same), but rhymes with cream.

To get the full visual, stop reading this article, quickly run to your computer and key in frabz.com/36k6 to see “My Binders Full of Women Exploded,” an Internet meme where Gangnam Style is crossed with Mitt Romney’s 2012 presidential debate blooper about his “binders full of women.”

Shifman contends that “we live in an era driven by a hypermemetic logic (going faster and further), in which almost every major public event sprouts a stream of memes,” and she sets out to prove it in her book. A quick glance might suggest that internet meme are just superficial pop culture, but if looked at more closely, “they play an integral part in some of the defining events of the twenty-first century.” A meme can be useful for understanding digital culture



and is a word that has been adopted in subjects such as anthropology, folklore, linguistics, philosophy, and psychology but, up until now, ignored in the communication field.

Memes existed before the internet in the form of the ubiquitous Second World War “Kilroy Was Here” sketch, for example: a man with two hands clinging to a wall morphing into his nose and upper face who seems to be spying on everyone who sees him.

With the arrival of Web 2.0, however, memes have a larger social impact capable of influencing “the mindsets, social behaviour, and actions of social groups” through Facebook, Twitter, Wikipedia, and YouTube. They are repackaged, imitated, remixed, re-edited, and traceable in an information era where, apparently, what is valued

most is not really information, but the attention people pay to it.

This pocket-size book, written in academic style, has a glossary, notes, suggestions for further readings, plus topics such as *May the Excessive Force Be With You: Memes as Political Participation*, and *When Internet Memes Go Global*. It’s well worth a “read” and reflection.

Masterminds and Wingmen: Helping Our Boys Cope with Schoolyard Power, Locker-Room Tests, Girlfriends, and the New Rules of Boy World

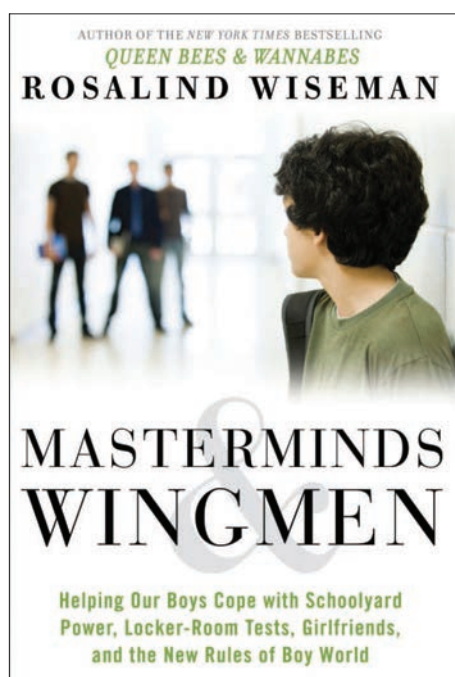
Rosalind Wiseman, 2013

ISBN 978-0-307-98665-8; also available as an e-book and from Random House Audio *A Do-Not-Miss for primary and secondary educators, parents, and beyond*

If ever you’ve wondered about boys’ behaviour, from their sullen silences to their contemptuous eye-rolling, you might find a few answers in Rosalind Wiseman’s book, which covers topics related to boys of all ages.

Just as girls learn certain ways to act from a very young age, boys also pick up certain cues from their families and friends, and often end up with traits the author sums up in her “Act-Like-A-Man Box” (ALMB): being funny, strong, tall, confident, “good with girls,” always relaxed and independent, among others. However, by always trying to live up to a certain superhero image, boys experience tremendous pressure to conform or be an outcast. This is occurring at a time when the ratio of

...continued from page 17



male to female college applicants has declined to the point where for every eight qualified females, there are only two males. So, "The purpose of this book, and of all the work I do with boys," says Wiseman, "is to give them a strategic methodology to rebel against the ALMB so they can come into their own as authentic, strong and emotionally engaged men."

One of the book's unique features is that the author enlisted the help of over 160 boys in private, public, parochial, and international schools, rural and urban. They tweeted or emailed her questions, or explained how they reacted in certain situations which add to the book's authenticity. Parents and educators also contributed.

Throughout the book, the reader is

challenged with questions under the heading "Check Your Baggage." For example, "When you were growing up, what got you high social status as a guy in your community?" or "Were you intimidated by another kid or adult when you were growing up?" Wiseman also provides a comprehensive list of other books on similar topics which the reader can pursue.

For a reader's guide to this book, please consult: rosalindwiseman.com.

Just Babies: The Origins of Good and Evil

Paul Bloom, 2013

ISBN 978-0-307-88684-2

Another essential for primary and secondary educators, parents, students, and all those interested in what makes human beings moral – or not

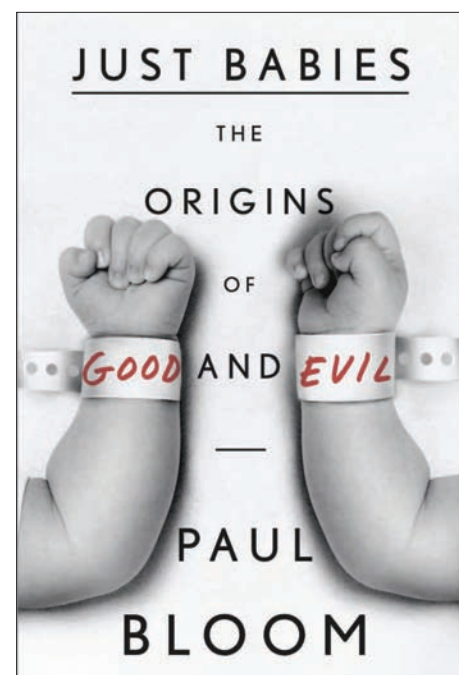
Alright, we've all wondered what makes people good or bad, moral, immoral, famous, infamous, ethical or unethical. Is this something biological or, as psychologist Paul Bloom puts it, "If our wondrous kindness is evidence for God, is our capacity for great evil proof of the Devil?"

In seven chapters covering subjects as diverse as "The Moral Life of Babies," "Empathy and Compassion," "Family Matters," and "How To Be Good," Bloom cites many examples of the way in which human beings can be wicked, indifferent, and prone to treating strangers badly. Twentieth-century genocide provides us with enough examples. However, "our imagination,

our compassion, and especially our intelligence give rise to moral insight and moral progress and make us more than just babies."

Through a series of experiments designed to see if babies could distinguish between a kind or cruel individual, we learn that a human's moral sense is innate and comes naturally. In addition, empathy and compassion (a trait lacking in psychopaths), two distinct emotions, often erroneously considered synonyms, are also manifested at a very young age.

Babies then grow up to be adults who donate kidneys, or not, save strangers from drowning, or not, and adopt totally unrelated children, or not. This type of moral behaviour leads to the study of moral psychology (the reasons why we



might act a certain way) which Bloom links to the study of moral philosophy: "...psychologists are interested in people's beliefs about what's right and wrong, while philosophers are interested in what's really right and wrong."

