



THE **TEACHING LIBRARIAN**

The magazine of the Ontario School Library Association

Spring 2003 volume 10, number 2 ISSN 1188 679X

Partnerships

TM your library @

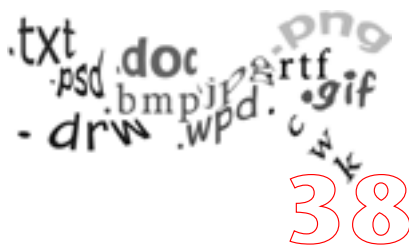
THE TEACHING LIBRARIAN

Spring 2003

Volume 10, number 2

ISSN 1188 679X

Partnerships @ your library™



- 5** PARTNERSHIPS @ your library™
by Bobbie Henley
- 10** SCHOOL AND PUBLIC LIBRARIES CO-OPERATE:
NEW CHALLENGES, NEW SOLUTIONS
by Marilyn Willis and Todd Kyle
- 12** A PUBLIC LIBRARY AND SCHOOL LIBRARY PARTNERSHIP
The school library view by Donna E. Berzaitis
The public library view by Mary Anne Wilson
- 18** TWO TEACHERS + ONE MEDIA CENTRE = ONE GREAT PARTNERSHIP!
by Celia Nichols
- 21** PARTNERING WITH TEACHERS: CAREER STUDIES
by Catherine Thompson
- 22** PARTNERING WITH THE COMMUNITY:
HERITAGE FAIRS AND www.historica.ca
by Jacqui Byers
- 25** PARTNERSHIPS AT THE INTERNATIONAL SCHOOL OF PARIS
by Jeanne McKechnie
- 27** PARTNERING WITH TEACHERS:
A DESIGN DOWN PLANNING TEMPLATE
from Toronto District School Board's Library and Information Centre Handbook
- 28** PARTNERING WITH STUDENTS:
A TEA PARTY FOR YOUNG AUTHORS
by Ann Amos
- 30** PROFESSIONAL PARTNERSHIPS AT OLA'S SUPER CONFERENCE:
TEAMWORK MAKES IT HAPPEN!
- 36** **TL** The Profile
MEI-LAN MARKO:
PARTNERING HER PROGRAM
An interview by Dianne Clipsham
- 39** **TL** Information Technology
EXTENSION LIFE IN A SHARING WORLD
by Diane Bédard
- 6** **TL** It Worked For Me!
- 8** **TL** Professional Connections
by Brenda Dillon
- 42** **TL** Professional Resources
- 44** **OSLA** President's Report
by Esther Rosenfeld
- 46** **OSLA** Portfolio Updates
- 47** **TL** Highlights and Dateline

- Insert** **OSLA CURRICULUM IDEABOOK**
- Grade 2: FEATURES OF COMMUNITIES AROUND THE WORLD
by Sandra Bruinewoud and Nancy Farrar
- Grade 12: MEDIA STUDIES EMS 30 LESSON
by Tobi Gordon and Kathy Kawasaki
- All grades KIDS VOTING CANADA by Taylor Gunn

Thanks go to the contributors to Volume 10, number 2 of *The Teaching Librarian*



ANN AMOS

is teacher-librarian at St. Jude School in Thunder Bay for Thunder Bay Catholic District School Board. <ann_amos@hotmail.com>



BRENDA DILLON

is teacher-librarian at Philip Pocock Catholic Secondary School in the Dufferin-Peel Catholic District School Board. <brenann@sympatico.ca>



JEANNE McKECHNIE

is librarian at the International School of Paris on leave from Vankleek Hill Collegiate Institute in the Upper Canada District School Board. <mckechnie@wandadoo.fr>



DIANE BÉDARD

manages the Learning Materials Resource Centre at the Windsor-Essex Catholic District School Board. <diane_bedard@wecdsb.on.ca>



BOBBIE HENLEY

is teacher-librarian at Brantford Collegiate in the Grand Erie District School Board and is editor of *The Teaching Librarian*. <bhenley@bfree.on.ca>



CATHERINE THOMPSON

is teacher-librarian at Robert F. Hall Catholic Secondary School in Caledon East for the Dufferin-Peel Catholic District School Board. <ck.thompson@sympatico.ca>



DONNA BERZAITIS

is teacher-librarian at St. Aloysius Gonzaga Secondary School, Dufferin-Peel Catholic District School Board. <donna.berzaitis@dpcdsb.org>



TODD KYLE

is Manager of Children's Services at Mississauga Library System and a popular presenter in the OLA Education Institute. <todd.kyle@mississauga.ca>



MARILYN WILLIS

is teacher-librarian at Russell D. Barber Public School in the Peel District School Board. <willis@aztec-net.com>



JACQUI BYERS

was an elementary school teacher and administrator for 26 years with North York and York Region, 14 years of that time as a teacher-librarian. She is now program co-ordinator at historica.ca.



CELIA NICHOLS

is teacher-librarian at Prince Charles School in London for the Thames Valley District School Board. <c.nichols@tvdsb.on.ca>



MARY ANNE WILSON

is Library Manager at the Erin Meadows Branch of the Mississauga Library System. <maryannewilson@mississauga.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>

OSLA CURRICULUM IDEABOOK



SANDRA BRUINEWOU

is a teacher at Drumbo Central School for the Thames Valley District School Board.

NANCY FARRAR

is teacher-librarian at Drumbo Central and at Princeton Central School.

TOBI GORDON

is Head of Media Studies at York Mills Collegiate Institute for the Toronto District School Board.

KATHY KAWASAKI

is Head of Library at York Mills Collegiate.

TL mission

THE TEACHING LIBRARIAN

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

TL responsibility

THE TEACHING LIBRARIAN BOARD

Dianne Clipsham	Retired, Ottawa Carleton District School Board
Brenda Dillon	Philip Pocock Secondary, Dufferin-Peel Catholic District School Board
Cheryl Dinnin	Parkview/Caradoc Central Schools, Thames Valley District School Board
Esther Rosenfeld	OSLA President / Toronto District School Board
Sue Tedesco	Rick Hansen Public School, Thames Valley District School Board
Marilyn Willis	Russell D. Barber Public School, 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 / OSLA Vice-President
---------------	--

To contact the Editor: <bhenley@bfree.on.ca> or <TLmail@accessola.com>

TL guidelines

V. 10, no. 3	Release: June 2003.	Deadline: May 15.
V. 11, no. 1	Release: November 2003.	Deadline: October 15.
V. 11, no. 2	Release: March 2004.	Deadline: February 15.

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. Pictures can be printed or digital (minimum size and quality are 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 submissions are subject to editing for consistency, length and style. If significant changes result in the text of an article as a result of editing decisions, the Editor will contact the writer before printing. Any questions about submissions should be directed to the Editor of Teaching Librarian at:

TLmail@accessola.com

TL subscriptions

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

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

Copyright © 2003, Ontario Library Association. All rights reserved.

Harry is hot* all summer long at Mabel's

Harry Potter

& The Order of the Phoenix

\$30*

plus GST

Release date: June 21st

You are invited to a "Midnight Reading" of the first chapter by candlelight, on Saturday, June 21st, at 12:00:01 a.m.





MABEL'S FABLES BOOKSTORES 662 Mt. Pleasant Rd., 416-322-0438; 2939 Bloor St. W., 416-233-8830 mabelsfables.com

PARTNERSHIPS @ your library™

Bobbie Henley



After suffering a succession of nasty cutbacks (we thought things couldn't get any worse, but each year they did!), our Board finally reinstated library technicians. I have to admit I was nervous about meeting Sara. After all, we had limped along with no technical support for a long time, and, to put it mildly, the library had suffered. When colleagues of mine told me to concentrate on the library program and let the rest pile up, I knew they were right in theory, but I also knew I could only do that for so long. To me, running the library was like owning and operating a car. If the oil wasn't changed, the spark plugs cleaned, the tires filled with air, or the headlight replaced, it wouldn't be long before I was stranded, no matter how beautiful the interior and how great the mileage was. Some days I felt as though I were slowly driving a very good and dependable vehicle into the ground.

So when Sara Haddow and I had our first meeting, I told her I was thrilled to have her as part of the team. I saw us together as parts of a whole, and compared us to a vehicle. I explained that she could be all the parts of the engine, all the "stuff under the hood" that kept us running in top form, and I would be the body. I maybe even used the word "beautiful." I don't know if she thought I was a little short on intelligence, or she sort of agreed with my analogy, but Sara didn't miss a beat. "Can we be a Volkswagen Beetle?" she asked.

I'm particularly excited about this issue of *Teaching Librarian*, because of the theme we've chosen. Managing a school library is all about partnerships – from those with library staff, students, teaching staff and administration, to those with parents and the greater community. One of the most wonderful aspects of our job is the fact that we do not work in isolation. Ideally we work together with many individuals daily, as we manage the library itself, collaborate with teachers, and work with students to build literacy and critical thinking skills.

The articles featured here highlight some of these – a shared facility between school and public library, students linking to the community, a teacher-librarian and an information technologist working together to teach research skills, and partnerships within an international school. We have highlighted a few sessions from Super Conference that featured different types of Partnerships. Our next issue on Evidence will present a more in-depth look at those sessions which provided us with the tools to assess our effectiveness.

Since the day I met Sara a year and a half ago, our library has been much improved. Once again I am able to deliver a strong library program and focus on teaching research and inquiry skills, thanks to the wonderful partnership of a teacher-librarian and a library technician. I know we'll probably never be a Cadillac, but at least I feel we are reliable and solid and running along smoothly. The many passengers we deliver safely to their destination are quite happy with us too! ■

TL

the editor's notebook



It worked for me!

TL

Did you know that a review of the effectiveness of the Silver Birch and Red Maple reading programs is underway? Fill out the survey in May when it arrives.

A business card for your databases

FRANCINE MULHERIN

Brother André High School, York Catholic District School Board

During grade 9 orientation sessions, and whenever I am demonstrating our library's on-line subscription databases, I hand out a two-sided, Library "business card". On this card is the URL for my library's web site as well as instructions for linking to the databases. User ID and password information is also provided. Included are the names and logos of our databases.

I have found that students keep these cards in their wallets and have them on hand for school or home database access. (In previous years, I used to hand out pamphlets but am quickly finding that the business cards are more likely to be retained and used.)

I designed the cards using Microsoft Publisher and printed them on inexpensive perforated business card sheets from my local business supply store. I've printed over 1,000 cards, all for less than \$50! ■

Self-motivated connections need not be complicated

SANDRA CASEY

Education Librarian, Queen's University

I've used this with everyone from school kids to BEd students. It's based on the "jigsaw" model of co-operative learning and it works better if each group can sit in a circle.

Divide the class into groups of four or five. After a brief introduction by the librarian explaining where different resources are kept, each student in the group goes to a different section of the library and picks something interesting to take back to the group and talk about. The noise level tends to be deafening, something I enjoy because it kind of shatters the myth that librarians are always saying "shush". ■

Getting students to think beyond your doors

BRENDA DILLON

Philip Pocock Catholic Secondary School,
Dufferin-Peel District School Board

My budget simply doesn't allow me to provide all the resources my students need. Fortunately, the Mississauga Library System considers curriculum support part of its mandate. In the past, I would mention this to students and encourage them to take advantage of the resources offered by the MLS, but no one ever showed any interest. Now, I actually include the Mississauga OPAC URL as well as titles – with descriptions and locations – of specific Internet or CD ROM databases that might be useful. This way, even if the students don't pay attention when I mention the resources, they have the information handy for that moment when they realize the school library really doesn't have everything they need. ■

What worked for you?

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

Do you have an opinion?

Do you disagree with an article in this issue? Do you have ideas for the coming provincial and municipal elections? Are you against recertification? Do you think *Partners in Action* should be updated? How would you change it? These are your pages. You do not always have to write an entire article to share what is important to you. Send your ideas to: <bhenley@bfree.on.ca> or <tlmail@accessola.com> We would love to hear from you. ■

TL

It worked for me!

Getting boys to read? A unique story

Thanks to Nancy Dalrymple from Durham for passing on this story of an observant student and an encouraging teacher-librarian. As Nancy wrote, this is the kind of story "that can help get boys hooked on reading".

Grade 2 student spots errors in book, writes publisher



Teacher-Librarian Julia Plewes from McCaskill's Mills Public School, encouraged her student to do something about the mistake he found in *The Tonka Big Book of Trucks*. The student wrote to Hasbro, the publisher and to Scholastic, the distributor stating that there was an illustration that depicted a round baler spitting out rectangular bales and that the twine binding the bales was going in the wrong direction. The companies responded with a package of toys, books and other items. Julia writes:

"He brought the trucks etc. to school often and the students enjoyed moving dirt, etc. with them. In the winter he 'modified' the trucks and put snow ploughs on them...I sent photos to Tonka to show them ... and they sent ME a big box of things."



This "big box of things" are what Julia auctioned off at a parents' night, to raise money for farm books for their new library. The auction was a huge success and the boys at the school were involved in helping their teacher-librarian shop. ■

Partnerships in action

OLA Store

Advertisement

Partnerships are a big part of our lives as teacher-librarians. We share with each other, we collaborate with teachers, we try to establish working relationships with our public and academic library colleagues and, if we're fortunate enough, we work in partnership with other school library staff members.

We're used to extending our world, and the world of our students, by working with others.

For this column, I've gathered a few useful and interesting partnership opportunities you can check out online.

PROFESSIONAL DEVELOPMENT

OLA Education Institute

The OLA is itself a partnership between an incredible number of people from all walks of library life. A particularly impressive example – and product – of this partnership in action is the OLA Education Institute, which provides opportunities for teaching and learning in a wide range of subject areas and a variety of formats. Check it out by clicking on the graphic on the OLA home page. www.accessola.com

The OSLA Summer Institute

Being offered as part of the OLA Education Institute this summer is OSLA's third Summer Institute. This year OSLA is partnering with the Toronto District School Board for a spectacular event.

Looking North to New Horizons

This joint conference, scheduled for June 19-25 in Toronto, is the result of a partnership between the CLA and the ALA. The program looks really good. Check it out at the CLA home page or the CSLA page. www.cla.ca; www.cla.ca/divisions/csla

Improving Student Achievement: A Summer Institute for Teacher-Librarians

East meets west in a partnership between Ontario's Carol Koechlin and Sandi Zwaan and the Canadian School Library Association. If a working holiday in Victoria, B.C. sounds interesting, check out the CSLA Summer Institute. www.cla.ca/divisions/csla

RESOURCES

The National Library of Canada

The National Library of Canada is truly a national treasure – and a partner in education. Resources for teachers include information about the age appropriateness and course relevance of the NLC's educational sites, links to teaching strategies, tutorials on a variety of topics, and information on documentation and plagiarism.

