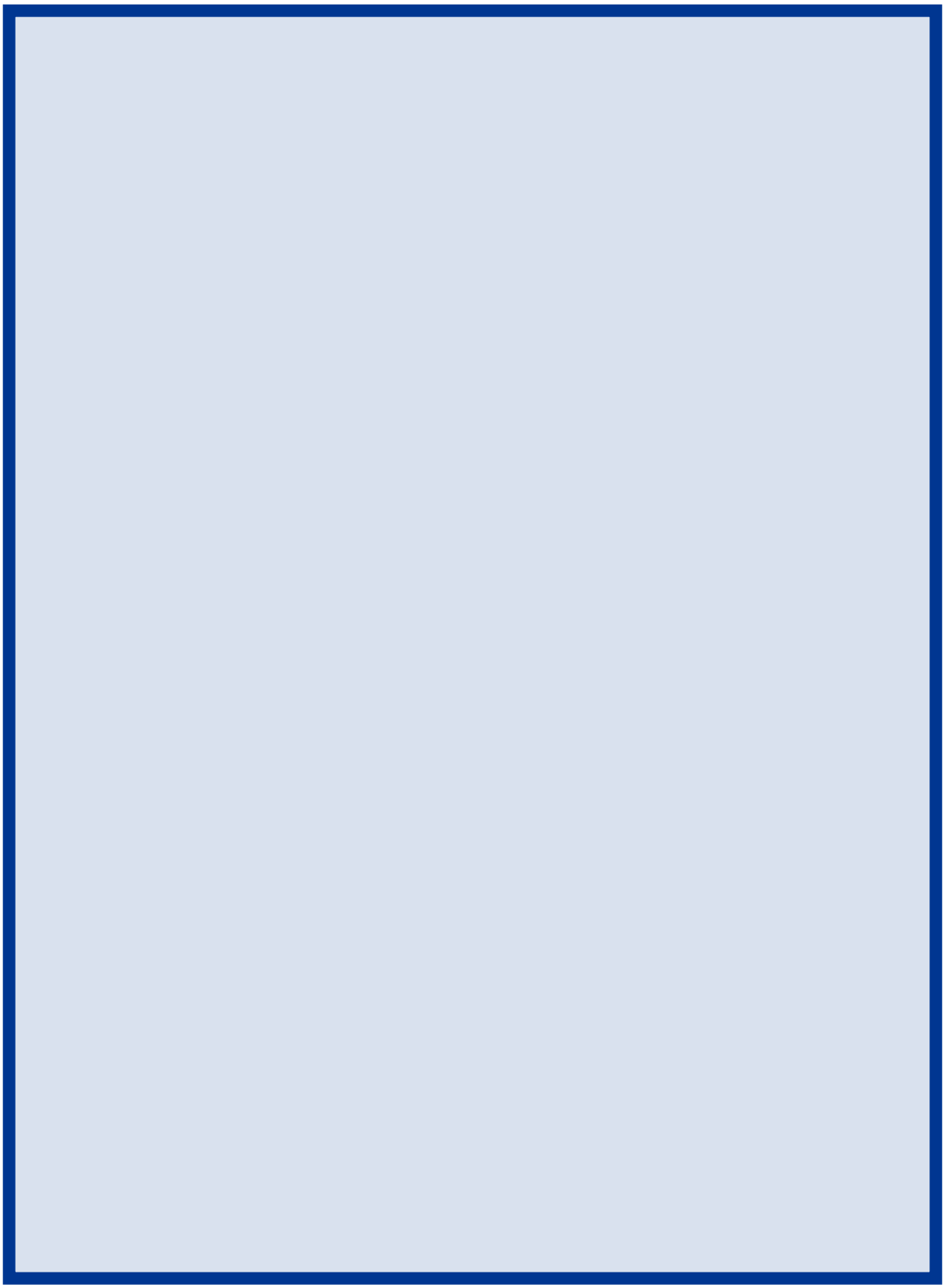
THE TEACHING LIBRARIAN

The magazine of the Ontario School Library Association
Autumn 2002 v. 10, no. 1 ISSN 1188 679X

Management @ your library™



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Autumn 2002 Volume 10, Number 1 ISSN 1188 679X

Management @ your library™

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AUTHORS OF ARTICLES in vol. 10, no. 1

DIANE BÉDARD
manages the Learning Materials Resource Centre at the Windsor-Essex Catholic Disctrict School Board.

diane_bedard@wecdsb.on.ca

DIANNE CLIPSHAM
retired as Head of the Library at Woodroffe High School in the Ottawa-Carleton District School Board and is a consultant.

dianne_clipsham@ocdsb.edu.on.ca

BRENDA DILLON
is teacher-librarian at Philip Pocock Catholic Secondary School in the Dufferin-Peel Catholic District School Board.

brenann@sympatico.ca

ROSE DOTTEN
is Director of Library and Information Services at the University of Toronto Schools, OISE/UT.

rjd@uts.oise.utoronto.ca

LISA FILIATRAULT
is teacher-librarian at Glenview Park Secondary School in the Waterloo Region District School Board.

lisa_filiatrault@wrdsb.on.ca

BOBBIE HENLEY
is teacher-librarian at Brantford Collegiate Institute in the Grand Erie District School Board and is editor of *The Teaching Librarian.*

bhenley@bfree.on.ca

TL mission

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

TL responsibility

***THE TEACHING LIBRARIAN* BOARD**

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Marilyn Willis	Peel District School Board
Sya Van Geest	Retired, Peel District School Board

To contact a Board member: <TLmail@accessola.com>

***THE TEACHING LIBRARIAN* EDITOR**

Bobbie Henley Brantford Collegiate, Grand Erie District School Board
To contact the Editor: <bhenley@bfree.on.ca> or <TLmail@accessola.com>

TL guidelines

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

TL subscriptions

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

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

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Bobbie Henley

I remember reading an article on job stress a few years ago. On the stress scale, factory workers scored extremely high while doctors' scores were considerably lower. I thought this odd, considering the gravity of the job, the huge responsibility, and the knowledge base one must be constantly updating in the medical profession. But when I read on, much of it made sense. The doctors' jobs were less stressful because they had autonomy, they made their own decisions and no two days were exactly alike. The factory worker, on the other hand, often repeated the same task over and over again according to a set of instructions, and the days at the job were very similar. There is good stress and bad, in other words.

I know this example was given in general terms and wouldn't hold true of everyone on the assembly line or in the medical profession. But that aside, it got me thinking about the stresses that come with managing a school library. I soon concluded that, like a doctor, being a teacher-librarian comes with a lot of good stress. Running a school library isn't easy, but we make most of the decisions. And with staff and students as our clientele, there are never two days that are the same.

Those who are just starting have so much ahead of them, and those of us who have been in the profession for more than a decade can look back with pride over what we've accomplished. Think of all we manage and all the areas where we experience change: collection development; the creation of a welcoming atmosphere for staff and students; professional reading, including reviews for print and non-print materials; policy changes, and new curriculum; an ever-changing student clientele; increased community involvement; and technology that changes daily!

We hope this issue of *The Teaching Librarian* will serve to remind you of the importance of the position of teacher-librarian while providing you with useful and relevant ideas for the ongoing but highly rewarding task of managing your school library.

TL dateline

AUTUMN 2002 / WINTER 2003

November 23 • Toronto
February 15 • London
February 22 • Peterborough
An OLA Education Institute workshop
COLLABORATING FOR STUDENT LITERACY*
with SYA VAN GEEST

Through collaborative planning, teaching and assessing, an improvement in student literacy can be achieved. This lecture will be of interest not only to teacher-librarians, but other school staff members, both elementary and secondary.

November 25 • Niagara-on-the-Lake
March 12 • Guelph
An OLA local networking event
OLA MEMBERS' KALEIDOSCOPE*

An event in which member librarians from all types of libraries are invited to come together and socialize. Members are invited to bring guests.

December 3 – 4 • Hamilton
February 24 – 25 • Ottawa
An OLA Education Institute workshop
ETHICAL USE OF INFORMATION*
with SYA VAN GEEST

An informative two-day session dedicated to exploring the ways and means to thoroughly engage students in the inquiry and research process of a project.

December 5 • Teleconference (One-hour program)
An OLA Education Institute Audio Connection
AUTHORS LIVE, AUTHORS VIRTUAL*
with TONI BUZZEO & JANE KURTZ

Plan the best live visit or virtual encounters between students and authors in your library or even in cyberspace. Make it fun!

January 13 • On-line
An OLA Education Institute internet course
KID-FRIENDLY WEB SITES*
with TODD KYLE

This six-week program, controlled by you from your own desktop, will offer parents and librarians expert advice on how and when to use various Web resources for searching for sites for children and teens.

January 30 – February 1 • Toronto
THE ONTARIO LIBRARYASSOCIATION'S 102nd SUPER CONFERENCE and TRADE SHOW

Held every year at the Metro Toronto Convention Centre, this is Canada's largest and most praised library education event with over 50 sessions directed specifically at teacher-librarians and principals and another 100 events on topics and trends of interest. Bring your principal as your guest free of charge. ***Early bird registration ends on November 30.***

March 6 • Teleconference (One-hour program)
An OLA Education Institute Audio Connection
EXCELLENT SCHOOL WEB SITES*
with CYNTHIA BEUSELINCK

Librarians who play an essential role on their school Web team help their school produce high-quality, low-risk, and meaningful educational web sites. Understand the educational perspective of internet use.

March 21 • York Region
An OLA Education Institute workshop
STORYTELLING – STORYMAKING*
with SYA VAN GEEST

Come to learn the art of storytelling; the ways and means to select and shape and make a story for telling; practical tools and strategies to transfer and extend the workshop to meet your specific needs and interests.

March 27 • Teleconference (One-hour program)
An OLA Education Institute Audio Connection
SELECTING BOOKS AND MEDIA FOR EVERY ELEMENTARY SUBJECT*
with KATHRYN I. MATTHEW & JOY LOWE

Listen in on what the authors of the *Neal-Schuman Guide to Recommended Children's Books and Media for Use with Every Elementary Subject* have to say.

*** For a complete listing and descriptions of workshops and seminars offered, please refer to the OLA Education Institute catalogue.**

ola
EDUCATION
INSTITUTE
bringing education to you where you live and work
inspiration
expertise
flexibility
value
the learning space
ONTARIO LIBRARY ASSOCIATION 100 Lombard St. Suite 303, Toronto M5C 1M3

Grade 9 Library Orientation

BOBBIE HENLEY
Brantford Collegiate Institute and Vocational School
Grand Erie District School Board

In the past I have had Grade 9 students complete a scavenger hunt for their library orientation. Combined with a pamphlet and a presentation of the library program, this has always been a success. This year, however, with our change from a traditional to a semester system, I felt it was time for a change.

