

THE
**TEACHING
LIBRARIAN**

The magazine of the Ontario School Library Association
Autumn 2002 v. 9, no. 3 ISSN 1188 679X



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THE TEACHING LIBRARIAN

jAutumn 2002

Volume 9, Number 3

ISSN 1188 679X



Cover photo:
**First Lady Laura Bush
meets OSLA President Esther
Rosenfeld at the White House
Conference on School Libraries
in June in Washington, DC.**

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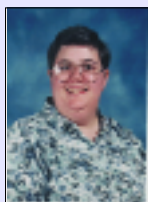
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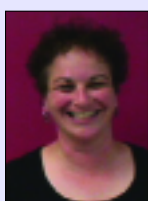
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TL mission

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 in which teacher-librarians can share experience and expertise.

TL responsibility

THE TEACHING LIBRARIAN BOARD

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Brenda Dillon	Philip Pocock Secondary, Dufferin-Peel Catholic District School Board
Cheryl Dinnin	Parkview/Caradoc Central Schools, Thames Valley District School Bd
Esther Rosenfeld	OSLA President / Toronto District School Board
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TL guidelines

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V. 10, no. 3	Release: August 2003.	Deadline: June 15.

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

TL subscriptions

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

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



It worked for me!

TL

In Celebration of Canada Book Day

FLAVIA RENON

Nepean High School, Ottawa-Carleton District School Board

Nepean High School in Ottawa celebrated Canada Book Day during the entire week of April 22 – 26. For a period of 20 minutes each day, both staff and students indulged in silent reading. Participants who made the effort to bring a novel to read qualified to fill in a ballot for a \$25-gift certificate at Chapters. A draw was held every day.

This year's catchy theme, *Get Caught Reading*, seemed appropriate as it was Nepean High School's first Annual Reading Week. ALA Read posters were displayed throughout the school during the week prior to Reading Week. On April 22, they were replaced by posters showing staff and students posing with their favourite books.

Reading Week has been used as a catalyst to promote future initiatives related to literacy at the school, including a student book club whereby students review books for the school's newspaper and web site, a writers' symposium, and a reading list of the staff's favourite books posted on the school's web site. The week was also used to promote the next Reading Week, in May 2003. ■

Getting Off to a Great Start

CHERYL DINNIN

Caradoc Central Public School & Parkview Public School, Thames Valley District School Board

Prior to the opening day of school, I send a newsletter to staff members (including the principal) giving a very brief summary of various aspects of my role. I include my schedule (I'm 50% at each of two schools), 'rules' for library use when I'm there and when I'm not, reminders about copyright and video licenses, and dates of upcoming special events.

Most importantly, I outline what I can do for the teachers and their students with respect to meeting curriculum expectations through cooperative planning and teaching.

This staves off some potential problems and serves as an opener for our collaborative efforts in the coming year. ■

What worked for you?

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

Leadership: It's All About Connections

by Brenda Dillon

Leadership implies connections. After all, you can't lead unless you're connected to at least one follower! An important part of our educational leadership role as teacher-librarians is leading teachers and administrators to the best of the educational research, resources and materials available so they can prepare for and deal with curriculum reform and other education changes, challenges and issues. Naturally, this means we have to be connected to all this stuff. Where to begin? Read on....

ASSOCIATION WEB SITES

Teacher-librarian associations are a good starting point. It's worth considering memberships. Even if you don't join you should bookmark the association web sites:

Ontario School Library Association

Check out the Summer Institutes.
<http://www.accessola.org/osla>

Canadian School Library Association

<http://www.cla.ca/divisions/csla/index.htm>

Association for Teacher-Librarianship in Canada

See *Student Information Literacy Needs in the 21st Century: Competencies for Teacher-Librarians*.
<http://www.atlc.ca>

British Columbia Teacher-Librarians' Association

See *Publications*.
<http://www.bctf.bc.ca/psas/BCTLA>

American Association of School Libraries

<http://www.ala.org/aasl>

International Association of School Librarianship

<http://www.iasl-slo.org>

THE WIDER WORLD OF TEACHING

Don't forget to stay in touch with the wider world of teaching. Again, the web sites of associations and professional organizations are good starting points, as is the Ministry site:

Ontario Teachers' Federation

<http://www.otffeo.on.ca>

Canadian Teachers' Federation

<http://www.ctf-fce.ca>

Ontario College of Teachers

<http://www.ocot.on.ca>

Ministry of Education

<http://www.edu.gov.on.ca>

Education Network of Ontario

Teacher-Librarians are part of the Leadership Conference!

<http://www.enoreo.on.ca>

SITES FOR ADMINISTRATORS

And, since our theme is leadership, it's worth checking out some of the key sites created for administrators:

Ontario Principals' Council

<http://www.principals.on.ca>

Catholic Principals' Council of Ontario

<http://www.cpco.on.ca>

Canadian Association of Principals

See *A CAP Statement on Educational Leadership: The Essential Tasks of School-Based Leadership*.
<http://www.cdnprincipals.org>

American Association for School Administrators

<http://www.aasa.org>

Association for Supervision and Curriculum Development

<http://www.ascd.org/index.html>

EDUCATION RESEARCH, WRITING & PROFESSIONAL DEVELOPMENT

It's important that we be familiar with education research, writing and professional development. The following sites should prove useful:

Canada SchoolNet

This is a valuable resource for Canadian educators.

<http://www.schoolnet.ca>

ERIC, the Education Resource Information Center

This is a major education database.

<http://www.eric.ed.gov>

EDUCATION JOURNALS

A number of education journals are available online. There are far too many to list in this column, so you might want to check these links to lists of e-journals:

http://www.ualberta.ca/~jbranch/jenn_ejl.html

<http://www.lib.uwo.ca/education/online-journals-two.htm>

<http://www.durham.edu.on.ca/media/ejournal.html>

Also consider checking out:

School Library in the Teaching Process: Annotated Bibliography

This was prepared in September, 2000, by the Professional Library of the Toronto District Catholic School Board and is a good place to start when you're trying to wade through the oceans of articles.
<http://www.tcdsb.on.ca/external/departments/library/Professional%20Library/AnBiblioProf4.html>

Learning Through the Library

These web pages from AASL cover best practices, research, and links to sites about educational change and instructional improvement.
<http://www.ala.org/aasl/learning>

Classroom Connect

This is a great resource for any teacher-librarian who wants to provide leadership with regard to teaching, curriculum, and resources. There's quite a bit available on the web site to anyone who visits. Full access requires a subscription, but the subscription is free.
<http://www.classroom.com>

PROFESSIONAL DEVELOPMENT FOR YOURSELF

If you're interested in professional development for yourself, these two sites might be especially useful:

ICONnect

This site from AASL is a set of online courses. Registration is free and, once you've registered the

course arrives by e-mail – one lesson each week for four weeks. Or, if you prefer, you can simply print the past courses from the archives (do this if you want to keep the courses – the archival versions look much better on the page than the e-mail versions).

<http://www.ala.org/ICONN/onlineeco.html>

The University of PEI Faculty of Education

This site offers an online course called Introduction to School Library Resource Centre Programs. Although you can't get a credit unless you've actually registered and paid, much of the course material is posted and publicly available.

http://www.upei.ca/~fac_ed/distance/ed531/distance.html

LIBRARY-FOCUSED PROFESSIONAL DEVELOPMENT

The Role of the School Administrator in Supporting School Libraries

If your principal is interested in school library-focused professional development, then a webquest designed by Ray Doiron might be interesting. This webquest is designed to support the use of *School Libraries for Lifelong Learning: A Handbook for Administrators* (which is also online).

http://www.upei.ca/~fac_ed/distance/ed531/admin_webquest.htm

COLLABORATION IS THE KEY

At this point, you're probably thinking these suggestions are nice, but wondering just how in the world you're supposed to find time to check all this out, explore the resources, complete the online courses....

Close your eyes, take a deep breath, then contact your TL colleagues. We can accomplish more – and do it more effectively – if we connect and collaborate. And it's less stressful and more pleasant than trying to do all of it all alone. ■

AUTUMN 2002

September 20th • Toronto

October 4th • Kingston

An OLA Education Institute workshop
GOOD WEB SEARCH PRACTICES*
 with RITA VINE

A full-day hands-on course which will cover the most essential web tools, including instructions on how they work and how to use them well.

