



THE
**TEACHING
LIBRARIAN**

The magazine of the Ontario School Library Association

Winter 2004 volume 11, number 2 ISSN 1188 679X

ICT @ your library®

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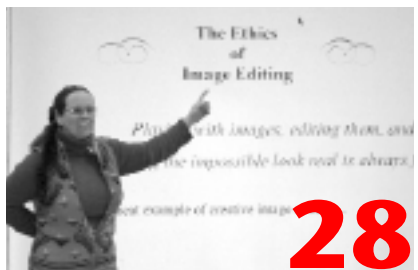
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THE TEACHING LIBRARIAN

Winter 2004

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for PRINCIPALS and TEACHERS

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OSLA CURRICULUM IDEABOOK



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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

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TL guidelines

V. 11, no. 3	Ethics @ your library	Release: June 2004
	Deadline: March 31.	
V. 12, no. 1	Theme to be determined	Release: December 2004
	Deadline: October 15.	
V. 12, no. 2	Theme to be determined	Release: March 2005
	Deadline: December 5.	

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. OSLA reserves the right to use pictures in other OSLA publications unless permission is limited or denied at the time of publishing. Any questions about submissions should be directed to the Editor of *The Teaching Librarian*:

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:

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100 Lombard Street, Suite 303, Toronto, ON M5C 1M3
416-363-3388 or 1-866-873-9867 toll free outside Toronto calling area
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TL It worked for me!

Ideas for working with kindergarten children

NORA JONES
Trinity School,

I had excellent success with students making custom book jackets. On the first day of the term, students chose hardcover novels from the library's collection. Once they had signed them out I removed the original books jackets. They started their reading. The next couple of meetings I had with them were for reading only, but students were reminded to be thinking about a cover illustration as they read. They were also encouraged to read at home.

The next step was to plan a cover illustration in rough. Once their illustration was approved, they were given large sheets of good paper. They traced the outline of their book on the paper and then did their cover illustration on the appropriate section.

Next they had to research their author (through print sources and online) and write an author blurb for their cover flaps. These were typed and pasted onto their new book jackets. Once they'd finished reading their books they wrote book blurbs for the back cover. Students completed the process by making a spine label – an excellent opportunity for a Dewey lesson! Then they covered the new jackets with plastic covers.

For the next few weeks the customized book jackets were displayed on the bulletin board. Eventually these student-created covers were put on the books and shelved in the library for the balance of the year.

I originally thought they would find this task boring, but the students loved the whole process and were very proud to point out their books sitting on the library shelf!



Help with bulletin boards

SANDRA STEWART
Cayuga Secondary School,
District School Board

Who has time for bulletin boards anymore? I asked the grade 11 leadership class to create some for me. I gave them a few themes (study habits, seasonal, Web sites) and showed them an example. They did a great job! I now have stored in folders four very creative and reusable bulletin boards that appeal to students.

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, Roberta Henley <bhenley@bfree.on.ca>.

ICT in the school library

by Brenda Dillon

No doubt most of us like to think of ourselves as independent and self-sufficient. However, the truth is that we really can't do it all alone. We need to be connected to the people and organizations that can support and guide us and we need access to quality information.

ICT – Information and Communication Technology – is an incredibly valuable tool, helping us connect to people and organizations we might never visit in person and giving us access to a wealth of information from around the world. The challenge I faced for this issue's Professional Connections was limiting my selections to so few out of so many possibilities. After all, this is a column, not an Internet directory! And so, without further ado, some of the ICT connections I've found most interesting and useful.

PEOPLE

The Internet gives you access to persons whose expertise and leadership in school librarianship is recognized around the world, such as these three individuals.

- Doug Johnson
www.doug-johnson.com
- Peter Milbury
www.school-libraries.org/milbury
- Kathy Shrock
<http://school.discovery.com/schrockguide>

ASSOCIATIONS

School librarianship association Web sites offer a wealth of information and a treasure trove of links to other useful Web sites. Much of the information is publicly available.

- American Association of School Librarians
www.ala.org/aaslhomeTemplate.cfm
- Association for Teacher-Librarianship in Canada
www.atlc.ca
- Canadian School Library Association
www.cla.ca/divisions/csla
- International Association of School Librarianship
www.iasl-slo.org

- Ontario School Library Association
www.accessola.com/osla

INFORMATION

There's an incredible amount of information available online! Fortunately, there are megasites, generally referred to as portals or directories, which provide organized lists of links. Check out these portals.

- The Educator's Reference Desk (the successor to ERIC)
www.eduref.org
- Library.Net: Teacher-Librarian Resources
<http://ln-rb.ic.gc.ca/e/resources/teachlib.asp>
- School-Libraries.Org
www.school-libraries.org
- SLiP: School Library Information Portal
www.cla.ca/slip

LIBRARIES AND THE INTERNET

Check out these toolkits designed to help libraries deal with Internet issues and provide public education about the Internet.

- ALA's Libraries and the Internet Toolkit
www.ala.org/ala/oif/iftoolkits/litoolkit/librariesInternet.htm

ICT in the school library *continued*

■ CLA's Net Safe; Net Smart
www.cla.ca/netsafe/index.htm

■ Library.Net: General Internet Orientation
<http://ln-rb.ic.gc.ca/e/training/orient.asp>

Online resources and the offering of virtual library services are both huge issues for everyone involved with or interested in libraries. Check out the Ontario Digital Library Project. Log on to the OLA's Web site and scroll down the page – check out both the ODL Business Plan and the information on the ODL in The Issues section of the site.

■ Ontario Library Association
www.accessola.com

INTEGRATING ICT INTO EDUCATION AND SCHOOL LIBRARIES

Holly Gunn is the teacher-librarian at Sackville High School, Nova Scotia. She has won provincial and national teacher-librarianship awards and is known internationally for, among other things, her expertise in the area of ICT in education.

■ Information Technology in Education, K-12
www.accesswave.ca/~hgunn

Jamie McKenzie's online journal, From Now On, is an excellent source of articles about ICT in education.

■ From Now On
<http://fno.org>

DESIGNING AND CREATING WEB SITES

If you're designing a school library Web site, then you'll want to see what other people have done. Start with these directories.

■ ATLC: Links - See Members' Sites
www.atlc.ca/Links/membersites.htm

■ IASL: The Concord School Library Web Page of the Month
www.iasl-slo.org/web_award.html

■ School Libraries.Net: Peter Milbury's Network of School Librarian Web Pages
www.school-libraries.net

■ SLiP School Library Information Portal: School Library Programs - see School Library Web Pages
<http://slip.cla.ca>

There are Web site creation resources available online.

■ From Now On: Designing School Web Sites to Deliver
<http://fno.org/webdesign.html>

■ Library.Net: Site Builders
<http://ln-rb.ic.gc.ca/e/training/build.asp>

■ School-Libraries.Net: Creating Web Sites
www.school-libraries.net

DISTANCE EDUCATION

The Internet makes it possible to take courses without having to go physically to class. Distance is no longer an obstacle. Check out these opportunities for pursuing studies in school librarianship.

■ AQ Courses, Ontario Faculties of Education
www.accessola.com/osla/p_d.htm

■ Master's of Education in Teacher-Librarianship, University of Alberta
www.quasar.ualberta.ca/tl-dl

Roberta Henley



I am quite excited about this issue, for a variety of reasons. To begin with, the theme is so relevant to our jobs as teacher-librarians. Years ago, the publication of the Ontario School Library Association's *Information Studies* curriculum in 1999 recognized the need for educators to embrace technology and to teach students the skills necessary to retrieve, analyze and communicate information buried therein. Most of us have continued to master the learning curve of technology and have gone on to provide programs that blend technological skills with other information skills within the context of the curriculum.

This issue is a testament to the way teacher-librarians, as educators, have recognized the need for technology skills to be taught, not on their own, but in the context of problem solving and critical thinking. As Jamie McKenzie put it in "Learning to Go Unplugged" in *From Now On: The Educational Technology Journal*, "There are many times to turn off the equipment, shut down the covers of the laptops and focus on the dialogue and exchange of ideas.

I think we should applaud the direction we have taken. Because of our leadership and commitment, teachers are continually challenged to design lessons whereby students in our school libraries are no longer downloading loads of information from the Internet without taking the time to think critically and evaluate. Although there have been incredible roadblocks along the way, our flexibility, knowledge and expertise have continued to produce exceptional programs and this issue reflects this accomplishment with articles such as *The Triad Model* by Diana Maliszewski, and *Collaboration for Desktop Publishing* by Karen Smulevitch.

Secondly, as has been the case with each issue, the content is rich and will appeal for a number of reasons. Marilyn Willis's article on Curriculum Mapping is nothing short of inspiring. We have highlighted some stories of the development of Web sites designed by us, for us, reflecting our constant state of growth and achievement. We also have presented articles featuring the development of both ENO and SLiP, which will be of great interest and useful to teacher-librarians across both panels.

Lastly, we are thrilled to showcase one of our regular contributors, Diane Bédard, in our TL Profile. Her columns on technology have informed, educated and assisted teacher-librarians for years and I'm sure readers will not only enjoy getting to know her better, but be aptly impressed with her background and accomplishments.

From this point on, until she takes over next year as Editor in Chief, Brenda Dillon and I will be co-editing the final issue of volume 11, *Ethics @ your library*. As you know, Brenda has been an invaluable member of the editorial board, and her keenness, dedication and sharp eye will only serve to improve *Teaching Librarian*. ■

The How-To's of

Mariposa Elementary School in Haliburton

**David
Sornberger**

ICT @ your library®

As the teacher-librarian at Mariposa Elementary School, I believe that a significant part of promoting the services of our school library involves making the library visible in the wider school context. It is my daily ambition to establish our library's Web site as not simply an accessory, but an essential part of the library program.

Creating a school library Web site was, and continues to be, a huge project. But its benefits to the overall school environment were too tempting to overlook. A library Web site is an indispensable instructional tool. I cannot imagine delivering an effective library program without it.

In conjunction with a computer projector in our library's computer lab, I use our Web site to teach Mariposa's students how to search the Web and develop information literacy skills.

An important advantage of Web technology is the ability to update information instantaneously. This allows me to keep information resources as current as possible. Our library has evolved from using only a card catalogue as a reference tool, to a dynamic information age library. Mariposa's Web site supports teaching, learning, and research.

Our library is the information hub of our school and our library's Web site is an integral part of helping me address the curriculum expectations from kindergarten to grade 8. The design of our library's Web site was carefully established based primarily upon the needs of the classroom teachers.

Maintaining the Web site is an ongoing task. The most important consideration regarding the Web site's content is addressing the needs of Mariposa's classroom programs. As teachers transform their programs throughout the year, I aim to modify the library's Web site to reflect these instructional changes by providing relevant content to complement the curriculum. I update the library's Web site an average of every two days. This might sound like a lot of work; however, I find that keeping the Web site synchronized with the classroom programs significantly increases the quality of lessons that I deliver to the students. As a result of updating the Web

<http://www.tldsbc.ca>

Library Web Sites 1

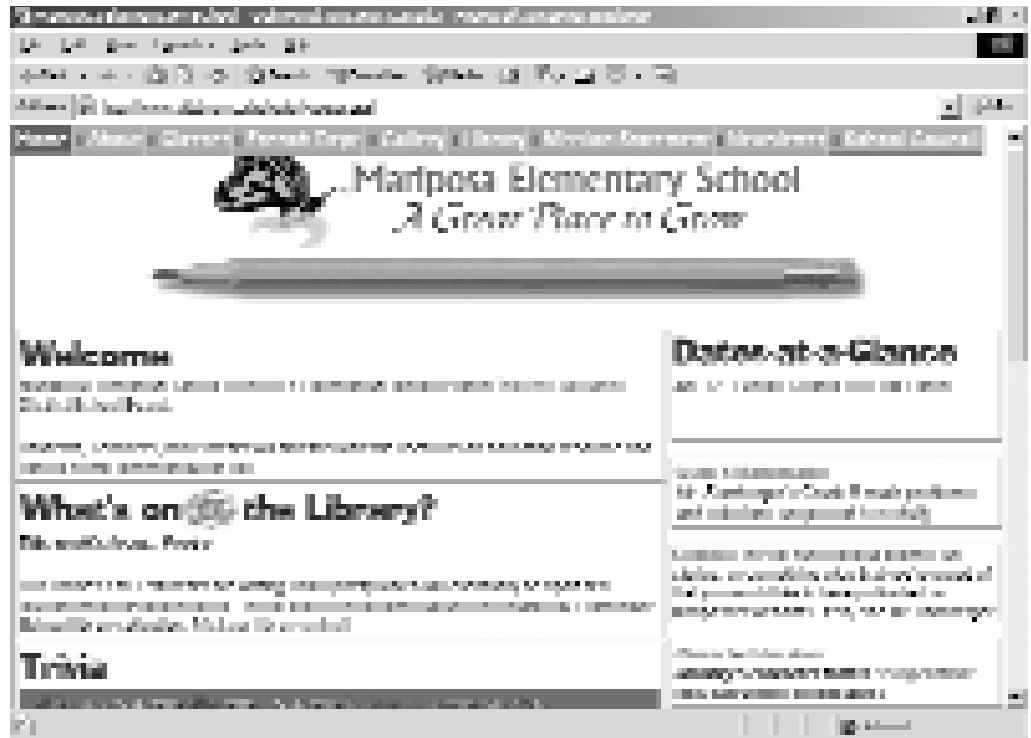
site on a consistent basis and archiving previous lesson content, I am able to operate the library more efficiently and I actually end up saving myself time by using the Web site as an instructional tool.