My colleague, Jo-Anne LaForty, gave me the idea of breaking each class into three groups, and having them rotate through the library from station to station. I gave it a try and I loved it.

I had a brief welcome session with the students first, where I distributed an updated pamphlet and spoke briefly about information literacy, the four stages of research, the Red Maple Reading program, and expectations of students while using the library.

I had made up a map and a script for the classroom teacher who took one group and conducted a tour of the various parts of the library, pointing out resources, special collections, quiet study areas, reference, etc. Our technician, Sara, took the second group at the circulation desk and explained the sign-out procedures, covering overdues, special loans, reserves, and the like, while I took the third group and did a (very) quick overview of how to log in to the computers, and how to access our library catalogue, the online databases and other programs available for student use.

We ran two orientations each Block A period until we had in-serviced every grade 9 student in the school. I felt as though a lot more relevant information was imparted this way, and that, when these students returned with a class to work on their first research unit or to sign out novels, they had a much greater comfort level.

Breakfast & Browse

SHARON WEAMES
Lord Nelson Public School
Thames Valley District School Board

Need to get people familiar with the library resources? Feed them!

The second Wednesday of each month I hold a Breakfast & Browse. The library opens at 7:15 a.m. where coffee, juice, fruit and/or goodies are available. The mood is relaxed with music playing in the background. A few days before I send out invitations and tell what section of the library will be highlighted.

So far in September, I have displayed kits, where they were laid out on the tables under the subject headings and grade expectations where available. In October, the Non-Fiction and Easy-Read Professional Reference resources were highlighted.

Our next event is in conjunction with our literacy teacher. We will focus on our support materials for that area. Staff love the time to relax, browse and share!

Sharing Services and Activities

BARBARA BRAXTON
Palmerston District Primary School
Palmerston Act 2913, Australia

This year International School Library Day was Monday, October 28 and the theme was *Library Matters*. In a time of great threat to the librarian's position in a school, particularly in the primary sector, it was an ideal time for us to examine what it is that we do so well to contribute to our students' education.

This year, participants in International School Library Day were asked to share a service or an activity that they have offered that is a little out of the ordinary but which has had an impact. For instance, at Palmerston I have introduced a Browse & Brunch session at the beginning of each academic year so that teachers may discuss their plans for the term, browse the shelves, select resources and socialize over a buffet lunch. They also receive a Love Your Library pack which has all sorts of information about our services, suggestions for read-alouds, bookmark BLMs, personalized bookmarks, freebies I have received over the year – anything at all I can find that is relevant, and of course some goodies including chocolate frogs!

By sharing these sorts of ideas, and perhaps adopting one or two, we can continue to enhance the profile of the library and its contribution to curriculum delivery. *Growing the Future* was also highlighted as we continue to encourage our students to plant hope and grow peace.

As well as planting some more seeds in our special gardens, we also started a register of online projects such as Karen Eini's Friends and Flags (http://www.friendsandflags.org) that encourage students from schools around the world to participate in sharing their culture. For more information visit http://www.iasl-slo.org/isld.

TL Your Turn

WHAT WORKED FOR YOU?

This is a fun place to share ideas that work for you. E-mail your tip to *Teaching Librarian* editor Bobbie Henley, *bhenley@bfree.on.ca*

Managing Management — You Are Not Alone

by Brenda Dillon

Again and again, in workshops and professional literature, I'm told that my focus as a teacher-librarian must be teaching. If I want to be taken seriously as a teacher, understood as someone who's more than a shelver of books, then I shouldn't be seen spending my time processing materials, organizing and labeling shelves, shelving books, filing, taking care of administrivia.

It's a nice theory. And I agree – theoretically. But the reality of my life in the school library and, I suspect, the reality for many of my colleagues, is that I can't provide a good program unless a sound foundation has been created and is maintained. And that foundation is everything we tend to lump together as *management*.

So, how to *manage management* in such a way that we have the time and energy to do the more important things?

First, each of us must realize that we are not alone in this struggle. We're part of a community with a great deal of collective experience, expertise and wisdom. Do yourself a favour – don't reinvent the wheel (or the filing system!). Learn. Teach. Share.

Where to begin? Start here...

SUGGESTIONS

- Be an active member of your local association/subject council. If you're a new T-L, take advantage of the experience of those in the best position to know how things work in your school district. If you're an experienced T-L, offer this experience to your new colleagues.

- Look for and take advantage of opportunities to work with a mentor or to serve as a mentor. And remember, you don't have to know absolutely everything about everything to be a good mentor.

- Take advantage of professional development opportunities, even if it does mean being out of school or attending sessions during the summer. The time will be well spent.

- Participate in the wider world of school librarianship by joining associations, reading journals, joining listservs, and taking advantage of the many internet resources available.

RESOURCES

Associations

Ontario School Library Association

Membership in the Ontario Library Association is worth the money. Check out the links to other associations on the OSLA website. Even if you don't join the associations, do take advantage of their websites.
http://www.accessola.org/osla

Journals (print)

In addition to the journals published by the various associations, you might want to check out the following titles.

Library Talk (elementary), ***Book Report*** (secondary) – both from Linworth

Note: In January 2003 a new pre-K – 12 title, ***Library Media Collection***, will replace both *Library Talk* and *Book Report*. See the Linworth website for more information.
http://www.linworth.com

Teacher Librarian

Edited by Ken Haycock, this joint Canadian/American publication is from Rockland press. See the TL website for more information.
http://www.teacherlibrarian.com

Journals (online)

Online journals are a valuable supplement to print journals.

The Informed Librarian Online

Take advantage of a free subscription to

keep up with relevant electronic publications. This handy newsletter, which arrives by e-mail, has links to lots of online journals. While not specific to school librarianship, relevant links are included.
http://www.infosourcespub.com

Warrior Librarian Weekly

Rough day? Need a break? Check out this site, subtitled 'The Zine for Librarians Who Refuse to be Classified' – this tongue-in-cheek (firmly planted!) journal is a must if you need a laugh.
http://www.warriorlibrarian.com

Listservs

In addition to the listservs (often member-only) of the various associations, consider joining LM_NET. With approximately 15,000 subscribers in at least 65 countries, this online community gives you access to an incredible wealth of experience and expertise. Be warned – traffic can be heavy. However, digest and 'best of' options exist. See the website for more information and subscription directions. Subscription is free.
http://ericir.syr.edu/lm_net/

Web Resources

There are far too many wonderful websites to list individually. The following sites are good starting points.

SliP – School Library Information Portal: The Canadian Connection to School Library Documents

See especially the 'School Library Management' section.
http://slip.cla.ca

LibraryNet: Links for Teacher-Librarians

LibraryNet is intended for the entire Canadian library community. This link will take you directly to a page of links especially for Teacher-Librarians. Do take the time to check out the rest of LibraryNet.
http://ln-rb.ic.gc.ca/e/resources/teachlib.html

LM_NET On the Web

In addition to subscription information, this site contains a link to 'LM_NET Librarian Links', with links to web pages of special interest to Teacher-Librarians.
http://ericir.syr.edu/lm_net/

International Association of School Librarianship

If you're a member of IASL, you'll already have this site bookmarked. Not a member? Check out the association website which has great stuff publicly available. See especially 'School Library Resources on the Internet' and 'Documents Related to School Librarianship'.
http://www.iasl-slo.org

Academic Info: Library & Information Science

Academic Info is an excellent subject directory and a wonderful starting point for high school and undergraduate research. The section on Library & Information Science is worth browsing. See especially the 'School Librarianship' section.
http://www.academicinfo.net/infosci.html

Internet Public Library Pathfinder: Resources for School Librarians

The IPL is another excellent starting point for research and this Pathfinder (11 pages long!) is a real treasure.
http://www.ipl.org/div/pf/scmedia.html

School-Libraries.Org

This is Peter Milbury's site. This site is especially useful if you're involved in the creation of a school library website.
http://www.school-libraries.org

Library Alive! Creating A New Look For Your Library's Future

Rose Dotten

Whether you are designing, renovating or revitalizing your School Library Information Centre, there are considerations and steps to follow that will guide you along the way.

Using modern wireless technology in old settings can revitalize a traditional space.

If you are moving to another library or if you are a new teacher-librarian, the same considerations will assist you in creating a space that reflects your program, your philosophy and that of your school community.

Before getting into the functional components of the library design, consideration should be given to the program plan and to identifying and setting program priorities to be reflected in the physical space. Discuss the focus of the library program with administration, staff and students and reflect the input in your development of the plan and determine how they can best be reflected in the space. Does an inviting entrance focusing on a reading program take priority over a bank of computers? Or is the program heavily focused on new technologies? What impact does the focus on teaching and learning styles and multiple intelligences have on the space utilization? How can the design of the space contribute to truly making it the learning and information hub of the school?

THE PHYSICAL LAYOUT

The physical layout will determine how many students, small groups or whole classes can be accommodated and what learning activities can be provided and supported. The general traffic flow and organization will determine how efficiently and effectively resources will be used. A well-designed Library Information Centre will have space for individual, small group learning and whole class instruction, research, reading, listening, viewing and producing multimedia or dramatic presentations.

Students will become actively engaged in their learning in the School Library Information Centre when they are able to:

- Research, read and use technology individually (or in a group)
- Collaborate in small groups
- Learn as participants in full class instruction
- Access a variety of leisure reading materials, including books and periodicals
- Produce final products that are professional in appearance and content
- Present their culminating work through multimedia, drama and other modes of communication

KEY CONSIDERATIONS

The key considerations for facility planning for the exemplary learning environment can be divided into six areas:

- Create an inviting and welcoming entrance
- Consider learning areas for teaching, learning and production
- Build in flexibility
- Plan the traffic flow
- Think about spatial relationships, clear sight lines
- Integrate technology considering connectivity and access

An Inviting and Welcoming Entrance...

... sets the tone and defines the program – Does the entrance stimulate interest in the program? i.e. are there reading promotional displays, multicultural posters, newsletters, new technologies showcased? What are the promises that entice students?

... is colourful, bright and interesting – Are there attractive bulletin boards, display cases, colourful banners and posters? Are activities highlighted and easily accessed? Are the colours and textures attractive?

... exhibits student art work – Are the displays current and renewed on a regular basis? Is it a gallery of student work in Visual Arts, Design and Technology or Computer Graphics?