October 1st – 2nd • Hamilton

October 21st – 22nd • Ottawa

An OLA Education Institute workshop
ETHICAL USE OF INFORMATION*
 with SYA VAN GEEST

An informative 2-day session dedicated to exploring the ways and means to thoroughly engage students in the inquiry and research process of a project.

October 15th • On-line

OLA Reading Programs

OFFICIAL ANNOUNCEMENT OF 2003 SILVER BIRCH AND RED MAPLE SHORTLISTS

The Official Selections from the popular OLA reading programs will be posted on our web site. Participants from last year's programs will also receive a press release in the mail. Program registration opens in early October.

October 17th • Windsor

October 24th • St. Catharines

November 7th • Kingston

An OLA local networking event
OLA MEMBERS' KALEIDOSCOPE*

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

October 19th • Peterborough

November 2nd • London

November 23rd • Toronto

An OLA Education Institute workshop
COLLABORATING FOR STUDENT LITERACY*

with SYA VAN GEEST

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

October 21st • On-line

An OLA Education Institute internet course

KID-FRIENDLY WEB SITES*

with TODD KYLE

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

October 22nd • Ottawa

October 24th • St. Catharines

October 30th • Kitchener/

Waterloo

November 2nd • Owen Sound

November 15th • Barrie

An OLA Education Institute seminar

PASSION UP! @ your library™*

with Paula de Ronde

An introduction to the concept of the new library brand and its implications for the co-ordinated application to the advocacy efforts of a community's libraries.

October 26th • Toronto

An OLA Education Institute workshop
INTERDISCIPLINARY STUDIES*
 with LIZ KERR and TIM GAUNTLEY

This hands-on session will teach curriculum leaders how to get started on the planning and delivery of an Interdisciplinary Studies program.

November 6th • Toronto

November 13th • Windsor

An OLA Education Institute workshop
SEARCHING FASTER AND SMARTER*

with RITA VINE

A fast-paced combination of demonstration and ample hands-on practice time to provide librarians with a framework and the methodology for searching the internet efficiently.

UPCOMING

January 30th – February 1st, 2003 • Metro Convention Centre, Toronto

THE ONTARIO LIBRARY ASSOCIATION'S 102nd SUPER CONFERENCE and TRADE SHOW

Canada's largest and most praised library education event with over 50 sessions directed specifically at teacher-librarians and principals and another 100 events on topics and trends of interest. Bring your principal as your guest free of charge. Full program released in October. Early bird registration begins on November 30.

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

LEADERSHIP @ your library™

Bobbie Henley



I can't believe how exciting and stimulating the job as editor of *The Teaching Librarian* has been so far! The many suggestions and neat ideas for articles from teacher-librarians from both panels has been steady, the quality of the articles submitted has been outstanding, the support from everyone at the OLA office has been wonderful, and the dedication and integrity of all who help put this publication together is just so gratifying.

When thinking about a message for this issue, I remembered the definition of leadership that Kendra Godin-Svoboda used in her Portfolio update of our Autumn/Winter, 2001 issue. "Leaders have vision and purpose and action. They are courageous about stepping up to the plate and influencing the future. What makes them leaders is not their roles, but their choices to act." (Bonita DeAmicis, *3 Cheers for Teaching*).

Leadership styles vary. Some leaders are well-known, whereas some prefer to work quietly behind the scenes. Both styles are effective, though. Leaders have definite goals and work with others towards achieving them. They see a job that needs doing and a direction to take to get there. They think outside the box, challenging the rest of us to see potential in otherwise overlooked areas. They stand up for what they believe in, sometimes in the face of much adversity, because they believe in their ideals and want to make a difference.

Who are our leaders in the field of teaching-librarianship? Everyone we know (and there are hundreds) who has led the way, organizing committees and conferences and summer workshops and speaking repeatedly to the media on our behalf. They are frequently teaching and demonstrating to groups of educators, envisioning, creating and fine-tuning courses and documents, and they are seeing or inspiring the potential in others. They are the reason we can be so proud of what we have accomplished as teacher-librarians in Ontario.

We have dedicated this issue to all of them. So take a fresh look at how wonderfully exciting the field of teaching-librarianship is. Earmark the reviews, check out the web sites, add the pullouts to your own book of library units and enjoy reading about what your colleagues are up to! ■

TL

the editor's notebook



The Indispensable Teacher

Brenda Dillon

One of the highlights of Super Conference 2002 was the OSLA Spotlight Session by Doug Johnson, the director of media and technology for the Mankato School District in Minnesota. This presentation was a real treat for all those in attendance as Johnson, with a stand-up routine a comic would envy, entertained, educated and inspired a crowd of teacher-librarians large enough to fill a Crowne Plaza ballroom.

The increasing emphasis on digital information instead of print means that teacher-librarianship is changing. Although this time of change is stressful, it's also a time of opportunity. Johnson encouraged us to reflect on our reasons for deciding on careers as teacher-librarians. Those who became teacher-librarians because they liked books and quiet spaces are likely to find themselves threatened by the shift from print to digital information. On the other hand, those who became teacher-librarians because they enjoyed the challenge of helping others identify and meet their information needs and communicate what they've learned will find that, while the tools have changed, this purpose has not.

To illustrate the challenges of change, Johnson shared the Mankato experience. As the district's director of media and technology, Johnson was responsible for restructuring the Mankato system. School libraries were combined with AV and computers to deliver curriculum that teaches information literacy and technology skills to every student.

BECOMING INDISPENSABLE

Of course, being adaptable teacher-librarians is only part of the challenge. An even greater challenge is convincing teachers, administrators and parents that having teacher-librarians is a good investment of scarce education dollars. Doug Johnson's answer to this challenge is simple: become indispensable. In the pursuit of indispensability, it's important to ask four questions:

- 1) What qualities or functions give a person value to an organization?
- 2) What roles can teacher-librarians fill that give them value to the educational process?
- 3) What tasks can teacher-librarians perform within these roles?
- 4) What does becoming "indispensable" look like in a real school?



In short, if we bridge the gap between library science and information technology, we can provide purpose and direction for the educational use of information technology.

CROWSNESTERS

The sailing ships of old had a platform near the top of the mast called the crow's nest. The job of the sailor in the crow's nest was to help guide the ship and to spot potential dangers in time for the ship to change course. Johnson suggested we become crow's nesters and bridge the gap between education as it was and education as it will be. From our metaphorical crow's nest, we would spot educational trends and watch for information, research, and resources to help our colleagues deal with educational change. The jobs performed by a crow's nester could include staff trainer, educational strategy modeller and team teacher. It's important to tie the goals of our programs into the goals of the school so the school library program is a means, not an end.

RABBLERouser

The third role Doug Johnson suggests we play in our efforts to become indispensable is that of rabbleroouser. Rabbleroosers bridge the gap between administration and leadership by performing such jobs as communicator, planner, and leadership team member. Rabble-roosers are builders, not critics. That is, rabbleroosers have a vision and are prepared to lead those they rouse.

What does being indispensable look like in a real school? Well, its appearance will vary from school to school, but in general it will look proactive, active and involved.

Doug Johnson told us we'll need courage, passion, and vision. The road to indispensability has been made easier for us by his willingness to share his own courage, passion and vision.

Doug Johnson makes his presentations available online as PDF files, which can be downloaded, from <http://www.doug-johnson.com>. His books, *The Indispensable Librarian: Surviving and Thriving in School Media Centers in the Information Age* and *The Indispensable Teacher's Guide to Computer Skills: A Staff Development Handbook*, are both reviewed in this issue and are available from the OLA Store. ■

The most valuable people in any organization are those who can bridge the gap between the organization's current reality and the emerging reality, between one area of expertise and a second area of expertise. What gaps can we bridge? Johnson suggested we assume the roles of virtual librarians, crow's nesters and rabbleroosers to ensure our value to the educational process.