The Library Club, formed at the beginning of the school year, offered valuable ideas regarding what they believed should be on the Web site. They suggested the following content:

- About the library-staff, hours, collection overview, and mission statement
- Recommended Web sites for students, teacher, and parents
- Children's/YA literature recommendations
- Research guides to print and electronic resources, citing resources, and Web evaluation checklists
- Recommended search tools and tips
- Links to information about literature and reading
- Current information including new resources, upcoming library programs
- Professional resources - links to lesson plans, and technology integration strategies
- Family resources online safety, homework help, and research guidelines
- Student work - book reviews, and projects be used as models for other students

The Club's suggestions provided an excellent foundation on which to build the Web site. However, the content ideas established only the

foundation. The next challenge was to find quality links to address these proposals. We decided that our library's Web site should not simply be a collection of external links; instead, we needed to



strike a balance between original content and links to other resources. The Quality Information Checklist, located at <http://www.quick.org.uk/menu.htm>, is used by the library club to select quality links for the library.

Mariposa's library Web site promotes the library and the specialist skills of its staff. Having a dynamic Web site indicates to everyone that the school library is moving with the times and adopting new technologies to provide its services. ■

www.on.ca/Schools/MariposaES/library

The How-To's of Library

Brantford Collegiate Institute and Vocational School

Roberta Henley

I had been keen to develop a Web site for our library for a few years but didn't have the expertise — or the time — to take on the project by myself. I went through the process of trying to hire a co-op student from one of the other local high schools, but either my timing was off or there wasn't anyone available to take on the work. I'd get busy with other tasks, but the desire for a Web site was always in the back of my mind.

I spent a lot of free time looking at other schools' sites and knew generally what I wanted. I sketched out a rough idea of what I was looking for and added to it whenever a new idea came my way. As luck would have it, a student from our own school had a co-op placement fall through about the same time I was lamenting my dilemma to our co-op teacher. The student turned out to be the perfect partner. Mike Hendrie had all the technical expertise and I had a good idea of what I wanted the site to look like and be used for. Our site administrator happily agreed to maintain the site, and our board technician set up an account and some space for us on the board's Web server.

Mike and I met several times over the course of three months. He began with a template and started programming the Web site I had envisioned. He had a good command of HTML from previous successes in personal Web sites, but because I wanted it split into three frames, my site ended up being difficult to create. This was likely because frames are based on resolution size, and he had to create the correct size so that all could be seen on one screen.

After the frames were created and sized accordingly, a code was used to put them all



<http://scho>

Web Sites 2

together to look like one single page. I wanted the students to access any link and be able to return directly back to our library Web page simply by clicking on the Home icon. With the use of frames, Mike was able to make the links to the databases we subscribe to as well as many others I felt were relevant.

It took Mike about 40 hours of code typing and arranging. Small changes were made each time Mike brought me his work in progress. We usually met at lunch, and he would take it home to fine tune it. Arrangement, colours and links took a large portion of time.

On the left of the home page on the main frame we created links to our online databases: Electric Library, SIRS Knowledge, Pages of the Past and World Book Encyclopedia. (My goal is to add our Spectrum catalogue to the top of this column when we can afford to).

Next, we put links to two search engines: Google and Vivisimo.

In addition, we added links to:

- Bartlett's Quotations
- CIA World Factbook
- Biographies
- Stats Canada

– sites I thought students would use when researching a variety of disciplines.

Along the top I added links to the
Student Research Process
APA and MLA Style Guides
BCIVS Academic Honesty Policy
the White Pine Reading Program
and Library News/Coming Events.

Lastly, at the bottom of the page I provided links to

- two career sites
- our local public library
- the French immersion homework page
- a list of book review sites and
- a current news site.

Throughout the process I met with several colleagues on an informal basis to get their ideas and feedback. When it was finished, I presented it at a department heads' meeting.

I knew before we set up our site that I wanted it to be a one-stop-shop page whereby students could view all links without having to scroll down the page. I feel there are still areas we can improve upon. This includes the research page, which could provide more of a step-by-step guide through the four stages. But for the most part we are happy with its usage.

Comments from students, parents and staff have been positive. As Mike wrote in his co-op reflection, "I feel that there are not enough Web sites to give me the information I need when trying to research for a project. The BCI Web site does. It has many beneficial elements to it, such as help against plagiarism, how to cite sources, and links to other important Web sites which are used frequently. It is very beneficial for students because it gives all the information needed for school projects on one single page." ■

shing

in the library, their bookmarks would comprise handouts for students taking part in the program, and their brochures would be distributed to students, teachers and parents visiting the school. One student's reaction was to ask, "You mean you're actually going to use this stuff?"

Students worked on this project for approximately one month. I would periodically visit their classroom to check on their progress and to offer suggestions and encouragement. My visits also reinforced the partnership between the library information centre and the computer studies department. I also spoke to Mark Kaminski, coordinator of the White Pine program, and arranged for samples of our students' work to be posted on the OLA White Pine Web site.

The results of this partnership were amazing. The quality of the products created by the students was superior and the students were particularly gratified when they saw the fruits of their labours. I had the bookmarks, posters and brochures printed in colour and each student received copies of his/her products. One student, Justin Moga, created a Power Point presentation, which I ran at our grade 8 parent's night to

promote the reading program.

This assignment is but one small example of what happens when the teacher-librarian and subject teachers work together to create performance tasks that not only provide students with the opportunity to develop curriculum skills, but also provide them with rich, meaningful experiences that they can build on to prepare them for success in their future endeavours. ■

Here are some reactions:

"I got the chance to learn about books I had never read." (Liz Herbert)

"You and your partners had to collaborate to put all your information together." (Jonathan Bradford)

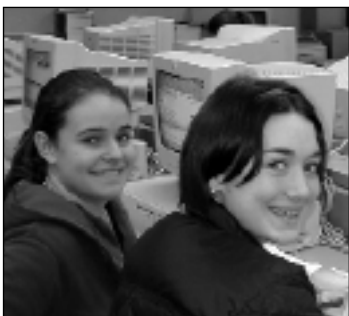
"It was challenging, but a lot of fun." (Justin Moga)

"It was fun working together and learning from each other." (Emma Bell)

"I met new friends and we solved problems together." (Zachary Rong)

"It made us work together and figure out how to use our computer skills to make things look nice." (Heidi Parker)

by JULIA REYNOLDS, EMMA BELL and HEIDI PARKER



aningful Experience

Margaret Nieradka

CURRICULUM MAPPING Evolving

“You need a passport to go from class to class in this building,” moaned Ryan, a grade 7 student. Much time was wasted, he continued, just figuring out what each teacher required, especially in terms of research assignments. Little did Ryan know that his teachers were experiencing their own struggle to understand curriculum and program delivery.

At the time, high stakes testing had added its requirements to an unprecedented flood of curriculum and instructional data. Novice and experienced teachers were struggling to stay barely ahead of this unrelenting avalanche. Sensing that staff would be receptive to any reasonable solution, I proposed we test the planning strategy outlined by Heidi Hayes Jacobs in her book *Mapping the Big Picture*. Use of this tool would allow for extensive collaboration as we shared planning tasks and built a scaffold of related learning experiences over the three senior school years. Might we be better able to train new staff, solve problems, and ultimately deliver a three-year middle school program which required no passport?

With the critically important involvement of the administration, our team established a set of common goals around curriculum mapping. Consensus was needed on a fairly large scale in order to justify this focus in our staff professional development, so we decided we would begin with content, as suggested by Jacobs, because it was the least threatening element. We would ask everyone to come to the planning table with a retrospective overview of the past school year’s teaching content. Mural paper, divided into months of the school year,

snaked across the resource center as teachers from various subject areas consulted curriculum diaries, wrote their content information on cue cards, and placed the cards on the giant chart.

A power surge of discovery filled the room as teachers began to have meaningful dialogue. The visual evidence of redundancies and inconsistencies was immediately apparent. Science and mathematics were huddled over their duplicate data management cards. Music and English were in another corner discussing the timing of a report writing assignment. Music had just realized that by delaying the assignment one month the students would reap the benefits of applying a skill recently taught in another subject area. French immersion and English had a substantial stack of redundant topics. We had found true north on our curriculum compass!

A post meeting survey indicated that we had struck a chord with staff but had generated many more questions. We set targets that were determined collaboratively, focused on measurable results, and were subject to reflective revision. Each grade level would document content over the school year, thus enabling discussion across subject areas. A planning team consisting of an administrator, the teacher-librarian, a resource teacher and a teacher representatives from each grade level would examine vertical planning over the span of three years and would communicate to colleagues about gaps and redundancies on this long range map.

Teachers quickly came to realize that they needed to progress rapidly to the next stage and add skills to their map. As the teacher-librarian, because of the unprecedented attention being placed on both information literacy and technology literacy, I was able to find willing collaborators to develop a three-year plan



for information literacy. We could guarantee the students that, if they worked through the information studies and literacy programs, each year would connect to the next through a carefully scaffolded design and, by the end of grade 8, they would have the skills necessary for independent learning. Common assignments allowed us to give students the mental signposts necessary to reach back each fall and connect mentally to the previous year's learning or to understand the long term goals behind present learning situations.

Because we were mapping, teachers began to examine the language in each instructional area and from this came the realization that we were often blocking children from learning because of differences in the language of instruction. We needed to be more precise and consistent in the construction of our assignments, especially in the content areas, so that students had a working understanding of key language. Each child would now carry an OSLA research folder to remind us of the appropriate research vocabulary. As we delivered consistent language across all subject areas, students became more confident questioners whose focus changed from understanding the assignment to developing good research questions and strategies which would uncover meaning. Our collaborative approach meant that all teachers understood assignments on a deeper level and could therefore provide more accurate skill support and evaluation.

Although we were delighted with our progress, we found ourselves in danger of

being buried under a tremendous glut of new information with no convenient access point. Technology came to our rescue. We had experimented with spreadsheets as a recording tool and, although we had large content and skill maps posted in the main office, we did not have them on our desks, readily available for revision and reflection. Design and technology teacher, Vlad Ostapowych, created a shared drive on the school network, providing us with a convenient and accessible area in which to store our data from various computer programs. Each grade level had an electronic folder in which to save long range plans, assignments, newsletters and report card comments. Teachers now had transparent access to curriculum at all three grade levels and the opportunity to examine and refine their instruction based on this knowledge.

Curriculum meetings began to focus almost exclusively on the business of mapping. We were like optometrists with a series of progressively stronger lenses. Our first lens, the school map, revealed content skills and assessment school wide, a perspective that made curriculum planning for maximum student skill development a reality. Our map provided both a reference point and filter for any curriculum related material that flowed from the province or the school board. Instead of "Oh no! Not another initiative!", the question became "Where does it fit on the map?"

The next lens focused on grade level plans.

PICTURE:
Margaret
Nieradka with
parents.



Margaret Nieracka explains the 4 stage research process to visitors from Denmark.

It became a habit of mind for teachers to negotiate across disciplines regarding planning and delivery of curriculum. Changes were made quickly on the shared drive to reflect new directions. As the teacher-librarian, I valued the opportunity to reach large teams at the initial stages of the planning process to negotiate use of the resources for each user group. Because of this team planning mentality, negotiating for delivery of the Information Skills program time became a vertical team responsibility, thus insuring consistency and equity in program delivery across the entire school population. Although I was the team leader in this area, our staff spoke one language of research instruction and could confidently plan and deliver the program. Often, experienced team members would take on added responsibility in the teaching of research related material so that I could give more time to modeling program delivery for inexperienced staff.

There were many benefits, some expected and some surprising that accrued from our networked curriculum map. Teachers were more focused on the long term goals for students and so began to plan mindful of the fact that students needed to climb the ladder of learning one rung at a time. Accommodations were added for special education and ESL students. Our electronic map proved to be an invaluable reference tool for staff members who were required to plan curriculum during both unexpected and planned teacher absences. Students arriving later in the school year could be quickly assessed and brought up to date using our database of assignments and evaluative tools. Staff and students alike became ambassadors for this new culture as we received visits from educators in Hong Kong, Finland, Saudi Arabia and New Zealand. The database provided a non-threatening reference to help teachers new to the profession during their first few years as they struggled to find their own voices. The files have also been akin to an electronic mentor, available for use or modification. Young teachers have quietly confided that this sort of support has kept them in the profession. We knew that beginners were ready to contribute to the editing process on the map when they began to ask questions and contribute suggestions during team meetings.