Statistics Canada

Learning resources including data, publications and teaching tools are available on the Statistics Canada website. I'm impressed that Statistics Canada actually uses the term "teacher librarian" on this page! www.statcan.ca/english/edu/index.htm

Canada's SchoolNet

A partnership among all 13 Ministries of Education, one federal government department, education and library associations (including OLA), First Nations organizations, and a number of corporate partners, Canada's SchoolNet provides more than 7,000 learning resources.

Computers for Schools

Computers for Schools is a partnership between federal, provincial and territorial governments, and the private and volunteer sector. Surplus computers are collected, repaired and refurbished, and donated to schools and libraries across Canada. <http://cfs-ope.ic.gc.ca>

Cable in the Classroom

Cable in the Classroom is a partnership between Canada's cable and programming industries, which provide the programming, and teachers, who provide lesson plans and resources to accompany the programs. This programming is commercial-free, can be used without breaking copyright laws, and is available free of charge. www.cableeducation.ca

FUNDING

TD Bank Financial Group's Community Giving Program

TD Bank Financial Group, in partnership with the Canadian Children's Book Centre, sponsors the annual TD Canadian Children's Book Week. TD Bank Financial Group is also partnering with the National Library of Canada in the 2003 International Forum on Canadian Children's Literature (June, in Ottawa). TD Summer Reading Clubs, TVO Kids Reading Rangers, and distribution of a book to first graders are also among TD Bank Financial Group's literacy initiatives. www.td.com/community/index.html

Share the Stories

Share the Stories is a partnership between Coca-Cola Ltd., the ABC Canada Literacy Foundation, and interested literacy organizations and libraries (including school libraries) across Canada. The funding, provided by Coca-Cola Ltd. and distributed by ABC Canada, helps successful applicants develop/maintain reading circle programs or develop/supplement children's book collections. Although the current funding period has ended, there is the possibility that Coca-Cola Ltd. will be able to extend funding into 2003. It's worth regular visits to ABC Canada's website to check it out. www.abc-canada.org/public_awareness/sts.asp

Book It

Pizza Hut's Book It program is an example of the commercial partnerships available to teachers. Book It is a reading incentive program for elementary school students, which rewards the achievement of individual and class reading goals with pizza. Although it is certainly necessary for us to use our professional judgment and discretion in our examination and judgment of corporate partnership opportunities, they are worth investigating. www.bookitcanada.com

And finally...

The Cameron Heights Collegiate Library web site

While it doesn't really fit any of the above categories, I can't finish this column on partnerships without mentioning a truly impressive school library web site I found while looking for online resources for grade 10 Canadian history students. While looking for information these students could use to research the decades of the 20th century, I came upon the website of Cameron Heights Collegiate Institute, a school in the Waterloo District School Board.

While the entire site was impressive, I was especially impressed with the school library site. The staff members at CHCI have worked together to create and post assignments with links to useful internet resources. These assignments – and some online courses – are all posted to the school library portion of the site. I plan to pay frequent virtual visits to CHCI to "check out" these school library resources! <http://chci.wrdsb.on.ca/library>

Yes, it certainly does require effort to set up partnerships and to make them work. But it's worth it because these partnerships can enrich our lives and the lives of our colleagues and students. It really is easier to get it all done if we remember we don't have to do it all alone. ■

A Symposium

School and public New

Marilyn Willis and

Imagine a room filled with teachers, co-ordinators, teacher-librarians, public librarians, library board trustees, and library association presidents and vice-presidents.

Now imagine the wonderful discussion of common challenges, frustrations and possible solutions. On Thursday December 5, 2002, that's exactly what took place at the Symposium hosted by the Mississauga Central Library. It was a day of collaboration between school and public libraries.

The symposium was divided into two sessions. The morning involved keynote speakers discussing the present situation at their venue and the current efforts and programs already in place. Keynote speakers included Mike Kzis, Albert Casuga, Janice Awde, Liz Kerr, Stephen Abram, Kathryn Peterson, Sulekha Sathi, Todd Kyle, Marilyn Willis, Jennifer Duncan, Wendy Wade and Heather Sheehy and Mary Ann Mavrinac.

The afternoon session was collaborative group brainstorming on 'How can the needs of students be supported?'. All the ideas generated were divided into four categories under the facilitation of Elsie Taylor. The four categories were Collaboration for Student Success, Library as Community Hub, Support, and Access.

Collaboration for student success

The first strategy identified by the working groups was that schools and public libraries need to set up collaborative structures. Local school-public library councils would meet regularly to define their respective roles and expectations, share ideas for collaboration, plan joint professional development, plan how

to jointly serve students in a given neighbourhood, and collaborate with book vendors on getting relevant material to students. Such a council might also have committees to deal with initiatives to jointly serve special needs, ESL, and French Immersion students. Such committees could, for example, discuss how to better serve special needs students in public libraries by using school board expertise on resources and facility layout; plan summer ESL programs in public libraries to continue schools' efforts; and facilitate lobbying Canadian publishers on the need to provide French-language material for the Immersion market.

The library as a community hub

Another strategy involves promoting school and public libraries as focal points for community collaboration to serve the information and literacy needs of families. With the input of other community agencies, such as those serving broader early childhood and social service needs, school and public librarians could facilitate a number of programs that serve



libraries co-operate: challenges, new solutions

Todd Kyle

the goals of both organizations. For example, school libraries could host programs at open house nights to orient three-year-olds to the library and to train parents on early literacy activities, with public librarians orienting the same children and their families to the services of the public library. Public libraries could host programs to encourage family literacy and reading success, especially among ESL families, with schools promoting this program to invitees they know will benefit most, and with other agencies providing early ID screening to identify at-risk children - for example, those with speech delays - for referral to their services. Both could jointly plan to help meet the community service requirements of secondary students through volunteer work in each others' libraries.

Lobbying for support

Schools, libraries and community agencies could also collaborate to lobby governments and other bodies to provide better support for their programs. For example, they might jointly lobby for funding to try to get Canadian research done to prove that lifelong library use contributes to higher literacy, better

school performance, and other social benefits. They might also plan joint surveys or focus groups to determine community needs - such as the needs of ESL students - in order to support their demands for better funding. Public libraries could also lend support to French Immersion schools in lobbying provincial education ministries to provide curriculum documentation in French.

Access

Schools and public libraries could overlap their services by cooperating to provide access for all students. Web pages linking public and school libraries would give students easy access to databases and digital libraries. Cooperative outreach planning would help reach particular audiences including the reluctant readers and ESL students. Materials written in several languages help students remove barriers.

Both groups felt that professional lobbying was key to advocating for both public and school libraries. Together we send a strong message that giving access to lifelong learners is key and only with the support of libraries is this possible. ■

President's comment:

Mississauga Library System Chief Librarian Don Mills spent two and a half days at the OLA Summit on School Libraries in May. His support and involvement are amply demonstrated by this excellent symposium for Peel area librarians and stakeholders. This is another example of the power of all OLA libraries working together on issues that affect us all.





A public library and sch

The school library view by Donna E. Berzaitis

“It was the best of times, it was the worst of times” perfectly describes the humble beginnings of the St. Aloysius Gonzaga Secondary School library. When Gonzaga first opened its doors in September 2000 to approximately 240 grade 9 students,

the permanent school building wasn't even ready. It was located at a temporary site in Georgetown while construction on the real school continued in Mississauga near the Erin Mills Town Centre. In the cleaning and preparation process prior to September 2000, the library was converted into a cafeteria and music room. In essence, the students did not have a library or teacher-librarian for their first year of high school (nor did they have a vice-principal as a matter of fact!). Despite these setbacks of location, limited space and resources, we managed to grow into a close-knit school community. Perhaps the knowledge of what rewards lay ahead made these sacrifices more manageable.

Sharing philosophy and vision

The “real” St. Aloysius Gonzaga was going to be a state of the art facility physically joined to a community center, swimming pool and public library. It would be named the Erin Meadows Community Centre and Library. This unique partnership forged between the Dufferin-Peel Catholic District School Board and the City of Mississauga and Public Library

was going to be the envy of and prototype for other interested communities. In the meanwhile, my teaching duties were full time English as well as department head of English. It was always a desire to include librarianship as part of my teaching profile, so when the school board sanctioned that all high schools would be staffed with a full time teacher librarian by September 2001, I decided to pursue the Gonzaga library position. Before the actual move into the new facility, I had an opportunity to meet with Mary Anne Wilson, Library Manager for Erin Meadows, and Sue Coles, Senior Librarian. In a very productive session, we exchanged and shared philosophies and visions for the upcoming academic year. Both Mary Anne and Sue had been involved in this very special project for quite some time (see Mary Anne's piece, Part 2). I was a newcomer to this set up. For one more year, I was still going to teach some English, maintain the English headship duties and administer and organize EQAO's Ontario Secondary School Literacy Test.

Our greatest learning ally

The Erin Meadows Community Centre and Library unofficially opened in July 2001. Its opening proved to be an immediate success based on the heavy traffic of customers. The library itself boasts tens of thousands of items in a 22,000 square foot space. From books to reference materials, CDs, DVDs, scores of computers which offer excellent internet links and a wealthy supply of electronic data bases, the Erin Meadows Library would become and continues to be Gonzaga's greatest learning ally. With two months of operation under its belt,

Continued on page 14



ool library partnership

The public library view by Mary Anne Wilson

Our tri-partite facility is the first of its sort in North America. The Dufferin-Peel Catholic District School Board, the City of Mississauga and the Mississauga Public Library Board entered into this partnership with both community integration and fiscal responsibility in mind. All costs are being shared on the basis of the percentage of ownership of the facility.

St. Aloysius Gonzaga Secondary School has a capacity for 1,800 students. In addition to classrooms, there are specialized rooms for music, art, theatre arts, and computers. The Community Centre has a 25-metre pool, a training pool, active living space for dance and recreational programs, multipurpose rooms, a food court and lobby area. The Library functions both as a public and a school library.

As a facility, we all share in the use of the green space, outdoor recreation fields, gymnasium, studios and multipurpose rooms, parking facilities, resources, and some of the security, telephone and computer systems – a major cost savings for each of us. In addition, there is the huge benefit of shared staff and expertise.

Planning for a joint facility

I was hired as the Library Manager for Erin Meadows early in 2000. From shelving, furniture and layout, to management structure, library and facility services agreements, collection development, and staff selection and training, it was a very busy year and a half.

Collection development was definitely one of the most time-consuming and crucial components. First, reports were printed from three

of our existing large branches – Meadowdale, Burnhamthorpe and South Common, to determine how many items those locations own in each non-fiction area and what numbers would be reasonable to expect that Erin Meadows would acquire. I looked at the number of ranges used to house such a collection for each material type - junior and adult, book, video, CD, etc., the number of items per range, and devised detailed cost analyses of each category. As an adjunct to this, I did an analysis of the Mississauga Library System's adult's and children's non-fiction collections as a whole by looking at the total number of items in each call number range; for example, how many books on dogs do we have in each location on average, how old are they, how many did not circulate in the previous year and what was the number of circulations per item in each call number range. This information is useful for collection assessment and management – how many dog books are reasonable/desirable/expected? Retention guidelines were rewritten as a result of the study and collection development implications examined.

Studying school needs

After hiring Sue Coles as Senior Librarian, she and I visited every secondary school library in the Region of Peel. We did a complete study of the types, quantities, quality and titles

Continued on page 15



PARTNERSHIPS @ your library™



Teacher-Librarian Donna E. Berzaitis

the Erin Meadows Library Staff eagerly awaited its newest customers on September 4, 2001: the students of St. Aloysius Gonzaga. By this time, in Gonzaga's second year of operation, we had added another grade and some new programs. From a small student population of 240 grade 9's, the school expanded to a population of 750 grade 9's and 10's, including an extended French program, Career Path (i.e. vocational) program and an autism program. Another forty or so teachers joined the original staff, including a vice-principal. We certainly seemed to be swallowed up by our huge and grand surroundings. Even so, we weren't using our entire building: our second floor was occupied by St. Mark's elementary school whose building was being renovated). There were many adjustments to make but it was worth the countless benefits the entire Gonzaga community enjoyed. By our second year in the facility, Gonzaga added another grade to top the student population to 1,260 students. We have hired on another 40 or so teachers (teaching staff of 85) and the entire building is now inhabited by Gonzaga students.

The library agreement

The Library Services Agreement Contract set the framework for how Mary Anne and I are to conduct business. Normally, in our board, the high school teacher-librarian works with a team of a library technician and library secretary, on a schedule that is purely decided by budget. In other words, the teacher-librarians might not have access to these very important resources on a full-time basis. As well, the teacher-librarian establishes a budget, organizes the processing and cataloguing of materials, and oversees circulation, reshelving, and collection of fines.

In some schools, teacher-librarians might be in charge of audiovisual equipment and, of course, computers. My teacher-librarian position at St. Aloysius Gonzaga is entirely different. Since we share our facility with the Mississauga Public Library System, the library is operated and organized by their Central Branch. The Erin Meadows Library employs approximately 30 people on a full- and part-time basis. These people oversee circulation, acquisitions, budget, promotions, and special programs, carried out according to their chain of command. My role, as outlined in the Library Services Agreement Contract, is specifically to serve the curriculum needs of the students and teachers of Gonzaga. Essentially, it is the quintessential teacher-librarian job.

That is not to say that I do not have a say in acquisition of materials and budget matters. Since our target audience is narrowed down to high school students in a Catholic system and not the general public, our school has purchased thousands of dollars of books to complement and supplement the current library resources. If I see a specific area of curriculum that could benefit from additional materials in our library (e.g., titles which address the new Ministry curriculum expectations), I submit a budget for these items. I get to offer suggestions to Mary Anne on resources being purchased by the public library, including periodicals and electronic databases.