VIRTUAL LIBRARIANS

Virtual librarians bridge the gap between library science and information technology. Bridging this gap might mean taking on new jobs, including information specialist, teacher of applied technology, network manager and webmaster. Johnson noted that our mission – to help people find information and answers – hasn't changed, although we will find ourselves using new tools and working in new ways.

It's absolutely vital that teacher-librarians make clear the distinction between teaching the productive use of information technology and providing technical support (clearing paper jams, installing software, etc.) and emphasize that our role is to teach.

Teacher-librarians can bring a great deal to the technology program. We can show people why they should be using the technology, not just how to use it. We also bring expertise in information processing and higher order thinking skills, experience with skills integration, a holistic school-wide view, and a focus on the ethics of information technology and information use. We can model good use of information technology for our colleagues and our students and provide local support as they become informed, capable users of information technology.

Harry Potter in the Community

Sue Tedesco

Connecting a junior division through the library – the true hub of any school.

Connecting with the community is a wonderful method used for advocating the programs in your library, revealing leadership initiative and encouraging others to see the library as more than the room of books, computers and research material. By connecting with the public library, programs can be developed that bring the community into the school and make the library the true hub of the school. Just as the kitchen is the place in your home where people gather, the library can be the place in the community where we meet, share and become better informed.

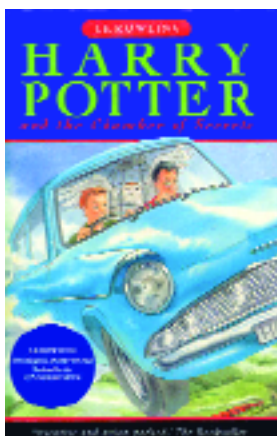
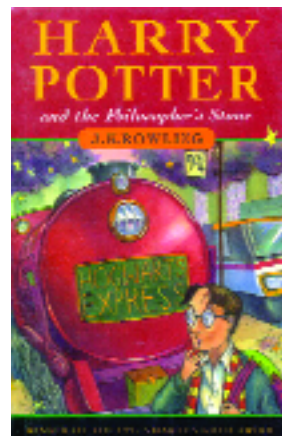
Before school started this year, some teachers came and spoke to me about partnering using the Harry Potter books. Each grade level teacher in the junior division was going to read a different book of the Harry Potter series. The Grade 4s were reading *The Philosopher's Stone*, the Grade 5s *The Chamber of Secrets* and the Grade 6s *The Prisoner of Azkaban*. We wanted to connect the junior division, and naturally, the library was the best source to perform this task.

Our local public library had already been doing some work on the Harry Potter series. We decided not to reinvent the wheel, but to use what had been developed and expand it by working together. A terrific union was formed with the local public librarian and myself (a teacher-librarian). Enthusiastically, we spent several hours planning a unit that would accomplish what the teachers wanted, as well as connect the junior division.

CONNECTING THE GRADE LEVELS

Our opening day was Halloween! We began by placing students into groups randomly, mixing ability and grade level. Students reached into a cauldron and pulled up a card. The selected card indicated one of the four Hogwarts Houses: Hufflepuff, Ravenclaw, Slytherin or Gryffindor. Students were placed into their houses on each day of rotation. Two teachers were assigned to each house. The house was responsible for creating a house cheer and a cheer competition was held at the end of the unit.

For the next four days during the first quarter of the morning the name of our school switched from Rick Hansen PS to Hogwarts. But as much as we really wanted to be wizards, we remained muggles (humans)!



ACTIVITIES

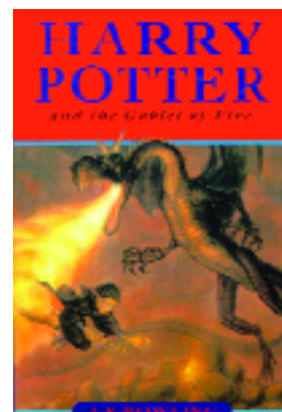
Teachers, the teacher-librarian and the public librarian involved were responsible for running activities. Team meetings were held to inform teachers of the activities. They discussed how students would be evaluated and defined the rotation.

The unit ended with a field trip to the Harry Potter movie and an event at the school at which we celebrated the best cheer, the best team spirit, the greatest effort and the house that completed all activities. Students became excited about reading the Harry Potter books and have developed interests in reading other books of the same genre.

THE BENEFITS

Our unit connected a school and public library, making a valuable community link. We generated a cross curricula unit that benefited students of all abilities. We made connections with Ministry documents for art, literature and science. Rick Hansen Public School's goal is literacy and this unit truly embraces that objective. The skills learned and applied also dovetailed nicely with the Thames Valley District School Board's vision statement.

The administration and the superintendent of the school were very supportive. They saw the importance of the library as a place of authentic learning, not just a warehouse of books or a computer lab. As the unit took shape, the significance of the teacher-librarian as a key component was revealed. The teacher-librarian helps the community, staff and students work well together. As my grandmother always said: "Without the proper pan, you can't make a good lasagna." When programs such as the Harry Potter unit are successful, administration cannot ignore the positive impact of the teacher-librarian. ■



Communiqué:

The Summit on School Libraries

Schools without properly staffed school libraries disadvantage Ontario Students: Summit Conclusion

There is a real crisis in the literacy and knowledge creation abilities of Ontario's young people and the gap can, in a very major way, be attributed to the lack of support by Ontario's school boards for libraries and library programs in our schools.

- The changes in competencies needed for students in a knowledge-based society are not being adequately addressed in Ontario schools.
- Properly staffed library teams make a significant difference to standardized student scores and to student learning.
- Inequities of access to learning resources is disenfranchising a major part of Ontario's student population.
- Communication among educators, parents, school boards and the business world about the lack of effective library programs in many schools is dangerously poor.
- An action plan is needed immediately to reverse this urgent situation.





THE CRISIS IN SCHOOL LIBRARIES

In the last two years, there has been growing alarm in the media, among parents and among educators about school boards not providing access to adequate teaching staff and resources in the school libraries of Ontario. This has largely been a statistical observation. However, public and academic librarians can point to a deterioration in the quality of student learning and literacy at a time when student flexibility, attitudes and skills need to grow to meet the demands of education, of the workplace and of an internet-enabled information age. From these combined concerns, the Summit was born.

THE AUDIENCE AT THE SUMMIT ON SCHOOL LIBRARIES

The OLA's Board of Directors in May, 2002 invited Ontario Directors of Education, supervisory officers, principals, teachers' federations, parents' groups, school councils, public and academic librarians, Faculties of Education and other stakeholders in the Ontario community-at-large to be their fully subsidized guests. They came with their immense experience from all parts of the province, from public and Catholic school boards, and from government ministries, including representatives of political parties.

The Board also invited a stellar group of international, national and provincial business leaders, educators, and researchers to inform the discussion.

KEY MESSAGES OF THE INVITED EXPERTS

Ross Todd, *Researcher, Rutgers University and Head, Humanities and Social Sciences, University of Technology (Sydney, Australia):*

When teacher-librarians focus their efforts on the outcomes of school library programs, the evidence of their impact on student learning is clear.

Michael Bloom, *Director, Education and Learning, The Conference Board of Canada:*

The less education young people have, the less employable they are. It is important to focus on the factors governments see as most important to our society's success: productivity, literacy and employment skills. This should not be a matter of choice. Teacher-librarians must be recognized as leaders, not just partners.

Margaret Nelson, *Director of Education, St. Clair Catholic District School Board:*

Because literacy and information skills are essential throughout the educational structure, teacher-librarians must collaborate with teachers to improve the ability of teachers to teach and model these skills.

Gaylen Duncan, *President, CEO, Information Technology Association of Canada:*

There is a shortage of soft skills in information technology and in the workplace – a challenge to education. Teacher-librarians have the information technology skills and the educational expertise to make young people recognize the impact of this knowledge upon their futures.

Baiba St. John, *Senior Manager, Ontario Knowledge Network for Learning, Ministry of Education and the Ministry of Training, Colleges and Universities:*

This high-level inter-Ministerial initiative is intended to harness information and communication technologies to improve student achievement in the province's schools. The Project is innovative and forward-looking and considers the curriculum in a holistic manner, the way school libraries do. Baiba St. John positioned the Ontario Digital Library as the core resource of this project.