These were moments of celebration for experienced staff as they saw these young professionals move from survival mode into a mind set for professional growth that would celebrate their own style and personal skills.

Along with the habit of vertical planning has come a realization that we must all be aware of the skill set required both before the students arrive and after they have left. This consideration has become an integral part of the planning process and is often shared with students during the delivery of lessons. After having shared some grade 10 essay assignments with grade 8 students, I realized all of a sudden that I had their undivided attention. This reference had brought the future into their reality and given them a reason to improve this essential skill. We share the walk-before-you-run philosophy with students often and articulate the progression of skills that they will acquire.

As we developed exemplars and evaluative tools, our technical expert began building a Filemaker Pro database which would allow us to add digital exemplars where necessary. Teachers could use classroom computers to show photographs to enhance the understanding of levels of achievement. The addition of a projector would allow them to clarify their expectations with groups of students, colleagues and parents. Each teacher now has the opportunity to use this database to articulate program to all members of the learning community. Information Studies occupies a separate file for planning purposes only as it has now fully invaded the curriculum.

Ryan, now a secondary school student, mentors young researchers in the Resource Centre. His clear understanding of what it means to research is evident as I eavesdrop on their teenage dialogue. For the staff who navigated this four-year journey, collaborative planning, reflection and revision are now firmly embedded habits of mind. Because of its convenience and ease of use, our shared database will continue to respond as we edit, filter the overloaded information conduit, find and eliminate program inconsistencies, and continue our evolution from theme thinkers into problem solvers. ■

Orca Books

Technologies at the



Are you interested in an excellent opportunity to partner Information Literacy skills with classroom curriculum? Does the prospect of being able to promote Information Technology skills in your school library program spark your curiosity? Then a GrassRoots project may be the perfect vehicle to promote your school library and to facilitate professional growth for yourself and your colleagues.

There are numerous positive aspects to completing a GrassRoots project at your school. Peaked student interest in curriculum, an energized relationship between yourself and colleagues, increased student and staff proficiency with computer information technologies, and a wonderful sense of accomplishment are but a few.

An additional bonus is that each approved and completed curriculum-based GrassRoots project receives grant funding ranging from \$300 to \$900. Category A projects with a minimum of three connected Web pages and an introductory page qualify for a \$300 grant.

Category B projects feature a minimum of five connected Web pages and an introductory page, and qualify for a \$600 grant. Projects that provide an opportunity for online collaboration, involve at least two or more additional schools, and feature a minimum of five connected Web pages and an introductory page are referred to as Category C projects and qualify for a \$900 grant.

Projects can also be grouped together under a common theme, which then becomes a Block

Project. Block Projects may be coordinated within one school, with participation from the teacher-librarian counting as one of the minimum of number of three teachers required for this, or they can also involve collaboration between two or more schools.

A more complete description of the project categories, funding levels, project requirements, and the application process is available from the GrassRoots Ontario Web site at <<http://grassroots.enoreo.on.ca/>>.

The GrassRoots Block Project at St. Augustine Catholic High School, facilitated through the Mathematics and Library Departments, was entitled When Am I Ever Going to Use This? Promoting Real Life Mathematics Using Performance Tasks and Performance Problems. This project was indeed a substantial one, and involved a total of 17 student-created Web sites in all. It was a major endeavour that spanned eight months, and involved three grade 10 and grade 11 classes and three teachers. The Block Project can be viewed at its Web site <<http://www.ycdsb.edu.on.ca/schools/grassroots/staugustine/math/index.html>>. It is also currently featured as an Exemplary Project on the GrassRoots Ontario Web site.

This secondary-level project contains a large variety of student's curriculum-based Mathematics work, including measuring ball bounce heights, using graphing software, planning and building roller coasters, working with arcs, planning boating tours, and participating in a Mathematics Career Day. As well as involv-



Level

ing extensive classroom work, all of these projects also involved instruction from the teacher-librarian and support from the School Library Information Centre.

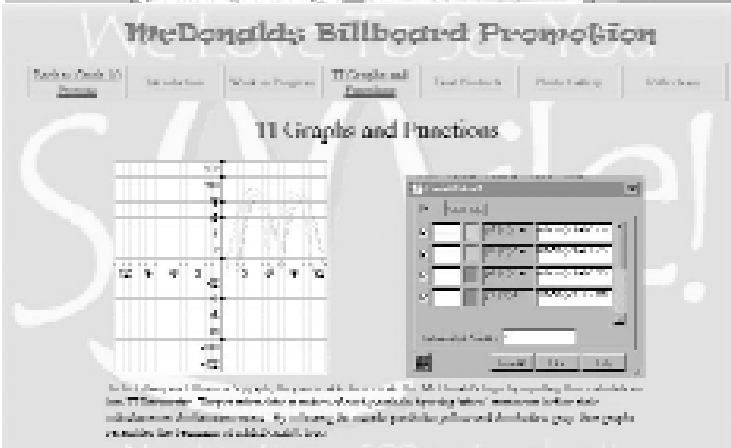
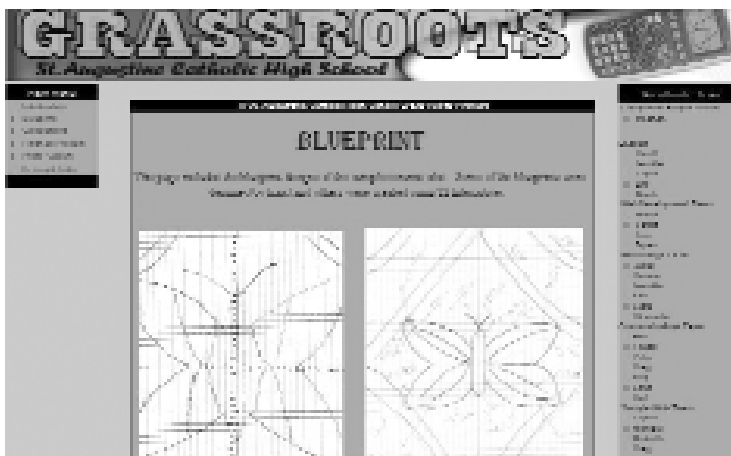
Our GrassRoots Block Project started with a great deal of interest among a few teachers. It was these individuals that I was determined to work with to develop a feasible project. One extremely energetic teacher, our department head of mathematics, provided the Ministry curriculum focus for what then developed into our Block Project. She and another mathematics teacher wanted to emphasize to our students the usefulness of mathematics to applications in everyday life. This emphasis, combined with my desire to foster information literacy skills, led to rewarding, professional collaboration with wonderful results.

Teacher-librarians who are interested in initiating a Web-based project in their school should advocate their role as an Information Technologies facilitator and become knowledgeable with the specific software applications and computer hardware resources in their school. Seek colleagues who are willing to attempt an alternate means of delivering curriculum. Start on a limited scale, with the involvement of one or two other interested teachers who will co-organize the task. Visit the GrassRoots Ontario Web site to learn more about the program and the requirements for each category. Meet on a number of occasions to plan ahead. Remember that much of the student learning will take place in the students' classroom, and that this learning does not need to involve Web site creation skills. It may

involve the teacher-librarian's assistance in the Inquiry and Research Process, in teaching students a particular software application, or in the use of computer peripherals such as a scanner or digital camera. Once the whole class has been involved in the curriculum component of the project, the Web site development component will probably only involve a few students working with the classroom teacher or the teacher-librarian. The Web site creation will extend on the students' learning and will most likely feature the work of numerous students that were involved in the curriculum learning process, but it will probably only involve a limited number of students to create the Web pages.

For those teacher-librarians who are not familiar with the creation of Web pages, please be assured that it is not a difficult skill to learn. First, plan on using a software application that will allow for the creation of Web documents that you are already familiar with. If you need to become knowledgeable with a software application, then choose one that is readily available at your school (e.g., Corel, Claris HomePage, Microsoft Word, FrontPage, or DreamWeaver). Many of these applications are now Ministry-licensed. As you familiarize yourself with the program, you may also benefit from one of the many self-help guides that are readily available.

Strive to make yourself knowledgeable in the basics so that you can continue to be a source of encouragement and a facilitator for student learning. Don't despair in the fact that there will be some students whose computer skills



will probably surpass yours! Take advantage of this fact and recruit students who are familiar with designing and creating Web pages — you just might be surprised at how many of your students possess some Web site design skills and what can be learned from them.

In coordinating the Web site design, keep simplicity in mind. The minimum of an introduction page and five Web pages per Web site is very easily achieved.

The completion of a GrassRoots project is an excellent means of addressing the Information Technologies strand of the Ontario School Library Association's *Information Studies: Kindergarten to Grade 12* document. This document provides a continuum of technology-related skills to choose from which are applicable to many grade levels at both the elementary and secondary level. The following are just some of the expectations that could be addressed by the teacher-librarian:

- Use preselected bookmarks to access Web pages (gr. 3)
- Publish electronically a product for sharing (gr. 4)
- Prepare simple, multimedia works to present research (gr. 5)
- Use e-mail and Web pages to share information (gr. 6)
- Publish a report, newsletter or pamphlet using word processing and desktop publishing software (gr. 7)
- Design a Web page to report findings with citations for other sources used (gr. 8)
- Integrate information from a variety of print and electronic sources including digital photos, scanned images, and notepad information for presentations (gr. 9)
- Use advanced features of word processing and telecommunication to communicate knowledge (gr. 10)
- Create a Web page to organize links to other sources of information (gr. 11)

In our particular Block Project, a great deal of learning took place during the eight months.

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Student work tended to be of very high quality and was reflective of student interest and the dynamic learning that took place. Additionally, our staff learned numerous lessons as our experience grew. We progressed from six weeks on our first project to one week on our later projects. Small expert groups of class volunteers worked with the teacher/teacher-librarian to determine the content of the Web site and to allocate roles for group members. A streamlining of the process took place, including such ideas as having a small group of students create a Web site template before groups began to work on their Web pages. Web page templates were provided on disk, which made it much easier for the other students to complete their work efficiently. Much of the student work was completed on a word processor, and then pasted into the Web page to be formatted. Students were able to complete work within a week.

Additionally, it was made very clear from the onset that due to safety concerns, all student work could only feature first names to identify contributions. Another consideration was that arrangements needed to be made for expert team members to receive student release time from class for part of a school day. This allowed them to work in the school library to access the technology necessary to complete the Web site, and to work productively in a small group setting with the mentorship of a teacher.

For each project, the students in our high school classes rotated the webmaster role, with one student being responsible for being a liaison between the students and a key staff member. There was also a lead student for each Web page and section of the site, who would report back to the webmaster. This process worked extremely well, functioned to reduce the demands on our staff members, and promoted leadership and responsibility amongst our students.

Another important realization was that student reflections needed to be gathered regarding feedback on three main aspects of the project: the in-class process, student thoughts on the integration of technology, and student feed-

back on the Web site development component. Finally, arrangements had to be made to gain access to server space, which in our case was one of our School Board's servers, so that we could ensure our Web site would be accessible for a minimum of 18 months.

Student and staff involvement in the SchoolNet GrassRoots Program at St. Augustine C.H.S. has involved considerable work, but it was well worth the effort. The program is an excellent initiative that is available to Canadian teachers and students. Class work is highlighted through a different medium, and as students love to see their work posted (especially on the Internet), participation in such a project is a wonderful way to heighten interest in Ministry curriculum and classroom learning.

Showcasing student work through a Web-based focus helps to promote collaboration between students, classrooms and schools. In our case, we found that the implementation process kept getting easier with the completion of each new component project. As teacher-librarian, involvement in this type of initiative helped to highlight a number of my essential roles: instructing students in the Inquiry and Research Process, promoting the development of competent Information Technologies Skills, and facilitating the development of information literacy skills.

The Mathematics-Library Block Project was so successful at our school that staff are already busy planning and working on another GrassRoots Block Project, this time with Science-Library collaboration, entitled *Controversies in Science: Exploring Current Scientific Issues Through Inquiry and Research*. This project will involve the participation of eight teachers and 10 classes with students from grade 9 through to grade 12. The ability to participate in exciting initiatives such as these continues to foster community, learning, and collaboration among students and staff. I would highly recommend exploring the possibility of beginning a GrassRoots Project at your school. It is a great way to reinforce the role of the teacher-librarian and the School Library Information Centre! ■

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THE TRIAD MODEL

Diana Maliszewski

For many reasons, teacher-librarians are often expected to be the "IT gurus" in their schools. Several of us actually are, with part time hours in the library and part time hours in the computer lab. Of course, as is often the case, the position becomes something like the situations described below, which I have gleaned from an informal e-survey:

■ "Mine is a sad situation this year, due to the loss of teachers. I am technically half literacy coordinator, and half teacher-librarian/computer teacher. However, in the afternoon, I cover prep in the lab, with only two periods in the week covering library. I have Wednesday afternoon technical for Partners; however, since my prep is supposed to come out of the afternoon, not LC, there is no time for that. So basically I do library admin/prep/computer troubleshooting/report card printing/book buying and whatever else I can fit into that time. Sometimes it even includes a little partnering!"