To illustrate moral dilemmas, the author presents many scenarios which could easily be used in a primary or secondary classroom to foster discussions and debates about everyday human behaviour.

Focus: The Hidden Driver of Excellence

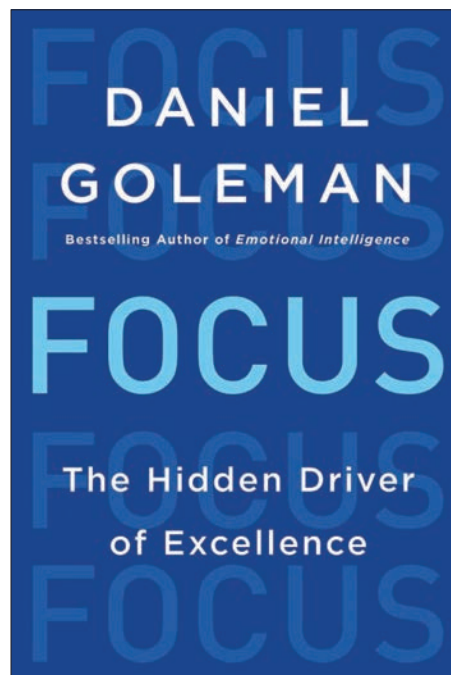
Daniel Goleman, 2013

ISBN 978-0-06-211486-0

For primary and secondary educators, parents, and students who have always wondered just what makes us strive to be the best

According to psychologist Daniel Goleman, "Attention works much like a muscle – use it poorly and it can wither; work it well and it grows." The reader of his book can learn many ways of developing and refining this muscle with research gathered from classrooms and neuroscience labs.

"Reading Others," "Smart Practice," "Brains on Games," and "The Well-Focused Leader" are just four of the book's seven parts. In "Smart Practice," the "10,000 hours of practice rule," popularized by Malcolm Gladwell in *Outliers*, is challenged. Rather than repeating the same mistakes in a given sport, hobby or interest, full concentration is essential in a well-



designed program over a certain amount of time. It's really not the number of hours that counts. According to Goleman, "How experts in any domain pay attention while practicing makes a crucial difference."

Feedback in the form of coaches for athletes, or mirrors for dancers, is essential for recognizing and correcting performance errors. Without focusing, the brain cannot rewire the circuitry necessary for that particular skill, so that distractions such as TV or music during a workout impede the acquisition of the skill.

"In Brains on Games," Goleman claims, "Although video games may strengthen attention skills like rapidly filtering out visual distractions, they do little to amp up a more crucial skill for learning ...

such as paying attention in class and understanding what you're reading, and how it ties in to what you learned last week or year." He cautions that "at present even the best brain training tools are sad echoes of the pizzazz of a Grand Theft Auto." He sees hope, however, in an iPad game called Tenacity (gameslearningsociety.org/blog/?p=431) that strengthens selective attention.

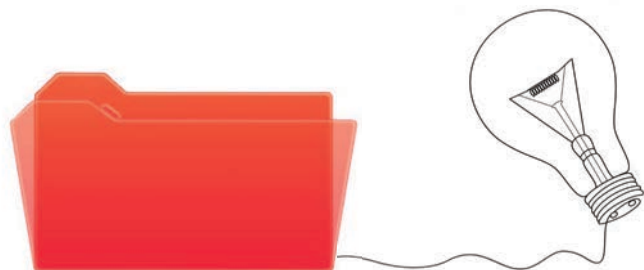
On the other hand, Goleman goes on to describe "Breathing Buddies," a method to help children calm down, sit still, and listen to their teacher. It's used in PS 112, an elementary school in New York City's Spanish Harlem, where low income parents don't have the extra money needed to buy gadgets and games. Lying on the floor with their favourite stuffed animal on their stomach, Grade 2 children listen to a friendly voice that guides them through deep belly breathing. Slowly inhaling and exhaling, they tighten their hands into a ball, then relax; squeeze and relax their eyes; open their mouths wide and stick out their tongues. On days when they can't do these exercises, a definite deterioration in their behaviour can be noted by their teachers. Many other examples of focusing techniques and attention training are mentioned in the book. ■

Wonder @ Your Library

Some may believe that children go to school to find answers, but really it's the questions that ignite the learning. Our questions usually begin as a moment of wonder. Alexander Graham Bell wondered if he could help deaf people with a microphone and this led him to invent the telephone. Benjamin Franklin wondered if lightning could conduct electricity and now electricity is an integral part of our lives.

With “wonder” being at the heart of it all, we asked *TingL* readers this question: How can you utilize your school library to spark a sense of wonder for all students in the school?

Introduction by Lisa Hascal



In her first year as teacher-librarian, Melanie Martin from Vincent Massey Public School in Bowmanville, Ont., is working on instilling a sense of wonder in her students through the use of a “Wonder Board” (top-right photo of the opposite page), where students are encouraged to ask questions and search for answers. They are also learning to give credit to their sources by listing the title of the book the information came from, such as “Pioneer Days.”

I know this teacher-librarian, and others in Kawartha Pine Ridge District School Board, are using Carol Koechlin and Sandy Zwaan’s *Q-Tasks* for inspiration.

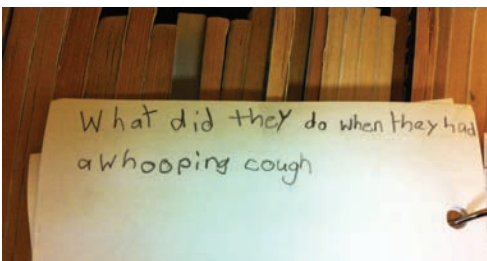
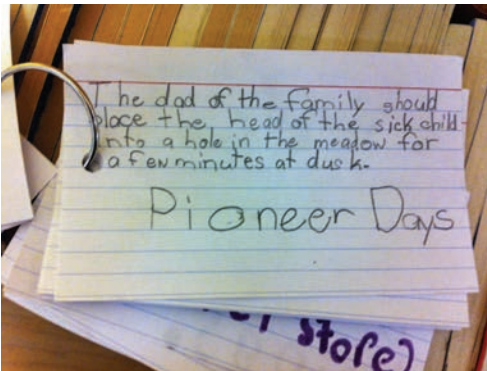
In the bottom-left photo, the teacher-librarian, Storm Saito, from Kent Public School in Campbellford, Ont., is shown reading a *Blue Spruce™* book to a group of students. You can see, to her right, that she has book covers posted on the wall. To that display, she will add the children’s “wonderings” as she reads the books.

The bottom-right photo is a close-up of the book she is reading now, along with the stickies of what the kids were wondering about it.