Michael Ridley: *Ontario Digital Library:*

For students, this network will provide equitable access to quality, curriculum-based electronic information resources and services. For teacher-librarians, the Ontario Digital Library will provide province-wide licensing of information resources on a scale and at a price not seen to date with the technological support and training necessary to making the library's resources available to all.

Keith Curry Lance, *Director, Library Research Service, Colorado Dept of Education:*

Longitudinal research studies show that a strong correlation between consistent student test scores and the presence of a well-staffed, well-stocked, well-supported school library creates better student achievement on standardized tests. "Where most schools would leap at the chance to improve standardized test scores even 1 per cent," he said, "a qualified library team and resources can bring scores up by 3 – 15% regardless of economic or social factors."

David Loertscher, *Researcher, San Jose State University:*

A strong library media program in a school is an essential component in a rich educational experience. The resources are available in the library, in the classroom, and electronically into the home. However, finding things is only the beginning; there is an enormous amount to be learned and the teaching program of a library must hone the skills that students needed to create, manage and apply knowledge effectively.

Roch Carrier, *National Librarian of Canada:*

"I cannot tell you how worried I am about the kids. Something has to be done." 20 – 22% of Canadians are functionally illiterate; 44% can read headlines but cannot fully comprehend the articles that accompany them. It is a national scandal that we have schools without librarians and without functioning libraries."

SOME CONCLUSIONS FROM AUDIENCE BRAINSTORMING

Being able to share so many different perspectives was a major step forward for everyone at this Summit. However, it was also seen as the problem. Until a vision can be shared and supported by all stakeholders outside this Summit, making progress will be difficult. There was agreement that the need demanded action.

- Each constituency agreed to discuss the Summit with their peers.
- Each constituency agreed to make an effort to bring the discussion of school libraries on to the agendas of associations and groups upon which they sat.
- Each participant agreed to be a champion of school libraries whenever and wherever possible.
- Local evidence of best practices need to be found and disseminated.
- Consideration should be given to the creation of model centres or the identification of

exemplary programs to provide the evidence

- The OLA should support a Canadian research study to gain Canadian evidence that parallels the Keith Curry Lance findings in the United States
- The OLA should share the content of the Summit with government officials, Ministers, Directors of Education, principals and others who need to know the story.

AN ACTION AGENDA

OLA will share the findings of this Summit with the Ministry of Education, with principals and Directors of Education across Ontario and with Members of the Provincial Legislature.

A Committee of key decision-makers will be struck by the Ontario Library Association to develop a plan for taking the message to school boards, the public and the media in Ontario.

The OLA Board of Directors will work with other associations across the country to increase the impact and urgency of the message that school libraries are an essential need of students in this country and that their future success is being curtailed by the lack of proper library programs to improve their literacy and information

ABOUT THE ONTARIO LIBRARY ASSOCIATION

The Ontario Library Association is the fourth largest library association in North America, its 4,250 members representing libraries and librarians at college, university, public, corporate and school institutions. These libraries provide and support formal and informal education at all stages in a person's life. The OLA Board of Directors sponsored the OLA Summit on School Libraries in Toronto, May 26-28, 2002 to address the crisis in school libraries documented in the press and in particular in a report published by *Quill & Quire*, February 2002 (available through the OLA web site).

FOR MORE INFORMATION

To obtain information about the Summit and about the crisis in school libraries, go to: <http://www.accessola.com>
Click on the Summit icon. All PowerPoint presentations and streamed audio of the actual speeches given are included on the web site.

For further information, contact:
Larry Moore, Executive Director,
lmoore@accessola.com
416-363-3388 or 1-866-873-9867 Extension 24
FAX 416-941-9581 or 1-800-387-1181



Service and Personal Professional Growth: The Merits of Leadership in the OSLA Council

Angela Di Prima

In recent years, students and teachers at the secondary level in Ontario have become increasingly accustomed to the concept of student community service work as part of the accreditation process for a secondary school diploma. The purpose of this community service work is to foster an awareness and understanding of civic responsibility and to provide students with a tangible means to giving back to their own community.

For these students, service work comprises of 40 hours of volunteer community work and forms an important part of their intellectual and personal development. What is interesting to me, however, is to view this concept of service and giving back to the community as a model for personal and professional growth. And it is precisely this experience that I have been so privileged to have in my first year as OSLA Council member.

When Sya Van Geest, the past-president of OSLA, invited me to consider joining OSLA Council as secretary-treasurer, I was very flattered. Although I knew that the OSLA was instrumental in setting the direction and standards of change in Ontario school

libraries, I had never actually thought of actively participating in the Council. In a time when so many school boards across the province were undermining the value and sanctity of school libraries and teacher-librarians, the importance of supporting the OSLA seemed particularly critical. It also seemed to me like an exciting opportunity to become actively involved in an organization that had student success, literacy and information studies at the heart of its infrastructure. In this past year, what I have learned and gained from accepting this invitation has surpassed even my initial expectations.

DYNAMIC PROFESSIONAL LEARNING COMMUNITY

What I soon learned after joining the OSLA Council is that this is a truly dynamic professional learning community. It is comprised of a relatively small group of dedicated and innovative members of the school library community who are committed to excellence for our students and support of our teaching library programs.

In fact, the Council itself embodies the very principles of service or ‘contribution to the wellness of others.’ (*The New Britannica-Webster Dictionary & Reference Guide.*) The world of Council means sharing your time and talents for the benefit of all OSLA members and in turn, it means receiving support from a team of extraordinary library professionals to further programs and initiatives aimed at enhancing the quality of learning in all Ontario school libraries.

PERSONAL & PROFESSIONAL GROWTH

My first year as member of OSLA Council has been filled with incredible opportunities for personal and professional growth under the guiding hand of caring mentors committed to the development of quality collaborative teaching programs in our school libraries. In accepting the opportunity to take on a leadership role and to serve the members of OSLA as secretary-treasurer of the Council, much like our own secondary students I have learned a valuable lesson: in providing service we grow both personally and professionally and there is great sense of pride in knowing that we have given something back to those who have helped and taught us something along life’s journey.

I personally invite you, the members of OSLA, to take on a more active leadership role within this association, be it through a Council position, presentation at the OLA Super Conference, writing for our professional journal or participating in the wide variety of OSLA sponsored programs and initiatives. In taking the time to nurture and cultivate the community that works to promote the needs of students and teachers in our school libraries, you too will certainly find the merits of leadership that stem from giving back to the community are truly extraordinary. ■

The Library Ambassador Program at Twentieth Street Junior School



Peggy Thomas

Twentieth Street Junior School is a small K-5 school located in south Etobicoke in Toronto's west end. We have struggled with attitudes towards literacy at our school and have worked hard over the last few years to build an environment that encourages reading as a positive activity, both in school and at home.

Several initiatives have been launched in the library. For the past three years we have participated in the OLA's Silver Birch program, with a steady improvement in numbers of students enrolling and qualifying to vote over the three years. Last year a record number of students enrolled (43 of 60 possible members) with 25 able to vote.

I have also offered an Early Morning Club open to all of the students interested in coming into the school at 8 am and working on research and reading a novel aloud, as well as extension activities including art, writing and computer skills. This group meets four days a week and involves the students in the decision process regarding what subjects they wish to research and which novels would complement the research.

LIBRARY AMBASSADORS

This year another program has been launched, that of Library Ambassador. This came about from my need to build a feeling of community within a group of students that I was missing, having left the classroom for the teacher-librarian position three years ago. The choice of name for this group was deliberate, as I wished to create a group that would reach out in a positive fashion to the student body and represent the library in an inviting and encouraging way.

The grade 4 and 5 students in the school were invited to apply for the position. The following advertisement was given to all students with the expectation that they would submit a letter of application for the position:

HELP WANTED
Do you love to read?

Twentieth Street Library has immediate openings for interested Grade 4 and 5 students to work as LIBRARY AMBASSADORS!

Join the Team!

Responsibilities will include the maintenance and organization of library materials, the promotion of reading through book talks, library displays, announcements and bulletin boards.