Identity and operations

Along with curriculum matters, the Library Services Agreement Contract addresses the issue of student discipline. It is clear that any classroom management issue that takes place in the library during school hours is strictly the



domain of the teacher-librarian. The contract stipulates that all classes are to be accompanied by their classroom teacher. This factor definitely assists me. It is also my responsibility to supervise the students before the school day and during lunches. The library opens at 8:00 am and school begins at 8:20 am. This early opening is a boon to the public since most Mississauga public library branches open at 10 am on weekdays.

Because we have uniforms, identifying Gonzaga students is a straightforward task (for me and the Erin Meadows branch). I wear the school uniform as well to separate me from the Erin Meadows staff and to allow students to locate me easily; some of the teachers and administrators also wear the uniform.

The student photo identification card serves as the student's library card at any Mississauga branch. This library card set-up was co-ordinated by the Erin Meadows staff and Dufferin-Peel Catholic District School Board. The Erin Meadows library staff has a pictorial directory of our students so that if concern about a student or group of students arises, they are to provide me with names. In fact, the contract does cover after school hours discipline

Continued on page 16

Public Librarian Mary Anne Wilson



of the major resources available in schools. We studied the staffing patterns, types of programs offered to students, loan and fine structures, usage patterns, hours of operation, and funding. We looked at curriculum guidelines, school handouts, web pages and signage. We attended staff meetings and sat in on class visits, and listened to everyone who would talk with us.

We were a little staggered to learn that school library funding is very ad hoc – from nothing at one school [new team uniforms came first], up to \$25,000 per year, but we were very pleased to note that as a library system, we owned all of the major reference sources that were in the school libraries plus a great many that the schools did not own. Still, when planning the collection for Erin Meadows, although our role was first as a public library and secondly as a school library, we were very aware that the students represented a very large portion of our clientele and so we selected more curriculum-related materials than do other branches.

More hours mean more staff

One of the other hurdles for us as a public library was, and is, the hours of operation. School libraries traditionally open at least 30 minutes before the first class begins. St. Aloysius Gonzaga's first class this year starts at 8:20 am. So far,

we are only opening at 8 a.m. but in future years, as the population of the school reaches its maximum, we may be required to open even earlier, and this does pose a challenge for the library staff. The branch is presently open from 8 am to 9 pm Monday to Friday, 9 am-5 pm on Saturday and 1-5pm on Sunday. Staff work two evenings per week, alternate Saturdays, some Sundays and one 8 am shift per week. Covering all those hours has led to some non-traditional staffing plans, especially when covering lunch and dinner hours.

To meet the needs of this population, Erin Meadows has more part-time staff and slightly higher levels of staff than other locations. We anticipated that reference staff would experience more in-depth reference questions than branch staff customarily handle, so we hired with that in mind. Also, large school libraries customarily hire three staff members, but in this case, the school board provides one teacher-librarian, Donna, so we prepared for a greater interaction with the students.

A different structure

Our facility differs from others in its management structure. We have a management team, which consists of the manager of the community centre, myself as library manager, the principal of the secondary school and the maintenance manager. We resolve all issues which relate to the facility in terms of cleanliness, repair, security, supervision, finance, parking, room allocation and scheduling. We meet as needed, or quarterly, whichever comes first. Luckily, few major issues have cropped up.

The relationship works among all of the parties because we share a common philosophy about the

function of the facility. The principal, and Donna as teacher-librarian, are committed to maintaining a fairly quiet and quite disciplined environment, for which we are extremely grateful. The students are governed both by Donna as Gonzaga staff, and by the Erin Meadows staff as they are our clients.

In fact, the bigger noise problem, and one which we did not anticipate at all, is with very small children and their parents. Parents will leave their children unattended, the children become frightened and call out, and the parents shout back but do not go to them. It is often difficult to approach parents with discipline issues, as they are often very defensive.

Our library is extremely busy, much busier than anticipated so early in the development of our neighbourhood. Ambient noise levels are often quite high. It is difficult to have quiet study areas, and group project areas, in the midst of enthusiastic children and teens all melded together so that everyone's needs are met. These days, I refer to the library as a 'dynamic' environment!

More involvement ahead

There are things which we would like to do to further develop our partnership. With the exception of a few joint projects, I have had very little opportunity to get to know the school staff. The Erin Meadows team will, however, become more involved in the preparations for class visits and projects, and do more work with the curriculum and the teacher-librarian in the future.

It is a work in progress, but all in all, this partnership works even better than I dared hope it would. ■

Teacher-Librarian Donna E. Berzaitis

– even though the library staff controls discipline for all of its patrons, any problems associated with our students are brought to our attention the next day. These students are dealt with by administration and myself.

Involving the students

In order to help maintain a quiet working environment in the library and Main Street (the corridor which physically separates the school from the library and swimming pool), especially after school, Mary Anne, myself, and a representative from the community centre, trained some grade 10 student volunteers to be prefects. Since we only had grades 9 and 10 to draw from, we naturally tapped into the grade 10 student population. The library purchased some City of Mississauga thermals, to be worn as a uniform by these volunteers. Not only were the prefects to promote an atmosphere free of inappropriate noise levels, they were to discourage groups of students from congregating en masse in the Main Street area and library. Their shifts were very short, from 2:20 to 4:00 p.m. Using the prefects has not been a 100% success, but at least it has made the student population more aware of library rules. We chose to put off prefects this year; we will wait until we have a grade 12 population to draw from.

For this year, we are addressing and reinforcing library rules in a fun, informational video. I approached the communications and technology teacher with a request that his students create a video illustrating library rules. The school produces a show called “G-Force” which is aired three times a week in the morning. The anthem, chaplain’s corner, sports news are telecast by these students. They write, record, produce and perform

the show. Of course, it helps that each Gonzaga classroom is outfitted with a TV/VCR. I sat down with a small group of students and explained how I wanted to stress the rules in a humorous, but meaningful manner. Mary Anne supported this video project and handled the permit work. The completed piece was received enthusiastically by students and staff. We are hoping to produce a sequel.

Operating the resource centre

Teachers at Gonzaga book a research period at the library through me. As you might expect we discuss topics the students will be researching and then I identify resources before the students visit. I usually get a couple days of lead-time, sometimes more, to prepare for the teacher’s expectations.

Not only do the students have complete access to the print materials on hand in Erin Meadows, but we also have a computer lab with a bank of 22 computers in a 2,000 square foot space which includes my office that has a phone connected to the school and a second phone which is connected to the library. This computer lab is exclusively for Gonzaga students from 8 am to 3 pm weekdays. Because our students are also public patrons, they have access to these computers after school, only they have to sign up for computer use. This computer lab has been somewhat personalized: we have Gonzaga mousepads, our bulletin boards sport Gonzaga course calendars and other news, but the public benefits too because there is information for them on the inquiry and research process.

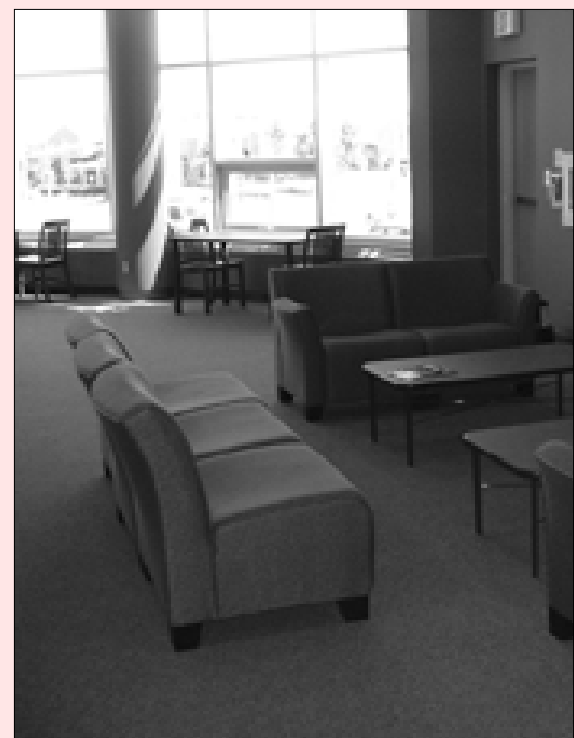
What has been a huge gift to the Gonzaga community are the electronic databases that we can freely use because the Mississauga

Library System subscribes to them. The number of licenses they have far exceeds what a regular high school library could afford. For instance, the list boasts CBCA, CPI.Q, Canadian News Disc, CanCorp Financials, E-Stat 2001 Edition, Electric Library, Equity Portraits, FIS online, FP Dividends, Gale Health & Wellness Resource Centre, Gale Literature Resource Centre, Pages of the Past, Sirs Researcher Online, Virtual News Library, and Gale What Do I Read Next? Online.

If we ever experience any computer problems in the student lab area, I call the City Help Desk and before the end of the school day, my call is returned by an Information Technology Specialist who talks directly to me about the problem. Almost always, IT dispatches a person to come and fix the problem that same day. This expedient and expert service cannot compare with a regular high school library. Once again, the benefits to this partnership are made loud and clear.

Working with the public side

In the summer of 2002, several



Gonzaga teachers were running summer courses and tutoring and praised the wonderful services of the Erin Meadows staff when the library was needed. If ever I am busy with students, and there are other students in need of assistance, the approachable staff members help out on the spot.

In fact, whenever I am stymied by a teacher request, I look to the library staff for guidance and direction. The staff is extremely sensitive to the needs of our varied student population. Some of our students are faced with enormous learning challenges, physically, emotionally, and academically.

In other situations, some of these students would not feel comfortable entering a public facility such as a library, but in this case, these students feel welcomed and accepted because they see it as part of their school.

That these interactions take place in a public area with public patrons present, truly promotes partnerships. This mix of community and students is good because it breaks down any barriers.

We naturally worked together on the official opening ceremony of the Erin Meadows Community Centre and Library. The event, which took place on Saturday, September 15, 2001, required a huge number of volunteers. Seventy Gonzaga students offered their services. Whether they supervised games in the parking lot, escorted Mayor Hazel McCallion, cut and doled out pieces of cake, or dressed up as fictional characters, students were on hand to actively participate. Even the school band performed at the ceremony and entertained visitors for the day. The Gonzaga mascot, the Bulldog, was a big hit with youngsters. Gonzaga's Hospitality teacher, Mike Begin, along with his students, baked the cake and prepared other goodies made available on the day. I know that Mary Anne and her staff were delighted and impressed with the students' enthusiasm, good behaviour and willingness to help. They were excellent ambassadors.

The Erin Meadows Library Staff in turn attended Gonzaga's official blessing and mass which was celebrated on Sunday, October 28, 2001. When the school sponsored underprivileged families at Christmas time, the library staff quickly adopted two families. For the Thanksgiving Food Drive 2002, the staff again contributed generously.

Some of the EMC staff have been involved socially with the Gonzaga teaching staff. They have participated in the school's first dinner theatre, played golf in Gonzaga's year-end golf tournament and dropped in for the luncheon specials provided by our food and hospitality classes. I, myself, have joined the EMC staff when they celebrated their Christmas luncheon.

The business side

The Erin Meadows Library staff makes it a point to include me in their daily business. I attend their bi-weekly meetings where I share school news such as dates for sporting activities, school play, Civics', liturgical celebrations, special assemblies and the like. As well, the group gets a chance to voice any concerns that they might have or see developing.

Open communication is key and we have been fortunate enough to have established a very trusting, mutually respectful relationship. Along with forging a close relationship with the Erin Meadows staff, I have also had an opportunity to get to know the area manager, Sharon Moore, who visits the branch on a frequent basis. Sharon has had me come to a Board meeting where I was able to meet members of the board and executive. It is not unusual, either, to have Don Mills, Director of Library Services, drop in for an informal chat or more official business. I was part of the symposium arising out of the OLA's Summit on School Libraries which was held at the Central branch (see page 10). Mary Anne and I both participated in a panel discussion on integrated staff during the OLA Super Conference 2003. It is good to know that people within and outside of this system are monitoring and studying our progress.

We are only at the beginning of our journey. Although we cannot predict our future, we can definitely carve out paths and dream our dreams. I know that from my perspective, the partnership thus far has been rewarding and fulfilling. It won't be a surprise to me when other partnerships of this kind thrive and materialize all over Ontario. ■





Celia Nichols

Two teachers + One media centre

One morning recess in February, 2000, Cliff Kraeker, a grade 6 teacher and computer whiz at my school, Prince Charles Public School in London, made a bee-line for me, past dozens of students. He exclaimed, "If we can get renovation money to combine the old home economics and shop rooms down the hall, and create a new Media Information Centre, will you move there and be my teaching partner? You can run the print side and I'll design a computer lab. It'll be amazing! Say yes!"

In the space of the seven seconds it took for my jaw to come up off the floor, my mind said: "Yikes! Move all these books? Keep up with this hyperactive techno-wizard? So where's the money coming from? What my mouth said was, "OkaaayyYes! Let's go for it!"

After three years, many thousands of dollars (more on that subject later) and gazillions of hours of labour, we have forged a very effective partnership combining a great library with a state-of-the-art technology lab. Our workplace is truly a media centre worth visiting!

Cliff and I work really well together. We respect each other's opinions, work styles and

abilities. Our talents and strengths are different but complementary. Between us we have 52 years of teaching experience (whew!) in 11 different schools covering a multitude of assignments at many grade levels. Effective partnerships start with mutual respect; Cliff appreciates my love of books, my patient and caring manner with children (especially little ones!) and my flexibility in dealing with colleagues. I am in awe of his exceptional facility with all things technical, his knowledge of the curriculum and the myriad creative ways he combines the two.

My primary goal is to get kids reading more books more capably, for pleasure as well as for information. There is nothing that matches the look on a kid's face when I produce just the book he or she wants. It's thrilling to watch the excitement as a group of students delves into the new books display featured regularly in our library. And how I love to hear a kid announce proudly, "Look at what I have read!" Encouraging pupils to find appropriate and interesting books, and then expanding on those horizons increases pupils' literacy as well as their self-esteem. At our school, reading gains are popping out all over as children are given the opportunity to easily access updated, top-quality materials at their individual levels.

And my very favourite part of the job of teacher-librarian is sharing the exquisite plea-



Photos by Cameron Johnston

= One great partnership!

sure of terrific literature with pupils of all ages. What could possibly be more magical than enveloping children in the spell of a brilliantly crafted tale?