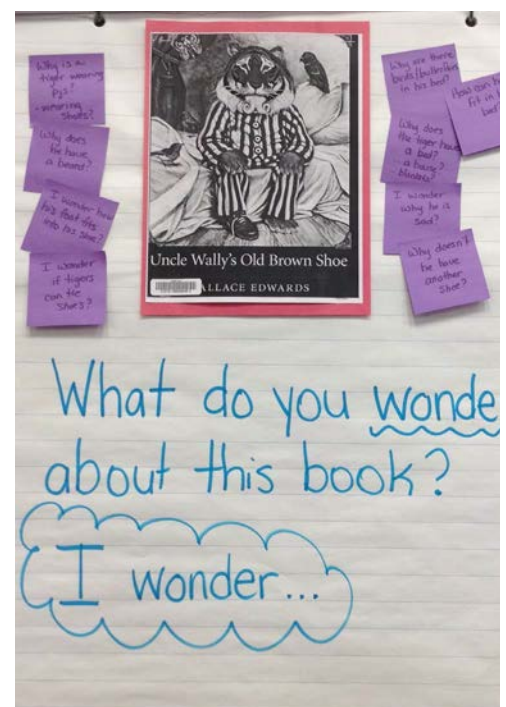
Elizabeth Gordon
Learning Resource Centre Consultant
Kawartha Pine Ridge District School Board

Climate Change @ Your Library

Libraries today are so vastly different from libraries 30 years ago. When you walk into a library today, you will not only see walls of books, but a growing number of computers and other resources. In addition, the role of the Librarian has changed dramatically. S/he does not only help to locate books, but s/he is also skilled at utilizing electronic databanks and establishing author credibility. The climate of libraries has certainly changed. How does your library reflect this “climate change?” Share your thoughts on Twitter using the hashtag #TingLclimatechange.



Photos Courtesy of Elizabeth Gordon



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Photo Courtesy of Jan McMillin

Students at Queen Victoria Public School get a sense of wonder from storytelling.

This is the second year our school has been involved with a program (From 3 to 3™) to support Oral Language and Literacy and to develop self-confidence in students in the Primary Division. The focus is on stories (of course), rhymes and storytelling. Happily this year, I have embraced the storytelling aspect of the program and am expanding my own storytelling to include a presentation for parents at Family Literacy Night where the Grade Ones and K's will tell "their" stories and share "how-to" strategies with parents. I am also expanding it to work with the Social Justice Club I co-run, as a way of developing awareness of First Nations' literacy, history, and culture in our Junior Division. I find storytelling to be a compelling way of communicating not only

a variety of curricular goals, but also some fundamental, new, appreciation, and grasp of "story" values. It is also terrific for confidence-building among the students! Oral language is always a predictor of reading comprehension and that is why this program is instrumental for Early Literacy. It's become a highlight of my 20-year career! Thanks to the folks at From 3 to 3™!

Jan McMillin
Teacher-Librarian
Queen Victoria Public School
Toronto District School Board

During *Freedom to Read Week* (freedomtoread.ca), I will hide book covers, revealing one corner, in some form of paper wrapping (recycled) and identify the books with a label: Someone doesn't want you to read this book! Imagine the questions and "I wonders" I get.

Leslie Holwerda
Teacher-Librarian
Lougheed Middle School
Peel District School Board

I do scavenger hunts. At Christmas, I hide elves that students have to find. Then they get to hide them again. They get a candy cane as a prize. For Valentine's Day, I hide cut-out Cupids in romantic love story books and students hunt to find them. They get a chocolate heart as a prize. I do it for Easter and other holidays. I have book displays in the library and in my hall display case. Both events are very popular.

We have some developmentally challenged students who love coming to the library because I set up activities like this for them. They were reluctant visitors at first, but now they talk about the books they selected and want to swap books with each other. They come once a week. I have built a special section for them, and they get to choose some of the books we have in the collection. We went online and searched Chapters to find books they wanted in the collection. I then ordered the books for them.

I have also set up links on my school web page to other resources that teachers and students may find interesting. I run a "Lunch and Learn" for staff twice a month to highlight resources and skills that can help them and students use the library and the Learning Commons more effectively. I make the food, and the staff comes to learn. I create a Google Doc with the information and links to other resources. I post links to workshops that I have offered at conferences on my web site as well: tvdsb.ca/webpages/bwhite.

Bruce White
Library Department Head and Computer Facilitator
Ingersoll District Collegiate Institute
Thames Valley District School Board

I am a teacher-librarian at Lord Dorchester Secondary School. Here's a wee idea I just did a couple of weeks ago: In front of my circulation desk, I've placed a book stand with a beautiful Dorling Kindersley Timeline book, *Timelines of World History*. Every day I flip a page. The students who come in and go out get a chance to look at it. It's amazing how many kids will study the pictures and read the short explanations. I am also in the middle of putting together a "Maker Space" table with a Buddha Boards (a water painting board - see buddhaboard.com), and some puzzles, paper, and pencil crayons.

Linda Dutsch
Teacher-Librarian, ASD Resource, English Teacher
Lord Dorchester Secondary School
Thames Valley District School Board

One of the things that I think sparks the interest of children of all ages is colourful bins with popular authors. Children love running to the bins and choosing books. Also, we create a display of the "topic of the month" with a wide variety of books to pique the curiosity of children in all grades. I've also been teaching the children Google Docs and Desire to Learn and this also sparks a sense of wonder.

Alifa Somani
Wilclay Public School
York Region District School Board

I've been using Twitter: *#tinglwonder Empower kids to take charge of their inquiry so they have ownership. The wonder will come when they read and research what they want.*

To encourage tech and a love of reading, you might also try: *#tinglwonder Embrace philosophy of the Learning Commons and encourage student inquiry throughout its space.*

Johanna Lawler
Great Essex County District School Board

**Hey TingL readers: Continue the discussion by
tweeting your thoughts: #tinglwonder**

Connected Library

The Networked Librarian

When I think about the isolated role of the teacher-librarian, the mournful lyrics of “Are you lonesome tonight?” wail over and over in my mind. While our days are populated with students, teachers, parent-helpers, and vendor calls, our role within our school community is often a lonely one. Have you ever wondered about how teacher-librarians build their knowledge? Where do they find support for their professional questions? *Together for Learning* (2010) directs us to “share successes and challenges with other professionals through Professional Learning Communities and Personal Learning Networks” (p. 12). Just how do we build a personal learning network (PLN) that is meaningful and supports our needs?

While many of us enjoy face-to-face interaction with colleagues through local teacher-librarian associations, professional development activities and conferences, these events are often sporadic. If you are like me, you might want to seek out a mentor who listens to your questions and queries and gives advice (and whom you meet at Chapters or Starbucks once a week for something yummy and some book browsing). But the six days between our get-togethers are long and I find myself looking more and more to the Internet for instant inspiration.