Candidates must have an interest in reading, demonstrate leadership skills, work well with others and be willing to commit one lunch hour per week for the entire school year. Enthusiastic, motivated, independent and reliable students will be attracted to this position.

If you are eager to make a contribution to your School Community as a Library Ambassador, please submit your Letter of Application by October 17, 2009 to:

Mrs. Thomas, Teacher Librarian
 Twentieth Street Junior School

Successful applicants will be notified by October 19.

The classroom teachers offered workshops during recess and lunch for interested students on how to successfully respond to the advertisement. Of 60 possible applicants, 12 students took up the challenge and joined the team.

We met weekly at lunchtime and had a very busy year. The Library Ambassadors became leaders in the school and were involved at many levels in the life of the library. During Children's Book Week and Canada Book Day, the Library Ambassadors created displays, made announcements in the morning and created posters to advertise the many events taking place in the school.

The students were also a great support in the running of our annual book fair. Not only did they take over the making of signs and announcements, but they were also a tremendous support in helping the younger students make selections and create wishlists. As the students were intrinsic to the success of our

book fair, they also took an active part in selecting the books that we received as result of fundraising. In order to do this effectively, the students were required to become familiar with a particular section of the collection in order to make an informed choice. They took this responsibility very seriously.

Library Ambassadors were the first group (even before the teachers) to see the new books that were being added to our collection. They then selected one book that interested them and prepared a book talk. We spent a few weeks learning how to give an effective book talk and used the Reading Rainbow videos as models. The Ambassadors were expected to create the book talk, be able to suggest other books either by the same author or in the same category, tell the students where they could find the book in the library and decide for which class or grade the book would be most appropriate. It was the responsibility of the student to book the presentation with the classroom teacher and ask for feedback after the presentation. This has been a very successful part of the Library Ambassador program.

BLUE SPRUCE READING PROGRAM

Last year we also ran a Blue Spruce reading program for kindergarten to grade 3 students. The Library Ambassadors were instrumental in the running of this program. They created the posters, made the announcements and ran the voting for the entire primary division. During the course of the program the Ambassadors were professional, caring and courteous with the children and adults alike, and earned accolades from many of the staff members.

We were involved in many other activities last year. Christopher Paul Curtis came to Toronto and our principal was able to get enough tickets for all of the Library Ambassadors to attend. Prior to going, we spent considerable time learning about the author and reading his books. We went to the talk well prepared and one of our students was asked to begin the question period and was then asked on stage to receive a book signed by the author. Not only was it a highlight for that student, but all of the Library




Ambassadors took pride in this honour. The Library Ambassadors were also the students selected to greet and escort visiting authors invited to our school for Canada Book Day.

At the end of the school year we planned another field trip to a local book distributor to select books for the library. Again the students were expected to be familiar with the collection so they could choose wisely. And yes, the Library Ambassadors also shelve books, but this makes up a minor part of their responsibilities.

In the spring the Library Ambassadors created a presentation to take to the grade 3 and 4 classes to promote the program and encourage these students to apply next year. They were extremely proud of all they accomplished and wished for it to continue in the years to come. I found this year to be rewarding beyond all expectations and I look forward to continuing this program in future years. ■

Photos courtesy of Twentieth Street Junior Public School in Etobicoke.

Ken Haycock's
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Literacy Outreach: From the School Library Information Centre to Home and Community

Carol Koechlin

“We have usually thought of the library as the ‘hub of the school’, a place where everyone comes to get materials and equipment. Now, however, in the age of technology, the library becomes ‘Network Central’ with its tentacles reaching from a single nucleus into every space of the school and beyond into the home. The necessity of building a strong reading program in an information world is more critical today than ever before... Each young person needs to be literate as well as logged on.”
~Dr. David Loertscher (1999)

How can the school library program support reading, writing and research beyond the classroom and into the home? How can home and community work together with teacher-librarians and teachers to create avid readers, writers and researchers? Research shows that the very early years are critical to laying solid literacy foundations. Schools should be seeking out ways to work with the families of young children.

Margie Mayfield, professor of early childhood education from the University of Victoria, broadens the term family literacy. In her recent feature article “Family Literacy and the School Library” published in *School Libraries in Canada*, (vol. 18, # 3, 1998), she invites grandparents, siblings, family friends or neighbours to join with parents in becoming literacy role models for children. Mayfield states that family literacy and the school library are natural partners. She suggests that school libraries can:

- Promote and encourage family literacy
- Provide materials and resources to support family literacy
- Help families work with their children
- Establish collaborative relationships with other groups interested in family literacy

LITERACY: A LIFELONG SKILL

Literacy is a lifelong skill, not just something students need to do well at in school. Just like every other skill, students need to know how it is important and how it relates to the rest of their world. The school library can be the bridge to help students connect literacy at school, literacy at home and literacy for life.

Teacher-librarians can work with their staff to initiate and plan family literacy evenings and provide parents with critical strategies for building the reading habit in the home. We can provide resources such as videos and books and internet sites to families. We can work with public libraries and other community groups to encourage family literacy.

Here are a few strategies and ideas to help you get started with literacy outreach from your library.

Pre-school

- Create lists of suggested read alouds
- Create Internet links to parenting sites
- Plan invitational read-ins (snuggle-up-and-read sessions after school)
- Keep a shelf of books on parenting, reading to children etc. for parents to borrow
- Arrange for an after-school speaker with older student care for toddlers
- Check out books for pre-schoolers with older siblings
- Facilitate student publishing of books for pre-schoolers
- Invite parents and pre-schoolers to special events which are suitable, including puppet shows and storytelling (both professional and student-generated shows).

Primary

- Send newsletters home
- Provide Internet links to “edutainment” sites related to children’s books
- Create lists of suggested read alouds and independent reading titles
- Invite authors, illustrators, poets, and storytellers to work with classes
- Plan book celebrations and displays
- Plan invitational read-ins (snuggle-up-and-read sessions after school)
- Keep a shelf of books on parenting and reading to children etc. for parents to borrow
- Facilitate family literacy events (how to read to children)
- Encourage parents to read non-fiction to their children
- Organize bookfairs and initiatives to help families build home libraries
- Prepare special bookbags to send home (retelling props, science and math topics, etc.)

- Arrange for public library visits
- Prepare a presentation for a parent council meeting on primary research skills
- Encourage parents to model a variety of readings for their children (novels, newspapers road maps, recipes, manuals, etc.)

Junior

- Send newsletters home
- Introduce parents/caregivers to cyberlinks
- Demonstrate for parents/caregivers Grolier online
- Encourage parents to subscribe to magazines for students
- Create lists of suggested read alouds and independent reading titles
- Invite authors, illustrators, poets and storytellers to work with classes
- Plan book celebrations and displays
- Organize an information evening on helping children with homework
- Encourage the building of a basic reference library at home for students (dictionary, thesaurus, atlas)
- Facilitate pen-pals and e-mail buddies
- Organize a reading event (Silver Birch)
- Plan bookfairs and initiatives to help students build personal libraries
- Take students and/or parents book buying
- Plan book clubs (invite parents to help facilitate after school)
- Arrange public library visits

Intermediate

- Send newsletters home
- Introduce parents/caregivers to cyberlinks
- Demonstrate for parents/caregivers Grolier online
- Make lists of suggested read alouds and independent reading titles
- Invite authors, illustrators, poets and storytellers to work with classes
- Plan book celebrations and displays
- Organize an information evening on helping children with homework
- Organize a reading event (Red Maple)
- Plan bookfairs
- Plan excursions to book stores and exploration of online distributors
- Create book clubs on-line through school web pages
- Introduce online projects

- Offer an evening session on the research process
- Prepare a brochure on legal and ethical use of information
- Arrange public library visits

Secondary

- Send newsletters home
 - Create lists of suggested titles for independent reading
 - Invite authors, illustrators, poets and storytellers to work with classes
 - Share favourite books of staff, parents and famous Canadians
 - Offer an evening session on the research process
- Create literary quizzes and contests
 - Post reviews of popular fiction on the school web site
 - Organize book clubs both face to face and virtual
 - Take students to a specialized library
 - Facilitate and support independent reading programs
 - Celebrate special literary occasions
 - Initiate school-wide/community-wide reading and writing events
 - Support student writing and publishing of poetry and books for younger children ■

SELECTED BOOKS TO SUPPORT READING AT HOME

Raising Readers: Helping Your Child to Literacy. Bialostok, Steven. Winnipeg: Peguis Publishers, 1992.