... promotes user friendly access to reading and information – Does it highlight programs like Silver Birch and Red Maple? Are the new books up front, inviting and changed on a regular basis? Are curricular materials well displayed and current?

... provides direction through coordinated and well placed signage – Are there brochures and signage with clear location of resources? Is each area – reference, production, reading – well defined and signed? Are the resources neat and well organized with appropriate display and format shelving?

Learning Areas – Teaching, Learning and Production Areas

◦ Full class teaching area – with whiteboard, overhead projector, and data projector with computer workstation.

◦ Work areas for small groups – conferencing areas, seminar rooms, furniture of appropriate size and configuration.

◦ Production areas – media and publishing with scanner, digital still and video cameras, video-editing equipment, colour printer,
photocopier, binding machine and laminator.

◦ Presentation areas – screens, equipment in place and easily accessed, data projector and high-end computer workstations, video conferencing and broadcasting area and small dramatic production facility.

◦ Listening/Viewing areas – TV/VCR units for previewing, audio equipment with earphones.

◦ Individual area for leisure reading and study – carrels with data ports for quiet student work, comfortable seating and attractive shelving, and spinners and display racks for books and periodicals.

◦ Reference section – for quick access even if other classes are in the library, plus atlas stands, dictionary stand, display and storage for periodicals.

◦ Archives – safe, clean appropriate storage area, plus attractive display area with temperature and lighting controls.

◦ Storytelling (primary) – reading circle and primary instruction area, small drama area, costume storage, picture books shelved and displayed at appropriate heights.

◦ Computer pods or labs well integrated – located and integrated with other learning areas with data drops inconspicuous but accessible, plus ergonomic furniture with cables well covered.

◦ Work spaces and office area easily identified and visible – large windows with good viewing capabilities. Locked storage, processing area with telephone, fax and data lines available, plus high-end computer technology, controls for student computers – power sources etc. – and collaborative teacher planning and meeting space.

Build In Flexibility

◦ Perimeter shelving provides more space for teaching areas – adjustable and specialized shelving for materials in a variety of formats with room for expansion.

◦ Mobile freestanding shelving – adjustable and easily moved, sturdy and specially designed for weight of larger format- reference and art books.

◦ Adjustable/moveable furnishings – modular units that are pleasing in design when combined. Appropriate for the type of resource for display, organization and storage i.e. picture book, CD racks.

◦ Consider future expansion – what happens if more computers or additional multimedia technology arrives? How can it be easily and aesthetically and functionally integrated? Can items be moved to ensure traffic flow is not interrupted?

◦ Data/power connections in grids or many locations throughout especially perimeter – include false floors, raceways, data ports and wireless connections.

Plan the Traffic Flow

◦ Ensure all areas can be accessed and utilized without interfering with one another. Make sure internet, databases, periodicals, fiction and nonfiction, and videos can all be equally well accessed. This may be a signage or instructional checklist issue or a location issue.

◦ Track the flow of traffic and determine the patterns to ensure efficient access and movement. Assign a separate colour to each major functional area such as technology, instruction, reference, fiction; draw lines connecting like-coloured areas

(i.e. research could include reference, non-fiction) and determine if there are any crossovers or conflicts that impede the traffic flow or efficiency of access.

◦ Ensure work areas for processing, storage, and meeting for collaborative planning are easily accessed. There should be locked storage shelves for supplies, shelves for new materials and a comfortable teacher planning and meeting area.

◦ Create a circulation area that is modular, low enough for young students and wheelchair access. Often this area needs to be reconfigured to accommodate new circulation computers and OPACs.

◦ Ensure self check-out and security are placed for ease of use and movement. The check-out area should not constrain traffic of access to materials and security needs to be close to the exit without allowing materials to be passed around. Make sure search stations are centrally located. Search capabilities through a web browser should be available on all computers in the school.

Spatial Relationships, Clear Sight Lines

◦ Ensure office windows, pillars and shelving are positioned to allow view of entire library for ease of supervision. Computer workstations can be positioned around pillars to take advantage of a circular configuration. The height of shelving, positioning of tables and other furniture should be such that all areas can be supervised from the circulation desk.

◦ Lighting needs to be positioned for the most effective use near computers and working areas. It should be centrally controlled with dimmers and low voltage switches where appropriate.

◦ Include task lighting and natural lighting to allow for various functions without glare or shadows. Quality and quantity of light is an important consideration. Window and skylight treatments must allow for room darkening.

Integrate Technology Considering

Connectivity and Access

◦ Computer workstations should enhance the productivity and allow for work without disturbance to others. Create pods and sound buffers to separate from quiet work or instructional areas.

◦ Connectivity to data and power should include a variety of locations, including a grid in the floor, a conduit in the columns, inserts in the floor or portable columns from ceilings. Include surge protectors and grounded wiring.

◦ Presentation areas should provide ease of use and compatibility to maximize effective use. Ceiling-mounted data projectors with wireless remote make for effective teaching tools. Creative placement in respect to other areas maximizes potential use of media equipment.

◦ Access and security for technology must be considered. Locking mechanisms should be built in and maintained.

ASK FOR INPUT

Each facility, each school community, each teacher-librarian will have a different way of working with the considerations outlined in this article. Beginning with a program plan is the first step; consulting with the staff and students is another important step. Using the six key considerations, develop a template and give it to staff and students for input. Ask them to identify what they think is a key consideration under each heading. This is a quick way to get some feedback and ideas.

Use the considerations above, develop a checklist and walk around your library with a clipboard and a big marker. Check off things that immediately stand out and prioritize. Once you do this, you'll be immediately seized by the housecleaning bug and you won't stop until you've cajoled your principal, your custodian and even your family to help bring your library back to new life.

Creating an Annual Report

Reprinted with permission from *School Library Information Centre Handbook*, TDSB

"In a systematic way we must share what we know and what we do. Then we can build a common cause in our schools and community from a common information base: That's information power."

~Doug Johnson (1998)*

The school library is a complex organization, and writing an annual report is one way to help build understanding about the multi-faceted role the teacher-librarian has in the school community. It is also a good opportunity to reflect and evaluate how well you achieved the goals set at the beginning of the year and to solidify your principal's support.

Lesley Farmer, in her article, "The Multipurpose Annual Report" published in *Book Report* (Nov/Dec90, Vol. 9 Issue 3), summarizes the purposes of the annual report:

- Sell the library to students, administrators, teachers and the community
- Project a specific image of the library
- Educate the community about library services and use
- Highlight a unique service
- Recognize staff efforts and school and community support
- Demonstrate progress
- Point out needed changes
- Serve as evaluation tool

It is important to plan the annual report carefully. This document should be a well-crafted, succinct summary of the year without flowery passages, long descriptive details and emotional appeals. Think about the following questions:

- Who is the most important audience? Why? What do they want to know?
- What aspect of the school library program should receive the greatest emphasis? What was the greatest accomplishment this year? What direction does the school library intend to take next year? What role does the library play within the school and the community?

* Doug Johnson, "At the ends of our job: Using Planning and Reporting to Build Program Support" in *School Library Management*, 4th ed. Worthington, Ohio: Linworth, 1998.

Your information can be organized into three main sections:

a) general summary of the year - brief, well-written and clear – the mission and goals of the school library, highlight the important developments of the year and the outlook for the future;
b) focused description of each aspect of the library operation (e.g. program, collection development);
c) conclude with section of statistics – figures on circulation and collection development, individual and class use, kinds of services performed, and general budget information. Graphs may help here.

Sample Template for Annual Report

Name of School: _____ Date: _____

Introduction

- *quote about teaching and learning in school libraries*
- *vision statement of library/school/Board*
- *summary of the past year – ten statements*
- *three goals for next year*

Focused Description of Library Activities

- *Program highlights – curriculum support including summary of collaborative teaching, units covered, thematic highlights, support materials prepared*
- *Integration of information technology*
- *Reading Literacy – Silver Birch, Red Maple, Blue Spruce, author visits, reading pograms, contests and promotions*
- *Collection development – focus, promotion*
- *Staff development – in-service, resources, workshops attended and presented*
- *Community events – storytelling evenings, STARS, book clubs, computer club, homework club, work with student teachers, connection with public library, newsletters*
- *Facility – changes to space, new sections added, e.g. novel sets, parent resources*
- *Staffing – summary of teacher-librarian timetable, student volunteers, library clerical support, volunteer support (parents, co-op students)*
- *School budget – amount per student, what you spent, how much, next year's plan, book fair*
- *Committee participation*
- *Hours of library – after and before school too*
- *Future goals, improvements*

Summary Statistics

- *Circulation – by grade or class, staff, parents*
- *Collection – additions and deletions*
- *Budget – analysis of spending, include average price of books, electronic resources*
- *Class and individual student use*

The complete SLIC Handbook can be ordered by e-mail from curriculum@tdsb.on.ca.

Preparing a Library Budget

Reprinted with permission from *School Library Information Centre Handbook*, TDSB

"A dollar spent in the library is a dollar spent on every student in the school."

~Joan Smith, Teacher-Librarian,
Central Technical School

The continued standardization of procedures across the Toronto District School Board has resulted in changes in budget allocation procedures. Although a standard amount is given to each school for the purchase of library resources, the principal has the final responsibility for all budget allocations within the school. It is important that teacher librarians submit a budget proposal and discuss the needs of the school library with the administration and/or the school budget committee. The budget proposal should provide the rationale and allocation for all library resources, including print, multi-media, on-line subscriptions, periodicals, and supplies.

When preparing a library budget, it is important to:

- Look at the collection as a whole and set priorities
- Anticipate the demands of new curriculum, including the change of topics in different grade levels
- Develop an on-going program to update print reference materials
- Plan to acquire appropriate online databases
- Carefully examine the duplication of learning resources available in different formats
- Support literacy initiatives in the school enhancing the lifelong love of reading
- Survey students and staff to determine critical needs, including the professional development needs of teachers
- Replace lost and damaged resources as appropriate
- Survey the condition of your paperback collection to determine replacement
- Provide access to current, quality, high interest books and other print materials to create life-long readers
- Identify and support the needs of all students, e.g. ESL, Enrichment, Special Education, dual language

After considering all of the criteria mentioned above, a budget proposal can be developed using a template like the one below, for either elementary or secondary. Examples follow for both an elementary and a secondary school using different formats.

1. Sample Budget Proposal for Somewhere Special Elementary School Library Information Centre

Rationale

The focus of this year's acquisition needs is to continue to support new curriculum. Last year early literacy, mathematics and physical education and health resources were upgraded. There are still many gaps to fill so budget will be reserved to address those needs.