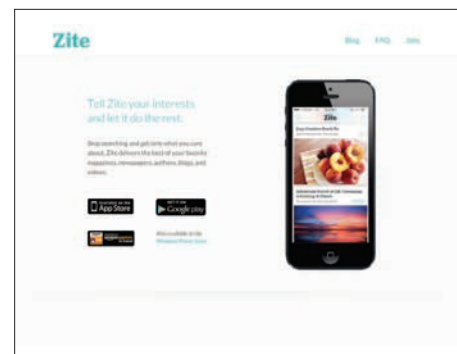
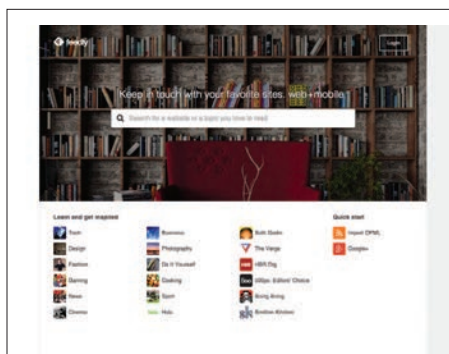
Twenty-first century tools provide us with an array of choices that foster connections with others. Building your PLN takes a little bit of planning in the beginning. If you’re new to building a professional learning network, I suggest that you start as a consumer of information by following blogs. I wouldn’t be able to keep current if I didn’t follow a landslide of blogs – authors, teacher-librarians, publishers, reviewers, tech gurus, and libraries.

HOW TO BECOME A NETWORKED LIBRARIAN

Step 1: Choose an Aggregator

feedly.com or zite.com

In order to follow blogs efficiently, you need an aggregator. An aggregator is a website or program that collects specific web content for you. Instead of bookmarking 10 blogs and visiting each one individually, your aggregator collects the latest posts from your 10 blogs and presents them in one place. There are many aggregators available. Two of my favourites are Feedly or Zite.



1. Ontario School Library Association. (2010). *Together for Learning: School Libraries and the Emergence of the Learning Commons*. Toronto, ON: Ontario Library Association.
2. Turk, R. & Handman, L. (n.d.). Are you lonesome tonight. T.R.O. Inc., Boume Co. Retrieved Feb. 8, 2014 from http://www.lyricsfreak.com/e/elvis+presley/are+you+lonesome+tonight_20049343.html

Step 2: Find Sites to Follow

Once you select an aggregator (i.e., download it from the app store), you are ready to begin searching, selecting, and categorizing the blogs you want to follow. I create folders for authors, illustrators, publishers, teacher-librarians, technology, and so forth.

Step 3: Blogs to Follow

Finding blogs is just a quick search away. Some of my favourites you might like to follow include:

Jennifer LaGarde's librarygirl.net

Joyce Valenza's blogs.slj.com/neverendingsearch/2014/01/31/on-closing-one-door-and-opening-another

Silvia Rosenthal Tolisano's langwitches.org/blog

Buffy Hamilton's theunquietlibrarian.wordpress.com

Gwyneth Jones' thedaringlibrarian.com

Step 4: Choosing Posts

Whenever you have time, go to your aggregator and skim through the posts. I usually do this while watching TV or while sitting in the stands waiting for hockey practice to end. Stop and read the ones that interest you. You might even bookmark them in some way if you want to have quick access to it again, by tweeting and pinning them.

Ready for the next step?

My other favourite tech-tool is Twitter. It's taken me several years to figure it out, but it has more than surpassed my expectations as a professional resource.

1. Sign up for a Twitter account.
2. In the beginning, get used to some of the symbols and abbreviations. Key ones you need to know are:

Handles: @ (your Twitter name) is your Twitter handle. If you send a message and mention someone, e.g.

@ONLibraryAssoc, that person or organization gets an alert that they have been mentioned in a tweet. Share your @username, so others can follow you.

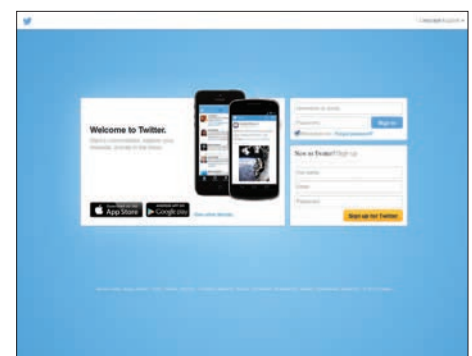
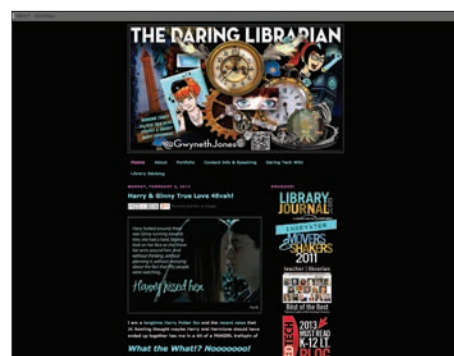
Hashtags: Tags, such as #OLASC14, categorize your tweets. # are searchable.

Retweet: To share what you have discovered and find interesting, you can send someone's else tweet to your followers.

Favourite: Like other social network tools, share your likes by "favouriting" a tweet.

3. Follow people on Twitter. As a teacher-librarian, some of my favourites are:
@shannonmiller
@gcouros
@datruss
@coolcatteacher
@globalearner

Another quick way to find people is to follow a few and then look at who they are following or who follows them! ■



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, with the subject Ask Rita, and we'll be sure to pass them along!

Dear Rita,

I know you included this in the last issue, but it is still a hot topic. I am continuing to struggle with the new Social Studies and History Curriculum and trying to collaborate with my colleagues to address the changes in their programs. I am struggling to implement the change in focus from content to inquiry. Can you shed light on my dilemma?

Ima Lost in Upper Canada

Dear Ima,

I am struggling as well. This is a shift in pedagogy more so than a shift in focus. The move is from teaching and learning a content-based curriculum to one where inquiry and critical thinking play a major role. The facts and detail portion of the content matter less than how the inquiry is carried out, which will be a difficult move for some.

The questions students develop and their ability to deal with inquiry into the historical thinking concepts identified in the document (i.e., historical significance) require a change in student thinking and in program delivery. Introducing a topic with primary resources and allowing students to research questions they develop will become more and more important. Inquiry findings will need to be assessed not for accuracy or "right" answers, but for inquiry process and proof of the conclusions identified.

Some sources of information and resources about historical thinking concepts are:

- The Historical Thinking Project (historicalthinking.ca) for lesson plans, rubrics, resources, concept posters, etc.
- *The Big Six: Historical Thinking Concepts* (professional resource) by Dr. Peter Seixas and Tom Morton ISBN 978-0-17-654154-5
- Archives of Ontario (archives.gov.on.ca/en/index.aspx), for primary source documents and lesson plans

I am sure you are up to this challenge.

Dear Rita,

My budget has been slashed once again. I attended the budget committee meeting and presented what I thought represented a thorough accounting of my spending and the library needs, but there are other priorities this year and our school population is down, so the library lost some of the funding we are usually allocated. I need to replenish my fiction collection with some new titles and I am not sure how to identify the "must-have" titles. Can you suggest a source to help with my decision-making?