Reading Begins at Home. Butler, Dorothy and Marie Clay. Updated edition. Portsmouth, New Hampshire: Heinemann Educational Books, 1987.

Read to Me: Raising Kids Who Love to Read. Cullinan, Bernice E. Toronto: Scholastic Limited, 1992.

Reading Magic. Fox, Mem. New York: Harcourt Incorporated, 2001.

How to Make Your Child a Reader for Life. Kropp, Paul. Revised edition. Toronto: Random House of Canada Limited, 2000.

Reading for the Love of it: Best Books for Young Readers, with a Guide to More Than 400 Great Children's Books. Landsberg, Michele. Toronto: Prentice Hall Press, 1987.

Revised edition of Michele Landsberg's *Guide to Children's Books*, 1985.

Family Literacy: Connections in Schools and Communities. Morrow, Lesley Mandel (ed). International Reading Association, 1995.

Great Books for Boys: More Than 600 Books for Boys 2 to 14. Odean, Kathleen. New York: Ballantine Books, 1998.

Great Books for Girls: More Than 600 Books for Inspire Today's Girls and Tomorrow's Women. Odean, Kathleen. New York, NY: Ballantine Books, 1997.

Read Me a Story: Parents, Teachers and Children as Partners in Literacy Learning. Spreadbury, Julie. Victoria, Australia: Australian Reading Association, 1994.

The Read-Aloud Handbook. Trelease, Jim. Revised edition. New York: Penguin Books, 1995.

Junior Genreflecting: A Guide to Good Reads and Series Fiction for Children. Volz, Briget Dealy. Englewood, Colorado: Libraries Unlimited, Incorporated, 2000.

For the series profiling key people in school libraries in Ontario, *Teaching Librarian's* Dianne Clipsham interviewed Nancy Allan, teacher-librarian at Osgoode Township High School in Metcalfe, Ontario. Here are excerpts from that conversation.



Nancy Allan
Volunteer Leader!

Interview by Dianne Clipsham

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

NA: While teaching Physical Education and Dance at Confederation High School, I met and was mentored by Elaine Fortune, the teacher-librarian. I was looking for a change at that time, and when I became assistant head of physical education at Bell High School later, two more people working in the school library impressed me – Marion Barnabe and Cathy Sigler, with whom I worked as a volunteer teacher-librarian. All three of these teachers showed creativity, dedication and commitment to teaching students how (and where) to conduct research.

I attained a Specialist in Library and moved to Osgoode Township High School, where I worked closely with both Pat Irving and Karen Fleming, who are now Principal and Vice-Principal at other schools.

When I pursued my professional qualifications in the field, my teacher at York's Faculty of Education was Sya Van Geest. A more enthusiastic and energetic role model would be difficult to find!

So, like many others, I expect, the people I met in the role of teacher-librarian contributed greatly to my interest in and eventual choice of it as my profession.

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

NA: I began my career as a professional teacher-librarian at Osgoode in 1995, after the previous person moved on, and I have not regretted a minute of it. I began to use an Internet site, Filamentality, for creating a hotlist connecting students to appropriate sites two years ago, and volunteered to present a workshop at Superconference on it in 2001. You can see what we have done at Osgoode at: <http://www.kn.pacbell.com/wired/fil/pages/listothslibot.html>

I volunteered to be on the literacy committee in my school and ended up chairing it. Working with other department heads and key people in the school, we developed an action plan focusing on the students in our feeder schools. This year I gave a workshop on this initiative for the teachers in the Ottawa-Carleton District School Board.

I am also liaising with librarians at post-secondary institutions. I initiated our school's Partnership with Carleton University, and remain the school contact person for this worthwhile project.

For two years I have been a marker for the literacy test from EQAQ, the OSSLT. This work has clarified the communication and research skills which I teach to students in the library.

TL: How did you do it?

NA: I have been a coach for volleyball, basketball, track and field and skiing at Osgoode THS for many years, which gives me a personal connection to students here. I tend to see what I do in the Library as not unlike what I do as a Coach – giving them the skills, praising, prodding, and adjusting, so that over the years I can see them developing into model researchers.

Working as a team and doing individual practice regularly is still the best way for students to learn, as I see it. I offer clinics on English literacy skills in the library.

For me, learning is my motivator in that I am driven to do what I perceive to be needed for kids to learn. My heart is with the kids who give back as much as they receive from me.

I happen to be a well-organized person, who appreciates all the help I get from my retired husband, who lives with our two sons and me on a farm near the school and plays the double bass in two bands as well.

Sleep? I don't need much, so I rise early and go to bed late, which gives me enough time to get all I want accomplished in a day.

TL: Have there been any outstanding moments for you?

NA: Learning how to use Filamentality to create a site kids can bookmark and refer to from home has been very rewarding for me.

Helping teachers write curriculum units for the wide variety of courses and subjects is a constant challenge – we are becoming the only teachers in the schools doing teacher professional development.

TL: Can you share your favourite reads or hobbies?

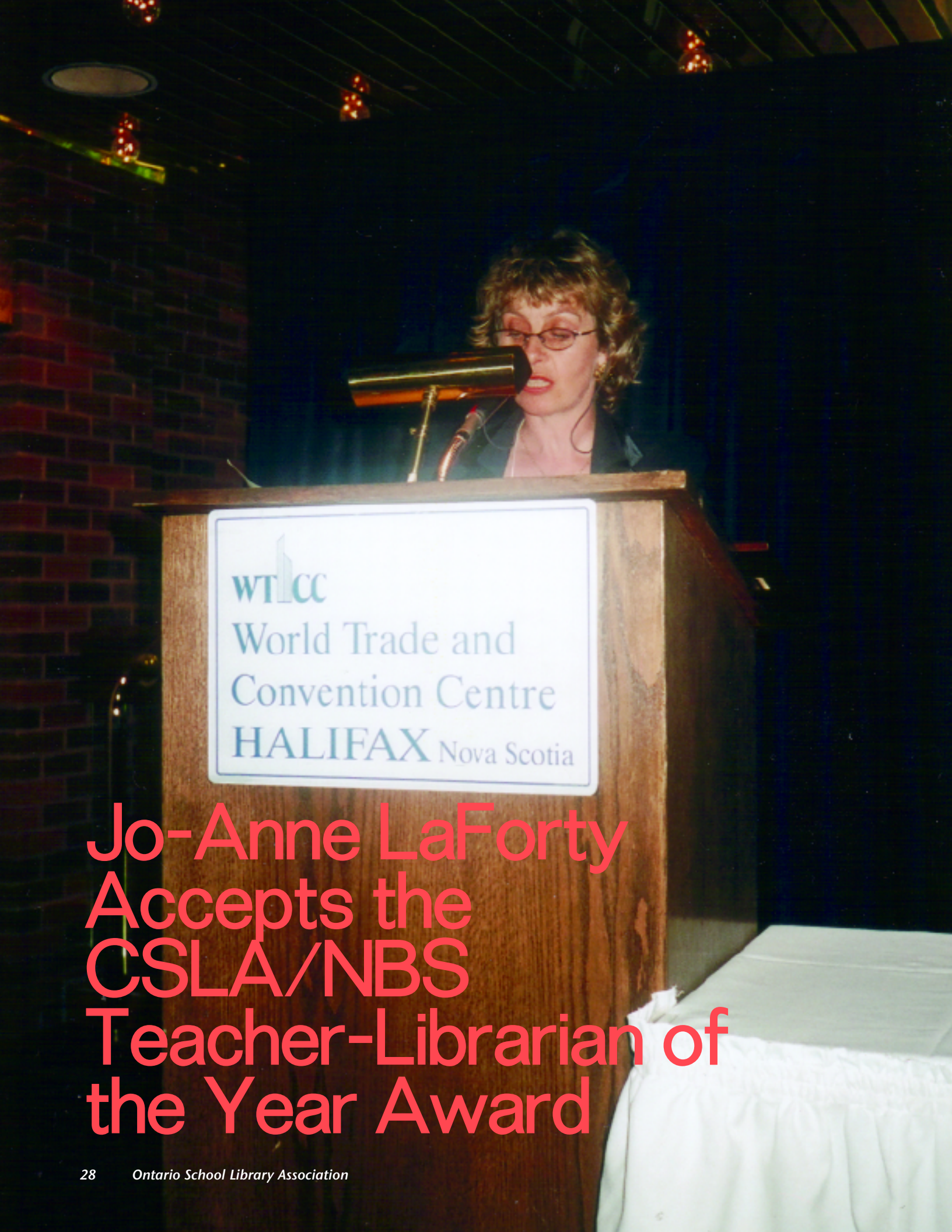
NA: Reads include: historical fiction such as:

- Rutherford's *Sarum*
- Jane Urquhart's *Stone Carvers*
- Barbara Kingsolver's *Poisonwood Bible*
- Michael Ondaatje's *Anil's Ghost*
- Rohinton Mistry's *Such a Long Journey*

I have horses on the farm, so riding is a passion. I get up every morning and do chores before going off to school.

Other sports I love are skiing and golf.

TL: Thank you for your time, Nancy! ■



WTCC
World Trade and
Convention Centre
HALIFAX Nova Scotia

Jo-Anne LaForty
Accepts the
CSLA/NBS
Teacher-Librarian of
the Year Award

Jo-Anne LaForty delivered this speech in Halifax to accept her award at the CLA conference in June.

I am indeed honoured to receive this award. I have felt like a celebrity the last few months. My principal announced this award to the school, had the entire school read the press release, and on the cover of the school newsletter replaced her (principal's) photo with mine! I have been in the local newspaper and was spotlighted in the Roger's Cable news where they interviewed staff and students at the school.

I have been honoured at a Toronto District School Board meeting and was given a gold watch (and I haven't even retired!). And just last week, one of the custodians announced to the electrician who was repairing my cable television: "this teacher just won best teacher-librarian of Canada." This award has been an opportunity for the entire staff and student body to be proud and celebrate. Thank you to National Book Service for sponsoring this very prestigious award.

Library programs are organic in nature. They are always evolving and dependent upon a complex interconnectedness among teacher-librarians, library staff, school culture, board support and the community. Teacher-librarians do not work in isolation; programs develop because of the collaboration of people. Therefore, my successes are due to the commitment and expertise of many teachers and teacher-librarians with whom I have had the pleasure to work. I may have been the catalyst but many others share in this award.

I began as a teacher-librarian almost 25 years ago, fresh from the Faculty of Education where Larry Moore was my library professor. He introduced me to the concept of research skills, active learning and dynamic literacy programs... not to mention martinis! However, when I graduated, what I really wanted to do was to teach English. As fate would have it, my first position was in the library and I became a Head of Library in my first year as a teacher, in a rural school. To the surprise of the staff, I wanted to teach in the library.

I've seen many changes in school libraries. When I began as a teacher-librarian, the focus of the library program was reading literacy, including book talks and author visits. This changed in the 1980s. I was at the coming out party of Partners in Action in 1982 and experienced the wave of excitement in its implementation throughout the '80s and the belief that the school library was the academic playground of the school, central to the school's curricular program. I embraced the computer revolution, learned new software and taught database searching, and only occasionally longed for the time when the only switch we turned off at the end of the day was the light. I was inspired by the Big Six model of research and then the Ontario four-stage process as outlined in *Information Studies: Kindergarten to grade 12*. Now in Ontario, a grade 10 literacy test that students must pass to graduate from high school has balanced my library program. Now, along with teaching information literacy skills and technology, reading programs are again a priority.

CSLA NATIONAL BOOK SERVICE AWARD

In Ontario, the tide began to turn in the mid '90s. School library programs as well as other aspects of education in Ontario have slowly deteriorated. The existence of teacher-librarians depends on a funding formula created by the Ministry of Education. Each board must operate within the budgetary confines of this formula which recognizes teacher-librarians but does not guarantee teacher-librarians. Hence there are huge discrepancies in library programs across the province.

This year, the Ontario Library Association formally acknowledged the crisis in school libraries. Realizing that all libraries are interconnected and interdependent, the OLA has made school libraries a priority.



Left to right: **Karin Paul** (CSLA President), **Jo-Anne**, NBS' **Laura Vanek**

Out of this commitment grew the OLA School Library Summit and so, at the end of May, for 2.5 days people gathered together to discuss the future of school libraries. The press followed this event, articles appeared in newspapers and a taskforce has been created to move this issue forward.

Advocacy is a complex and seemingly slow process. Right now in Ontario, with the change in Premier and Education Minister, the funding formula that has crippled us is currently under review. The OLA is working hard so that our voice will be heard and we are keeping our fingers crossed.

At the School Library Summit, Ross Todd, a professor at Rutgers, said in spite of our many obstacles "we must get on with it... get on with the business of good teaching." I think this has been my strength as a teacher-librarian. I have forged ahead.

For the last two years, I have been teaching at the most rewarding and challenging school of my career. It is a business and technical institute, which means most of the students go directly to the world of work. It is very multicultural and has a large ESL and special needs population. A few months ago I received the ultimate compliment. An educational assistant said, "I love to come to the library, it feels like the family room of the school."

In *The Bean Trees* by Barbara Kingsolver, the main character says, "Life is like the library – everything is on loan." We have such little time with students. When I watch students coming to and from the library, when I sense their building confidence as they learn new skills, when I feel the buzz of students involved in meaningful learning, and when I see them excited about what they are reading... I indeed feel privileged to be playing a small part in their intellectual and personal growth. ■

2nd Annual Award of Distinction Honours Cheryl Dinnin

Marlene Turkington

The Thames Valley District School Board honored Cheryl Dinnin, along with 20 other individuals at its 2nd Annual Award of Distinction during a special ceremony on May 7th.

The 21 award winners included school administrators, teachers, volunteers and Board staff elected by a committee of internal and external stakeholders from 86 nominations. The award winners are individuals who

have made a significant and positive contribution to public education. Winners had to demonstrate exemplary initiative, innovation and vision, and had to have a positive influence on their colleagues. They also had to demonstrate loyalty of service, integrity, sincerity and a commitment to learning.

Cheryl was nominated by the Caradoc Central Public School principal and Paul Swan, a teacher-librarian representing the Teacher-Librarians Association. In addition to establishing two vital school libraries at Caradoc Central and Parkview schools, she regularly contributes to professional journals and periodicals including *The Teaching Librarian*.

As an ambassador for the importance of school libraries, Cheryl has presented workshops and seminars at a variety of conferences, including the Ontario School Library Association's Super Conference 2002.

This year she is also the chair of the OSLA Communications Portfolio. Cheryl is a tireless advocate for literacy whose efforts have inspired a love of reading in thousands of students throughout her career.



Left to right: **Bill Bryce** (Director of Education), **Cheryl**, **Joyce Bennett** (Chair of the TVDSB)

Saving My Sanity... or Why I Love the UPS

Diane Bédard

For everyone who's thinking that the brown-shorts boys at United Parcel Service are the ones who saved my sanity.

The UPS that saved me this time was a small beige box, also known as an **Uninterruptible Power Supply**.

My school board is right in the middle of Canada's record-holding thunder and lightning storm region, and we have some awesome storms. You really have to admire the heavenly powers for such a beautiful display! Direct lightning strikes are very rare, but hydro power can cut out during a storm with surprising regularity. Usually the weather folk provide enough warning and people on personal computers do frequent saves of their work. It's become a Pavlovian response... a rumble of thunder starts the fingers twitching toward the SAVE function!

We're also a board of many older buildings which electricians have retrofitted to handle modern day power demands... Yet the ghosts of the 'one outlet per classroom' days continue to haunt us in over-extended circuits and power bars everywhere.

Today we use computers for more than just occasional work: we run online data, shared resources and server-based applications which we've come to depend on for our day-to-day business.