■ "I am half library and half computer teacher (I work in separate rooms). I give 90% prep during this time...."

■ "80% library, 20% kindie prep and two intermediate computer classes. No time for anything else, including partnering and info tech program delivery."

If a position had to be twinned with teacher-librarianship, that position could be aptly called key computer teacher; academic service associate; or information and communications technology provider—or whatever the favoured term of the month might be. Amazing integration can

occur. Computer skills are taught within the context of the Information Studies curriculum. Information literacy skills are guaranteed to be applied to activities such as using search engines and reading Web sites

critically for information. Incidents of plagiarism are cut significantly because the students are taught how to cite sources and synthesize facts in their own words.



However, this dual job description is not without its problems, as you can see from the aforementioned tales of woe.

A unique situation, and one which works for all involved, exists at Pringdale Gardens Junior Public School. At Pringdale, a triad situation has existed since the early 1990s. This was an extension of the 1982 Partners in Action Ministry document, but with a 21st century twist.

As it is described in the staff handbook, grades 4, 5 and 6 are part of a collaborative team in which the classroom teacher, computer teacher, and library resource teacher share the planning and teaching of the class. Twice a week the classes divide in half between the lab and the library.

For a particular project, students may be involved in thinking skills, research, note-making and editing on paper as well as word processing, page layout and design, Web page creation and multimedia on the computer.

The purpose of this arrangement is:

■ to serve as an extension of the regular classroom program especially in social studies, science



and language areas;

- to improve the level of computer literacy for both teachers and students;

- to develop research skills using a wide range of resources—books, video, other multimedia, computer software programs such as HyperStudio, Internet and e-mail;

- to improve research and thinking skills by using the appropriate techniques (i.e. dot-jot note taking, mind maps).

Each of the three teachers has a role in determining expectations, planning and preparing activities and evaluation. The model matches very well with the school's mission statement, which includes a focus on the integration of computers and information technology.

There are many advantages to this style of program delivery. The staff gain increased skill and knowledge in using new technologies and a wide variety of resources. The students have greater self-confidence in using the library and lab. Triad helps level the playing field for inner-city students, many of whom do not have a computer at home. There is enhanced cross-curricular learning, and everyone involves loves the lower pupil-teacher ratio.

You may be thinking that this sounds almost too good to be true. How is this possible? Sharon Thurston, the recently retired principal from Pringdale Gardens, says that the triad worked at Pringdale for these reasons:

1) Staffing: "As an inner city school, we were allocated an extra teacher;"

2) Widely Held Vision: "The staff as a whole chose each year to put that extra person into the computer lab. This allowed for the triad to exist on paper."

3) People: "The classroom teacher, the com-

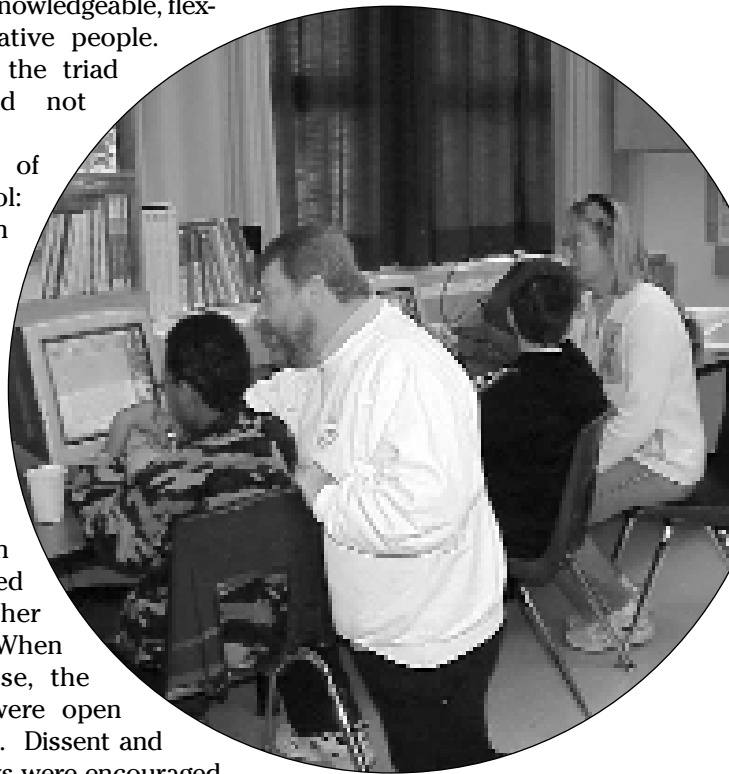
puter lab teacher and the teacher-librarian were very knowledgeable, flexible, collaborative people. Without this, the triad simply would not have worked."

4) Culture of the School:

"Everyone on staff was committed to making school exciting for children. People contributed in different ways and each person was respected for his/her strengths. When problems arose, the discussions were open and respectful. Dissent and divergent views were encouraged in order to come up with the best possible solution. In fact, this model was recognized in 1999 with a "Network of Innovative Schools" Award for excellence."

With the tight staffing and budget models, only grade-teacher collaborative planning is scheduled into the day now, so planning with the teacher-librarian and ICT teacher must occur during lunches or after school. However, despite the challenges the triad program faces, staff and students are very pleased. Donna Budgen, a teacher who has had both roles of teacher-librarian and lab instructor, says: "The wonderful thing about triad is that computer skills are not taught in isolation, as they are in other schools. The kids are drawn to the technology, but it is more valuable when paired with the library."

If only more schools had the same sort of vision and commitment to library working in conjunction with, instead of in competition with, the computer lab, we would not have the crisis we have today! ■



Check out the Triad model at Pringdale Gardens at <http://schools.tdsb.on.ca/pringdalegardens/page3b.htm>. Special credit goes to Leslie Waters for making most of the Web site and Scott Baker for the most recent updates.

Diane Bédard: Eternal Sunshine

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

DB: Initially I was asked to enhance Resource-Based Learning for the Essex County Catholic Board and started developing the Board's Central Resource Centre. It took a fair amount of coordination with the school libraries across the county to find the best mix of curriculum support resources and kits that would complement school collections and provide expanded service beyond their scope. This system-wide focus on collection development and curriculum support led to collaborative planning and collection development. I

organized purchasing bus trips annually to the large

book warehouses in the Toronto area for all the board's library staff – fun trips with book talks, sharing and great conversation filling the long hours on the road. Publishers' days for the Windsor and Essex County region were also arranged and broadened to include all the local school boards, as well as the public libraries.

Working with my colleague at Windsor Public Board (Martha Summers, a past president of OSLA), we also started the Library Liaisons, an annual dinner series of professional development sessions open to all library staff in the catholic and public school boards and public libraries in the Windsor and Essex County region.

I can also honestly credit Martha for getting me involved in exciting trips to Toronto for Ideashop at the Harbourfront (in the old days before Super Conference at the MTCC) and introducing me to an organization known as OSLA!

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

DB: I started in 1984 with the development and management of Essex County Separate School Board's Central Resource Centre. I soon took on extra jobs, designing and providing professional development in-service for both the Separate School Board's library staff and the regional Library Liaisons group. My superintendent recognized the broader professional development role I had taken on by placing me in a central supervising capacity for all the Resource Centres in the board in 1987. I went back to night school to add a human resources certification to my résumé!

The informal Library Liaisons group was great at building dialogue among many different kinds of libraries in our county... various events attracted library staff from school libraries in all four boards, public libraries, the college and university and even the hospital libraries. Over the dinners we all talked about the problems we faced and the directions we were moving. It became apparent that a number of us were looking to replace aging, first-generation library automation



of the Technological Mind

systems. In 1997 serious talks formalized into a regional partnership (WERLnet – the Windsor-Essex Regional Libraries Network) and we began the intensive search for a large client-server system we could network and share among us. It took two years to make the choices, chase the grants and develop ways we could share the network and the workload. I gained a systems administrator role, helping to define policy and standard practices, and provide regional training.

TL: How did you get into the ICT side of the role?

DB: Board amalgamation in 1998 expanded my role, adding Web-based responsibilities. I had been working with HTML and coding for several years and took on the challenge of working with a small team to develop the new Windsor-Essex Catholic District School Board's Web site. (www.wecdsb.on.ca) This work added the title of web master to my current role and I now have the day-to-day responsibility for the ongoing design and maintenance of the WECDSB corporate Web site. I spend many evening hours each week staying on top of rapidly changing Web technology. I've carried this learning forward into providing system-wide training for Web authoring tools, teaching courses in HTML editors, image editing software, movie editing software and Flash. I also provide support for all the school Web teams. It's a real joy to see the calibre of their work when kids have the chance to showcase their school!

For professional growth, I added level III qualifications for Computers in Education to my teaching certificate to complement my librarianship qualifications.

As part of the board's IT team, I also teach regular after-school and summer Institute courses on interesting topics such as Web Design, Web Quest Development, Ethics, Image Editing, and Effective Internet Research Strategies.

When a writing team was formed to develop the Board's ICT (Information and Communications Technologies) curriculum document, I was invited to be a writer and was a constant

advocate for the inclusion of research skills and the ethical use of information. As the board continues to promote the integration of ICT, I am part of the annual professional development in-service team, helping classroom teachers to implement the ICT expectations.

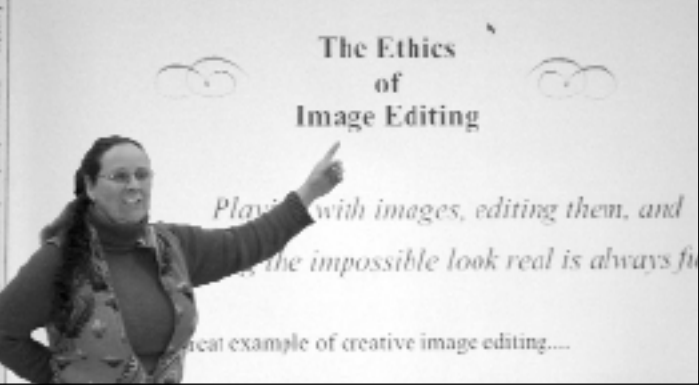
The development and support of eLearning (online courses for our secondary school students) is an area of interest I'm currently involved in. I see online learning to be a valuable skill our students will need as they face continuing education and retraining opportunities throughout their adult lives. Our hope is to have all students take a credit through eLearning before they graduate. In support of this Board ICT vision, I provide technical support and training for our eLearning teachers and work at increasing the level of online reference tools licensed for students' home access.

Women In Technology is another activity I take an active role in. Organized by IBM and coordinated by Julie Parkyn, our local rep, the WIT program pulls together a group of women across the community who work in various technology roles. We provide half-day mentoring sessions for grades 7 and 8 girls, encouraging them to consider a future career in technology by keeping the doors open to math and science credits in secondary school. Picture a noisy, busy gym filled with 30 to 40 girls, seven or eight mentors, loads of laptops and the full challenge to create team Web sites! A session like this is a real boost of energy!

TL: Have there been any outstanding moments for you?

DB: There have been several. Three that come immediately to mind are:

■ Our WERLnet project for the regional systems and library network was the 1999 winner of Industry Canada's Distinction Award GOLD MEDAL for Innovative Use of Technology promoting municipal partnerships. Steve Salmons, then the CEO of the Windsor Public Library, made the trip to Ottawa to accept the award on behalf of the partnership. He followed up with a presentation



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to the school board and congratulated the trustees for their participation in such a note-worthy event.

■ On a personal note, I was deeply honoured to be the recipient of the 2000-2001 Catholic School System Achievement Award for "overall efforts and dedication to the school system and excellence in performance of duties".

■ With the high influence of technology in my library work, I've been a member of both OSLA and OLITA. I served on OLITA council from 1998 to 2002, and was honoured to serve as 2001 President.

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

DB: For pure pleasure reading I love to curl up with the ongoing murder mystery pulp fiction series by Sue Grafton (A is for Alibi, etc) and have giggled my way through the bounty hunter series by Janet Evanovich (One for the Money, etc).

On a more serious reading level, I have really enjoyed exploring the concepts in A Brief History of Time From the Big Bang to Black Holes by Stephen Hawking... and, of course, I never miss an issue of MacAddict - a great monthly magazine for Macintosh users.