Igniting enthusiasm for reading takes many forms in our library – like Silver Birch and Red Maple clubs (we're starting Blue Spruce this year), MS Readathon, library club, author visits, book talks, displays and book fairs. Our Reading Challenge, which is a huge whole-school reading contest, involves prizes, celebrity guest readers and evening phone calls to every home so we can "catch kids reading." The enthusiasm generated is a big part of what makes my job in the media centre so fulfilling.

We are very fortunate to have terrific support for the library and the 700 students in JK-grade 8, which we serve. The principal is a firm believer in the power of reading and encourages our programs in every way. Dedicated, capable volunteers give their time on a regular basis. Parent teams run two very successful book fairs every year. One parent volunteer, Patty Stevens, is such a significant part of daily operations that the little kids call her the "other librarian." She's the reason I can offer extensive services – she helps keep everything humming smoothly!

The technical side of our media centre, accessible by both an interconnecting door and sliding windows, is Cliff's domain. He has created an incredible computer lab, with 46 networked stations. Each is equipped with a Pentium 2 or 3

processor, CD-ROM, headset/speakers, sound and video card, and every piece of Ministry-designated software. We have a 60 gig server to handle all this. Twenty-five work stations form a U-shape around his data projector, used for lessons on every subject at all grade levels. The other workstations are positioned throughout the lab for individuals or groups to work independently on various projects. In the back is a video editing suite with All-in-Wonder video capture cards. We have digital cameras, scanners, CD burners, colour laser printers, 18 laptops, seven palm pilots and two portable large-screen video projectors, as well as two to six computers in each class and another 28 in a spare classroom. And more importantly, we have Cliff, who keeps everything updated, and in working order.

All this equipment requires a full-time technology manager. Ours is a master teacher who helps me integrate technology into curriculum.

In our lab, students use hundreds of different programs and many kinds of software, as well as the Internet, to work through various curriculum assignments. To name but a few examples: grade 7 and 8 students use Corel Presentations to display results of science, mathematics or geography projects, which may have involved Hyperstudio, Quattro Pro, etc. Grade 5 and 6 students design personal web sites with all kinds of graphics. In grades 3 and 4, Webquests are used to find information on sites Cliff pre-selects for curriculum projects like Pioneers or Rocks and Minerals. This month a grade 8 enrichment group has produced a claymation animated video of their own design under Cliff's direction.



A group of grade 2 students is using Marc Brown's Arthur web site and Kidspiration software for visual story mapping. Cliff keeps excellent records using Ministry expectations and e-Teacher software, a product by Media-X, to evaluate and track progress for report cards.

Students know how to log on and use our school web site, www.tvdsb.on.ca/charles, to find appropriate information for their various studies. Check out our top-notch web site – then click the “e-mail us” button on our front page if you want to use the grade links or web site template for your school, free for the asking!

Because Cliff wants every child to have access to technology, he refits donated computers and gives them to Prince Charles students who don't have computers at home. Every day there are staff members getting his help with not only school machines, but their own personal computers. Every week teachers from other schools come to our lab for after-school PD sessions on many topics. Cliff readily offers his time and expertise to anyone who wants to learn. My own technical knowledge has increased exponentially since we became teaching partners – these days I even understand what he's talking about most of the time! And when my spouse has time to come to the school to have lunch with me, he spends half the time talking computers with Cliff!

In the last two years Cliff and I have done some great units together. We developed a unit with two GrADE. 2 teachers based on the *Strega Nona* books by Tomie de Paola. Four groups of about 12 kids each rotated through four areas (two classrooms, lab and library) working on different aspects of the theme. My group studied Italy, using non-fiction resources, learning mapping skills, exploring music and tasting Italian foods. (We liked the gelato best!) Students and staff enjoyed smaller learning groups and differ-

ent teaching perspectives. This year, because the preparation timetable has been tightened considerably, we have not been able to do partners-in-action units as a team. Next year again, we hope.

Okay - by now, I'm sure you're thinking, “This sounds great. But where did they find the money?!” Well... our former principal Judy Arnold proved to be the visionary, accessing the board's Program Enhancement Fund for renovations and startup costs. She set my library budget at \$5,000 per year, which our current principal, Mary Greenwood, has matched. Thames Valley District School Board allocated ministry grants designated for computers to our lab at \$10,000 for each of the first two years; this year's budget is smaller. Cliff gets a lot of our equipment from Computers for Schools, the non-profit organization that distributes used computers, often only a year or two old, donated by local companies. Our Home and School is a very hard-working group which makes regular contributions to the media centre. There is money out there – sometimes you just have to dig for the treasure! Promote your programs. (Hey! I'm doing that right now!) Show everyone what a great job you're doing and maybe some purse strings will magically loosen! Financial partners can make big improvements in school programs.

Partnerships of all kinds can produce better results than individuals could achieve. Our media centre partnership has given new life to both the print and computer services at Prince Charles. A pupil who attends our school from JK to grade 8 will receive many benefits from this partnership: the joy of reading books, and the excitement of interacting with all kinds of technology; the confidence to seek and the ability to find information in many forms; the pleasure of working independently; and the self-esteem which results from the successful achievement of personal goals. As teaching partners, we're a winning combination! ▢



Catherine Thompson partners with

career studies

PARTNERSHIPS

@ your library™

In the 2000-2001 school year, I taught 2-1/2 courses, the half being Career Studies. The following year, as full-time teacher-librarian, I approached the Career Studies teachers about collaborating on a unit which would combine the Career Studies curriculum with the teaching of advanced research skills. There was never enough time to do an in-depth presentation about all of our print and electronic resources during our annual grade 9 library orientation sessions. Since the course is mandatory for all grade 10 students, I saw the collaboration with Career Studies teachers as an opportunity to teach students advanced research skills relatively early in their high school careers. Such a collaboration would also address the dismay I had often felt upon observing students of visiting classes racing to our limited number of computers to research with internet search engines, before I had the opportunity to introduce the carefully selected encyclopedia sets, books and online databases pertinent to their topic of the day.

The unit, The Career of a Prominent Canadian, encompasses the curriculum strands: Personal Knowledge of Management Skills and Preparation for Transitions and Change. Students are asked to select a Canadian individual whom they admire. They are to find at least five different types of sources to assist in the preparation of a written assignment and a poster display. They are also expected to prepare a proper Works Cited page.

The five different sources include an encyclo-

pedia, a book, an online database article, an online encyclopedia article and a web site. Several books about famous Canadians have been purchased to supplement those in the collection. The digital projector, which I was fortunate enough to acquire, is an excellent tool to demonstrate how to access our on-line databases and encyclopedias. With the projector, I am able to show them how a proper Works Cited page is prepared, as well. All hand-outs for students are assembled in the Ontario Library Association's research folder; students are encouraged to keep the folder for future assignments and essays.

The partnerships with the various teachers have differed. Most of the teachers I approached were quite receptive to the idea, and my knowledge of the Career Studies curriculum helped give me credibility. Some teachers used the exact assignment I prepared. Others used only two of the three parts, while another requested that I teach research skills and the Works Cited component but in concert with a different assignment. A willingness to be flexible to the needs of the teachers was crucial to the success of these collaborations. My offer to mark the Works Cited pages was gratefully accepted by most teachers. If time permitted, I spent some time discussing how to evaluate the quality of web sites. I also demonstrated some quality vs some bogus web sites, an exercise which both amused and surprised students and teachers.

I am pleased to say that since the initiative began, I have observed more and more students using our on-line databases as a starting point in

Editor's note:
Cathy's unit in its entirety will be featured as a curriculum pull-out in our next issue.



PARTNERING WITH THE COMMUNITY

Heritage fairs and www.historica.ca

Jacqui Byers

In 2002, more than 167,000 Canadian students from 900 communities participated in 650 local or school-based Heritage Fairs and 70 regional Heritage Fairs across Canada. These students came together to tell their story and share their research with their fellow students, parents and their community-at-large. They became engaged in their curriculum studies and showcased their work with the support of committed teachers, teacher-librarians, historical societies, museums, community groups and Historica. The Historica Foundation is the sponsor of the Heritage Fairs Program.

Making the study of Canada personal, exciting and engaging is every teacher's challenge. Bringing students together with the community is an effective tool in developing required inquiry skills for such units. Students become immersed in research with meaningful and exciting outcomes. The end result is often a journey through the curriculum culminating in a spectacular showcase of student work. Often media share the student success in local newspapers and television. This lets everyone else know what is happening in our schools and community.

Here is how a Heritage Fair started in my school seven years ago and how it grew to become an event that currently includes thousands of students each year.

I was teacher-librarian in a school of 700 students and was always looking for meaningful ways to partner with teachers and students. The staff had decided that we should focus on a unit on Canada for one month as a way to bring all of us together. We picked January. I will never be able to describe in this short space the incredible learning experience for everyone that followed.

I was ecstatic to have this flurry of research excitement ready to burst from the resource centre. The major roadblock was getting sufficient materials for everyone. E-mails went out to local schools and libraries, publishers, municipal offices and press. It was absolutely incredible. Resources arrived by the truckload. School Council and Parent Volunteers gathered items and contacted resource people. Local public libraries were thrilled to be informed in advance that we were on a great journey and we wanted them to be part of it. Canada was everywhere. Speakers, artists, dancers, grandparents, veterans and storytellers hummed through our hallways. Kids, parents, teachers, school council, town council and media were bouncing. As a school-wide extended project to enhance literacy, we decided that all children would write their own story about how their family came to Canada. We had the stories bound and it became the trophy of the resource centre. It had been the vehicle for applying writing skills and teaching computer skills.

Units were developed that integrated inquiry skills, writing, and curriculum content related to Canada. Artwork done by a grade 1 class cloned the work of Ted Harrison. A mock Confederation was planned, researched and presented in role by the grade 8's. A Canadian author study was done by grade 4. The entire intermediate division including music and physical education teachers wrote and performed a complete musical that depicted the birth of a nation. Biographies of celebrated Canadians from all walks of life adorned the halls. Aboriginal dioramas grew from desktops illustrating the contrasts of an earlier Canadian lifestyle. The heart-tugger was the

storytelling video created by the grade 6, 7 and 8 ESL students. All children told why they came to Canada, illustrating the struggle and determination of their families. I need not explain the pride and respect experienced by the children as this video was shown to their peers. During that month, there was always a group bundling up to walk over to the public library and the high school media centre to gather more information.

This was the birthplace of the now Region Wide Heritage Fairs Program in York Region District School Board. The following year 3,000 students attended a Fair organized by volunteers, where students from schools all across the region joined to celebrate their research and participate in a variety of activities that continued to foster pride in calling Canada home. Senator Laurier LaPierre visited and gave an impassioned speech to teachers and community members at a professional development session. This was the catalyst that helped teachers prepare to motivate their students for this unforgettable experience and one that has continued for seven years.

Heritage Fairs take place in every province and territory between February and May each year. They are designed to engage students in the fascinating stories of the people and events that have shaped Canada and make it unique. Fairs feature public exhibitions of Canadian students' history projects, displays, performances, and workshops.

Heritage Fairs begin as hands-on classroom projects. Students research an area of Canadian history, often of local or family interest, and present their discoveries using the medium of their choice. Taking on the role of historian, interpreter, storyteller and myth-maker, children learn and teach others about Canadian heroes and legends, family achievements, or milestones in their communities.

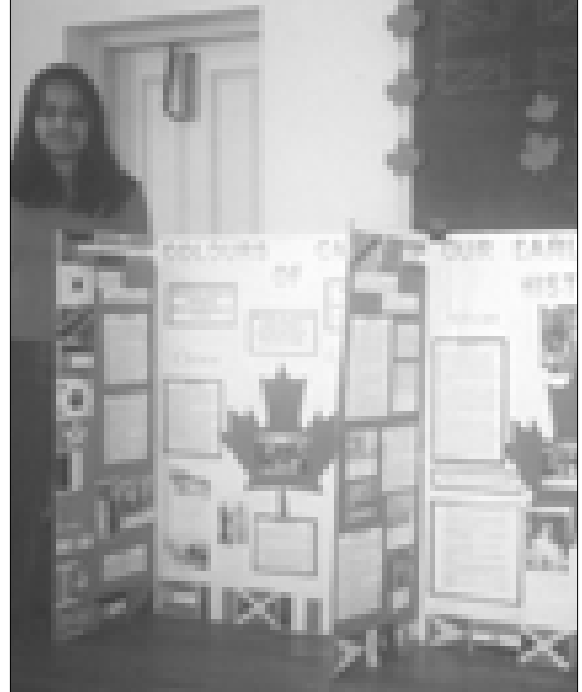
Students' original presentations range from tabletop dioramas to performance pieces to internet sites. Towards the end of the school

For more information contact Historica directly at their web site, or by calling 1-800-567-1867.

year, participating schools take part in a regional Heritage Fair, which showcases anywhere from 10 to 200 projects. The most exceptional presenters go on to represent their region at the National Heritage Fair, held every summer in a different Canadian city. Fifteen students from each province and five students from each territory are selected annually from grade 4 to 9. At the National Heritage Fair, they share their Canadian research projects and join in a week of wonderful activities. All of their expenses are paid.

Heritage Fairs are sponsored by the Historica Foundation, a charitable organization whose mandate is to provide Canadians with a deeper understanding of their history and its importance in shaping their future. Many Canadians are familiar with another Historica product: the Heritage Minutes, which are broadcast on television stations across the country. Historica, with its motto of "Giving our past a future," is dedicated to helping teachers and students bring history to life in their classrooms and communities.

Participation in Heritage Fairs helps students develop essential curriculum knowledge and skills. In their projects and performances, students apply their knowledge and skills in a wide range of situations, both as creators of projects and as audience members at local and regional Heritage Fairs.



Additional goals of curriculum are to help students improve and develop the skills, strategies, and attitudes required for effective inquiry and communication. These goals can be achieved in a concrete, practical context through the extended learning activities that participation in Heritage Fairs entails.

If you are near a computer with internet access right now, click onto the Historica website at www.historica.ca. It may be the best learning resource you have ever encountered! Notice the Heritage Fairs link on the menu bar. It is here that the *Canadian Encyclopedia* is free to everyone. It is updated daily. Here is where you will find the Heritage Minutes...the very ones you have been seeing on television. It is at this site that students can submit their personal research on line to be considered for the Heritage Fairs Showcase, the online equivalent of the traditional Heritage Fairs. You will learn about YouthLinks, the program that is designed especially for the high school student. You will learn about the Summer Institutes for Teachers and the Community Grants Program.