There have been many grade shifts and new topics added to the science and technology, social studies, history and geography curriculum. Last June we weeded the 900 section of our collection and discovered that we need new resources on Canada at the junior level. We also urgently need mapping and geography titles at all levels.

A needs survey of the staff has indicated that we need resources to support technology curriculum at all levels.

To support the implementation of literature circles in the Junior division we need to invest in multiple copies of junior novels at varying interest and reading levels.

We need to continue to upgrade electronic resources as we strive to provide students with a variety of electronic as well as a variety of print information literacy experiences.

Attached please find an itemized breakdown of our learning resources needs for the school year.

Respectfully submitted by
I.A.M. Power,
Teacher Librarian for Somewhere Special Public School

Learning Resources Needs Assessment

Total budget allocation: $9,000.00 (population 450, allocation $20.00 per student)
(Priority rating: 1 = critical; 2 = high; 3 = moderate)

Type of Resources	Priority	Focus	Allocation
Kindergarten	2	big books, Science	$500.00
Language	2	new paperbacks, junior level, genre focus	$1,000.00
Mathematics	3	springboard stories, primary	$300.00
The Arts	2	stories to support drama	$500.00
French	2	non-fiction, junior level	$500.00
Social Studies, History, Geography	1	replace weeded outdated books	$1,000.00
Science & Technology	1	technology, (space travel, modern day applications)	$1,000.00
Physical & Health Education	3	health, primary level, games	$400.00
Periodical print, including newspapers	2	junior level titles, including daily newspaper	$750.00
Periodicals: electronic	2	junior full text database available through COOL	$750.00
Periodicals: print	2	atlases, globes, Junior World Book encyclopedia	$800.00
Reference: electronic	2	junior level social studies	$400.00
Multimedia (CD-ROM, video, etc.)	2	primary ESL and science video resources	$500.00
Professional	2	curriculum design	$300.00
Supplies	3	general	$300.00

Total: $ 9,000.00

2. Sample Budget Proposal for Anywhere Secondary School Library Information Centre

Total budget allocation: $30,000.00 (population 1,000; allocation $30.00 per student)

Budget Item		**Cost**
1. Online Databases and Networked CD-ROMs		
SIRS (Online Full Text Articles Database)	$1,700.00	
CPI.Q (Online Canadian Articles Database)	$300.00	
GLOBE & MAIL CD-ROM	$400.00	
EBSCO HOST (Online Articles Database)	$2,200.00	
DISCOVERING AUTHORS (Online Articles Database)	$300.00	
NEWSCAN (Newspaper database-bilingual)	$500.00	
		$5,400.00
2. Computer Catalogue Maintenance		**$800.00**
3. Books		
Reference Book Updates (Replacement of 8-year-old print encyclopedia, replacement of Grade 9/10 Science Reference books)	$2,000.00	
Books – Paperbacks (Replacement of tattered books and acquisition of new fiction, concentrating on Young Adult material) *Average cost $9.00 per book*	$1,000.00	
Books to support new Grade 9 and 10 curriculum with heaviest need in Science and Geography, includes replacement of oudated material. *Average cost $30.00 per book*	$5,500.00	
Books to support Grade 9 Accelerated Reader Program	$1,000.00	
Books to support ESL novel reading program (vocabulary-controlled novels)	$900.00	
		$17,400.00
4. Magazine and Newspaper Subscriptions		**$1,000.00**
** A reduction from last year to reflect use of online databases.		
5. Videos and Individual CD-ROM Software		**$800.00**
Individual CD-ROMs in many subject areas, and videos with public performance rights (mostly Geography and Science to address gaps in collection)		
6. Supplies, Board Stock		**$2,000.00**
7. Book rebinding		**$1,000.00**
8. Printing and Photocopying		**$500.00**
7. Security System Maintenance Agreement		**$1,100.00**
Furniture and Equipment		
		TOTAL REQUIRED: $30,000.00

Replacement chairs and tables needed: 5 tables and 30 chairs
Cost of $1,600.00 from Furniture and Equipment Budget
Data Projector for lessons and PD use for all staff
$3,000 from Furniture and Equipment Budget

Organizing School Book Fairs

Reprinted with permission from *School Library Information Centre Handbook*, TDSB

School Book Fairs are organized to generate excitement about reading and provide additional funding for school libraries through a commission sales structure. Typically the teacher-librarian will contact one of the companies that routinely provides this kind of service and make arrangements for the book fair to be held in the school at a specific time period for a set number of days. The companies that provide this service usually offer a variety of options in terms of structure and profit margin.

There are a number of issues to consider before setting up a book fair at the school:

- What is the primary purpose of the book fair? Is it to put books into the hands of children, or is it to provide additional funding or a combination of both?
- When is the best time of year to do this? Parent interviews? Education Week? Special school celebrations?
- Who will be involved in the planning and promoting of the book fair?
- Who will be available to help during the book fair - setting up, handling cash, helping students and parents make selections, supervising?
- Where will it be held in the school? There may be restrictions due to location of the library within the school, e.g. second floor location with no elevator, or the impact of the book fair on access to the school library.

It is also important to clarify with the book fair vendor:

- What kinds of titles are provided? Can specific requests be made? Can the teacher-librarians look at the books or lists of books first? How will backorders be handled?
- Are promotional materials provided? Costumed characters? Videos? Book talks? Planning support?
- Are bookcases provided that can be closed at night or is everything laid on out tables? This may also depend on the location of the book fair in the school.
- What kinds of book fairs are available? Is there an option for a 2-for-1 book fair later in the year?
- What is the commission rate? Is there an option for taking a combination of cash and books from the profit?
- What other materials are available for sale? Pencils? Bookmarks? Posters?

Some of the key vendors that provide book fairs are listed below. In some cases, schools make arrangements with a local bookstore as well to provide special buying events.

Minnow Books
http://www.minnowbooks.com/
Contact: Greg Blount
Phone: 1.800.263.5210

Panorama
Contact: Margaret Hirter
Phone: 905-938-2665 ext. 844 or 1.800.845.9771

Scholastic Books
http://bookfairs.scholastic.ca/index.htm
Central Ontario (Markham)
Phone: 1.800.387.-5750 or 905.887.3600
Fax: 1.800.336.7494 or 905.887.3589

The complete SLIC Handbook can be ordered by e-mail from *curriculum@tdsb.on.ca*.

My Experiences As A First-Year Teacher-Librarian

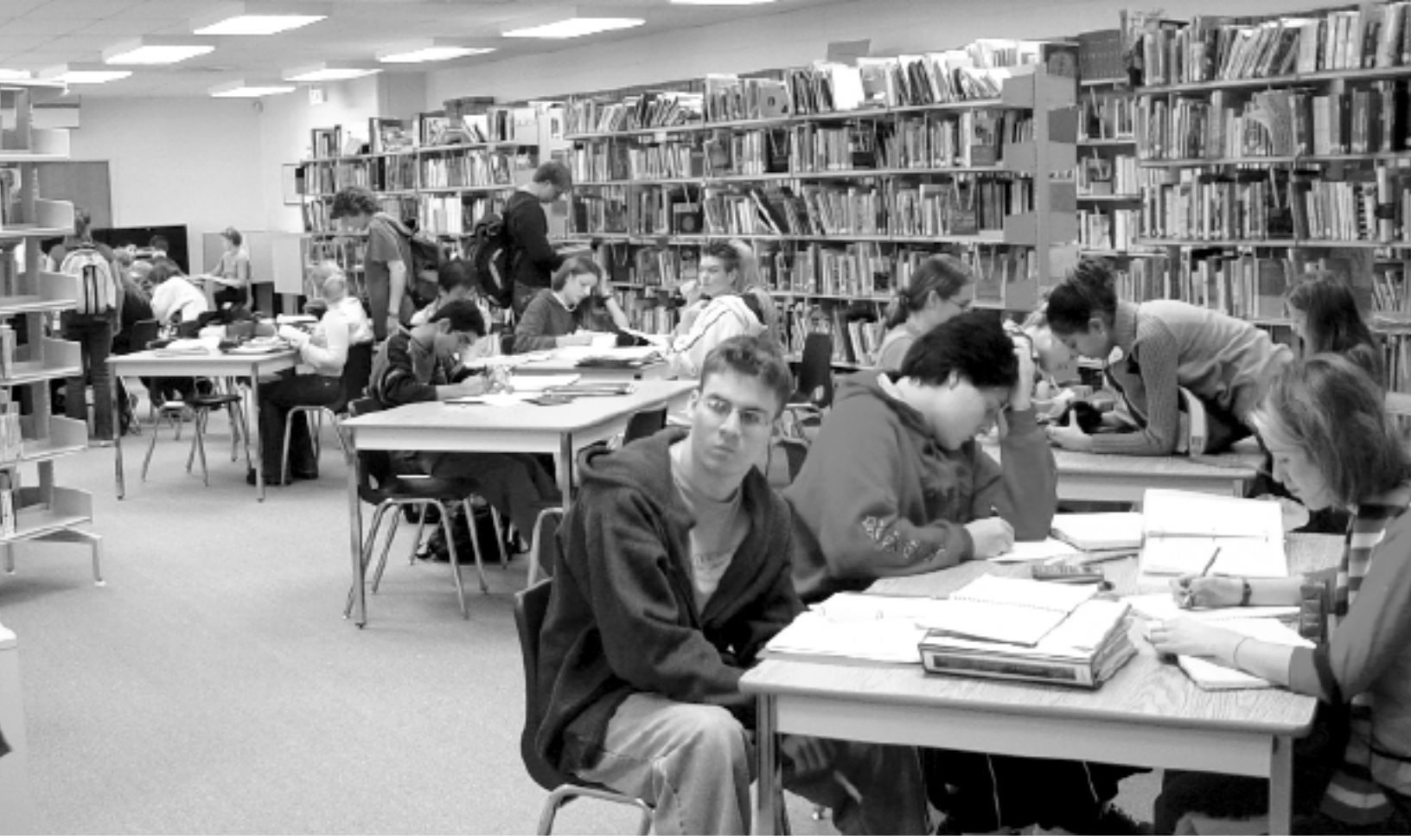
Lisa Filiatrault

As a new teacher-librarian, I feel challenged and stimulated by my new position. I have spent 15 years cocooning with foreign language literature, art history, the latest print-making techniques and graphic design. Officially, I am a teacher-librarian now. I am also a life-long learner in the true sense. I find myself, after one month in a brand new position, beginning to metamorphose. I am growing. The library is growing.