My secret other life is that I'm a woodworker - I spend five hours making sawdust every Saturday in the industrial woodshop at the local community college. My current project is a wall of furniture - 17 feet of floor-to-ceiling red oak built-in dressers, wardrobes and cabinets in my master bedroom. My family knows that my Christmas wish list includes carbide bits and power tools!

TL: What do you see in the future for school libraries in Ontario?

DB: In this time of googling and instant chat, I look to the school library to be the promoter of using authenticated, validated sources of information - promoting solid research skills in an era of quick fixes. I'm tired of seeing poor quality, third-hand myths presented as factual Web sites. School libraries need to be the filter in this flood of information, showing students how to spot the truly good catches. There is also a role for us to educate those with purchasing power to the fact that the library budget needs to accommodate the cost of quality online resources. The good stuff is not "for free on the 'net!'"

I have high hopes for the Ontario Digital Library initiative to add additional layers of quality resources to our school libraries and to provide equitable access for all students across the province.

There is also a real need to encourage the ethical use of information resources, from teaching the do's and don'ts of plagiarism to respecting copyright. The technology makes it so easy to grab what you want and many adults are poor role models for our students. Grey market satellite TV decoders, music downloading, and software duplication are all everyday examples of how we nonchalantly flaunt the same rules we tell the students to follow! School libraries have a clear and needed future in teaching a blend of the information and communication technology skills with the long-standing information studies and research skills. ■

ENO HAS THEM

Mary Storey

Teacher-librarians are always in need of resources. These may be curriculum resources and ideas for projects for students or professional development and opportunities to discuss common educational topics with other educators. The Education Network of Ontario <www.enoreo.on.ca> offers all of these to educators across the province.

The primary goal of The Educational Network of Ontario/Le Réseau éducatif de l'Ontario (ENO/REO) is to enhance the school-based educator professionalism through electronic networking. To that end ENO/REO provides a wide range of telecommunication services for the JK-12/OAC education community in Ontario, including Internet access, member e-mail accounts, student and teacher education projects and a large number of online education conferences/newsgroups.

For students, ENO offers several online projects with lots of communication among students and schools across the province and across the county. One such project is the Canadian National Marsville Program, which is a unique system derived from the Marsville program that developed by the Challenger Learning Center. Students practice problem-solving techniques through the study of the systems necessary to sustain life on Mars.

As part of the cross-Canada Marsville program, students work in teams in their classes and communicate through Internet connections with their counterparts in other regions of the country. Scientists and engineers serve as mentors and work directly with teachers and students in the classroom and online as they design their version of the settlement on the red planet.



At the Marsville Web site <<http://marsville.enoreo.on.ca>> you can check out the dates and expectations for the student involvement. This exciting student project connects with the Grade 6 Ontario curriculum for science and technology.



Another of the many student projects offered by ENO is the Flat Stanley Project. This project is an international literacy and communications activity for primary and junior teachers and their students. Students create a paper person they call a Flat Stanley, and send that person on journeys with anyone who is traveling. Messages are sent back to the students from the various towns, cities or countries Flat Stanley visits. The project is curriculum related and has connections to the Ontario Curriculum for Language and Social Studies. The Web site is: <<http://flat-stanley.enoreo.on.ca/>>

ENO also offers student projects for music, community study, robotics and civics and ideas for many more. Check them out at www.enoreo.on.ca

An additional resource for students is Curriculinks on the ENO Web site. These are suggested Web sites closely tied to curriculum subjects for both elementary and secondary students. These links are organized by grade and strand so it is easy to find a Web site for a specific unit. There are also general resources such as the Web sites for units developed in the Ontario Curriculum Planner, assessment and teaching on a budget. Featured Resources change frequently giving newly developed resources and seasonal topic references.

For teachers, ENO offers two methods of professional development. Online courses and discussion forums are popular with many teachers who subscribe to ENO. There are many ENO online courses where teachers can learn about a curriculum topic, a teaching strategy or how to use technology more effectively. These courses are of various lengths of time and are offered either ongoing or several times a year. Some recently offered course titles are:

- Effectively Managing Computer Integration in the Elementary Classroom
- Effectively Managing Computer Integration in the Secondary Classroom
- Learn the Web
- Safety and Awareness on the Internet
- Creating Performance-Based Assessment Tasks

Having been an author and facilitator for some of these courses, I can attest to the wonderful professional development. The sharing of ideas and learning on a common theme is invaluable.



Education Network of Ontario

Also for teachers, there are discussion groups for all types of interests. These discussions are centered on subject specific areas, such as mathematics, science or history, and also general teaching topics such as assessment, leadership and curriculum association groups. Of special note to teacher librarians are discussion groups titled Ontario School Library Association, Media Literacy and Information and Computer Literacy.

Here is a sample of a recent posting: “Explore this CBC news resource especially prepared for classroom use. Record the daily news or see a streaming video version online. Explore the teacher resources at <<http://www.cbc.ca/newsreal/>>, then join the online discussion online in ENO’s English and Language Arts to discuss your use of CBC News Real, <<http://forums.enoreo.on.ca/newsconf/eno.ped.across.language>>.”

Another entry asks: “Have you ever tried The Encyclopedia of Days’ Web site?

<<http://www.shagtown.com/days/index.html>> It is a neat place where you can find descriptions of holidays from around the world. Everything is grouped alphabetically according to country, religion or topic. You can even post trivia questions in your school library based on the information given here. Come and try it out. Are you often encountering students who are frustrated because they don’t seem to be able to find any information? What do you do in these cases? How often have you had a student come and ask for information about a certain holiday? Will this site be of service to you? Why or why not?”

Of interest to all teachers throughout the province are discussions on such topics as EQAO, report cards, rubrics, exemplars, course profiles and planner units. Within these discussion groups teachers ask questions, pose problems and get solutions, share resources, compare situations with school districts, and notify others of upcoming events and conferences, etc. When you can discuss educational issues with all the teachers of the province, it is a very powerful learning tool.

The logistics of using the Education Network of Ontario are simply visiting their Web site <www.enoreo.on.ca> to apply and get your password. All of the above student and teacher resources are then available to you. The Education Network of Ontario can also become your Internet service provider. ENO/REO is one of Ontario’s largest Internet Service Providers (ISP) serving thousands of subscribers with a network of 24 local dial-up servers, and 1-800 access for existing members in remote areas. For \$6.95 a month you can enroll in the ENO Occasional Use Plan with a fast 56K connection, anti-spam filtering, one primary email box, Web-based e-mail access, 10 hours of Internet access per month and ENO conferences and chat. For \$10.95 a month you can get up to six additional email accounts and unlimited time online.

Using this network designed and built for and by teachers, the educators in this province can benefit from the resources and sharing that is common in all aspects of the network. Make ENO your home page and enjoy daily professional development. See you online. ■

SLiP

The School Library Information Portal 2004

Dianne Clipsham

The School Library Information Portal (SLiP) began when I was contacted in the Spring of 2001 by Gwynneth Evans, director-general of National and Inter-National Programs at the National Library of Canada, and asked to create a Business Plan for the collecting of documents concerning best practices in Canadian school libraries. In my many years of teaching and running school libraries, I had never done a business plan. However, with the help of a Microsoft WORD template, and my retired husband who had done similar work for years, a plan was submitted.

Having already built and launched an online portal for Global Education <www.global-ed.org>, I compared the efficiencies of collecting hard documents, (which had already been tried 10 years earlier) with creating an online free collection or Special Interest Portal. Evans then took the plan to her colleagues at the National Library, who agreed that the latter plan made sense. So I set about searching for and organizing linked Canadian documents and doing annotations for each of them. Ordering books for a library is a snap compared to what I was faced with, as there were then so few documents available to connect!

With the help of a steering committee – authors Gene Burdenuk, Ray Doiron and Judith Sykes (National School Library Clearinghouse) – recommending this collection, and with seed money from the National Library of Canada, we got underway. The first steps included establishing the following guidelines:

Selection Criteria for SLiP Documents

- Exemplary documents created in the past five years (from 1997), plus some older documents of historic importance. These documents are reflective of current issues and best practices in school libraries across Canada.

- Documents which complement the Standards for School Libraries developed for Canadian schools (available from CLA), as well as the several provincial standards.

- Canadian documents about and for school libraries; these may be expanded to contain international links, other than IASL (on the home page side-bar)



CLA launches SLiP, June 2002 Halifax. l.to r.: Gene Burdenuk, Judith Sykes, Dianne Clipsham, Gwynneth Evans, Ralph Manning, Ray Doiron.

The documents are organized into categories which are meant to be useful in directing the reader to key materials from schools, boards, districts and associations and may have sub-categories added with time. There is no attempt to include resources to support the curriculum or suggested reading lists, other than those required for the Reading Awards in each province. The selected links will be reviewed regularly for link changes and relevancy.

The Canadian Library Association was approached to host the portal as a sub-domain. CLA's executive director and its webmaster agreed to hosting the portal and offering in-kind advice and support.

At the CLA meeting in Winnipeg in 2001, I gathered evidence to show that the portal would be useful and found contacts in every province to provide links. With my technical colleague – Ian Brown of I4 Web Solutions – doing the http code, I began the research, and launched three pages of links (Advocacy, School Library Policies, and School Library Programs) in 2002 at the CLA's annual conference. Excerpts and photo from the press release follow:

“With school library funding and programming at the forefront of library advocacy efforts in Canada, the Canadian Library Association today announces the launch of SLiP - a new Internet portal that responds to the growing demand for resources for school library personnel and for the key stakeholders in the decision-making process for school libraries in Canada – from parents and

students to administrators and government officials. SLiP (School Library Internet Portal) now lives at slip.cla.ca, is a free gateway to documents originating in Canadian libraries, school boards, districts, and province... Support has also been provided by the National Library of Canada, in response to the need to help Canadian school libraries share their resources.”

Who Uses SLiP and Why?

The site slip.cla.ca is now the central clearinghouse in Canada for annotated links to documents for existing school library personnel, those in training at universities across the country, and all those interested in the creation of strong school library programs in Canadian schools.

Over the past eight months, SLiP has seen 15,000 visits, with most users going to key documents such as *The Crisis in Canadian School Libraries* and the Information Skills Standards. The most popular section is the Management file.

Funding

The grant from Canadian Heritage has been used to pay personnel for researching, writing, and designing and uploading the links, as well as funding for promotional materials, software and some travel costs. The Canadian Library Association has graciously helped SLiP by offering technical help and office space where the work is carried out in a supportive environment.

Funding from Canadian Heritage through CLA in 2003 was used to expand and strengthen the content by populating the pages for Management, Research, and Professional Development.

More than 130 links have been located, annotated and uploaded to the site, which has been visited close to 10,000 times since January 2003. The Research page features links to research studies supporting the connection between student achievement and the presence of school libraries. The other three sections have also grown:

■ The Advocacy page continues to expand in support of initiatives by all those concerned about the decline of school libraries and their per-

sonnel (cf. Ken Haycock's analysis, *The Crisis in Canadian School Libraries*).

■ As soon as the new Standards for School Libraries document (currently available in print only) is available in electronic form, it will be posted on the Standards page. Currently there is a link to the source for purchasing the Standards.

■ Best practices in School Library Programs, which support the goal of educating for information literacy and Canadian citizenship, are linked to the School Library Program page.

Promotion of the site has been carried out through the production and printing of bookmarks featuring the address and contents, which have been revised for the Fall/Winter 2004 distri-

national organizations (Canadian School Library Association, Association for Teacher-Librarianship in Canada) as well as provincial associations to showcase their best practices and new documents. The Canadian Coalition for School Libraries has also promoted SLiP as the place to go for information. Links to the ATLC and CSLA listservs are provided on the home page to give access to electronic meeting places.

Changes for 2004

Changes for 2004 include:

1. The creation of a similar site in French for those working and teaching in a francophone environment. Personnel were found in Quebec to begin this process in the winter of 2004.

2. Changes to the data management program to allow smoother searchability and more interaction with visitors to the site through online newsletters.

3. A link to the international community via International Association for School Librarianship will appear on the new version of the home page.

4. Quotes from a variety of writers, teacher-librarians, and others have been added to each Category page, along with the full text of the presentation given at the National School Library summit in June 2003.

5. Research will be done to find and connect to more programs, policies, school library Web sites, and professional resources.

Skills Required to Create a Portal

In my experience, I have found that good partners and supporters are the first priority. Without people such as OLA's Executive Director Larry Moore, who recommended me in the first place, Gwynneth Evans, who supported my vision of an online collection, the steering committee and people at CLA, CSLA, and ATLC, SLiP would not have become a reality. My model was Kathy Schrock who created her Schrockguide <<http://school.discovery.com/schrockguide/>> .

As a newly retired person, working at home initially, I found my most important skills to be resourcefulness, persistence, time management, basic curiosity and a good imagination! ■



Gwynneth Evans cutting the ribbon to open the site.

bution. These have been and continue to be distributed at national and provincial levels through conferences, workshops, and other meetings (e.g., Coalition for Canadian School Libraries, Fun of Reading International Symposium, National School Library Day, and Word on the Street).