You can start to become involved in the Heritage Fairs Program in a small way by coordinating a school-based Fair in your school with a class or two or 30! It's a great way to start. If you have a few interested teachers you are on your way to an amazing experience. Historica is proud to work with local volunteer committees of educators, members of the business community, libraries, museums and heritage groups in this endeavour. □





Partnerships at the International School of Paris

Jeanne McKechnie

In September 2002 I took a leave of absence from my position as librarian and teacher at Vankleek Hill Collegiate Institute (VCI) in the Upper Canada District School Board to take up a position as secondary school librarian at the International School of Paris (ISP). You might think that it would be a big leap from a small eastern Ontario village to Paris but there were some similarities. Vankleek Hill is a bilingual community of red brick Victorian homes in a predominantly French county an hour's drive from both Montreal and Ottawa famous as the 1998 ice storm epicentre. The school building houses both a French and an English high school. Paris, despite being a city of nine million, manages to maintain, in many areas, a village atmosphere. All I was doing was moving to another English school in another French village. Well, not quite!

The ISP is in the "village" of Passy on the right bank of the Seine in the shadow of the Eiffel Tower (or would be if we ever had sun). In contrast with the two storey functional 1950s construction of VCI, the secondary school of ISP is located in two buildings of the 1930s, surrounded by those of the *Belle Époque*. They were originally built as painters' ateliers so all the rooms have large windows and the five storeys offer a cosy rather than institutional ambience to the school. Just above the library on the top floor is the school's art room, which has a huge skylight with a view of the Eiffel Tower. The library shares the fourth floor with the school's gymnasium, and, although smaller than Canadian school libraries, it manages to fit an up-to-date collection, an excellent reference section and numerous periodicals into tight quarters. Both VCI and ISP have large French collections, so the biggest difference would be the vast number of books in other languages at ISP, particularly Japanese and Korean, reflecting the school's student profile.

These differences mean that different partnerships have to be sought. Partnership implies an exchange with others. We're all aware of the various partnerships which exist in the Canadian system among teachers, par-

ents, school trustees and school boards. In an international school similar partnerships of course exist, but the various partners, students, teachers, administrators and board of directors seem to work in a more direct and fluid fashion. This is possible because the school is small (the secondary school population is around 300 students), meetings are more frequent and easier to arrange, parents are frequently in the school, (the staff room is not off limits to parents or students), the school population is transient, (students stay at ISP for an average of three years) plus the expectations of the parents are different from those of North American parents.

The secondary school library highlights the dynamics of these partnerships in the school. The very nature of the school program encourages co-operation and collegiality. I discovered early in the school year that I needed to work closely with the elementary school librarian as American author Mary Casanova and her editor were planning to visit the school. Her book, *Cecile: Gates of Gold*, was of particular interest to students living in Paris as it tells the story of a teenager living in the Palace of Versailles at the time of Louis XIV. This book is part of a larger series, *Girls of Many Lands*, so it is particularly apt for an international student population. We two librarians plan further meetings to discuss collection development in the two libraries and future library events.

Of course one of the most important partnerships in the library is the one with the students. Several programs in the school contribute to this partnership: the Creativity, Action and Service (CAS) and the Community Service programs. CAS is similar to the 40 hours of community involvement required for Ontario high school graduation. ISP students in grades 11 and 12 must perform 150 hours of service. The Community Service program is conducted in grades 6 and 7 and the time spent is a token amount of around 30 minutes per week. These two programs have occasioned a flurry of activity in the library with students shelving, cataloguing (the Japanese teacher arranged for Japanese students help

catalogue the Japanese titles) and general housekeeping of the library. They are the library assistants!

Probably no international school can function at its best, and at the same time reflect its international partnership with the school community without the Parent-Teachers Association. A creative and energetic group of parents, they organized the successful book fair in conjunction with the Red Wheelbarrow, an independent English bookstore owned by an expatriate Canadian. The book fair took place in the library and so, in addition to raising money for the library, it was an opportunity to showcase the library to visitors. They also gave me loads of suggestions for new titles and provided an opportunity to discuss the involvement of the library in next year's book fair. In addition one of the parents regularly volunteers in the library, not only is her assistance invaluable but she also brings me up-to-date with news about the international community in Paris.

The partnership which exists in Canada that allows senior high school students access to university library collections is difficult to provide in this French capital. So in order to provide greater access to English language books, periodicals and other materials grade 11 and 12 students enrolled in the International Baccalaureate program have a membership provided by the school with the American Library of Paris. The Library also provides access for the IB students to its research centre. The secondary school library does not have an on-line periodical index. The American Library of Paris houses a number of research tools, including CD-ROM indexes and a periodical collection of 450 titles and an extensive reference collection.

It is crucial to know which partnerships exist in the school, and to discover which ones need to be enhanced and nurtured. There is a wealth of resources in Paris, but, on the day I completed this article, wet snow was splashing down making me reflect on the opportunities afforded at home – one of the main benefits of this year away. □

Partnering with Teachers: A Design Down Planning Template

Reprinted with permission from
The TDSB School Library and Information Centre Handbook
Purchase by e-mail curriculumdocs@tdsb.on.ca

Designing School Library Programs Integrating Information Studies	
Subject Expectations Subject Teacher	Information Studies Expectations Teacher-librarian
<div style="border: 1px solid black; padding: 5px;"> Task Context: Description: </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Initial Assessment Task <div style="float: right; border: 1px solid black; border-radius: 50%; width: 150px; height: 40px; margin-left: 10px;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Subtask-Prepare for Research <div style="float: right; border: 1px solid black; border-radius: 50%; width: 150px; height: 40px; margin-left: 10px;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Subtask-Access Resources <div style="float: right; border: 1px solid black; border-radius: 50%; width: 150px; height: 40px; margin-left: 10px;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Subtask-Process Information <div style="float: right; border: 1px solid black; border-radius: 50%; width: 150px; height: 40px; margin-left: 10px;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Subtask-Transfer Learning <div style="float: right; border: 1px solid black; border-radius: 50%; width: 150px; height: 40px; margin-left: 10px;"></div> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> Culminating Performance Task <div style="position: relative; height: 150px; margin-top: 10px;"> <div style="position: absolute; top: 10px; right: 10px; border: 1px solid black; padding: 5px; text-align: center;"> Summative Assessment </div> <div style="position: absolute; bottom: 10px; right: 10px; border: 1px solid black; padding: 5px; text-align: center;"> <i>Criteria based on Expectations</i> </div> </div> </div>	
Student Reflection/Goal Setting	Teacher & Teacher-librarian Reflection/Redesign



Partnering with students:

An Authors' Tea requires a partnership among the teacher-librarian, the principal, parents and teachers. At a staff meeting, I explained the idea for a tea to Principal Margaret Hall and the teachers who thought it was a worthwhile endeavour. The teachers decided to select two students from their classes that had written an excellent story, poem or journal entry. These students would be the authors at the tea.

I sent home formal letters informing parents that the children had been selected by their classroom teacher to read at the tea. Parents and family members were invited to the much-anticipated literary event. Teachers and parents did a super job of having the children practice reading aloud expressively and fluently prior to the event. The tea was hosted in the school library.

When the big day came students – oops, authors – proudly paraded into the library carrying their writing under their arms to the music *Chariots of Fire*. Students were called on one-by-one to read their work aloud to the audience of proud parents and family members. The delighted audience was just thrilled

with their children's accomplishment. Cameras flashed and cam corders recorded the event.

Mrs. Hall also read her book, *The Life of Ryleigh*, that she wrote about her daughter, to the authors and audience. The event concluded with each of the authors receiving a special certificate signed by myself and Mrs. Hall.

After the readings were completed socializing began with juice boxes for the children. Parents were served tea or coffee in china teacups from a silver tea service. Baked goods were enjoyed by all.





A tea party for young authors

Ann Amos



I firmly believe that the teas have motivated the students to improve their writing and reading skills. The children are ecstatic to have their work recognized as being worthy to read at an Authors' Tea. The most important reward in the implementation of this project has been the new

excitement and enthusiasm generated in the students about writing and reading. All the partners – teacher-librarian, principal, teachers and parents – have helped to make a tremendous difference in the children's love of reading and writing.

Promoting the love of reading and writing in a partnership role is still the major function of an elementary school library and teacher-librarian. An author's tea is certainly one way to accomplish this most important goal. □

PROFESSIONAL PARTNERSHIPS AT OLA'S SUPER CONFERENCE

Teamwork makes it happen!



JO-ANNE LAFORTY



BRENDA PARTRIDGE

OLA's Super Conference
Co-ordinators
Margie Singleton
and Don Kinder

When you partner representatives from all divisions of OLA into one planning committee, the result is a conference that is organized in approach, diversified in nature and sculpted to meet all needs. The Ontario School Library Association had its own team of planners – Jo-Anne LaForty and Brenda Partridge, who report the partnership as being an integral part of their professional growth. With strong encouragement, commitment and support from OSLA executive, Jo-Anne and Brenda joined the OLA planning committee that made Super Conference 2003 happen.

The OSLA duo began the process with a tele-conference of library consultants from across Ontario a year before the conference. This brainstorming session decided initial directions, themes and topics that needed to be covered at the conference. Throughout the year, these two communicated almost daily, attended meetings and met their deadlines each step of the way.

Under the capable guidance of Margie Singleton and Don Kinder the visions became realities. Jo-Anne and Brenda grew to know and respect the abilities, talents and resources of the OLA staff. In a world of technology it became possible to put the pieces together while living and working far apart. They highly recommend the experience and look forward to their newest team member, Carol Koechlin, who brings a wealth of expertise and experience.

Brenda and Jo-Anne wish to thank again the many presenters, convenor organizers, convenors, article writers and all those who attended—that's what really makes a conference successful!!! Enjoy the following session reviews all dealing with unique and effective partnerships. □

Critical Thinking and Information Technologies

Dr. ROLAND CASE, Faculty of Education,
Simon Fraser University.

Dr. Case who is involved in creating support documents for the B.C. critical thinking curriculum stated that information technology (IT) without critical thinking is dangerous and that the two must be “married.” IT has the ability to pervert what we do in schools. Students must understand that their interest should be about using rather than accessing information and in order do to that they must be taught to create Powerful Questions in order to analyse the information retrieved. Dr. Case also presented an excellent Web site evaluation form to share with students. By working closely with teacher-librarians, subject teachers can assist their students to become critical thinkers in an Age of Understanding rather than an Age of Information. □

—Lynn Poth

Why You Can't Find What You Are Looking For, And What You Can Do About It

GARY PRICE, Library Research and Internet Consulting.

Gary Price is a well-known Information Specialist located in Washington who maintains a free newsletter on the web Resource Shelf at www.resourceshelf.com.

As most librarians and teacher-librarians are aware, not everything on the Internet is available in every search engine. Each general search engine, such as Google, only indexes a portion of the material available on the web. Most have size limits. For example a Google search may lead to a web site that is found to be unavailable. This is often because of the size of the site in question.

Gary also differentiated between “on the web” (anybody can put anything) and proprietary databases which are delivered via the web. These latter databases such as the Galenet and Ebsco databases provided at A.Y. Jackson contain information that has been evaluated by information and subject specific



ROLAND CASE



and professionals. Specialized tools are needed for specialized information. Proprietary databases are not free due to the nature of the information contained therein – the provider has to pay the organization or publisher in order to load the information. Many library systems make their databases available to their patrons with identification or passwords.

Gary calls the information not retrieved by engines such as Google “the invisible Web” and provides the following definition: “The invisible Web” consists of material found on the web that general search tools (Google, AltaVista, Teoma, etc.) cannot, will not, or do not crawl/index/make searchable and easily accessible. He recommends the use of mega search engines such as AllTheWeb (www.alltheweb.com) or Hotbot (www.hotbot.com) which index many different search engines. □

—Lynn Poth

Teacher-Librarians – Navigators for the Internet

LINDA GIRARDO, HETTY SMEATHERS,
MICHAEL ROSETTIS,
York Catholic District School Board.

The teacher-librarian’s expertise in finding and evaluating resources has never been as critical as it is now, in the age of the internet. In this session, the three presenters, all teacher-librarians with the York Catholic District School Board, offered many



HETTY SMEATHERS

very practical strategies for guiding students' Internet use.

Linda Girardo focused on children's search engines and directories and the appropriateness of each. She also offered strategies to use with elementary students to meet expectations dealing with Internet use in the OSLA document, *Information Studies*.

Hetty Smeathers discussed the problem of plagiarism, which has been exacerbated by access to the internet. She presented ideas for teachers to design assignments that limit the opportunity for plagiarism, strategies for students to avoid intentional or unintentional plagiarism, and strategies for detecting plagiarism.

Michael Rosettis presented criteria and tools for evaluating web sites and for thinking critically about information found on the internet. Again, the emphasis was on very practical strategies that would help teachers and students alike.

The response to this session was extremely favourable. Everyone appreciated not only the expertise, but the immediately useful ideas and resources that they so generously shared with participants. □ —Anita Brooks Kirkland

Forging Links with Instructors: Increasing Information Literacy Levels in Students

JUDY McTAGGART, JANE FORGAY,
SHABIRAN RAHMAN, Dana Porter Library,
University of Waterloo.

This session revealed how ill prepared secondary school students are to complete their university level research projects. Cutbacks have removed mandatory library orientation from the first year curriculum and most instructors do not provide time for library instruction for their students, expecting them to be prepared by the time they get to the post-secondary institution. In fact, librarians at Waterloo are preparing an interactive library research orientation tutorial for second year honours students! This tutorial will instruct such things as catalogue

access, specialized databases, bibliographic information, annotations, peer reviewed scholarly journals. It is incumbent on the secondary schools to provide preliminary instruction in these topics as all the tools are at our command. Unless subject teachers comply, students will go to university missing an important facet of their education. Google does not provide all the answers. □ —Lynn Poth

Teaching Live with Databases

KATHY KAWASAKI, NEVIL KEOGH
York Mills Collegiate, Toronto District School Board.

This session with Kathy Kawasaki and Nevil Keogh provided attendees with a practical approach to teaching live with databases. Kathy and Nevil shared lessons in four different subject areas with four unique culminating performance tasks. The lessons shared covered Grade 12 Food and Nutrition Science, Grade 11 Chemistry, Grade 11 Media Studies and Grade 10 Canadian History. As well, these two experienced educators answered questions, offered suggestions and inspired the participants to use quality electronic sources for other areas of inquiry and research. The session was a well prepared and thoughtful presentation delivered by two professionals. □ —Michelle Regina

Maximizing Student Literacy Through the Library Program: EQAO and Beyond

SYA VAN GEEST, OSLA President 2000, 2001.