I am both amazed and perplexed each day at the vast quantity of learning that takes place in my classroom – by the students and by me! I feel very much a novice and entirely inadequate most days. Nonetheless, the challenge and stimulation I experience each minute of my busy day inspire me to be the best I can be now while continuing to strive towards teacher-librarian utopia. (We all need lofty ideals!)

The library that has adopted me is in an old school with plenty of natural light. In order to take full advantage of it I decided to re-arrange the stacks. This turned out to be a massive undertaking alleviated substantially by several unsuspecting students! The most daunting task was weeding the very old, bound periodicals, which covered the entire surface of a 75-foot long wall. (I'm still working at it!)

It is impossible to deny the profound effect technology has had in the library. One can draw the parallels between an online search engine and a human one (a.k.a. the teacher-librarian!). Technological literacy goes hand-in-hand with information literacy. The explosion of information that is the internet, coupled with online databases, creates a real need for a savvy patron. These skills are not innate, as some adolescents would argue, but require the professional training and instruction of a qualified teacher-librarian. Technology is an integral part of my library and in addition to teaching technological literacy skills, I take an active role in the professional development of my colleagues. I believe very strongly in making technology a tool that is seamlessly integrated into the curriculum.



The enthusiasm I feel about my new position is tempered by the challenges I face. Leftover invoice and budget issues are slow to resolve. I have finally gotten over the shock that my large low-profile fiction shelving unit was thrown in the dumpster with no hope of retrieval. I have no clerical support so the new purchases are not getting processed, the supply and resource orders are piling up and the overdue notices are not very regular. I am disheartened by the public abasement of the profession in an era when information literacy skills should be paramount. The cutbacks in funding and support staff have affected program delivery to a degree that appalls me. These issues characterize school libraries across the country and the shortsightedness of the decision-makers is atrocious in this regard.

I am encouraged, however, by the efforts that are underway to reverse the downward trends. I applaud my teacher-librarian colleagues for the professionalism and class with which they are tackling these issues. It will be my pleasure to join in that advocacy role as I adjust to teacher-librarianship.

I am attempting to create an atmosphere that is nurturing and inviting in my new school. I have established new routines to assist students in developing sound information literacy skills. These are reinforced through orientation lessons and a hands-on work centre that boasts a full display of the OSLA Research Portfolio methodology. There is a new multi-media computer station where students can scan documents, burn CDs, work on large digital imaging files and print in colour. The new LAN School system serves very well as a teaching tool and monitoring system. In addition, a lovely huge display case resides just outside the library door where I can express my creativity in new and changing displays that serve to invite students and teachers into the library.

I enjoy teaching adolescents. Developing a rapport with them is a highlight of this job. By far the most important thing I learned from my mentor (and, believe me, she taught me SCADS!) was to always keep your sense of humour. In doing so, I have brought greater enjoyment to my teaching and no doubt more interest to my students. I feel fortunate to have a supportive administrative team and congenial staff members who continue to support me and all the changes I am making. It really helps when you don't feel like an island unto yourself.

I see so much potential in the physical space, the program and the students with whom I work, which supplies me with an endless source of enthusiasm and initiative. It enables me to continue to develop and grow personally and professionally at an exponential rate. I look forward to the time when I can expand my wings and soar freely and confidently in my library... the library I grew.

SLiP is Launched at the Canadian Library Association Conference

Dianne Clipsham

With school library funding and programming at the forefront of library advocacy efforts in Canada, the Canadian Library Association announced on June 21, 2002 the launch of SLiP – a new internet portal that responds to the growing demand for resources for school library personnel to use in creating policies and programs.

It is available to all those in the decision-making process for school libraries in Canada – from parents and students to administrators and government officials.

SLiP (School Library Internet Portal), at *http://slip.cla.ca*, is a free gateway to documents originating in Canadian libraries, school boards, districts, and provinces.

SLiP is a link collection, created collaboratively by members of a Steering Committee from the Canadian School Library Association (CSLA) and the Association for Teacher-Librarianship in Canada (ATLC). It is a work in progress, with the ultimate goal of having exemplary documents from all parts of Canada in six main categories from Advocacy, Standards, School Library Programs to Professional Development, Research, and School Library Management. Support has also been provided by the National Library of Canada in response to the need to help Canadian school libraries share their documents.

These links, collected in one place in an internet portal, serve to support those across Canada working in school libraries looking for guidance in creating and protecting school library programs for all Canadian children and youth.

For more information, go to *http://slip.cla.ca*, or contact Dianne Clipsham at *clipsham@rogers.com*.

SLiP is launched at CLA's conference in Halifax.

Two Days with the Toronto District School Board at the Library and Learning Resources Summer Institute

Bobbie Henley

This summer I was welcomed at two days of the *Library and Learning Resources Summer Institute* held on August 20 and 21 at George S. Henry Academy. I had an idea of the nature of a few of the workshops I had been pre-registered for, but was a little anxious about what to expect, especially because I was an outsider. Suffice to say I need not have worried. My folder and badge were waiting, and my first day began by listening and laughing along with Claire Mackay, young-adult writer and humourist.

I have to comment on the choice of plenary speakers. Claire Mackay is not polished. She is not young. She appeared to have no use for PowerPoint, or technology of any sort, actually. What she did have, though, were funny anecdotes, heartwarming vignettes, and an appreciation of the importance of libraries, teacher-librarians, and an active reading program. As she so eloquently put it, "Readers turn a library from a museum to a theatre."

Each of the two days had a focus, and the first one was literacy. Workshops were offered at the Elementary and Secondary panels. My first session was on *Media Literacy*, and it was really about using film in your library program. The instructor, Sylvie Webb, presented a number of ideas on how to use media to teach students critical thinking skills - to evaluate and question what they see. Media such as film and television, as well as newspaper and magazine pictures, can be used in conjunction with many subject areas and as such, blended into a library unit to enhance understanding of society and culture. Lots of food for thought in this session!

"Readers turn a library from a museum to a theatre."

~Claire Mackay

In *Secondary Book Talks*, which was the name of the second session I attended, the notion that booktalks are a powerful way to turn students onto reading was reinforced. Devra Freedman's enthusiasm for young adult fiction was catching. Her mini reviews and book lists were timely and there was some great discussion on professional books to promote literacy.

And that was the only the first day!

The second day, focusing on technology, began with Esther Rosenfeld, who introduced and gave an overview of the draft form of the TDSB Standards for Information and Communications Technologies Document, stressing that it should be used as a vehicle to knowledge and understanding, imbedded into all curriculum.

I spent the rest of this day in front of a computer. The morning session, entitled *Getting Inspired With Inspiration Software*, was fascinating and very useful. This software can be used by students of all ages, in any subject area, to increase their graphic literacy and meet various learning styles. Participants were led through a training session, whereby we created simple webs, using graphics, colours, symbols, and hidden messages. Kendra Grant, the instructor, showed us numerous applications for student learning and teacher use. Her handouts exemplified the incredible range of activities that this software is capable of, from creating an in-depth literature circle for a novel study, to constructing a properly written paragraph, and everything in between. Teachers too could use Inspiration to plan units of study. All in all, a very valuable workshop!

My last session was the one I had been looking forward to from the start – *Enhancing Your School Library Web Page*. Even though I'm not from the TDSB and don't have a proper library web page yet, I was very interested in gathering ideas so that I could get started immediately. I now know exactly what I want on our web page, thanks to Mark Kaminski and others participating in the group. Lots of ideas were discussed about making changes to the template that each library in the TDSB has, customizing it to meet the unique needs of the school. If I ever get my web page up and running – and this is one of my goals for this year – it should be our students' one stop for research, with links to all they need. I can't wait to get started!

I would like to thank Esther and all of the organizers and presenters for two great days. Few of us can deny that there is always some aspect of managing a school library that needs attention or updating. And sessions such as these provide a real 'shot in the arm' for both new and veteran teacher-librarians. Judging from the number of participants, it appears that many teacher-librarians in the TDSB know how fortunate they are to have such an opportunity for professional growth.

Teacher-librarians participating in the summer workshops.

Rose Dotten Wins 2002 Janice Thomson Memorial Award

Rose Dotten, director of Library and Information Services at the University of Toronto Schools, OISE/UT, is the 2002 winner of the Janice Thomson Memorial Award for development of learning resources for teachers and students. The Award is supported by the Curriculum Services Canada Foundation.

The resource that Rose developed supports the Criminal Law and Procedures Strand of the Ontario Grade 11, Understanding Canadian Law course. However, the resources listed are relevant for secondary law courses across Canada.

Many issues in contemporary Canadian criminal law impact on students' daily lives and draw upon experiences and circumstances that are immediately topical and relevant. By having access to the most current materials available through Canadian Law faculties and institutions, professional organizations and judicial and governmental sources of information, students are exposed to community-based learning as it reflects many of the experiences and career opportunities available to secondary students.

The guide is designed so that teachers can facilitate student learning as they:

- explore legal issues directly affecting their lives
- analyse legal issues
- develop informed opinions on legal issues
- understand and apply a case study approach to legal issues
- defend opinions on legal issues
- communicate legal knowledge in a variety of settings, using a range of approaches and strategies

By fostering a knowledge of the legal system, we assist our students in becoming informed and knowledgeable participants in a free and democratic society.

Cecilia Reynolds (Associate Dean, OISE/UT) and Rose Dotten (2002 Recipient of the Janice Thomson Award)

The Award Ceremony was held in the library at the University of Toronto Schools on October 2, 2002 with representatives present from the Curriculum Services Foundation, OISE/UT, Ontario Ministry of Education, members of the Ontario Judiciary and family members, friends, and colleagues.

Tributes were paid to the late Janice Thomson and her dedication to student learning as exemplified by this award. Rose also acknowledged Paul McKenna, OISE/UT student and Reg Hawes, History and Law Teacher, OISE/UT, for their input in the development of the resource.

The resource can be accessed at: *http://www.curriculum.org/tcf/teachers/projects/law.shtml.*

Jo-Anne LaForty: Teacher-Librarian of the Year, CSLA

Interview by Dianne Clipsham

For the series profiling key people in school libraries in Ontario, *The Teaching Librarian* asked the winner of the Canadian School Library Association's 2002 *Teacher-Librarian of the Year Award*, Jo-Anne LaForty, a few questions.

TL: How did you get involved in school libraries in the first place?

JL: As a child, I remember my elementary school library (Brown Public School in Toronto) vividly and being excited about the rows of books in that room. I also recall being taken to the Deer Park Public Library with my school class; libraries have been my home ever since. After graduating with an honours BA in English, I contemplated a MLS program and even got accepted at Western, but the call to teaching was stronger. I did my Pre-service education at Queen's University Faculty of Education, where I became inspired to become a teacher-librarian by Larry Moore.