Funding has made several face-to-face meetings with members of the steering committee possible, and it is hoped that it will continue to do so in June 2004. SLiP is becoming a place for both

Making the Commitment to ICT

Diane Bédard

I am a collector of quotes... quotes which highlight the impact of technology and computers on our lives. I keep a database of my favourite ones and use them as touchstones to channel my thinking when trying to reach decisions. Some of my favourite quotes have influenced my thinking about Information and Communication Technologies (ICT), so I'd like to pull them out, dust them off and share them with you as I trace the steps our board has taken with ICT.

The Royal Commission on Learning report, *For the Love of Learning*, identified information as the fourth engine, which would effect educational change.

It referred to the remarkable potential that information technology has for revolutionizing teaching, and questioned

"...whether technology is in the saddle riding humankind, or whether we're capable of harnessing it in the most constructive way possible."

For the Love of Learning, January 1995
Short Version, p.19

One Board's Approach

Back in the fall of 1998, our freshly amalgamated district school board reviewed the technology plans from the previous boards. It was clear that the more, more, more mantra of technology was in the driving seat. In fact, it was in the saddle, riding us. Computers were being poured into the classroom with limited effective training, and screen saver disease was rampant. (You know what I mean by this... you could walk into any classroom and see the computers just sitting idle, churning away at screen savers!) There was a clear, identified need for an integrated, district-wide approach to implementing technology, and a systematic way for ensuring it was integrated across the curriculum.

An action team was drawn together and several key approaches were identified:

- A Technology Steering Committee was

formed with a balanced membership representing the needs of the Academic/Curriculum, ICT, and Business departments. This committee's mandate was to make choices which would allow the departments to work together rather than at cross purposes, while keeping the primary business of the board (educating students) paramount.

- A Board-wide Technology Plan was drafted (academic and business) which outlined the long-range plans for technology implementation and identified the steps needed to get there. Reviewed annually, this document provides a rationale for budget planning and ensures a systematic rollout of technology incorporating adequate training at each step.

- At the individual school level, the School Technology Plan documents both the immediate needs and the long range planning for technology. The school plan details the integration of technology across the curriculum and links technology goals with the stated expectations in the Ministry curriculum documents. Academic improvement is always the primary focus, and ongoing ICT purchases are made to support goals identified in the school's plan.

- An Information and Communication Technologies (ICT) curriculum document was written for grades kindergarten to 8. The intent of this document was to provide sequential skills development paired with the curriculum expectations, and to identify teaching strategies and support resources at each level.

While any one of these four key approaches would be an interesting exploration, the one I'm focusing on here is the development and implementation of the ICT curriculum document.

Why We Developed an ICT Curriculum

"You will be better prepared to progress in the world of work when you can:

- read and understand information presented in a variety of forms

- share information using a range of information and communications technologies
- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines
- observe and record data using appropriate methods, tools and technology
- plan, design or carry out a project from start to finish with well-defined objectives and outcomes”

Conference Board of Canada.
Employability Skills 2000+.
 <<http://www.conferenceboard.ca/nbec>>
 15 Dec 2000.

Technology integration does not just happen. Even today I am amazed at the new graduates coming from the Faculties of Education who lack technology skills. If the teacher does not have a comfort level, the technology gets ignored and the students miss the opportunity. Thus the need for a systematic, sequential approach to ensure that expectations are clear and that students have learning opportunities.

It is not difficult to come up with the kinds of skills which should be covered in an ICT curriculum. A review of current curriculum documents, done electronically using key search terms, quickly starts to build a solid database of technology expectations. Another solid starting point to consider would be the OSLA *Information Studies* document. Additional lists of expectations and standards abound on the Internet.

Some Web sites have been created by individual schools or boards and are used to publish their specific expectations, but my favourite sites are ones which show a broader regional or national approach. Some of the deeper thinking and societal growth described at these sites can truly spark you to want to make it happen for your students too! Both the NCREL and the ISTE-NETS sites are American in content but well developed, and worth a look.

The North Central Regional Education Laboratory (NCREL), a nonprofit education

research organization, compiles a list of essential skills needed for success in the 21st century and has updated it annually since 1995. <<http://www.ncrel.org/engage/>>

The National Educational Technology Standards Project

“Due largely to economic and social changes driven by the dramatic growth of the Web and E-commerce, today’s world is different ... our students need schools that reflect those differences. A well-developed, forward-thinking vision in such schools emphasizes:

Digital Age Literacy

- Basic, scientific and technological literacies
- Visual and information literacies
- Multicultural literacy and global awareness

Inventive Thinking

- Adaptability, managing complexity and self-direction
- Curiosity, creativity and risk taking
- Higher-order thinking and sound reasoning

Effective Communication

- Teamwork, collaboration and interpersonal skills
- Personal, social and civic responsibility
- Interactive communication

High Productivity

- Prioritizing, planning and managing for results
- Effective use of real-world tools
- Ability to produce relevant, high-quality products”

NCREL
 <<http://www.ncrel.org/engage/skills/skills.htm>>

The International Society for Technology in Education (ISTE) published the National Educational Technology Standards (NETS) project in April 2000 and updates the site regu-

larly with new support materials.
<<http://cnets.iste.org>>

The ISTE-NETS philosophy is that
“Our Educational System Must Produce
Technology-Capable Kids:

- Capable information technology users,
- Information seekers, analyzers, and evaluators,
- Problem solvers and decision makers
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers, and producers
- Informed, responsible, and contributing citizens”

<<http://cnets.iste.org>>

The NETS site has developed standards for technology education covering the areas of Basic Operations and Concepts; Social, Ethical, and Human Issues; Technology Productivity Tools; Technology Communications Tools; Technology Research Tools; Technology Problem-Solving; and Decision-Making Tools. While some of the support documents are for sale, many can be read online.

How We Developed an ICT Curriculum

“Just as success in the Industrial Age depended on a school system that taught us how to read and write, add and subtract; our success in the Information Age depends on a school system that teaches us how to manage information, utilize technologies, innovate, and above all – think.”

Matthew Barrett, Chair, Bank of Montreal.
Globe and Mail, Nov. 30, 1996.

We started by setting up the initial planning and writing team, trying to stack the deck with writers who covered the breadth of experience necessary to envision what could be, tempered with the practicality of what was possible.

Members of the ICT Writing Team (K-8) included two Computers in Education consultants, a libraries system support staff, two ele-

Want to start your thinking about ICT?

Three great starting places to browse are:

The North Central Regional Educational Laboratory (NCREL)

<http://www.ncrel.org/engage/>

NCREL contains a wealth of information, planning resources, and guidelines for the integration of ICT into education. A great starting point is the “framework” site map, at
<http://www.ncrel.org/engage/framework/index.htm>

CanConnect Skills Certificate Program

<http://canconnect.ic.gc.ca/certificate/en/school/index.asp>

The CanConnect Skills Certificate is a simpler, Internet-based tool to help Canadian youth at the K–12 school level acquire and demonstrate information and communications technology skills in a school-based setting. Participants are awarded a Certificate of Recognition or a Certificate of Participation upon completion of the course. The matrix of ICT skills identified by Industry Canada, on which the CanConnect program is based, can be seen at http://canconnect.ic.gc.ca/certificate/en/matrix_accessible.asp

NETS for Students:

Technology Foundation Standards for All Students

<http://cnets.iste.org/currstands/cstands-netss.html>

The National Educational Technology Standards for Students is designed to provide frameworks and standards for the establishment of enriched learning environments supported by ICT. The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

mentary principals, three classroom Teachers/Computers in Education facilitators, and two teacher-librarians/literacy support teachers. The board committed the funding to release these busy people for a full day, every other week, throughout the writing process.

We discussed, debated, wrote, ripped apart and rewrote our way through several months of work, finally releasing the ICT document for implementation early in 2000. Is it perfect? No. But it's a first step, and one that can grow as we progressively put it into practice and can be edited as we find flaws.

Implementation is the Difficult Part

Writing the document is the easy part – now you need to implement it!

“So we have a 16-year-old who has the technical skills to use the Internet but doesn't have the validation skills to understand the structure of the information he finds on the Internet... The technical skill is trivial compared to the critical thinking skills needed... Most technology plans that I see are not plans at all ... they're shopping lists of stuff.”

Alan November, *Creating a New Culture of Teaching and Learning*.

California Department of Education
Symposium Feb. 1998.

<<http://www.anovember.com/articles/asilomar.html>>
15 Nov. 2000.

Our ICT document itself has been fully circulated among all elementary teachers. That was the easy part! Building an awareness of it, an acceptance of it and the teacher skill set and confidence to implement it in the classroom is an ongoing process. Right in the introduction to the ICT curriculum, we stated that

“integration across the curriculum is the key to successful implementation. It is essential that the use of this document begin in junior kindergarten and continue through to grade 8.”

Here are some of the implementation strategies we have employed.

■ Be realistic

We planned the teaching resources and suggestions to work realistically in the schools with poor computer ratios (lots of kids, not so many computers!)

■ Equity purchasing of technology equipment

The Steering Committee planned so that have-not schools would have a chance to catch up.

■ Ensure access is not an issue.

All software programs referenced in the document are Ministry- or Board licensed. The software specifically needed for the ICT document has been incorporated in the standard “ghost” image our ICT department uses to set up all new computers.

■ Identification of key resources, and a system-wide plan the place these resources in all schools

Where specific skills dictate a one-to-one matching of student to technology we committed to providing school/class sets of the resources. A prime example of this is the touch-typing program, which we implemented at the Grade Four level. We purchased a district-wide license for Typin's Cool (Almena) and provided all schools with the full school kits including the training videos, student manuals, and teacher training guides. We purchased sufficient V-Tech Keyboards so each school could have a set of 40 to 50 keyboards on site for half a school year, along with the replenishing of the batteries these keyboards need to run.

■ Make it count!

Mark the ICT skills development on the report card. On page 2 of the report card, in one of the blank fields, add Computers in Education as an Optional Subject. This mark is then incorporated into the general average.

■ Let them shine!

Each school develops and maintains their own web site with the school web teams coming from the Grades 6 to 8 classes where the ICT

documents builds the multimedia/Web skills. The kids take great pride in this public demonstration of their work.

■ Be creative

An annual Teacher CD is mastered and commercially produced. The tech tools our teachers need to do their job are included – software, manuals, policy documents. Software includes both OSAPAC licensed and Board licensed software, such as eTeacher, Markbook, Curriculum Planner units, FirstClass client. Clear, step-by-step manuals, which have been developed in-house, are available on a wide array of topics. And, of course, the current revision of the K-8 ICT document is included in PDF format!

Staff Training is a Must!

As I noted earlier, the teacher must be comfortable with technology to integrate the ICT curriculum successfully. We've used several training approaches.

Each school has an assigned Computers in Education teacher. This teacher receives release time every other month for in-service on a current ICT topic and becomes the facilitator/mentor for the school staff.

Regular workshops are offered both during school time (mandated release for targeted teachers), after-school sessions (open to everyone), and in summer institutes.

With regard to the grade 4 Touch-Typing expectation, we progressively in-serviced every grade four teacher in the coaching process needed to teach touch-typing. We continue to offer half-day in-service for the grade 4 teachers annually, so that those who are new to the grade, or simply want the refresher before they start the unit, get the training they need.

Each year the ICT team picks one grade on which to focus, selecting a key curriculum topic strand and completely developing the teaching plans for that strand, incorporating the ICT expectations. All these developed

resources are compiled on that grade's ICT CD and shared with the teachers. All teachers in that grade are released for a half-day in-service – they come and participate as our students, as we let them explore the unit lesson activities.

Rusty ICT skills are reviewed and resources are shared:

■ The Grade 5 focus was on the Social Studies Unit - Canada and World Connections, "exploring the reasons why immigrants choose to make their new home in Canada, and learning how immigrants become Canadian citizens." The teaching activities developed for this unit picked up on additional expectations in the Language Arts – Writing strand and the Mathematics - Data Management strand. Specific ICT expectations were modeled with activities that required the use of skills in word processing, databases and spreadsheets.

■ The Grade 6 focus was the Social Studies Unit – Canada's Trading Partners. ICT expectations covered in this unit included research skills and ethical use of information/copyright issues, mathematics – statistical use of data, charts and graphs, desktop publishing and image editing skills.

Where Are We Going?

