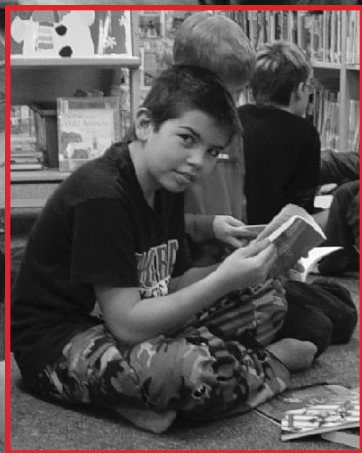


Life-long learning @ your library™

How School Library Programs Equal Success for Your Child



What the School Library Program Can Offer Your Child

Professional Expertise

The teacher-librarian...

- collaborates with classroom teachers to deliver the Ontario curriculum
- selects a specialized collection that supports program, student learning and independent reading
- has specialized knowledge of information technology and media
- understands different teaching/learning styles
- has expertise in current literacy research and practices

Information Literacy Skills

Students learn to...

- research effectively
- think about information critically, in a meaningful context
- integrate learning technologies at all stages of the research process
- communicate information in ways which lead to knowledge and wisdom

Passion for Lifelong Reading

The school program promotes...

- exciting reading programs for students of all ages:
 - Blue Spruce Award for primary children
 - Silver Birch Awards for grades 4 to 6
 - Red Maple Award for grades 7 to 8
 - White Pine Award for high school students
- school literacy initiatives
- love of reading

What the Research Tells Us

"In schools with well-stocked, well-equipped school libraries, managed by qualified and motivated professional teacher-librarians working with support staff, one can expect:

- Capable and avid readers;
- Learners who are information literate;
- Teachers who are partnering with the teacher-librarian to create high-quality learning experiences.

Standardized scores tend to be 10 to 20% higher than in schools without this investment."

K. C. Lance & D. V. Loertscher.
Powering achievement:

School library media programs make a difference: The evidence 2nd ed., 2003

"Better school libraries are related to higher achievement in reading. Children who attend schools with school libraries with better collections and superior staffing do better on tests of reading."

S. Krashen. "What do we know about libraries and reading achievement?" *Book Report*, 2002

"Students learn more and produce better research products following planned, integrated information skills instruction by the teacher and teacher-librarian together."

K. Haycock. "What works: Integrated information skills instruction: *Teacher Librarian* 25, no. 2:39, 1997

"A properly staffed, appropriately stocked, and well-organized school library is a critical tool that allows librarians and teachers to work together to help students achieve higher levels of literacy, problem-solving and information and communication technology skills."

"Elementary and secondary schools: The role, challenges and financial conditions of school library resources in Canada." Statistics Canada, 2001

What the Experts Say

"... individual and corporate success now depends on lifelong learning, information literacy and research competencies, and the ability to wade through the ocean of information washing over us daily. We have to acknowledge that it is a critical requirement of the future employment market that we are preparing our learners to enter."

Stephen Abram, Vice-President, MicroMedia ProQuest, submission to the Rozanski Commission, 2002

"A strong library media program in a school is an essential component in a rich educational experience."

D. V. Loertscher, OLA Summit on School Libraries, Toronto, May 2002

"Libraries that focus on learning outcomes and that have the ability to impact a student's success will be vital in the school."

Michael Bloom,
Conference Board of Canada 2002

What You Can Do

- ✓ Encourage your child to acquire the critical thinking skills crucial for success in our rapidly changing world
- ✓ Foster the love of reading by promoting reading at home and by regularly visiting your local public library
- ✓ Get to know your child's teacher-librarian and school library program
- ✓ Work with your principal and school council to ensure support for the school library program
- ✓ Communicate with school board personnel and legislators about the importance of the school library

“So we have a sixteen-year-old who has the technical skills to use the Internet but doesn't have the validation skills to understand the structure of the information he finds on the Internet...the technical skill is trivial compared to the critical thinking skills needed.”

Alan November. “Teaching Zack to Think”,
High School Principal, September, 1998

love of reading

resources

information literacy

technology

research

media literacy

academic honesty

critical thinking

**Cover: Prince Charles School, Thames Valley District School Board
Photos: Cameron Johnston**



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