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

JL: When I graduated, almost 25 years ago, I became Head of the Uxbridge High School Library in my first year of teaching (unusual circumstances) where I insisted on teaching classes in the library much to the surprise of the staff.

After Uxbridge, I was Head of Library at O'Neill Collegiate in Oshawa for over 12 years.

I spent one year as a teacher-librarian in an elementary school and then in 1998 I became Library Consultant for the Durham Board of Education. Some of my projects included *Library Automation, Independent Study Guide*, and a *Handbook for Elementary Administrators*. I spent one year as Head of Library at Eastdale Collegiate in Oshawa and now I work at Sir Robert L. Borden Business and Technology Institute for the Toronto District School Board. This is a challenging school; students need to build literacy skills and confidence in learning. Most of the students go directly to the world of work.

TL: How do you do it? (Since our theme this issue is Management, Jo-Anne was asked to expand on this part of the job)

JL: Management for me is the juggling and prioritizing of the clerical (secretarial), technical (computer maintenance), administrative (budget, purchasing, supervision, leadership) and curricular program of the library. The curricular program has always been my priority – it has to be for all of us!

I believe we are teachers first and foremost, with the library as our classroom – thus we are librarians second. We are not fulfilling our main responsibility as teachers if our focus is only on the clerical, technical and administrative tasks which must be done.

I have taught at four high schools and the management of the library is dependent upon the support of the administration in the way of staffing, budget, library resources, school supervision expectations, etc. The instructional program depends on the collaborative nature of the staff and each school has a unique collaborative character; the library program becomes an important part of that character.

Management tasks are always looming because they infuse all aspects of our programs. How can we find resources if books are not shelved? We have to be creative about getting the work done! In the high schools where I have worked, I have had different levels of support: from none to half-time to full-time clerical. One year in the early 1980, I had no secretarial support and 13 parent volunteers. I also know that my ability to be the curricular leader at the school increases directly with the amount of clerical support given.

When you do not have clerical/technical assistance, the library program suffers. You have to prioritize the curricular program. The 'Open Door' policy might have to be cancelled and services such as photocopying articles for staff, sending memos, and searching for resources for teachers cannot be offered. Be creative! Try book processing bees which are evenings where students stay and help process resources, shelf-read, laminate, etc. in exchange for a pizza dinner and volunteer hours.

Here are some tips to help with the work: (This is not ideal!)

- Accept the fact that the library will not be perfectly organized and that some clerical tasks can be overlooked
- Let the resources pile up so you can show your administrator all the work that has to be done
- Remind the office secretary responsible for supply teachers to remember the library as a spot if they do not have a full complement for the day, and have things ready for them to do
- When the work gets really behind: tell the principal and see if a secretary can be released for a few days. (the training takes time too)
- Ask the principal for a supply teacher for a day or two to assist you in these tasks
- Include funding for a student assistant in your budget
- Ask teachers with senior business classes if they can spare a student for a few periods to do specific chores. This could be part of the Business course

"I believe we are teachers first and foremost, with the library as our classroom – thus we are librarians second."

"Finally, Keep lobbying with your principal and the Board. It is tiring but it does make a difference."

- Look into using Co-op students from other local schools
- Have student assistants (I know a high school where there were 60 student assistants getting some of their volunteer hours)
- Schedule a day to do the management tasks

Finally, keep lobbying with your principal and the Board. It is tiring but it does make a difference.

TL: Have there been any outstanding moments for you?

JL: I was present in 1982 at the launch of *Partners in Action*, the document that highlighted the teaching role of the teacher-librarian and cooperative planning with teachers. It encouraged me to see the school library as the academic playground of the school – central to its curricular program.

Our successes are due to the wonderful partnerships we create. In 1998, I collaborated with teacher-librarians Sidney Lang, Irene Melli, and Lise Arvo-Spraggs, to write and teach a Grade 11 course called Information and Electronic Literacy. This course was of interest to teacher-librarians across Ontario and was taught in a number of different boards.

I worked with inspired teachers to develop an all-girls' multi-credit program called STEM (*Science, Technology, Esteem Matters*). This integrated program was offered at the Grade 10 level. In this program, the girls completed a version of the Information and Electronic Literacy course integrated with science. We also developed partnerships with the local hospital, General Motors and the Ontario Science Centre.

Last year I was invited to give a keynote address at the Australian School Library Association Conference *Forging New Directions*. I called it *Choreographing the Chaos* to reflect the way I see the school library as an organic place where the program is a dance between and among many partners: teachers, library staff, the school culture itself, the Board and the community. What a wonderful opportunity! It was exciting meeting so many enthusiastic teacher-librarians from Down Under, learning about their programs and hearing similar issues and concerns.

TL: Can you share your favourite reads or recreational pastimes?

JL: I belong to a Book Club which meets monthly, and have enjoyed Carol Shields' *Unless*, Richard Wright's *Clara Callan* and Ian McEwen's *Atonement*. My all-time favourite novel is *Possession* by A.S. Byatt.

I also enjoy sailing with my family during the summer holidays, bicycling and cooking. I take yoga once a week which is a great stress-reliever.

TL: What do you see in the future for School Libraries in Ontario?

JL: I hope to see a day in the near future when the Ministry of Education acknowledges the important role of the school library in student literacy development and overall student achievement. Once this is acknowledged, the funding formula will improve, every school in Ontario will have a well-stocked and well-staffed library and a new *Ministry Policy Document on School Libraries* will be developed. Thanks to the concerted efforts of OLA, and other politically active groups and parents, this may yet become reality.

TL: Thank you for your time, Jo-Anne, and best wishes for as bright a future as your past has been.

TL Your Turn

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

Actions Worth A Thousand Pictures

Diane Bédard

In many schools, the Library Resource Centre hosts a little pool of enriched technology where peripherals such as scanners can be found and digital cameras can be signed out. What was once the realm of high-tech has dropped low enough in cost to be commonplace – 1.2 to 2.0 megapixel cameras are under the $200 mark and basic scanners are under $70.

Blessed with access to this technology, many of us have experimented and played with the software and tools available, becoming comfortable with the process of capturing and manipulating images. OSAPAC funding of software has provided the gift of powerful applications like Adobe's Photoshop Elements. In Elements, simplified 'recipes' and online guides make it easy to scan, crop, adjust and fix most photos. You can get almost smug with your ability to use the technology and work magic! Thus it was a humbling experience recently, to realize just how much we've taken this easy access for granted.

A SIMPLE IDEA

It all started with a simple idea: to put on a little demonstration for the local community. It grew into a community-building public service event covered by the media, with rave demands for a repeat session!

What did we do? The initial plan was for a simple 'back to school' activity to showcase the ease of using the scanning and image editing technology, and the aim was to get people to try it for themselves. The equipment needs were not demanding. The Resource Centre provided two iMacs, a basic scanner, a CD burner and a simple point-n-click 1.2 megapixel digital camera. In partnership with the local computer club (which brought a couple more computers, scanners and cameras) we all picked a common Saturday to come together and make images for anyone who wanted them.

'GET YOUR MUG SHOT!' IS BORN

Although we'd planned to hold this in the local community centre where the computer club met monthly, a chance dialogue with the Head of Technology at the public library changed that. We received her blessing to go downtown and set up in the main branch of the public library. From there it mushroomed...

- ethernet access and IP addresses were arranged with the public library's IT staff
- public e-mail accounts were established so the images could be immediately sent as requested
- the front two sections of the main circulation counter were made available for the scanning stations
- media releases to the community TV, radio and news channels were drafted, flyers and handouts about the editing process were designed.

Soon we had volunteers lining up who were willing to staff the equipment and share their knowledge of digital photography and scanning. From high school students to senior citizens, everyone had some expertise to share! Apple Canada, through the local users' group (AppleSPICE), donated matching T-shirts for all the volunteers and 'Get Your Mug Shot!' was born.

"Two photos? Not a problem! Is that e-mail or print quality?"

For five hours we took over the foyer of the main branch. The public was warmly welcomed and invited to have a favourite picture scanned or pose on the spot for a digital photo. Then they were invited to participate in the process of editing the image and preparing it for sharing: 72 dpi and 500 pixel width for e-mailing, 72 dpi and 800 pixel width for screen shots, or 300 dpi and 4 X 6 sizing for printout purposes.

We encouraged them to e-mail the pictures to anyone they wanted and had three e-mail stations live to help them do so immediately. Additionally, for the donation of $1 to cover the cost of a blank CD-R, we offered to burn all their pictures to a keepsake CD.

A HEARTFELT SUCCESS STORY

We'd expected the day to have some public interest and to provide the students and volunteers with a chance to shine – but what happened was truly

incredible. In the space of a few hours we took or scanned hundreds of pictures and got to meet the real multicultural face of the city. E-mail destinations covered the world: China, India, Lebanon, South Africa, Ghana, Germany – and it was rare to find someone who did not know the e-mail addresses of their friends and family. One entire spindle of CD-R blanks was consumed as people took the high quality digital versions of the photos home.

A very hesitant mother was finally coaxed by her young son and posed with him for some pictures. Seeing her pictures appear on screen brought smiles and she had her son quietly ask how much this was going to cost. The boy interpreted for us and told her this was truly free. The smiles turned to profuse thanks as she realized we really would help her to e-mail the photos to family back home.

One enterprising young man, after learning how to scan the wallet snapshot of his wife and newborn daughter, verified how long we would be there. He showed up again an hour later with a manila envelope of precious wedding photos to scan and e-mail them home as well!

It was infectious. A pack of giggling 13-year-old girls tried us out as a model shoot opportunity. Their high energy level, cheerful experiments with the editing software and hilarious comments on the unexpected results soon drew more people in to give it a try!

THE OUTCOME?

Technology we had taken for granted was being greatly appreciated by people who did not have such free access. Skills we had taught our students were being fully utilized and validated. True community was being built.

By the end of the afternoon when we were ready to pack up, requests were already coming in to do it again – requests from the public who had found this community service invaluable, requests from the students and volunteers who were aglow from the compliments received, requests from the public library staff who had loved the great, lively public involvement we had generated.

Will we do it again? Plans for 'Get Your Mug Shot 2' are already underway.

OSLA President's Report

Esther Rosenfeld
OSLA President 2002 and 2003

OLA and OSLA Advocacy Efforts Continue

OLA and OSLA advocacy efforts for school libraries have intensified as of October 2002. Esther Rosenfeld and Stephen Abram address the Education Equality Task Force.