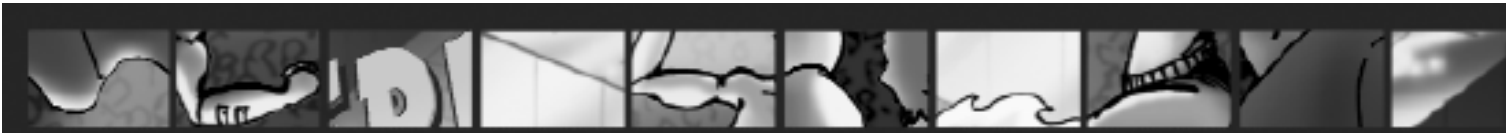
This is a work in progress. As we continue to implement these Information and Communication Technologies, we progressively refine our ideas and approaches. One thing we have definitely decided is to stand firm on what is essential and not get sucked in by the glitzy promises of the techno-fixes! While we continue to emphasize technology and information literacy skills, we don't want to forget the basic building blocks of education – the key literacy and numeracy skills, especially reading. David Loertscher, Ph.D., past president of the American Association of School Librarians, best summed up this view when he said, "In the midst of all the changes, there are some standards that remain constant - such as teaching kids to love to read.

It's their ticket into the information society. A kid who can't read can't use the Internet!" ■

AUTHOR'S NOTE

Do you have a favourite, thought-provoking quote about technology?

Please share it with me!
<diane_bedard@wecdsb.on.ca>



Teacher **JOHN GILBERT**
on supplementary reading
programs with the English
Department



**CATHERINE
NORTON** and
**LAURA
FALKENBURG**
on novel use

Super Conference 2004 We were all heroes!

A photo montage by Jo-Anne LaForty



OSLA's
Librarian
of the Year 2004
**ISABELLE
HOBBS**

4,061 were at Super Conference 2004 including 1,003 from school libraries up 11% from 2003. Of the 174 workshop sessions given in the 200 event conference, 43 were developed by OSLA. The OSLA awards reception sponsored by Saunders Book was a highlight among social and networking occasions. Phenomenal!



LIZ MERRY and **BARB TAYLOR** on creative library design and decoration



CHERYL DINNIN on research skills for primary students



OSLA's 2004 President **ROBERTA HENLEY**



KAREN SMULEVITCH on implementing interdisciplinary studies



OSLA's 2003 President **ESTHER ROSENFELD** and OSLA's Administrator of the Year **RUSS ARBUCKLE**



CBC's **EVAN SOLOMON**



HEATHER MYRVOLD on bring history alive



MICHELE REGINA on advocacy through marketing

PAULA WITTY
with teaching
partners



BILL FERGUSON on developing
comprehensive library programs



Canada's largest
trade show had
165 companies
exhibiting in 214
booths.



LINA WONG and
JANE TOWNSEND were
Brodart Scholarship winners
with Brodart's Jason Graham

OSLA 2004
President
**ROBERTA
HENLEY**
with OSLA
Administrator
of the Year
**ROD
PETURSON**



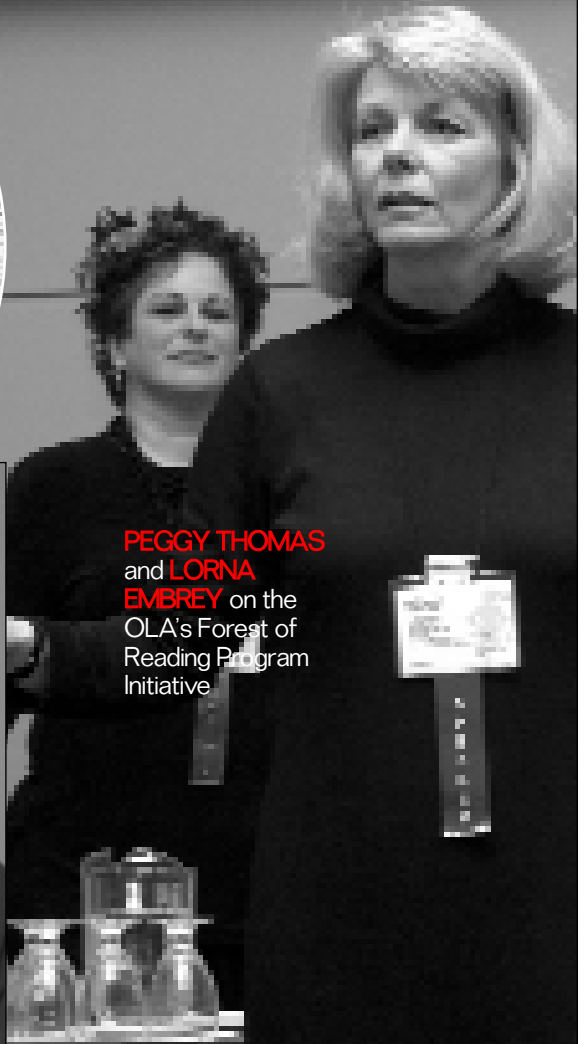
**JENNIFER
CORDON**
on geography
projects



OSLA's
Award for
Special
Achievement
MARK KAMINSKI



OSLA's Award for Special Achievement to the
ELEMENTARY LIBRARY RESOURCE INITIATIVE TEAM
at the GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD



PEGGY THOMAS
and LORNA
EMBREY on the
OLA's Forest of
Reading Program
Initiative



GREG SCOTCHBURN
on partnerships



MARY ELISE CITTON
and
LORI LISI
on project design



MARY
MULHOLLAND
on books for
senior boys



**Beyond Technology:
Questioning, Research and
the Information Literate
School**

Jamie McKenzie

FNO Press, 2000

0-9674078-2-6

paper, 6" x 9", 168 pages,
index and bibliographical
references

\$32.00

**How Teachers Learn
Technology Best**

Jamie McKenzie

FNO Press, 1999.

0-9674078-1-8

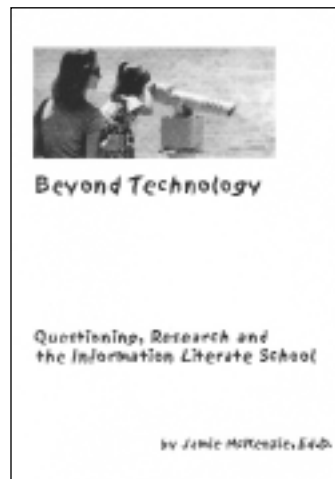
paper, 6" x 9", 168 pages,
index and bibliographical
references

\$32.00

In *Beyond Technology* and *How Teachers Learn Technology Best*, Jamie McKenzie has collected articles first published between 1995 and 1999 in a number of journals and publications. Many of the articles have been rewritten and updated for these books.

As always, McKenzie's focus is the appropriate use of technology in education and the professional development and support for teachers required in order to move beyond Information Technology to Information Literacy.

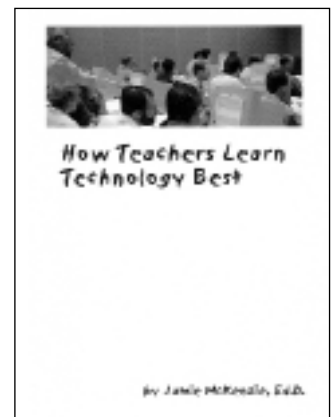
In the Introduction to *Beyond Technology*, McKenzie comments, "We must move beyond technology for the sake of technology. IT (Information Technology) does not transform schools (by ITself)." He goes on to argue that Information Literacy is far more important than Information Technology and he emphasizes repeatedly that



Information Technology is only a tool, a means to the end, which is Information Literacy. McKenzie emphasizes how significant a commitment to both program development and professional development must be made by any school district truly interested in creating information literate schools.

Information literacy, built on questioning and research, is supposed to be what teaching is all about. Every teacher, teacher-librarian, and administrator (at both school and district levels) should make the time to read, reflect on, and incorporate McKenzie's ideas, making them the core of teaching and learning as well as planning. In fact, *Beyond Technology* would make a wonderful book club or study group reading choice for either a school staff or a group of teacher-librarians. Because teacher-librarians are expected to demonstrate leadership in education, especially in the use of Information Technology and in the provision of professional development, *How Teachers Learn Technology Best* is essential reading and would make great reading for a group of teacher-librarians or as part of the course work for teacher-librarianship courses (especially Part 3). *Beyond Technology* and *How Teachers*

Learn Technology Best should be required reading for every administrator at every level and for every candidate for an administrative position. Every person responsible for a school district's IT planning should have to read these books and be prepared to discuss McKenzie's work, demonstrating knowledge, understanding, and acceptance of McKenzie's ideas, before being considered for the position. No school district should do any IT planning without first reading these books. Yes, McKenzie's work is that important. Although *Beyond Technology* and *How Teachers Learn Technology Best* can be read independently,



they are intended as companion volumes and it is best if interested persons read both titles.

Persons interested in reading more of McKenzie's work should check out From Now On, the online journal he edits, available at < www.fno.org >

The OLASore is adding a shopping cart to make your search for professional literature easier and more comfortable. Coming in May.

by Brenda Dillon

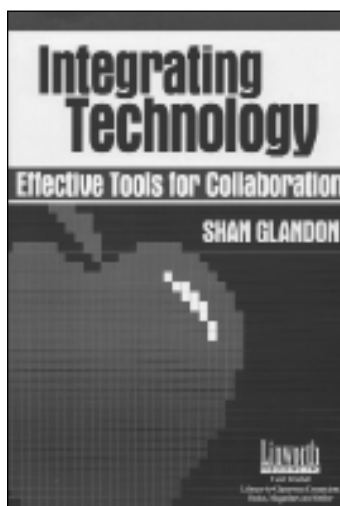
**Integrating Technology:
Effective Tools for
Collaboration**
Shan Glandon

Linworth, 2002,
1-58683-055-4
Paper, 8 1-2" x 11",
172 pages
\$63.90

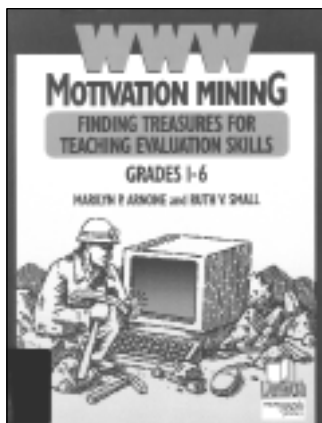
Integrating Technology was written to help classroom teachers and teacher-librarians integrate technology into collaboratively planned and taught units in language arts, mathematics, science, and social studies for kindergarten through grade 8. Glandon has put together a collection of key activities for these units, as well as some suggestions for class technology projects. These activities are designed to meet national American standards for technology in education. Glandon includes a planning form she's developed and finds useful, as well as many examples of graphic organizers.

Glandon's planning form doesn't seem to match the type of unit and curriculum development expected of Ontario teachers. The graphic organizers might be of interest, however, they cannot be photocopied as they are not full-size and are, in some cases, already completed. A teacher-librarian who wanted to use one of these organizers would have to recreate it first and might find it easier to simply use the ready-made organizers in the Ontario Curriculum Unit Planner or in such books as *The Cooperative Think Tank*. It's also important to realize that the standards met by these activities may not be relevant as they are not taken from the Ontario curriculum.

I have no doubt *Integrating Technology* would be useful for elementary teacher-librarians (or



Library Media Specialists) in American elementary schools, but it might not be as useful, certainly not at \$63.90, for elementary school teacher-librarians in Ontario. I might want to buy this book to use as a model if I were involved in creating a similar set of activities or units to meet Ontario's standards, which could make it a useful purchase for district collections. However, individual teacher-librarians will probably want something they can put to use more easily.



**WWW Motivation Mining:
Finding Treasures For
Teaching Evaluation Skills,
Grades 1-6 (Professional
Growth Series)**

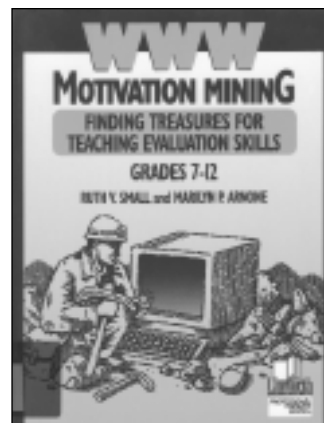
Marilyn P. Arnone and
Ruth V. Small

Linworth, 1999.
0-938865-88-9
Paper, 8 1/2" x 11",
241 pages, bibliography
and index
\$62.70

**WWW Motivation Mining:
Finding Treasures For
Teaching Evaluation Skills,
Grades 7-12 (Professional
Growth Series)**

Ruth V. Small and Marilyn P.
Arnone

Linworth, 1999.
0-938865-89-7
Paper, 8 1/2" x 11",
189 pages, bibliography and
index
\$62.70



A site that is boring, unattractive, or frustrating is not one students are likely to use, no matter what the quality of the information. So, an important consideration in the evaluation and selection of Web sites is whether the site will motivate the student to visit, stay long enough to get the desired information, and return.