Lotta M T Shelves

Dear Lotta,

I hear you. Budget problems are always rearing their ugly heads, aren't they? You did what needed to be done, but unfortunately, we don't have control over the dollars available in school budgets.

So back to selecting great titles:

1. I would introduce a wish list to the students (online, clipboard,

notebook-something easily accessible). Allow them the opportunity to tell you which titles they would like to read. You might create a Readers' Club to help you identify favourites.

2. Ask your school library colleagues what circulates best in their libraries.
3. Follow some avid reader teacher-librarians on Goodreads.com and Twitter.
4. Read reviews from *Kirkus Reviews*, *Horn Books*, *School Library Journal*, and the Canadian-based *Deakin Review of Children's Literature* (ejournals.library.ualberta.ca/index.php/deakinreview) and *Canadian Review of Materials* (umanitoba.ca/cm). Reading these reviews will help you determine if a book is suitable for your school reading population.
5. Read, read, read everything you can get your hands on. Join a review committee like Silver Birch® or Red Maple™, and get to know what is being published and what the kids are reading.
6. I always include the best of Canadian titles when I have a choice.

Dear Rita,

Our school is instituting a Bring Your Own Device policy next year, and I'm at loose ends trying to figure out what that means for our library and learning commons. I am not very tech-literate myself, so I'm not sure how this will work with the programs we have in place. Any suggestions?

BYOD 4 us or bust?

Dear BYOD,

I was in your place once. I was so sure the devices would overwhelm actual teaching and learning in the library that I wouldn't allow them inside our library space. I found that once I began to be a little more comfortable with the technology, I realized that the teaching didn't need to change and these were just tools.

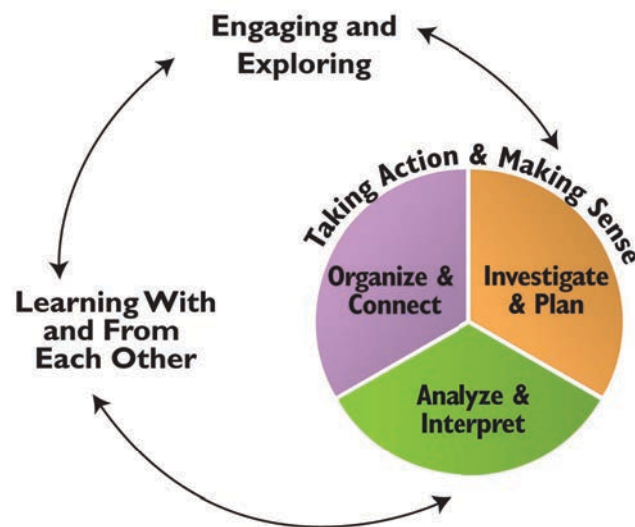
I learned to accept and I might say even love devices. I keep a sign on the desks proclaiming DEVICES ON DESKS and I am vigilant that if a student is not using the device for learning that it should not be on the desk and must be put away. Having access to personal devices has helped on those days when our school computers are acting like alien technology.

As far as using the devices in the library, you might consider adding an e-book reading club. Online research can be done with personal devices, freeing up your library computers for those students without.

Access to personal devices usually is accompanied by access to a variety of tools and applications which will make the learning a richer experience. Open your library doors to personal devices and you will never look back. ■

Melissa Murray

Igniting Inquiry



From York Region District School Board: *Inquiry-Based Learning Framework*, 2012, YRDSB. Reproduced with permission. All rights reserved.

For the past three years in York Region, we've been exploring inquiry-based learning and how we can use inquiry to engage learners from Kindergarten to Grade 12. This is a little bit of our story – where we've come from, where we are now and, as in any good inquiry, the questions we're now wondering about.

Where did we begin?

Three summers ago, a group of system leaders, including elementary and secondary teacher-librarians, was brought together to do some shared thinking about inquiry-based learning. Our purpose? To create an inquiry framework that would allow students and teachers in any discipline, subject area, or grade to see themselves within it. In order to begin this creation process, we needed to explore what frames already existed for thinking about inquiry.

We consulted a number of resources, like the inquiry processes already described in our Mathematics and Science curricula, as well as documents like Alberta's *Focus on Inquiry*. However, one of the most important inquiry frames we looked at was the Inquiry Process featured in our *Together for Learning* document. Teacher-Librarians have long been at the heart of asking questions, leading inquiry, and conducting research, so it only made sense to use this process to inform our thinking. Further informed by the group's varied and diverse experiences, we created our YRDSB inquiry-based learning framework.

Now what?

After designing our inquiry-based learning framework, we knew that we needed the help of teacher-leaders to support staff and students in exploring and beginning to use it. Over the last few years, our board has worked hard to identify and support our teacher-librarians as key system leaders. When it came to sparking an interest in inquiry, we knew that elementary and secondary teacher-librarians were vital partners in creating curiosity about inquiry-based learning.

Teacher-Librarians as Inquiry Igniters

When we think about engaging students in inquiry, we think about the different ways we can ignite a “spark” of interest in a topic. Teacher-Librarians, by the very nature of the conversations we have each day with students, colleagues and parents, are constantly igniting interest. When we suggest a new author or text to a student, we’re capturing their interest and inviting them to take a risk by exploring something new. Teacher-Librarians as inquiry igniters and lead learners about inquiry just makes sense.

Creating an inquiry disposition

One of the most important things we’ve learned about inquiry-based learning is that we each need to cultivate our own sense of curiosity. Being curious is the first step – being willing to ask those questions that as adults, lurk a little below the surface, but that as students may be floating on top (or even blurted right out loud). As we cultivate our own curiosity as teacher-librarians, we begin to model with our language and actions how to be curious.

For our students, being curious and pursuing that curiosity



The Inquiry Process featured in the 2010 Together for Learning document.

into an inquiry can be very challenging. Inquiry-based learning takes stamina and perseverance. Teacher-Librarians, with our strong background in scaffolding how students access and make sense of information, are vital in supporting students when they participate in inquiry-based learning.

Our familiarity with many subject areas and curricula empowers us to anticipate and understand the learning goals. Our intimate knowledge of the resources we have available for students to access – from books, to digital resources, to human resources like experts in the community (and around the

...continued from page 29

world) – allows us to curate powerful collections for students to explore.

As educators, our understanding of learners then allows us to expertly match resources to individuals and groups of learners. As key collaborators in our schools, we support our colleagues both with the pedagogy of inquiry (the “what” and “why”), as well as the resources that allow authentic inquiry to take place (the “how”).

Our New Questions

Our inquiry-based learning journey is only just beginning. With new curricula from Grades 1-12 highlighting inquiry-based learning, it’s clear that we will continue to explore how this powerful pedagogy supports student engagement. These are just a few questions that we, as teacher-librarians, are now asking ourselves:

- How are we scaffolding inquiry skills and attitudes needed for each student to become an independent inquirer as they move through the grades (and across panels)?
- How do we continue to support our parents and community members as co-inquirers?
- What new places can we explore in our quest to find “experts” to support our inquiries?