I expect any presentation by Sya Van Geest to be well worth attending and this session certainly met my expectations. In this comprehensive presentation, Sya identified collaboration between teacher-librarians and classroom teachers as the way to maximize student literacy. Classroom teachers and teacher-librarians, working together, can create avid and discerning readers and information literate learners.

The first part of the presentation dealt with traditional print literacy. Sya defined literacy, explained its value, identified different types of readers, provided suggestions for encourag-



From far left :TIM GAUNTLEY; MICHAEL ROSETTIS; ESTHER ROSENFELD

ing reading, and reviewed the research by people such as Stephen Krashen, Keith Curry Lance, and Paul Kropp. She outlined the role of the school library and the power of collaboration between teacher-librarians and classroom teachers providing suggestions and a planning guide to facilitate this collaboration.

Information literacy was the focus in the second part, defining the term, establishing the scope of information literacy, and explaining its value. She dealt with the integration of Information and Communications Technology into curriculum and linked ICT and literacy. All of this was within the context of *Information Studies, K – 12* and the OSLA's four-stage research process model. Again, Sya focused on the power of collaboration, this time in curriculum design and implementation, particularly the planning and teaching of research assignments/units.

Sya's presentation ended with a slide that synthesized and summarized the research about the value of collaboration and the impact of school libraries on student achievement. This slide alone could be a useful advocacy tool.

Sya's 85 slide PowerPoint presentation is available on the OLA Super Conference web site (just click on the graphic) and contains material to be used for:

- professional development
- planning tool for teacher-librarians
- advocacy tool with staff to encourage

collaboration;

- planning tool for collaboration
- advocacy tool, e.g., School Councils. □

—Brenda Dillon

Be on the Leading Edge: Ontario's Innovative Interdisciplinary Studies for Secondary Schools

ESTHER ROSENFELD, Toronto District School Board, TIM GAUNTLEY, Ministry of Education, MICHAEL ROSETTIS, York Catholic District School Board.

The three speakers took the audience through the process of the release of the latest policy document as well as a preview of the first course profile for Interdisciplinary Studies. Getting the policy document through the various political channels was outlined by Tim Gauntley who has been seconded to the Ministry from the Toronto District School Board for several years. Esther Rosenfeld spoke about marrying the Interdisciplinary Studies document with the Information Studies Document and taking expectations from a variety of grade level documents as the course profile was written. Michael Rosettis, a practicing teacher-librarian, spoke to the Grade 11 Open course Profile which was handed out at the session. □

—Lynn Poth



MARY MULHOLLAND, JOANNE RYAN, JANET KAUFMAN (speaking)

Transition for Success: Secondary School to College and University

JANET KAUFMAN, University of Guelph, MARY MULHOLLAND, JOANNE RYAN, Guelph Collegiate,

What an inspiring session! The University of Guelph has had a program of welcoming senior students to the university library for some 15 years. The program is run cooperatively by the three partners involved. Following the preparation of a collaborative assignment by the subject teacher and the teacher-librarian, students work on the first part of the assignment in the school library. Like most universities, the University of Guelph Library has a web tour that students take remotely to prepare them for their on-site visit (previously booked) which will involve using the university library catalogue, specialized databases and retrieving hard copy journals. Students have returned to tell the teacher-librarian how much this introduction to the huge scholarly library helped them when they reached their chosen post-secondary institution. □ –Lynn Poth

Close to 1000 OSLA members were partners to each other during Super Conference 2003, one of the great networking opportunities in these volatile times.

Literacy @ your library™: Catch the Fever

PAMELA ATKINSON, TAMARA HERMANN, Parkdale Collegiate, MARK KAMINSKI, Toronto District School Board, BOBBIE HENLEY, Brantford Collegiate.

This session was an excellent example of partnerships in action. The presenters included a classroom teacher, two teacher-librarians, and a school libraries coordinator – from two school boards.

Mark Kaminski and Bobbie Henley presented Strategies for Improving Student Literacy. This excellent PowerPoint presentation covered a number of topics, including definitions of literacy, workplace literacy, cross-curricular/content literacy, adolescent literacy/the adolescent reader, and literacy and the school library. The section on literacy and the school library included a review of the research, a number of suggestions for literacy initiatives, the research process, resources for staff and students, and suggestions for designing a literacy-friendly school library. This PowerPoint presentation was based on a TDSB document, Literacy @ your library, which, we were told at the conference, would be published soon. I suspect this is yet another Toronto District School Board resource document I'll be ordering for my own use. Tamara Hermann and Pamela Atkinson presented Parkdale Collegiate's literacy program and the school library's initiatives. What an impressive list! Parkdale Collegiate Institute is obviously a school that

takes literacy seriously and understands the role of the school library and teacher-librarian. The focus of the presentation was the Free Voluntary Reading (FVR – FeVeR) program. This part of the presentation included the PowerPoint used during an assembly to introduce the FeVeR program to the students. An all-too-frequently-made assumption is that, while Free Voluntary Reading programs are fine at the elementary level, the idea is just not workable in secondary schools. It was so encouraging to hear about a FVR program that works in a secondary school. □

—Brenda Dillon

Advocating the Evidence in the Secondary School Library Information Centre

MICHELLE REGINA, MARY ELISE CITTON, LORI LISI, York Catholic District School Board.

This was another well-presented session. Studies in many states, particularly the Colorado, Alaska, Oregon, California and Iowa studies have shown that a well funded, well staffed school library with a large collection has a direct impact on increased test scores. There is little data for Canada. This workshop gave practical advice on how to begin to collect the requisite statistics in out own libraries. Additionally, it was emphasized that teacher-librarians must assume leadership roles in their schools and continue to advocate for the type of funding and staffing that will enhance the EQAO scores for their schools. □

—Lynn Poth

LORI LISI



Mentorship: Partnerships for Lifelong Learning

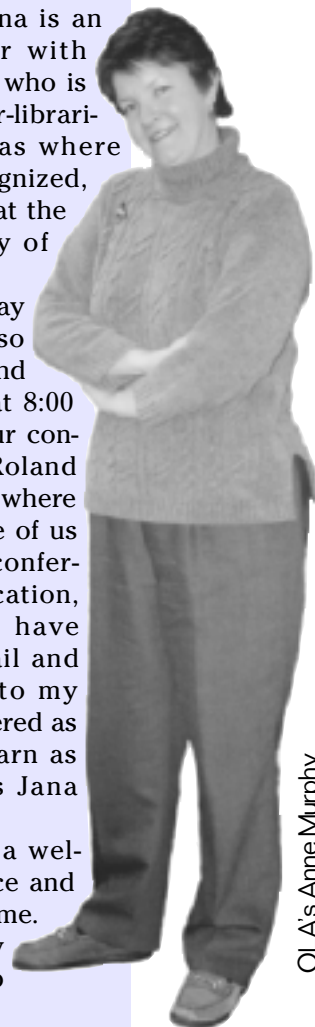
A new initiative at this year's Super Conference package was mentorship. Persons interested in either being mentors or having mentors were invited to contact Anne Murphy. By the time Super Conference began, she worked her matchmaking magic and paired 12 mentors with protégés.

Sharon Armstrong from Grand Erie District School Board and I from Dufferin-Peel Catholic District School Board were paired with Jana Roth. Sharon and I are both secondary teacher-librarians; Jana is an experienced grade 7/8 teacher with Intermediate/Senior qualifications, who is interested in working as a teacher-librarian. Since Jana teaches overseas where Ontario's AQ courses aren't recognized, she's completing a library degree at the University of Toronto's Faculty of Information Studies.

I met Jana at 7:30 am the Thursday Super Conference began. We met so early because Jana wanted to attend Phyllis Yaffe's opening program at 8:00 am. Well, we got so involved in our conversation that we barely made Roland Case's 9:00 am session! And that's where we met up with Sharon. The three of us met periodically to discuss the conference, teacher-librarianship, education, and, well, life. The three of us have agreed to stay in touch by e-mail and Jana hopes to arrange a visit to my school library. Although I volunteered as a mentor, I have no doubt I'll learn as much from Jana and Sharon as Jana might learn from me.

The mentoring initiative was a welcome addition to Super Conference and one to be continued in years to come. I would like to thank Anne Murphy for her work as mentorship co-ordinator. □

—Brenda Dillon



OLA's Anne Murphy

Mei-Lan Marko: Partnering her program

Interview by Dianne Clipsham

As part of a series profiling key people working in school libraries in Ontario, *Teaching Librarian* asked Mei-Lan Marko, teacher-librarian at Rideau High School, a multi-cultural school in east-end Ottawa, to join us.

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

I was a teacher of High school English and History when I had the opportunity to work again with my friend and Principal Pat Irving, a former teacher-librarian herself. She drew me into her plans to renovate the Library and make it integral to the whole school as a teaching centre. The goal was to provide strong curriculum support through collaborating with teachers, developing assignments and evaluating students, as well as providing a literacy program to serve the needs of our diverse population. I was given the chance to direct the library program, a real challenge and opportunity to experience a change in my career. Entering my new role gave me a new perspective on education – Pat encouraged me to see the global picture of the school, learn about new curriculum areas, and place the Library at the center of it all – it's been a new and exciting challenge!

TL: How long have you been in the library, and can you tell us more about your School?

This will be my fifth year in Rideau's School Library. Like many Ottawa city high schools, members of the population speak over 50 languages, so it is an ESL Centre and an English Literacy Development Centre as well. Our school web site tells you more: http://www.ocdsb.edu.on.ca/profiles/2002_2003/RIDE.pdf. Students here originate from many different countries, so the cultural and ethnic diversity presents many challenges and opportunities to reach out to other parts of the country and the world. In addition, Ottawa is the center of communications technology in the country, and that has afforded us some opportunities to use that capacity in the programs we have created.

TL: Have there been any outstanding moments for you?

Yes – many! Last year, for example, Rideau HS Library hosted a school-wide initiative on *Landmines*, highlighting speakers and a video-conferencing session, which connected our students with those in seven other Canadian



schools. It mobilized the whole school to promote a landmine awareness campaign. Also, we engaged the school in a project about education and schools in Afghanistan. Students in an ESL EO class wrote about the schools in each of their home countries, and then compared them to the schools in Afghanistan. Together with Richard Swandel, their teacher, and an adult ESL teacher contact in the school, we organized events (Afghan fashion show, Rideau Flea Market, a school-wide assembly) to raise awareness and funds (\$2000.) to send to Habibullah High School in Afghanistan. Creating authentic learning opportunities where students must write and speak for real audiences such as TV and radio stations, school wide assemblies, and the community is exciting.

TL: Would you like to share your partnerships with and for school libraries?

My first and most treasured partner was Patricia Irving, as I mentioned before. Having a principal's support and encouragement as well as that of many teachers, such as Richard, is key to developing partnerships.

Sage Youth is a non-profit corporation providing free literacy, academic and life skills to high needs children from 5 – 18. I helped to develop this formal partnership between Sage Youth and Rideau H.S. We identified 12 students who were very new to Canada and they work with Sage mentors three days a week on Literacy skills. This was a formal extension of the after-school literacy program that we run. We selected motivated and capable students to mentor many of our ELD students in an after school literacy program. Through friendly contact between volunteer teachers, student mentors, and participating students, these new Canadians learned simple life skills and literacy skills. The community sponsor is

the Catholic Immigration Service Reception House, a shelter for government-sponsored refugees, so it becomes a three-way partnership for student success.

Another partnership involves Industry Canada's LearnCanada program, a federally run program to bring broadband internet and video-conferencing capabilities to schools in Canada. Through my Board, I was seconded to



LearnCanada to be a part of this formal partnership, which led to events such as the Landmines Day and a formal partnership through a project-based learning class. Achieving success meant that we now have the technology and the student body to lead us in new directions – the latest being a student-designed civics course! This piece of authentic learning involved students creating Powerpoint sections and authentic products for every aspect of the course. Introduction to Canada was brought alive through pictures of the Parliament buildings and other sites in Ottawa. Students presented this to many adult ESL classes throughout the Board. Doctors Without Borders was a featured NGO and these civics students enlightened our World Issues students and went into many elemen-

TL *the profile*

tary schools with a program to educate them about refugee camps. In adapting this to a wide range of audiences, students developed leadership and communication skills and raised \$2500 for MSF projects abroad.

Community programs in which the library participates include hosting volunteer seniors from a local high-rise apartment building who come into the library to talk with the kids, supervise, and be an elder presence in the school.

The local day-care agency operates out of the school, and has its own corner of the Library: the Mini-RAMs, where little people come in at any time of the day with their teachers to enjoy stories, puppets, and playing with the toys. This is an ESL and Community-linked program, as the kids learn English at the same time. The Writer's Craft class (now a Grade 12 course) writes children's stories, tries them out on the Mini-RAMs,



and then takes the finished products to the feeder schools for story time there.

TL: How do you spend your “down time”?

Well, of course, with a husband and four kids of my own, that kind of thing is scarce right now. However, I enjoy socializing with friends, in between attending my kids' hockey and basketball games and skiing.

TL: What are your favourite reads or viewing habits?

In the summer, when we go camping, I try to read widely. My all-time favourite book is Roald Dahl's *Charlie and the Chocolate Factory*. My most recent favourite read is Rohinton Mistry's *A Fine Balance*. We watch videos, which the whole family likes, and someday I'd like to have time to go to musical stage shows.

TL: It sounds like life is full for you, Mei-Lan. Thanks for taking the time to share with us. □



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>.

Extension life in a sharing world

Build the Power of Collaborative Planning by Minimizing the Headaches of Technical Glitches

Diane Bédard

I do my best work collaboratively. Having my ideas vetted by others, exploring areas I had not considered... it all adds up to some powerful work.

Given the 24/7 nature of on-line communications, it is easy to collaborate with people beyond my regular day-to-day circle of colleagues. Indeed, it can add rich, diverse opinions when the collaborative group crosses a larger area. There's a lot to be said for extending your thinking regionally, provincially or even broader. I don't even have to schedule travelling time and face-to-face meetings into my busy life – the collaborative group simply meets virtually. We share document revisions back and forth, and schedule occasional chat room or white board sessions, meeting in cyberspace.