Small and Arnone have developed a Web evaluation tool called Website Motivational Analysis Checklist (WebMAC) which incorporates motivational factors. In *WWW Motivation Mining*, they describe this tool, place Web evaluation within the context of information literacy, and provide examples of how to use Web evaluation with students. This book is designed as a workbook and is complete with reproducible lessons (including a workshop for teachers, complete with a certificate of participation), worksheets, etc.. In short, *WWW Motivation Mining* has everything necessary to get started teaching and using WebMAC. This is an important consideration. I have a copy of Alison Cooke's *Authoritative Guide to Evaluating Information On The Internet* (Neal-Schuman), a good resource, but I have to take the information in this guide and translate it into lessons and tools for my students. Small and Arnone have already done this step for me.

I'm a secondary teacher-librarian, so I first reviewed the grades 7-12 version of *WWW Motivation Mining*. I'm always looking for resources and materials suitable for those of our students with special needs, many of whom are functioning significantly below grade level and it was with these students in mind that I reviewed the Grades 1-6 version of this book. I was pleased to see that the Grades 1-6 version (actually, two versions - WebMAC Junior

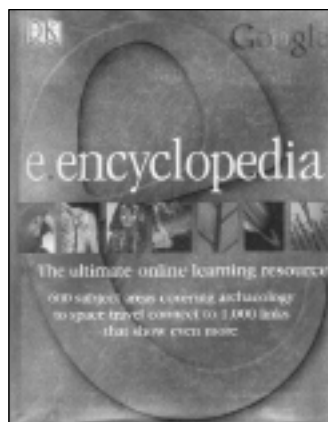
Did you know that the OLASStore now has counterparts in the BCLASStore, The LAASStore (Alberta) and the SLASStore (Saskatchewan)?
A national library partnership with which to grow.

for grades 1-4, WebMAC Middle for 5-6), while simpler, could be used with high school students. Because the versions do look different, I might not give the junior or middle version to only one or two students in a class if everyone else was using the senior, but I would be willing to use one of the younger versions with, for example, an essential level class. In a mixed class, especially at grade 9-10, I would consider using the junior version with the whole class to avoid creating an awkward situation for the students with special needs.

Because these titles are set up as workbooks, they would be most useful at the school level. In fact, if the funds are available, I would suggest buying a copy of each for the school's professional collection and a second copy of each for yourself—this book isn't likely to spend much time on the shelf.

e.encyclopedia:
The ultimate online learning resource
 DK Publishing, 2003.
 0-7894-9869-3
 Hardcover, 9 " x 12",
 448 pages, Index
 \$49.99

What do you get when you cross DK Publishing and Google? *e.encyclopedia!* This fascinating – and really neat – collaboration between DK Publishing and Google is a one-volume general encyclopedia that also serves as



a starting point for online research for students eight years old and up.

Content is grouped thematically into nine subject areas: space, earth, nature, human body, science and technology, people and places, society and beliefs; arts and entertainment, and history. A detailed table of contents and an index make it easy for the user to find specific information. The user reads the print article then logs on to the *e.encyclopedia* website, uses the keyword provided, and is guided to more information, websites selected by Google, and a gallery of DK images. The *e.encyclopedia* home page has links for students, parents, and teachers to information about online research (e.g., tips for getting the most from Google searches) and Internet safety.

I've never before reviewed a non-library title for this column, but this book is just too good to resist. What caught my eye was the silver dust jacket. What led me to explore further was the presence

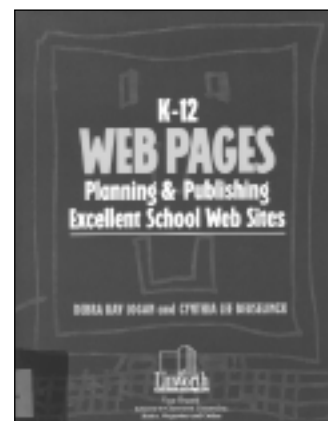
of both the DK Publishing and Google logos on the cover. I like DK materials and I like Google, so I thought a collaborative effort would be worth a look. And I was right! This encyclopedia offers the best of both worlds – print and electronic resources. Students learn it's still a good idea to use print resources and are also guided through safe, productive online research.

The print portion of the encyclopedia is everything I've come to expect from DK products – nicely laid out, very well illustrated, and absolutely fascinating. The Web site also has that DK feel, while the Google links are exactly what I'd expect from a search engine so highly rated for research. And the Web site is easy to navigate. Access to the DK image bank is a very nice feature, especially since the internet filter my board uses blocks access to, for example, the Google image directory.

Although I teach in a high school, I bought a copy of *e.encyclopedia* for my collection. I think it will be very useful for students in applied and essential level classes as well as academic resource classes. And the lunchtime browsers and trivia buffs will find the *e.encyclopedia* fascinating. Elementary teacher-librarians should certainly check it out, as should parents of elementary students. *e.encyclopedia* is available at major book retailers – check the children's reference section.

K – 12 Web Pages:
Planning & Publishing
Excellent School Web Sites
(Professional Growth Series)
 Debra Kay Logan and
 Cynthia Lee Beuselinck
 Linworth, 2002.
 1-58683-036-8
 Paper, 8 1/2 " x 11",
 180 pages, bibliography
 and index

Written for teacher-librarians, teachers, school administrators, and district IT personnel, *K – 12 Web Pages: Planning & Publishing Excellent School Web Sites* helps define and answer all the questions — about content, design, safety, ethics, and responsibility — involved in the planning and publishing of excellent school Web sites. The authors provide considerable detail and quite a bit of technical information, making this a useful handbook rather than just background reading. It must be noted, however, that *K – 12 Web Pages* is not intended to teach readers how to actually create a Web site with either HTML coding or authoring software. In their introduction, the authors say that the actual creation of a Web site isn't the hard part. The hard part, the part this book addresses, is the planning



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 Send your opinion to Brenda Dillon <brenann@sympatico.ca>.

necessary to create an excellent website. An index and a detailed table of contents make it easy to find specific information.

K-12 Web Pages: Planning & Publishing Excellent School Web Sites is an essential companion to whatever HTML guide or authoring package is being used. It's important to remember that legal references (e.g., to copyright laws) are American and that it will be necessary to check Canadian laws as well as provincial and district policies. Logan and Beuselinck have created a handbook that should prove extremely useful to anyone interested in creating a school (or library/department/class) Web site.

The KidsClick! Web Searching Skills Guide **Jerry Kuntz**

Neal-Schuman, 2001.

1-55570-396-8

Paper, 8_ " x 11",

123 pages, index, CD ROM
(PC & MAC)

Jerry Kuntz is the manager of the KidsClick! Web search service launched by the Ramapo Catskill Library System in 1998. *The KidsClick Web Searching Skills Guide* is an outgrowth of The World of Web Searching, a Web site created in 1999 as a companion to the KidsClick site.

In *The KidsClick! Web Searching Skills Guide*, Kuntz provides teaching tools for 10 skill sets students must master if they are to become proficient searchers of the World Wide Web. These skill sets are all related to language and logic skills and include alphabetizing, category sorting, classification, vocabulary, set theory,

boolean logic, taxonomic skills, recognition of word frequency, and critical evaluation of information. Kuntz provides three activities for each skill set. Each activity is available in three levels: (roughly) primary, junior, and intermediate. The book comes with a CD ROM containing all the activity sheets, which allows users to edit, update (if necessary), and print activity sheets for local use - as noted in the copyright statement.

The KidsClick! Web Searching Skills Guide is an excellent tool for teacher-librarians, teachers, and public librarians. Although it's intended for use with children in grades 1 to 8, this book should prove valuable at the secondary



level as well. The activity sheets are cute free and can be used with students of any age. This makes Kuntz's work very useful for those working with ESL students or students with special needs. The ability to customize the activity sheets adds to their value. This title is definitely worth adding to your collection!

WHAT'S NEW *from the OLA Professional Store*

Book talks and Book Clubs are a great way to promote literacy and books to young readers. These titles all offer great tips and ideas for running programs for all age groups.

Booktalker's Bible 2003 Grades 1-12
\$41.70

This guide provides the information you need to create a smashing book talking program from finding your audience and choosing the books to performing the book talk and evaluating the program.

Gotcha Again! 2002 Grades K-8
\$41.70

There are more than 350 non-fiction book suggestions in this guide. Included are suggestions for presenting books to students in irresistible ways, hundreds of ready-to-use booktalks and a wealth of tips on leading book talks.

Fantastic Fun Reading Programs 2001 Grades K-6
\$23.55

Included are 40 original programs that are both fantastically easy and absolutely fun to offer. Each program is full described with appropriate age level, program length and audience limit. Related craft ideas are also provided.

Children's Book Corner 2003 Grades Pre-K - K
\$44.48

This is a "how to" and help book for those focused on toddlers, preschoolers and kindergarten students. This book provides teacher and parents ideas on book selection, discussion techniques and application activities.

Talk About Books! 2003 Grades 4-8
\$41.70

This guide provides teachers, librarians, parents, group leaders and other dealing with this age group everything needed to run a dynamic, no-fuss book discussion group with elementary and middle school children.

Booktalks and More 2003 Grades 7-12
\$48.65

This book offers motivational ready-to-use book talks for more than 100 of the best new reads for teenagers. Inspire teenagers to read quality literature and help them explore issues relevant to their lives.

All titles come with duplication rights and are available through the OLA Store. To order from the OLA Store please telephone 1-888-873-9867 or email publications@accessola.com.

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ONTARIO SCHOOL LIBRARY ASSOCIATION

President's Report Roberta Henley

OSLA Council @ your library

There have been substantial changes at council recently. We have passed on our thanks to our esteemed president, Ether Rosenfeld, for her tremendous leadership. And we have passed on our thanks to several council members who have completed their terms. We have also welcomed many new faces to the council table.

Esther Rosenfeld served two terms as president, and during this time accomplished a great deal. Anyone reading her reports in this magazine, or following discussions on our members listserv, know firsthand the tireless work she has done with council to advocate the position of teacher-librarian. Under her leadership, we saw a substantial growth in membership, a much more visible advocacy plan, a drive towards a new policy document for school librarians in Ontario, and involvement through representation on many committees. Her open letter to the Honourable Gerard Kennedy in our last issue was indicative of her ability to present our problem with funding in a positive and knowledgeable manner.

Joyce Cunningham, whose portfolio was Membership, Awards, and Nominations, remained on council until a representative from her region was found. Joyce has a unique gift for

asking the questions we were all wondering about, and for cutting through much discussion to arrive at the core of the issue. We will certainly miss her wry sense of humour.

Rose Dodgson, who maintained the Super Conference portfolio, will be missed for her wealth of knowledge and experience, not only about the conference, but about library programming in general. We will miss her expertise.

Flavia Renon, whose portfolio was Communications, will also be sorely missed. Her representation from the Ottawa region was key to making council work, and her involvement with curriculum—from forum work to her liaison at the university level—broadened our scope.

Angela Di Prima was secretary/treasurer as she managed the Finance portfolio, and did a sensational job of both. She has accepted a position as vice-principal and as such, moves on to a different set of challenges. Kendra Godin Svoboda, in charge of the @your library portfolio, has also taken on a won-



Joyce Cunningham

port

r library®

derful new challenge as she embraces motherhood. Sya Van Geest has stepped down as past-president, but will continue to work diligently on the many library initiatives she so passionately supports.

Our 2003 council worked hard together but had many, many laughs. We will miss them all so much.

We now welcome several fresh faces who will be working diligently on your behalf. Sharon Rowlandson will represent the northern region, Peggy Thomas the Toronto area, Jim Neill the Eastern region, and Anne Coleman the Central East. Michael Rossettis, from York Catholic, will be our new Treasurer/Secretary, and Brenda Dillon has accepted the position of editor of *The Teaching Librarian*. With the expertise of Anita Brooks-Kirkland as our vice-president, Esther Rosenfeld as past-president, and Linda Girardo, Terri Lyons and Mark Kaminski (OSLA Web site editor) staying on, our 2004 council is sure to be a productive and dynamic team. As always, we look forward to input from you.

I am very excited to move into the role of president.



Esther Rosenfeld

My intention is to continue to forward our mission of advocacy on as many fronts as possible. Members responded very favourably to the brochure for parents. The brochures for teachers and principals, which were also designed by council members, are now available on our Web site in .pdf format and are included with this mailing. It is critical that these reach the hands of people who can help make change. Although the ministry does not have a new policy document in its plans at the current time, we will continue to work towards that goal. We anticipate a meeting with Education Minister Gerard Kennedy to discuss our proposals for change to the state of our school libraries.

Recently, articles outlining the deplorable situation of our school libraries and questioning the intentions of the new government were featured in the February 2004 *Quill & Quire*; *The Hamilton Spectator* on January 22, 2004; and OSSTF's *Update* on Jan. 13, 2004. This media coverage comes at an excellent time and supports the notion that we are valued, and indeed, indispensable.

Our upcoming year will not be without its challenges, but we are ready, willing, and equipped to face them head on in our effort to increase our presence in our schools. ■

dateline

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See page 6

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