Igniting inquiry in the Learning Commons

Here are some tips and tricks to spark curiosity in your Learning Commons:

- Create a “wonder window” for students to pose questions that they wonder about (an external window can lead to curiosity about the environment and community; an internal window can entice students to share those big “I wonder” questions like why gum seems to always stick to your shoe)
- Change the Dewey signs to questions. For example: “Curious about cars? Check out this section!”
- Using any display of books, create some “Conversation Questions” that students can wonder about (e.g. for novels, post some critical literacy questions like “Would you make the same decisions as the main character? Why?” “If you could read any book again, and only one book, which one would you choose and why?”). Have students create their own themed displays and “Conversation Questions.” ■

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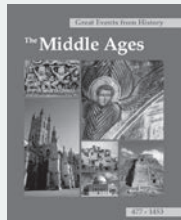
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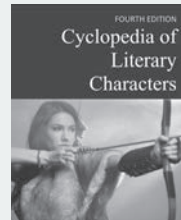
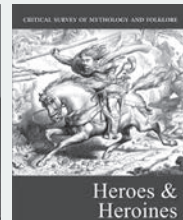
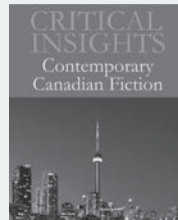
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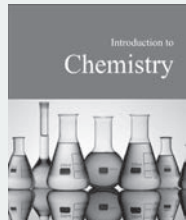
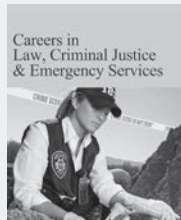
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Richard Reid, Marsha Skrypuch, and Valerie Sherrard

Authors Wow

What do you get when you combine 113 Durham District School Board (DDSB) teacher librarians and 17 Authors Booking Service (ABS) authors and illustrators?

Absolute magic!

The following is the list of authors represented by ABS who attended a wonderful event held at the DDSB Education Centre on Monday, Jan. 13, 2014, organized by ABS, and the DDSB Facilitator for Library and Computers, Richard Reid:

- | | |
|--------------------|----------------|
| • Martin Springett | • J. Torres |
| • Shane Peacock | • Rene Schmidt |
| • David Carroll | • L.M. Falcone |
| • Helaine Becker | • Karen Patkau |
| • Karen Krossing | • Wesley King |
| • Richard | • Bill Swan |
| • Scarsbrook | • Pat Bourke |
| • Alma Fullerton | • Marsha |
| • Tim Beiser | • Skrypuch |
| • Ted Staunton | |

Each author had a table with their books for autograph and sale, plus an information flyer providing details about their presentations for the school library staff members to take home with them. Also available was a “Tips for Author Visits” handout. After some initial

schmoozing, each author gave a two minute talk, and then there was more time for schmoozing and book buying.

Here are some comments overhead from attending Teacher-Librarians:

- “All 17 presenters were so different from each other and they all sound amazing! Now, which one will I invite first?”
- “I’ve never hosted an author visit. Now I’m anxious to have one!”
- “I’ve always invited the same authors year after year, but having the opportunity to listen to these 17 authors has given me new ideas!”

What is ABS?

ABS first coordinated a large-scale author/school library meet and greet event with the Dufferin-Peel DSB teacher-librarians on Oct. 23, 2013. The Durham DSB was their second such gala and proved just as popular. ABS provides information about authors and illustrators who tour schools and libraries in Ontario. Author availability is updated in a weekly newsletter listing the areas and dates for touring authors. The ABS service is provided at no cost.

Assistance is also provided for schools and libraries to coordinate bookings in

order to reduce costs. Information about applicable grants or subsidies to offset the cost of author visits is also provided. Authors are available for many types of presentations including literacy night presentations, P.A. day workshops, or writing workshops.

ABS can provide last minute presenters as well as replacements in the event of an emergency.

Tips on Booking And Hosting An Author Visit

Authors’ Booking Service is provided to you at no charge. If you would like assistance in booking one of our Ontario members, out-of-province members, or a current Forest of Reading® nominee, please contact us at abs@authorsbooking.com

If you use our site to help you select an author, please contact us at abs@authorsbooking.com so that we can help you arrange the visit rather than contacting the author directly. This saves confusion all around.

Choosing an author

Visit our web site: authorsbooking.com.

Click on Ontario Presenters to see a



Photo Courtesy of Richard Reid

list of our members who live close by and are generally available, and Out of Province, for our presenters who live further away and for whom we maintain waiting lists.

Our lists include more than one hundred authors and illustrators who are not only popular and critically acclaimed, but who have demonstrated their ability to do good presentations. The Forest of Reading link will list the current nominees who are interested in and available for school and library presentations.

Each name on these three index pages is linked to the presenters' individual information page, giving you direct access to publication, pricing and presentation details.

Once you've narrowed down your wish list, send us an email with the following information:

- The presenter or presenters you're considering for a visit
- Potential dates, grade range, group size, and budget
- Number of sessions required

A single presentation usually takes 45 to 60 minutes and presenters can typically do up to four in a single

day. We will advise you on availability and will discuss ways that you may be able to reduce costs. We will connect you with your selected presenter. If questions or concerns arise, we can be your intermediary. For example, if your message exchange disappears because of email filters, we can reconnect you. Last minute changes in plans can arise. We can help you get in touch with the presenter urgently if necessary. We can also find an emergency replacement speaker if necessary.

Special Events

Are you hosting a regional Forest of Reading event in the spring with several nominees in attendance? Please let us know as early as possible, preferably in the fall. Nominees' schedules fill quickly, especially for visits during the week of the Festival of Trees™. Funding dries up swiftly, so it's important to act quickly.

We can also provide you with presenters on particular themes, for example:

- Special Occasions
- Historic Events
- People in History
- Science
- Environment
- Aboriginal issues
- Math

- Bullying
- Diversity
- Immigration
- Ethnic Groups
- Social Issues
- Boys and Reading

Preparing for the visit

Have an email exchange or a phone call with the author well in advance of the visit.

Here's a checklist:

- What is the exact cost of the visit, including travel, HST, etc.?
- Ask the author to email you an invoice at least three weeks prior to the visit.
- How will the author be arriving? In a car? Do they know the exact address?
- How can the author get in touch with you urgently on the day of the visit? How can you get in touch with them while they're in transit? Exchange cellphone numbers.
- Are there access issues, for example, parking spots, a particular door that they must enter?
- Are there mobility issues for this author? Some may need assistance with heavy equipment/books; others may have a physical disability.
- If the author is arriving by public

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transit, will transportation be provided to and from the depot?