Collaborative work in a virtual environment

is not reserved for just “distance” groups. I often use this planning, writing and editing approach even with the people immediately around me. Seeing several possible versions or ideas spread out across my monitor helps me to see the big picture, to pick up on diverging strands and to synthesize the ideas into a coherent whole. (I also do my best writing and editing at 2 am... and NO ONE wants to meet with me at that time!)

Basic e-mail with its flat text can start the process and build nebulous ideas into something worth pursuing. Eventually however, the project requires growth into a true, print-formatted layout with integrated images.

If there is ONE thing co-operative writing has taught me, it is that all document sharing discussions eventually swing round to the nitty-gritty of format issues. So long before the creative juices start flowing, why not spend a minute or two and talk about some basics:

- Which writing tool(s) will the group use?
- Can everyone open standard format extensions? [document.doc document.wpd document.cwk document.txt document.rtf]
- Which image formats can people view? [image.psd image.bmp image.tiff image.jpg image.gif image.png image.drw]

I already know that we will have great ideas to share as a group, and I eagerly look forward to building a body of work together, but the compatibility of the technology can interfere:

- Is your board using Corel WordPerfect, Microsoft Word or Claris/ApplesWorks?
- Which font sets do we have in common?
- Are you a Mac user, a Windows user, a Linux user?
- Which image-editing suite shall we use together?

When sharing information in document form, the look and layout matter and become a key part of the planning process. Have you ever “opened” a document only to see all the table columns jumbled and hopelessly mixed? Or seen just the text and none of the pictures?

If the critical thinking and shared planning



are to thrive, then some simple tools and strategies need to be in place. Planning this in advance will enable the group to spend the bulk of their time together writing, planning and sharing, not getting frustrated and fighting the technology.



OPTION 1: STICK WITH OSAPAC SOFTWARE

There are several ways to resolve the software dilemma. One of the most obvious is to limit software choices to what the Ontario Software Acquisition Program (OSAPAC) from the Ministry of Education has to offer. The full list of Ministry-acquired software can be found at www.osapac.org (or www.ccpalo.org for the francophone crew). “Licensed Software” is released annually in English and French for both Windows and MAC. For collaborative document writing, the available cross-platform word processing applications include **Appleworks/Clarisworks** and **Word Perfect**. By sticking with one freely accessible word processor across your writing group, most document format conflicts are gone. Narrow down the fonts you use to a standard palette supported on both Mac and PC and even your layout stays consistent.



For images, the OSAPAC-licensed Adobe **Photoshop Elements** is the only choice worth looking at. Completely cross-platform and easy to use, it is able to open and convert formats from almost any other program. Edited images can be shared as multi-layer .psd files, facilitating the collaborative editing process. Finished images can be saved in a wide variety of densities and formats depending on the end output for your project (web, print).



OPTION 2: OPEN SOURCE AND SHAREWARE

There’s a large (and growing!) “open source” software community. Exploring the purpose and intent behind the whole open source movement could be a whole article unto itself, but the key part to remember is that open source applications are intended to be platform neutral and freely accessible.

One great application to consider for col-

laborative work is **OpenOffice.org** - the open source office suite. This multi-platform office productivity suite is sophisticated and flexible, working transparently with a variety of file formats, including those of **Microsoft Office**. The suite covers everything you need with a word processor, spreadsheet, presentation software, equation editor and a drawing program. It opens most major document formats flawlessly, saves to PDF, has comprehensive help, and spellchecking in 15 languages.

OpenOffice Suite includes;

- **WRITER:** a sophisticated Word Processing and document layout program
- **CALC:** the spreadsheet program you’ve always wanted
- **DRAW:** from a quick sketch to a complex plan, this program gives you the tools to communicate with graphics and diagrams
- **IMPRESS:** effective multimedia presentations with 2D and 3D clip art, special effects animation, and high-impact drawing tools.

Everyone in your group could agree to download and use **OpenOffice** as the application of choice – a free and easy solution. This approach is gaining great popularity with the eLearning community. On-line students are using this suite – it doesn’t cost anything, it’s easy to use, and everyone can see and share in group projects and presentations.

There’s a solid open source image editor as well. **Image Magick** www.imagemagick.org/ is a robust collection of tools and libraries to read, write, and manipulate an image in over 87 major formats including TIFF, JPEG, PNG, PDF, PhotoCD, and GIF. With **Image Magick** you can resize, rotate, sharpen, colour reduce, or add special effects to an image or image sequence and save your completed work in the same or differing image format. **ImageMagick** is quite portable, running under Windows ‘95, ‘98, ME, NT 4.0, 2000, and XP, Macintosh (OS 9 and 10), VMS, and OS/2.

Shareware conversion utilities

If you don’t want to completely flip to a new application, be aware that there are great shareware utilities which will enable you to open foreign file formats for both word pro-

available. Any will let you create PDF files from your documents and images but will lack the interactive review and editing features that the full Acrobat Writer package includes.

<http://docmorph.nlm.nih.gov/docmorph/>

This is a web-based document converter. You can upload files to **DocMorph** on the internet for conversion, and usually in less than one minute get your results. NLM **DocMorph** does not change the original file on your hard disk. It only delivers to you the converted file.

<http://docmorph.nlm.nih.gov/docmorph/MyMorph.htm>

This Windows desktop utility allows users to pre-select multiple files for **DocMorph** conversion. Your internet connection must be turned on while **MyMorph** is running. **MyMorph** uses the NLM **DocMorph** engine for its file conversion.

<http://www.jwwalker.com/pages/pdf.html>

PrintToPDF acts like another connected printer. Simply choose it for your print job and the converted document appears on your desktop.

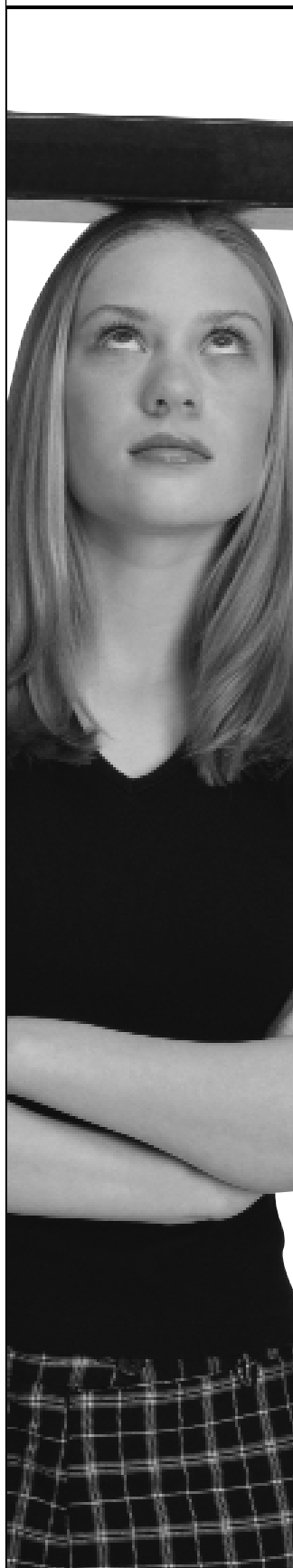
<http://createpdf.adobe.com/index.pl/1757553967.44511?BP=IE&Language=ENU>

This web-hosted service lets you convert documents into Adobe PDF files – you can create up to five free PDF documents before the monthly subscription fee (ca\$10) kicks in. Because you log on to use this service, you don't have to be working at your computer, just able to use the internet.

GET GOING!

However you decide to work out the technical details, don't let them stop you from sharing and collaborating. We all know people whose ideas we value, whose arguments we enjoy – people we'd love to work with collaboratively. Distance and time are no longer the limiting factors they once were. Get going! Get sharing! □





**Partners in Learning:
Students, Teachers and
the School Library.**

Ray Doiron and Judy Davies. Foreword by Ken Haycock. Libraries Unlimited, 1998.

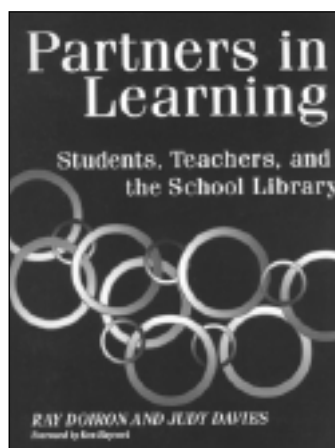
Paper. 182 p.

ISBN 1-56308-552-6

\$40.00

Doiron and Davies establish a context for school libraries and provide a philosophical foundation for the work of teacher-librarians. They go on to introduce key concepts such as partnership, collaborative planning, and resource-based learning. Doiron and Davies also deal with research and literacy, providing both a philosophical framework for teacher-librarians and practical examples. The Appendices contain forms, which can be copied or adapted for local use. The copyright statement gives permission for individual teacher-librarians or teachers to copy activity sheets for classroom use in a single school and/or to use limited portions of the text as handouts for in-service programs or other educational programs in a single school.

Partners in Learning is essential reading for all those who are or who want to become teacher-librarians in elementary schools. Although written by elementary teacher-librarians for elementary teacher-librarians, *Partners in Learning* is highly recommended reading for secondary teacher-librarians as well because the context and philosophy are so well presented. In fact, the first five paragraphs of Ken Haycock's Foreword are a good summary of all the major points teacher-librarians would like principals and teachers to understand about school libraries and the role of teacher-librarians (consider using this as an in-service handout). Doiron and Davies



present a well-balanced blend of theory, method, and example, providing readers with both the philosophical understanding of and the methods to create exemplary school library programs.

If *Partners in Learning* is easily available from a district collection, then it's probably not necessary to purchase a personal copy. On the other hand, teacher-librarians who want to take advantage of the activity sheets and handouts will need a personal or school copy as the copyright permission does not extend to school districts. Brenda Dillon

**Mentoring Beginning
Teachers: Guiding,
Reflecting, Coaching.**

Jean Boreen, et. al. Stenhouse, 2000

(Pembroke or OLA)

Paper. 130 p.

ISBN 1-57110-3090

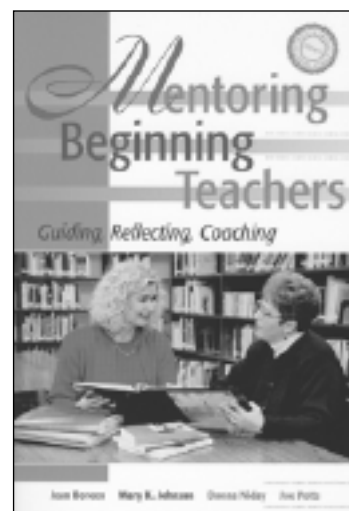
\$27.95

Mentoring Beginning Teachers is a guide for all who work with student teachers, mentor new teachers, or who are involved in the planning and implementation of mentoring programs. Topics covered include motivation for mentoring, the need for mentors, preparation, dealing with concerns such as classroom man-

agement, and encouraging reflection and professional development.

Jean Boreen and her co-authors – Mary K. Johnson, Donna Niday, and Joe Potts – cover all of this in an easy-to-read mix of anecdotes and information. Although an index would be useful, subheadings and chapter summaries, as well as a detailed Table of Contents, do make specific information relatively easy to find.

Although it's not written by a teacher-librarian, or for teacher-librarians, *Mentoring Beginning Teachers* is recommended reading for teacher-librarians. Mentorship is supposed to be part of the educational leadership role of teacher-librarians and this book is too good a mentorship resource to ignore. And remember, the OLA Store carries (or can get) Pembroke titles! Brenda Dillon



Partnerships for Lifelong Learning.

Lesley S. J. Farmer.
2nd ed. Linworth, 1999.
Paper, 125 pages.
ISBN 0-938865-79-X
\$58.00 (Professional Growth Series)

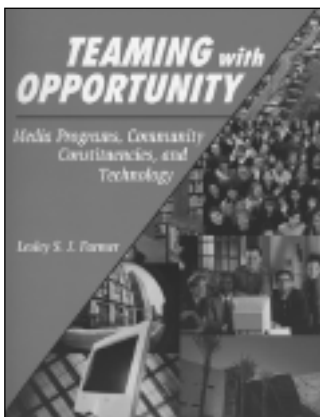
Teaming with Opportunity: Media Programs, Community Constituencies, and Technology.

Lesley S. J. Farmer.
Libraries Unlimited,
2001. Paper, 205 pages,
ISBN 1-56308-878-9

Both *Partnerships for Lifelong Learning* and *Teaming with Opportunity* are about partnerships between teacher-librarians (and school libraries) and others involved in education. In both books, Farmer makes the point that such partnerships are vital and that it takes considerable planning and effort to create and maintain effective partnerships. She establishes the need for partnerships, examines the nature of partnerships, identifies the individuals and groups who should be partners, explores the growth of partnerships, provides a context for the practice of partnering, and connects partnerships and lifelong learning. Although Farmer does touch on the integration of technology in *Partnerships for Lifelong Learning*, she devotes two chapters to it in *Teaming with Opportunity*. In *Partnerships*, Farmer devotes a chapter to identifying the various partners with whom teacher-librarians should establish relationships. She devotes seven chapters to this topic – one to each partner – in

Teaming with Opportunity.

Partnerships for Lifelong Learning and *Teaming with Opportunity* are both handbooks for the creation and maintenance of the collaborative community so necessary for the development of successful lifelong learners. Features such as subheadings, columns, highlight boxes, bulleted lists and checklists work together to create a reader-friendly feel to *Partnerships for Lifelong Learning*. *Teaming with Opportunity* seems to be, essentially, an updated, expanded, more academic –



although still quite accessible – version of *Partnerships*.

While I think it's worth reading both of Farmer's partnership titles, I would certainly suggest that one of them – either one, it's a matter of personal preference – should be considered essential reading. Both titles should be part of district-level professional collections and, if budgets permit, teacher-librarians should consider including one of the titles in school-based professional collections.

Brenda Dillon

All books are available from the OLASore. □

WHAT'S NEW
from the OLA Professional Store

Readers Theatre is a great way for teacher-librarians and the language arts teachers to partner together and work with students. Good reasons to incorporate Readers Theatre are that it improves reading skills, develops communication and voice skills, re-inforces self-confidence, encourages critical thinking, builds oral presentation skills, stimulates imagination and creativity – and it is fun.