On September 18, OLA president Stephen Abram and I made presentations to the Education Equality Task Force. Stephen spoke eloquently as the president of a 4,000-member professional association, a professional librarian, a businessperson, and a parent. He deplored the deteriorating state of Ontario's school libraries and attributed this deterioration to the government's short-sighted funding formula and its inadequacies.

Indicating that our society now demands information literacy skills of its citizens, Stephen stated that this could not be accomplished by public libraries working alone, by use of the Internet, or by the training programs of corporations. He emphasized that society's need for an information literate citizenry demands the province's commitment to adequately funded school libraries, and to teacher-librarians and their teaching of information literacy skills.

After Stephen's passionate address, my role was to provide the details and facts. The complementary OSLA presentation emphasized the specifics of the present funding formula, the lack of definite provincial standards for school libraries, the varying ways the funding formula has been implemented by school boards, and its devastating results for school libraries.

Both presentations made similar recommendations:

- That the funding formula be changed so that each school would have a qualified teacher-librarian as well as qualified support staff, with special provisions for small schools.
- That teacher-librarian staffing and library support staffing be protected so that this staffing cannot be used by school boards in other areas.
- That there be adequate protected funding for school library resources.
- That a new policy document for school libraries updating *Partners in Education* be written, and that this new document establish a set of provincial standards for school libraries.
- That there be a designated and properly staffed portfolio for school libraries at the Ministry of Education
- That the Ontario government support the Ontario Digital Library and Ontario Knowledge Network for Learning initiatives to provide equitable access to resources throughout the province.

The presentations were well received by Task force members. For further information and full versions of the presentations and supporting materials, please see the OLA website at *http://www.accessola.com*.

OLA and OSLA were not the only ones advocating for school libraries in presentations to the Rozanski Task Force. Many school boards (notably Durham DSB, Kawartha-Pine Ridge DSB, Peel DSB, and Toronto DSB) argued that the present funding formula has caused significant deterioration of school library programs and urged changes to the formula. OSSTF recommended changes to teacher-librarian funding as part of their presentation. Numerous parent groups spoke about the decline of their local school's library, and Parents for Education emphasized school libraries in their submission.

Another group that has been advocating for school libraries is the Canadian Coalition for School Libraries. The coalition is national in scope and was formed earlier this year, sparked by John Lorinc's article on school libraries in *Quill & Quire*. Its membership includes individuals representing Canadian publishers, school library organizations, library organizations, and parent groups. The group has sent a brief to the Council of Ministers of Education of Canada, and sent a written submission to the Rozanski Task Force. The coalition had a booth at Toronto's annual Word on the Street festival in September, and asked visitors to sign a petition supporting school libraries in the form of a postcard. About 3,000 postcards were signed and subsequently delivered to the Education Equality Task Force. OLA and Micromedia ProQuest shared the costs of what was a very successful event.

All these efforts have put school libraries on the radar screen. OSLA is thankful for the support of OLA, and the support of other groups and individuals. We await the task force report.

Where Do I Start? A School Library Handbook

Santa Clara Office of Education, Library Services
Linworth, 2001
(Professional Growth Series)
Paper, 8 1/2" x 11", 153 pages, bibliographical references and index. ISBN 1-58683-043-0

Where Do I Start? is actually the school library handbook prepared by the Library Services department of the Santa Clara Office of Education. This title is intended as a quick reference tool for school library staff, providing an introduction to and overview of each topic and suggesting resources for further reading. Topics covered include an overview of school libraries, space, public relations/ marketing, collection, program, internet, procedures, and automation. Both elementary and secondary school libraries are included.

While *Where Do I Start?* has an American focus – which shows most clearly in references to documents, standards, and legal issues – much of the general information is applicable in Canadian school libraries. This handbook is easy to read, as advertised, but I did find the page design annoying. However, this is a relatively minor matter as *Where Do I Start?* is a quick reference on specific matters rather than a book a reader is likely to read through from beginning to end. *Where Do I Start?* would certainly be a useful addition to a district professional collection for districts that don't have their own school library handbooks. Districts in the process of developing such a handbook might want to purchase a copy of *Where Do I Start?* as part of a collection of model handbooks.

Catalog It! A Guide to Cataloguing School Library Materials

Allison G. Kaplan and Ann Marlow Riedling
Linworth, 2002
Paper, 8 1/2" x 11", 191 pages, bibliographical references and index.
ISBN 1-58683-014-7, $71.90

Because *Catalog It!* is designed as a text for students in School Library Media specialist courses, it is designed to address the specific needs and challenges of cataloguing in school libraries. Topics covered include the history of cataloguing, copy cataloguing, cataloguing tools, intellectual access, physical description, processing, cataloguing for automated library systems, and the future of cataloguing. The authors address AACR2R cataloguing rules, the use of Sears and Library of Congress subject headings, Dewey Decimal Classification (somewhat – the authors recommend a DDC workbook), and MARC records. Exercises are included and all exercises and examples use materials likely to be found in school library collections.

If you catalog school library materials, you need this book. If you're fortunate enough to work with a library technician or if your school district provides central cataloguing services, then you need to read this book to understand how materials are catalogued so you'll have a deeper understanding of the organization of your collection and of how to structure effective OPAC searches. Although the authors do assume that *Catalog It!* is being used as a text in a course with an instructor, it can be read and used profitably by individuals or groups of teacher-librarians for non-credit professional development. It would be well worth the investment for school districts to buy enough copies of *Catalog It!* to put a copy in the hands of each person responsible for cataloguing school library materials.

The School Library Media Specialist's Tool Kit

Richard Pearson and Kaye Y. Turner
Highsmith Press, 1999
(Handbook Series)
Paper, 8 1/2" x 11", 89 pages, bibliographical references and index. ISBN 1-57950-012-9

The authors of *The School Library Media Specialist's Tool Kit* draw on experience, research, and American school library standards to identify strategies teacher-librarians need to consider to offer effective service. This title is a handbook of practical advice for both new and experienced teacher-librarians in both elementary and secondary schools. The chapters are short – three to six pages – and each chapter addresses one item or area. Topics covered include ambiance, volunteers, discipline, budget, censorship, planning, evaluation, and so on.

While *The School Library Media Specialist's Tool Kit* does cover a broad range of topics, the coverage is rather hit-and-miss. It's important to understand that this tool kit is a collection of ideas and suggestions, not a comprehensive text on school librarianship. Given this, and the fact that this title covers both elementary and secondary school libraries, *The School Library Media Specialist's Tool Kit* is best suited to a district level professional collection.

by Brenda Dillon

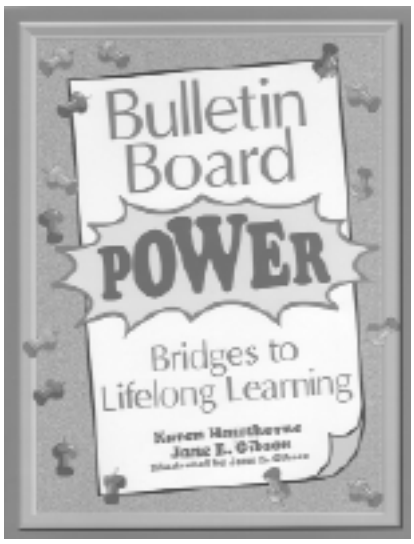
Bulletin Board Power: Bridges to Lifelong Learning

Karen Hawthorne and
Jane E. Gibson
Libraries Unlimited, 2002,
Paper, 8 1/2" x 11", 117 pages, index. ISBN 1-56308-917-3

Bulletin Board Power: Bridges to Learning might be of interest to elementary school teacher-librarians looking for bulletin board ideas. Although Hawthorne and Gibson do provide some general how-to suggestions for the creation of bulletin boards, they recommend that readers refer to their first book, *Bulletin Boards and 3D Showcases That Capture Them With Pizzazz* (LU, 1999). In *Bulletin Board Power*, Hawthorne and Gibson provide 72 bulletin board designs, which can be used to promote reading. Each design is illustrated with a black and white line drawing, and details about background, lettering, etc. are provided. The book includes several of the patterns used for the bulletin boards.

Although *Bulletin Board Power* could be worth browsing for ideas, readers might find the designs less appealing than expected. The quality of both the illustrations and the patterns is also disappointing, especially given the relative ease of producing good quality work with even fairly basic desktop publishing programs.

If *Bulletin Board Power* is being considered for purchase for a district collection, it would be a good idea to have a number of elementary school teacher-librarians take a look at it first. This is one of those titles that should be bought from a display rather than a review.



School Library Management, 4th edition

compiled by the editors of *The Book Report*, *Library Talk*, and *Technology Connection*, with the assistance of Catherine Andronik
Linworth, 1998
(Professional Growth Series)
Paper, 8.5"x11", 280 pages, bibliography.
ISBN 0-938865-66-8, $58.00

This collection of 123 columns, articles, tips and bright ideas culled from the pages of *The Book Report*, *Technology Connection* and *Library Talk* addresses the struggle all school librarians face in meeting administrative and instructional demands each day. The authors, all of whom are American, raise questions about the changing role we play in schools.

While most of these articles are new to this edition (1998), some were published as far back as 1993. The articles are arranged under eight topics: Organization/ Management, Planning, Personnel and Evaluation, Budget, Facilities, Collection Development, Circulation and Inventory, Teaching Inservice Workshops and Organizing Author Visits. A newer edition would place more attention on the internet and on library program. There is a mix of elementary and secondary emphasis which for some may be a drawback. Given the generally good quality of Linworth publications, this one is a disappointment and is not recommended for personal or school level collections. Central/shared collections that do not have the three magazines may wish to consider it.

▮ Brenda Dillon and Dianne Clipsham

The Best of LM_NET Select 2001

Michael B. Eisenberg, Peter Milbury & Michelle Walker
Linworth, 2002
Paper, 8 1/2" x 11", 187 pages, CD ROM with complete 2001 LM_NET Select message archives. (PC/MAC not specified)
ISBN 1-58683-114-3, $71.90

LM_NET, a free listserv for school librarians, was 10 years old on June 5, 2002 and now has 15,000 members in 65 countries. Because traffic can be quite heavy, *LM_NET Select* was created – a daily *Best of LM_NET*. This book is the best of this best (with the complete 2001 LM_NET Select message archives on the accompanying CD ROM). *The Best of LM_NET Select 2001* presents some of the major LM_NET discussions of 2001, organized into five topics: Reading and Literature; Curriculum and Instruction; Information Management; Computerized Reading Programs; and Technology. The messages are presented unedited, so browsing this book is like browsing the archives. In fact, as Mike Eisenberg notes in the preface, *The Best of LM_NET Select 2001* is 'the first print archive of the LM_NET community.'