- If the sessions are all day, is lunch provided and are there any dietary restrictions for this author? This is especially an issue for authors coming from a distance and from out of province.
- Set-up: What does the author require in terms of table, microphone, and audience configuration? An ideal venue for most authors is a school library or a room in the public library with good acoustics. A gymnasium is less effective but sometimes necessary.
- Bodily needs: Make sure the author has access to water during the presentation, plus time for lunch and bathroom breaks throughout the day.

Book signings

Would you like the author to bring in books for sale and autograph? If so, check if this is something your author offers and then confirm arrangements prior to the visit.

Factor in 15 minutes after the presentation for book sales and signings, if this has been arranged. Ideally, the author will prepare an order sheet that can be sent home ahead of time.

Library book signings: gather up your library copies and ask that the author sign them before leaving. Most will be delighted to do this as long as there is time. In the case of hundreds of books, this is not always possible.

Preparing your students

Let them know well in advance when the author will visit. Students should be made familiar with a sample of the author or illustrator's work ahead of the visit. This is the single most important part of preparation! Students respond to and benefit from author visits to a much greater degree if they have been exposed to the author's work prior to the presentation. Have students prepare questions. Ask students to research the author and/or his or her work.

During the visit

Have a student or staff member greet the author at the door,

or provide instructions as to where the author should go upon arrival.

Have the author taken to the presentation location in time for any set-up he or she may need to complete. Other details, such as chairs, display tables, microphone and water should also be taken care of prior to the students arriving.

Make sure the author knows where the bathroom is, and is provided with a place to hang their coat, etc.

Review and confirm the exact end time for the presentation and coordinate clocks. Some authors may ask you to indicate when they have five minutes left.

Stay in the room while the author is presenting. Discipline issues must be dealt with by school or library staff.

Paying the author

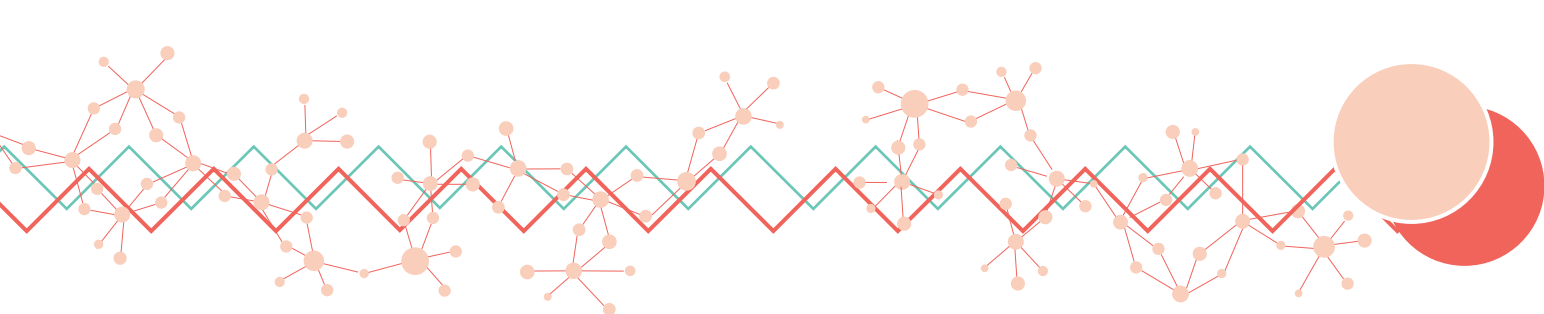
Authors are paid by cheque. They will invoice you by email prior to the visit and payment should take place immediately following the presentation. The best way to do this is to simply hand them a sealed envelope with the cheque inside just as they're packing up to leave.

Follow-up

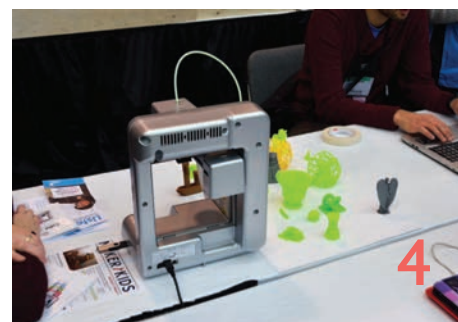
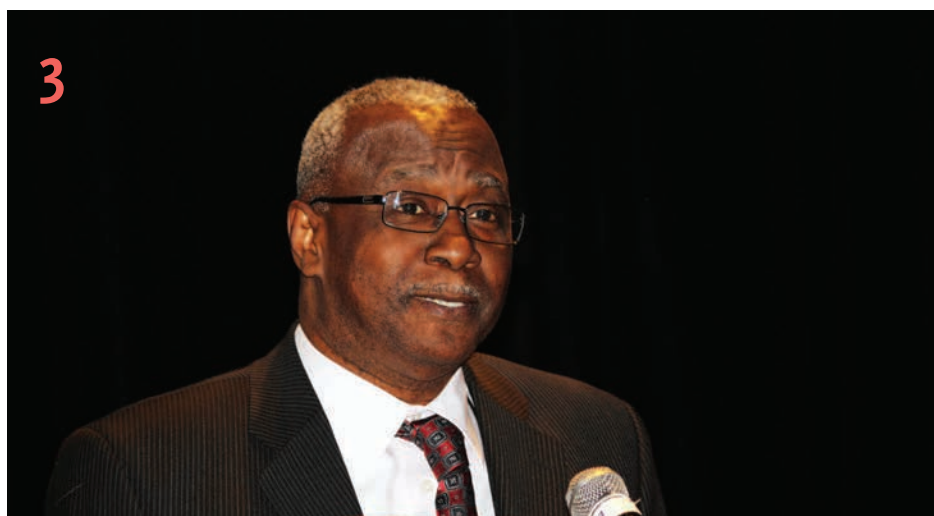
Students will often want to have some contact with the author after the visit has taken place. Some authors will correspond with students on their blog or via email. Others will answer group questions if a teacher sends them by email. Ask the author what he or she prefers.

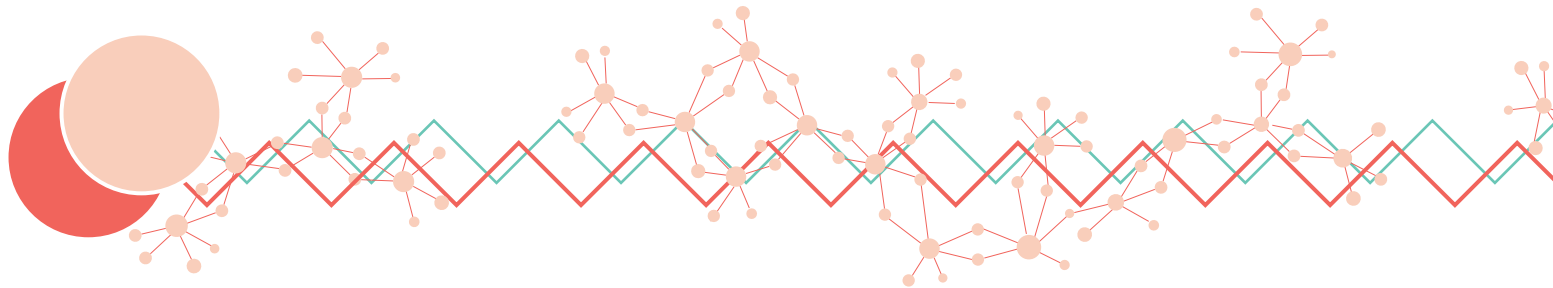
Other questions or concerns?