Science Fiction Reader's Theatre

2002, Grades 4-8, \$43.20

Multicultural Folktales

2000, Grades 1-5, \$39.20

Frantic Frogs and Other Frankly Fractured Folktales for Reader's Theatre

1993, Grades 4-8, \$36

Tadpole Tales and Other Totally Terrific Treats for Reader's Theatre

1997, Grades 1-4, \$36.80

Classic Reader's Theatre

2002, Grades 6-12, \$56

Reader's Theatre for Beginning Readers

1993, Grades 1-4, \$19

Reader's Theatre for Children

1990, Grades 4-6, \$17.50

Readers Theatre for Young Adults

1989, Grades 7-12, \$22

Silly Salamanders and Other Slightly Stupid Stuff for Reader's Theatre

2000, Grades 3-8, \$37.60

and some more where they get to use puppets...

Fractured Fairy Tales

2002, Grades PK-5, \$16.95

Puppet Tales

1998, Grades K-5, \$14.95

Stories That Stick

2002, Grades K-5, \$15.95

All titles come with duplication rights and are available through The OLASore or your favourite Canadian wholesaler. To order from The OLASore, please telephone 416-363-3388 (1-886-873-9867 toll free long distance) or e-mail <publications@accessola.com> or order on-line at [http://www.accessola.com]. □

Read any good professional literature recently? Why not share your experience by writing a review for this page? Send your opinion to Brenda Dillon <brenann@sympatico.ca>.

President's Report



Esther Rosenfeld
OSLA President 2003

This report's focus is our association's eventful and busy year in 2002.

Advocacy

The Ontario Library Association as a whole has initiated an advocacy action plan for school libraries in Ontario. As the kick-off, a group consisting of representatives from all sectors of OLA (public libraries, university and college libraries, library trustees, and school libraries) organized a school library summit. The Ontario School Library Summit, held on May 26th, 27th, and 28th, 2002 brought together a wide variety of participants with expert speakers and panelists. The Summit generated much interest and a draft report. Summit proceedings (including audio) and the draft report can be found on the OLA web site. In September, Stephen Abram, President of OLA, and I made presentations on behalf of school libraries to the Rozanski Commission. Text of the presentations and many supporting articles are available on the OLA web site. Although the lack of any specific mention of school libraries in Dr. Rozanski's report is disappointing, the general thrust of the report and its call for greater funding bodes well. Other advocacy measures are being planned as part of the overall OLA action plan. We thank our colleagues in the other divisions of OLA for the tremendous commitment to and support of school

libraries they have shown.

OSLA has continued to work with parent advocacy groups such as People for Education to bring attention to the inadequacy of Ontario's funding formula for school libraries. People for Education continues to be a passionate and effective voice for quality education for all students in this province.

OSLA is represented on the new Canadian Coalition for School Libraries, an advocacy group whose membership includes representatives from Canadian publishers, distributors, and the library community. This group has presented a brief to the Council of Ministers of Education, has initiated a postcard campaign supporting teacher-librarians, and continues to work with other education and publishing groups.

There has been positive media attention in the form of articles pointing out the latest research on the positive role of teacher-librarians. Other articles showing the decline in staff and budget for school libraries have had an impact and print responses.

A database of library contacts for all school boards in Ontario is being developed so that we can communicate effectively and focus our advocacy efforts.

All in all, OSLA hopes that with

greater visibility for school library issues, with an election looming, and with a government which is being pressed to make changes, that positive change will occur in the near future.

Reading Programs

Over the past year, OSLA has piloted two new provincial reading programs to meet the needs of our youngest and oldest students – two groups who have not been able to participate in the highly successful OLA Silver Birch and Red Maple programs. Both of the new programs had their inception at the grassroots level, having been originally conceived and run by different school boards in the province. Blue Spruce, the new provincial reading program for Kindergarten to Grade 3 students, ran successfully both in the spring and the fall of 2002, with participation by 80 schools (10,000 students) from 12 school boards in its pilot year. The author and illustrator of the winning book *When Pigs Fly* were honoured at an award presentation on Wednesday January 29, 2003.

OSLA has also just launched the White Pine reading program for high school students, adapted from the program of the same name in the Durham Region DSB.

Information for both programs about the nominated titles for 2003, how to run these programs, and how to access support materials are available on their respective web sites. These programs

have been taken on largely through the initiative and hard work of a grassroots group of program mentors. The web sites are available at:

www.geocities.com/blue_spruce
2003/bluespruce.html

www.geocities.com/white_pine
2003/white_pine.html

OSLA continues to enthusiastically promote and support the existing OLA Silver Birch and Red Maple programs. In light of the establishment of the new programs, the OLA is conducting a study of reading programs as a whole and the task force will make recommendations in the fall.

Publications

The redesign of the OSLA magazine, *The Teaching Librarian*, has been very successful. The thematic focus, timely feature articles, along with the regular addition of curriculum pull-outs, useful resources and tested ideas for teacher-librarians have been well-received by OSLA members. The editorial board encourages the input of the readership, through the submission of photos, ideas and letters. Many thanks to Bobbie Henley, editor of *The Teaching Librarian*, and the editorial board for their dedication.

Awards/Nominations/ Membership

This year's awards presentations once again reminded us of the many dedicated and skilled people working in our profession. The number and quality of the nominations were amazing and all deserve congratulations. As a result of a motion passed at the OLA general meeting on January 30th, 2003, we are now expanding block membership to all school boards that wish to participate.

The pilot project has resulted in increased membership at a time when drastic cutbacks to school libraries have occurred. Special thanks to Joyce Cunningham for her dedicated leadership in this portfolio.

Partnerships

In 2002, OSLA was designated by the Ontario Ministry of Education to develop support materials for the implementation of the new Grade 12 curriculum. After discussion about an observed increase in plagiarism by secondary schools students, materials focussing on Academic Honesty were prepared by a small committee: Diana Knight, Carol Koechlin, Susan Leppington, Sharon Mills, and Esther Rosenfeld. The materials include teacher and student PowerPoint presentations, discussion templates, and resource lists. The resources have been successfully piloted in several school boards and are posted on the OSLA web site. They are an accompaniment to the Grade 11 materials on the Research and Inquiry Process which were developed last year. As a recognized provincial Subject Association, OSLA has participated in a variety of conferences and events related to school reform in Ontario. These include Subject Association meetings with the Ministry of Education, the Curriculum Forum of the Ontario Teachers Federation, and liaison with Faculties of Education.

Super Conference

Another successful Super Conference has been organized. This remains the premier library conference in Canada. Many thanks to OSLA Conference Coordinators, Jo-Anne LaForty and

Brenda Partridge and all volunteers for all their dedication and hard work.

Professional Development

OSLA Summer Institutes were held at two sites in August, 2002. With the launching of the OLA Education Institute, OSLA members now have many exciting professional development opportunities by participating in traditional events such as workshops and speaker presentations, and also through electronic conferences and workshops. We continue to wait for a settlement of the dispute between the Teachers' Federations and the Ontario College of Teachers so that we can register as a course provider for Personal Learning Program credit.

Other Highlights

OSLA has been part of the Ontario Library Association's catalyst team for the development of the vision for the Ontario Digital Library and the writing of the blueprint for the government of Ontario. The Ontario Digital Library will be a partnership of public, college and university, and school libraries. OSLA is participating in the development of the business plan being presented to the government in late September.

Finally, a personal highlight for me was attending the landmark White House Conference on School Libraries in June as the only Canadian invited.

OSLA Council

Best wishes and thanks for your dedication to our retiring members of council, Cheryl Dinnin, and Michelle Regina. A warm welcome is extended to our new council members, Linda Girardo and Terri Lyons. □

2003 OSLA COUNCIL

Esther Rosenfeld

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

Bobbie Henley

Vice-President / President-Elect
Brantford Collegiate Institute & VS
Grand Erie District School Board
bhenley@bfree.on.ca

Angela Di Prima

Secretary-Treasurer
Father Bressani Catholic High School
York Catholic District School Board
diprima@learn.ycdsb.edu.on.ca

Sya Van Geest

Past-President
syavg@home.com

Kendra Godin-Svoboda

Durham District School Board
godinsvoboda_kendra@durham.edu.on.ca

Flavia Renon

Nepean High School
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

Linda Girardo

St. Agnes and St. Stephen Schools
York Catholic District School Board
lgirardo@learn.ycdsb.edu.on.ca

Terri Lyons

Sir G.E. Cartier Public School
Thames Valley District School Board
tlyons@rogers.com

Joyce Cunningham

Rainy River
joycec@jam21.net

Rose Dodgson

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

PORTFOLIO REPORTS Spring

Portfolio:

PROFESSIONAL DEVELOPMENT

led by Michele Regina

It is said that goodbyes are often bittersweet and this one is no exception. My departure from the position of OSLA Mid Central Councillor: Professional Development Portfolio carries with it a sense of regret that it is over and a sense of pride to have been part of this dynamic organization. To have served on the OSLA Council for the past three years has been for me a most rewarding and fulfilling role. I feel very privileged to have had the opportunity to develop personally and professionally while working for the betterment of school library information centres and the role of teacher-librarian. Being part of OSLA Council under the leadership of two presidents, Sya Van Geest and Esther Rosenfeld, respectively, has indeed been a tremendous experience. At this time, I would like to thank the other Council members with whom I served and would like to extend to the current Council my best wishes for continued success.

As well, my congratulations are extended to Linda Girardo, another York Catholic District School Board teacher-librarian, who will very capably and with great expertise and enthusiasm represent Mid-Central region.

I look forward to helping promote SLIC's and to always being an active participant of events

sponsored by this dynamic professional association. Thank you, OSLA, for being there for teacher-librarians in Ontario.

Portfolio:

SUPER CONFERENCE

led by Rose Dodgson

Congratulations to Jo-Anne LaForty and Brenda Partridge, OSLA Program Chairs, on an incredible and superb conference! The OLA Super Conference organizing committee members outdid themselves this year in putting on an amazing Super Conference. Every year, the committee members wonder how they will match the year before and every year the tradition of excellence continues.

The richness and variety of the workshops and outstanding speakers resulted in an exceptional conference. The keynote speakers excited our interest (David Snowden) and made us laugh (Linwood Barclay); the OSLA highlight speakers inspired us to rethink our programs and how we are meeting the needs of reluctant readers (Ron Jobe) and teaching critical thinking skills (Roland Case). The many informative and innovative workshops put on by OSLA members from across Ontario - teacher librarians, library staff, authors, were instructive and motivating. The many exciting events, the Silver Birch / Red Maple breakfast, the OSLA awards reception, the Olé OLA celebration, the gala luncheon, and the trade show are testimony to the co-opera-

2003

tion and commitment of all OLA associations to ensure a "super" conference that truly reflects their members.

Already planning for next year's program is underway and Joanne and Brenda welcome Carol Koechlin to the OSLA conference organizing team. You can become part of the tradition by completing the session proposal form (at the back of your Super Conference program or on-line)! Share your expertise and program with teacher-librarians and library staff across Ontario. Remember, the success of a conference is dependent on the commitment of all of its members and their willingness to share their expertise and programs.

Super Conference 2004 runs from Jan 29 to 31. Don't miss it!

Portfolio: PUBLICATIONS

led by Cheryl Dinnin

Now that Bobbie Henley is Vice-President of OSLA, the editorial board of *The Teaching Librarian* needs someone who can work with her to make the transition to editor. Even if you do not want to be editor, the Advisory Board needs and wants your reactions and input about our publication. We'd like to build a bank of curriculum ideas, following the four stages of Inquiry and Research, for the inserts in each issue. If you have a curriculum unit idea that works, send it to any member of the editorial board (see p. 4).

Portfolio: MEMBERSHIP, AWARDS, NOMINATIONS

led by Joyce Cunningham

As those of you who attended Super Conference this year know, the Awards Presentation once again reminded us of the many dedicated and skilled people working in our profession. The number and quality of the nominations were amazing and all deserve our praise.

Special congratulations go to our winners, Janis Taylor (Teacher-Librarian of the Year), Joe Carlino (Administrator of the Year) and Elizabeth Knight and Janice Scammell (Award for Special Achievement).

The members of OLA approved our block membership at the OLA Annual General Meeting. The three years of the pilot project revealed that the block resulted in increased membership with more effective liaisons and opportunities for advocacy. If you want more information about this membership, contact me or Trevor Balla <membership@accessola.com> at the OLA office.

We are very much aware of the needs of part-time teacher-librarians and those in small isolated areas and we are exploring ways to establish links and offer help. I would be happy to hear from you as to how we can help and how we can reach out to the many teacher-librarians who are not members of OSLA and thus are not aware of all that we do. □



dateline

April 26 Toronto 9:00-4:00

June 20 Toronto 9:00-4:00

at the ALA/CLA conference

An OLA Education Institute special event
**INTERDISCIPLINARY STUDIES:
A BREAKTHROUGH FOR SCHOOLS**

Teacher-librarians must help themselves if they are to be in the forefront. Here is the most important new development for teacher-librarians in years. See the OLA web site for details and to register.

May 1st Everywhere 12:15-1:00

Ontario Library Association's

2003 RED MAPLE AWARD CEREMONY

St. Lawrence Market North Building

NOW YOU AND YOUR STUDENTS CAN BE

THERE AND NEVER LEAVE YOUR SCHOOL!

through the OLA Education Institute's Audio Connections program. All you need is a speaker phone or conference phone for your students to hear the students in Toronto announce the winners and to hear the authors' reactions! Get the pizza in and join the festivities LIVE! Only \$36 per location for OSLA members. Any number of listeners...no extra charge.

May 1st Kingston 5:30-9:00 pm

June 25 Ottawa 5:30-9:00 pm

An OLA Board of Directors' event

KALEIDOSCOPE: THE MEMBERS' EVENING

Come join your peers and your leaders for a relaxed evening of networking.

Bring a non-member. Only \$10.

June 26-29

The National Library of Canada presents a celebration of Canadian literature

THE FUN OF READING

OLA is supporting the opening full-day summit on school libraries, an advocacy event prepared by the Canadian Coalition for School Libraries.

The week of August 18

OSLA in partnership with the Toronto District School Board

SUMMER INSTITUTE 2003

and much more...

See the OLA web site's Learning Space for details of dozens of upcoming education programs for library practitioners.

ProQuest

Advertisement