An LM_NET membership gives one access to a huge pool of colleagues with an incredible amount of collective experience and expertise. This book and the accompanying CD ROM make this expertise available in a convenient and easy-to-use format. *The Best of LM_NET Select 2001* would certainly be a useful addition to a district collection. However, it must be remembered that LM_NET membership is free and the archives are available online, so this information is available without the book or CD ROM. Given budget realities, there are probably resources of equal or higher priority that are available only in print.

100 Library Lifesavers: A Survival Guide for School Library Media Specialists

Pamela S. Bacon
Libraries Unlimited, 2000
Paper, 8 1/2" x 11", 317 pages, bibliography and index.
ISBN 1-56308-750-2

Pamela S. Bacon provides 100 lifesavers – tips, tools, and quotes from practicing teacher-librarians – designed to make a teacher-librarian's life a little easier. She expresses the hope that using these lifesavers will allow teacher-librarians to find more time to model a love of reading. These lifesavers cover all grade levels and the copyright statement includes permission for individual librarians/educators to copy the activity sheets for classroom use in a single school or library.

While I could modify some of the lifesavers for my own use, I didn't come across anything I could or would use 'as is'. So, although *100 Library Lifesavers* is designed to be practical and immediately useful, I would still have to recreate and then modify any lifesaver I decided to use. I think this concept has merit and great potential, but I would have found the book much more useful had it come with a CD so I could simply modify the existing forms. I consider this title an optional purchase and recommend a personal preview. It's important to note that district ownership does not allow users to photocopy materials as this permission is granted only to the owner of the book.

Running a School Library Media Center, 2nd edition

Barbara L. Stein and
Risa W. Brown
New York: Neal-Schuman
ISBN 1-55570-432-8

> *"This updated and expanded edition of **Running a School Library Media Center: A How-To-Do-It Manual** offers a starting-from-scratch introduction to library media specialists who are starting their first jobs; more experienced library professionals, paraprofessionals, and clerks will also find information and resources of value in these pages."*
>
> (Preface)

It's true! This resource manual delivers what it promises. It begins with a chapter on 'How To Get Started', which is broken down into the subheadings The People, The Facility, The Collection, Goal Setting, Stress Management and Professional Organizations. These sections are short, to the point, and relevant, with the exception of Professional Organizations, which is American. Also included in this initial chapter is a list of six essential survival strategies. None of them are rocket science, but all of them are useful.

Other chapters give a solid overview of:

- Policies and Procedures
- Ordering and Processing Materials
- Cataloguing, Circulation
- Maintaining the Collection
- Hiring and Working with Staff
- Designing and Using the Facility
- Information Literacy and
- Programming

Included throughout are several sample forms, charts, reports, notices, checklists, surveys and letters which could save many of us countless hours since they are easily adapted to our own needs.

As well, useful tips are framed in boxes alongside much of the text. Many of these are super and would be extremely useful to a teacher-librarian just starting out. For example, in the section on Booktalks, under Programming, the tip reads as follows:

Do's & Don'ts for Booktalking

DO:
- *make notes*
- *hook the listener*
- *practice*
- *say title and author first and last*
- *point cover of book at listeners*

DON'T:
- *tell the ending*
- *talk about a book you haven't read*

Finally, another wonderful feature of this book is the Appendices section at the end, which includes extensive lists of sources such as Book Vendors and Listserves, to name a few. Once again, the majority of these are American, but Canadian sources are listed as well.

Running a School Library Media Center is the kind of book teacher-librarians will like to have on their office shelves, one that will be referred to over and over again.

Bobbie Henley

http://www.accessola.com/osla
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PORTFOLIO REPORTS Autumn 2002

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Esther Rosenfeld
President
Toronto District School Board
esther.rosenfeld@tdsb.on.ca

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diprima@learn.ycdsb.edu.on.ca

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godinsvoboda_kendra@durham.edu.on.ca

Flavia Renon
Ottawa-Carleton District School Board
flavia_renon@ocdsb.edu.on.ca

Anita Brooks-Kirkland
Waterloo Region District School Board
anita_brooks-kirkland@wrdsb.on.ca

Michelle Regina
York Catholic District School Board
reginam@ycdsb.edu.on.ca

Bobbie Henley
Grand Erie District School Board
bhenley@bfree.on.ca

Cheryl Dinnin
Thames Valley District School Board
trains@execulink.com

Joyce Cunningham
Rainy River District School Board
joycec@jam21.net

Rose Dodgson
Toronto District School Board
rose.dodgson@tdsb.on.ca

Portfolio: ADVOCACY

led by Cheryl Dinnin

The editorial board of *The Teaching Librarian* is still waiting to hear from you, the readers. We know that most of you have wonderful ideas for the library that you could share with others. We need these ideas for our column, 'It Worked For Me.'

The themes for this year's *The Teaching Librarian* are Management, Partnerships, and Evidence. We're excited about these and hope you'll find the issues worthwhile.

We'd like to build a bank of photos of school libraries showcasing the dynamic learning places they are. Send any along to the OLA office, keeping in mind that permission is needed if individuals are shown.

Please be patient as you await your copy of *The Teaching Librarian*. OSLA has been undergoing a transition in layout editing but we hope you'll agree the wait is worth it!

Portfolio: PROFESSIONAL DEVELOPMENT

led by Michele Regina

Responding to the needs of the members has always been the focus of OSLA professional development. In the past four years, the summer institutes held in August have been organized around topics of importance to teacher-librarians such as advocacy, literacy and curriculum design. These institutes have been very well received by participants.

OSLA is dedicated to the continuation of high quality professional development. As such, we are in the process of rethinking approaches for the delivery of programs best suited to keeping teacher-librarians and SLICs current and in touch with new and essential curriculum, trends and programs. Look for these new and innovative professional development initiatives in the near future.

In the meantime, plan to attend this year's Super Conference, January 30 to February 1, 2003. It promises to be a tremendous professional learning event. Hope to see you there!

Portfolio: READING PROGRAMS, LITERACY

led by Anita Brooks-Kirkland

Last year, under the leadership of the small but dedicated group of elementary teacher-librarians remaining in the district, more schools in Waterloo Region than ever before participated in OLA reading programs.

To celebrate this success, the teacher-librarians hosted their own Silver Birch celebration for students in WRDSB elementary schools. Karen Penner chaired the organizing committee. The big day was on May 24, 2002, the day after the Silver Birch awards were presented in Toronto. Local TV personality Tom Knowlton was the host, and entertainment was provided by Ronno and the Bierdo Brothers. Guests included Silver Birch authors Lynda Wilson and Song Nan Zhang, Waterloo mayor Lynn Woolstencroft, WRDSB Chair Sandy Shantz and Director of Education, Cec Omand.

Of course, the most important guests were the nearly 1,500 students who had participated in Silver Birch programs in 30 schools. Several of the students got to perform their winning songs in the Silver Birch songwriting contest with the Bierdo Brothers and Ronno. Many schools and individual students won draw prizes donated by local businesses. The highlights of the afternoon, of course, were meeting the authors and hearing the announcement of the award winners.

This event drew considerable attention to the leadership of teacher-librarians in supporting literacy with this very exciting program. The atmosphere was tinged with sadness, however, since it took place just a few days after the announcement that the already small contingent of 28 elementary teacher-librarians in the region had been cut to just five for its 100 schools.

Portfolio: MEMBERSHIP

led by Joyce Cunningham

During the past three years, OSLA has been running a pilot project which involves block membership. The project has been successful in several ways: membership has increased; the members receive a discount; and the process in which a Board individual gathers all the information and acts as a contact has resulted in more sharing of information. OSLA Council has therefore decided to take the necessary steps to open this opportunity to members in other Boards. The final step will be a vote at the AGM.

At our AGM at Super Conference we will once again be presenting the OSLA Awards to the Teacher-Librarian of the Year, the Administrator of the Year, and the Award for Exceptional Achievement. I urge all of you to come to this presentation and join us in celebrating the achievements and successes of these dedicated people.

At the AGM we will also be welcoming several new people to the Council. This is your opportunity to put a face to the name and discuss your ideas with both the new and continuing members of Council.

I sincerely hope that many of you will be able to attend this wonderful conference for our members.

Portfolio:
SUPER CONFERENCE

led by Rose Dodgson

Super Conference 2003 promises to be a superb conference, truly offering an exciting program with something for everyone. It takes place January 30 to February 1, 2003 at the Metro Toronto Convention Centre.

This year, OSLA spotlight speakers are Roland Case and Ron Jobe. Roland Case, Professor at the Faculty of Education, Simon Fraser University, will offer two sessions: one at the elementary level and one at the secondary level on the challenges of Critical Thinking About Information Technologies. He will share strategies and ways that teachers and teacher-librarians can teach the intellectual tools to support students in thinking critically about the use and content of electronic information technologies

Ron Jobe, Associate Professor at the Department of Language and Literacy Education at the University of British Columbia, is the co-author of *Reluctant Readers* and *InfoKids*. He will be presenting two sessions. One will be on strategies and resources to help reluctant readers take control of their own process. In another, Ron will examine using non-fiction and informational texts with reluctant readers.

This year, OSLA alone is offering more than 40 workshops by teacher-librarians, educators, authors and specialists on a wide range of topics geared for elementary and secondary levels. These include sessions on Instruction, Advocacy, Leadership and Partnerships. Program strategies and units on information literacy, literacy, reading programs, information technology (Inspiration, Internet searching), Interdisciplinary Studies, integrating media, and Interdisciplinary Studies will be shared. New this year are PosterSessions showcasing programs, units and documents from across the province. They will be displayed in the Exhibition Hall.

These are only some of the exciting workshops offered at Super Conference. In all, there are more than 200 workshops sponsored by the combined member associations of the Ontario Library Association.

The plenary and keynote speakers this year are Dave Snowden, Director of the newly formed Cynefin Centre, a knowledge management institute which focuses on using human networks to enable the emergence of new meaning in organizational complexity, along with Russell Mills, Publisher and President of the *Ottawa Citizen*. The Saturday Luncheon speaker is Linwood Barclay, author and *Toronto Star* columnist.

On Friday, you may want to start your day with the Silver Birch and Red Maple author breakfast and end with the fun-filled gala celebration Friday evening at the CBC Atrium. You won't want to miss the largest Canadian Library Trade Show in the Exhibition Hall featuring hundreds of vendors, displays of books, material and technology.

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