Ask us. We are delighted to help you!
Valerie Sherrard and Marsha Skrypuch
Authors' Booking Service
abs@authorsbooking.com



Super Conference 2014 in Photos

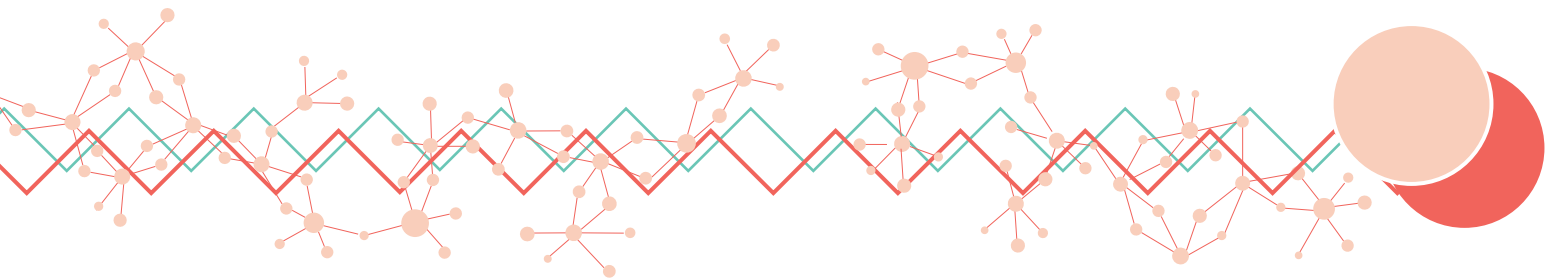


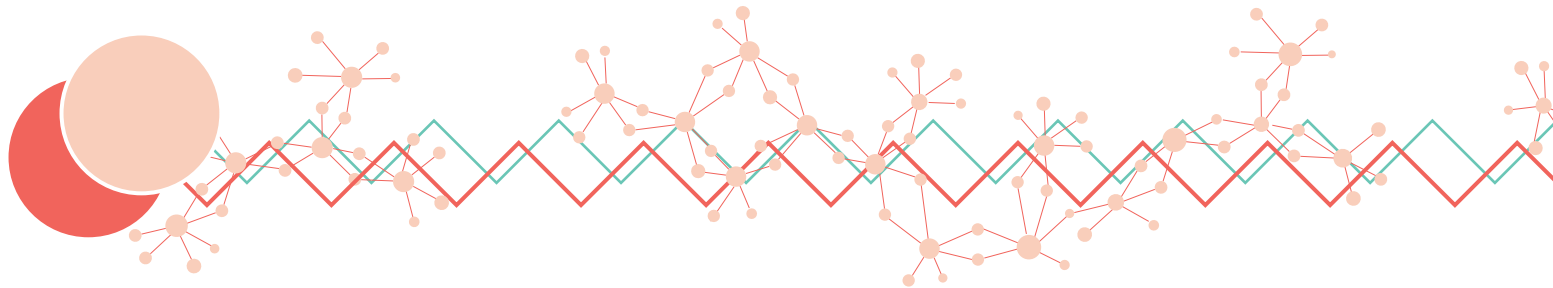


Photos by Claire Ward-Beveridge

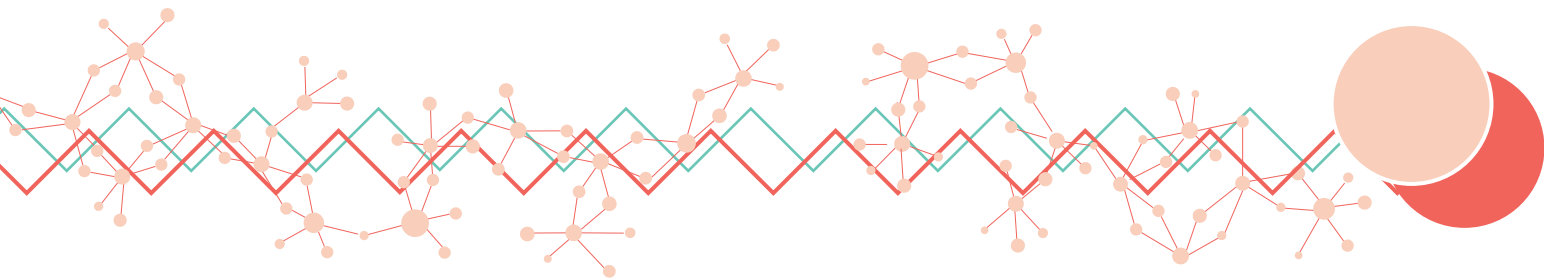


1. Education Minister Liz Sandals addressed OSLA members at their Annual General Meeting. **2.** Author Kevin Sylvester created some unique artwork for the OLA Store at the Metro Toronto Convention Centre. **3.** Phillip Jeffrey, winner of the OSLA Award for Special Achievement, gave a heartfelt acceptance speech. **4.** People tinkered with 3D printers and other “making machines” on the Expo Hall floor, thanks to MakerKids. **5.** (L-R) Isabelle Hobbs (OSLA 2013 President), Leslie Holweda (OSLA 2014 Teacher-Librarian of the Year), Brenda Roberts (nominator of the Teacher-Librarian of the Year), James Saunders (Saunders Book Company, OSLA Awards corporate sponsor) shared the stage. **6.** Meredith Tutching, OLA Forest of Reading® Program Coordinator, announced the winner of the 2014 Evergreen Award. **7.** 2014 OLA President (and former OSLA President) Anita Brooks-Kirkland spoke to the crowds many times during the conference.





8. The Honourable Minister of Education, Liz Sandals, with all the OSLA Award winners. **9.** OSLA Conference Planners, Lauren Flattery and Sarah Oesch. **10.** The DeLorean made an appearance at the conference. **11.** The Honourable Michael Chan, Minister of Tourism, Culture and Sport, spoke at the conference. **12.** Closing keynote speaker Chris Hadfield captivated the large crowd with his stories of space exploration. **13.** Helen Kubiw, co-chair of the Forest of Reading, mastered the podium during the annual Forest breakfast. **14.** Gianna Dassios, Forest of Reading Co-Chair, and Diana Maliszewski, Editor-in-Chief of *The Teaching Librarian*, networked at the “Party at the End of the Universe.” **15.** Delegates enjoyed exploring the universe of possibilities available through technology.



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