At one time Uninterruptible Power Supply technology was limited to just the high-end corporate environments, but UPS costs have tumbled and with the dramatic rise in our dependence on computer networking, the UPS should now be a necessity for every computer user.

WHAT DOES MY COMPUTER NEED?

Let me backtrack a bit and explain the simple power requirements of the technology we have come to love. Your computer actually needs very little of the power flowing out of the wall outlet. Its power supply converts the AC input (120 volts from the wall outlet) to the lower DC voltages used by the computer – only 3.3 volts to 12 volts! The lower volts are used by digital circuits, while the 12-volt is used to run motors in disk drives, hard drives and the cooling fan.



Your computer can tolerate SLIGHT differences, but fluctuations or spikes in the power supplied can quickly cause a problem and data loss or permanent computer damage can occur. I know how many hours I can spend at the keyboard, and the idea of losing all that work does not appeal to me!

When we think of things which can cause power problems, everyone immediately blames lightning strikes though these are actually among the least common causes. When lightning strikes near a power line, the electrical energy can boost electrical pressure by millions of volts. This causes an extremely large power surge that will overpower any kind of surge protection. Thankfully, direct lightning strikes are rare!

Far more common causes of power surges (encountered daily!) come from the operation of high-power electrical devices such as air conditioners and refrigerators. These high-powered pieces of equipment require a lot of energy to switch on and turn off their compressors and motors. This switching creates sudden, brief demands for power, upsetting the steady voltage flow in the electrical system. You've likely noticed this effect when your lights dim briefly as a piece of equipment kicks on. Having your unprotected computer on the same circuit as the fridge or the photocopier is not a good thing!

We often only worry about the power lines, but telephone and cable lines can also conduct high voltage. If your computer is connected to the phone lines via a modem, you should get a surge protector that has a phone line input jack. If you have a coaxial cable line consider a cable surge protector. Surges on these lines can do just as much damage as surges over power lines.

SO HOW WELL DOES MY POWER BAR PROTECT MY COMPUTER?

When you set up your computer, one piece of standard equipment you probably used was a surge protector/power bar. Most of these bars serve one immediately obvious function: they let you plug multiple components into one power outlet.

The main job of a surge protector system, however, is to protect against surges. A power surge is an increase in voltage significantly above the designated level.

“When the increase lasts three nanoseconds (billionths of a second) or more, it's called a surge. When it only lasts for one or two nanoseconds, it's called a spike. If the surge or spike is high enough, it can inflict some heavy damage on a machine.



The effect is very similar to applying too much water pressure to a hose. If there is too much water pressure, a hose will burst. Approximately the same thing happens when too much electrical pressure runs through a wire — the wire ‘bursts.’ Actually, it heats up like the filament in a light bulb and burns, but it’s the same idea. Even if increased voltage doesn’t immediately break your machine, it may put extra strain on the components, wearing them down over time.¹

How well does a surge protector do at providing protection to your computer? It depends on the quality of the bar you purchased as not all surge protectors are created equal. The basic power bars offer very little protection, just extra outlets.

Better power bars will indicate their ratings. You’ll know you’ve bought a good one when you can see the list of ratings stamped on it – ratings which list a “clamping voltage” of less than 400 V, an ‘energy absorption/dissipation’ of 600 joules or more, and a ‘response time’ of less than one nanosecond.

One problem with surge protector power bars is that they can burn out with one good surge. This is why you need to get a protector with an indicator light that tells you whether or not it’s functioning properly. If the light does not come on, throw it away!

At the risk of pointing out the obvious, if you are depending on a surge protector bar, ensure that you are plugged into a grounded outlet. The bar will first try to shunt the overage in power back to the ground line to dissipate it – only large surges will blow the bar.

But any surge protector is only handling one power problem area for your computer... just the surges. To truly protect your computer and your data, it’s time to move up to an uninterruptible power supply – a UPS.

It’s such a simple little thing; it’s not even high tech – just a basic box full of heavy duty batteries and an inverter switch. You’ll never even notice it (except when trying to pick it up – did I say it was HEAVY?!) until the day that Mother Nature, or the electrician, or both decide to play with the hydro without informing you.

WHAT DOES A UPS DO?

It sits between the electrical outlet and your computer and ensures that variations in the electrical power coming out of the wall never directly reach your delicate computer chips and circuits. A UPS protects a computer against several different power problems:

Voltage surges and spikes: when the voltage on the line is greater than it should be (all a surge protector bar really handles)

Voltage sags: when the voltage on the line is less than it should be

Total power failure: when the power goes completely down

A UPS can come in many different sizes and shapes. The size of the UPS is primarily dictated by the size of the battery; the larger the battery bank, the more time your equipment can run on battery power before shutting down. Larger units not only can power equipment for more time, they can also handle a larger total demand for power.

There are two common systems – **the standby UPS** and **the continuous UPS**. Standby UPS

systems are far more common for home or small business because they tend to cost about half as much as a continuous system. Continuous systems provide extremely clean, stable power, so they tend to be used in server rooms and mission-critical applications.

The standby UPS runs the computer off the normal hydro power until it detects a problem. At that point, it very quickly (in five milliseconds or less) turns on a power inverter and runs the computer off the UPS' battery.

It's called standby because the battery and inverter are normally not supplying power to your computer. The battery charger is using line power to charge the battery, and the battery and inverter are waiting "on standby" until they are needed. When the AC power goes out, the transfer switch changes to the secondary power source. When line power is restored, the UPS switches back.

The continuous UPS runs the computer completely off battery power and the battery is continuously being recharged. There is no switchover time in a continuous UPS, making it a very stable source of power.

The hydro power feeds a large bank of batteries inside the UPS, keeping them constantly at full charge. Your computer then draws constant, even energy from the batteries, not from the wall outlet. A computer powered by an online UPS shows no response to a power failure. It keeps running without interruption, and all that happens is that the battery starts to run down because there is no line power to charge it.

An online UPS is more expensive and is typically used only for large servers and for backing up multiple pieces of equipment in data centers. Aside from the initial purchase cost, the online UPS is also somewhat inefficient. All the power going through it is converted from AC to DC and back to AC, which means much of the power is dissipated as heat. (Let's add more heat to the server room!)

USE SOMETHING!

A well rated surge protector can greatly extend the life span of your computer (or any valuable electronic component) and is the bare minimum. But if you live in an environment with temperamental electricity supply, consider investing in a UPS.

Either model of UPS can give you the time to correctly shut down your system, even in a complete power failure. If you consider your time valuable, a UPS can pay for itself the first time the power flickers or goes out.



Locally we went through two major storms in the space of one week – the same week that the electricians converted the main power feed in our old building to 'modern' standards. When the hydro surged and crashed, it was hard to say who was to blame. But the end result was just two dead UPS boxes, not six mission-critical servers. ■

¹How Surge Protectors Work, Tom Harris. <http://www.PCGuide.com>

Visual Information and the School Library Program

A Presentation by Steve Moline

Carol Koechlin

STAGE OF INQUIRY/ RESEARCH PROCESS	S K I L L S
PREPARE	Reading and writing <ul style="list-style-type: none">• skimming/scanning• brainstorming• questioning
ACCESS	Reading (real world) <p>Although visual information is often complex it should enable all learners to:</p> <ul style="list-style-type: none">• simplify• clarify• generalize
PROCESS	Analysis/synthesis <ul style="list-style-type: none">• break down information• sort and chunk• look for connections• builds comprehension• assists recall (note-taking)
TRANSFER	Planning for writing Presentation Communication

Steve Moline challenged participants in his sessions at the 2002 Super Conference to try out some of the strategies he was sharing. He asked us to try to find a way to visually represent the information from his sessions so we could see how powerful the strategy is for note taking. The “a-ha!” for me in his session is how important visual information and representation is at every stage of the research and inquiry process. I hope I have captured the essence of his valuable session visually for you.

VISUAL TOOL

Graphic Organizer

- web
- word wheel

Signs/symbols

- web browser
- VCR
- recorders

Non-Fiction Text Visuals

- maps
- charts
- graphs
- pictograph
- cross-sections
- labelled diagrams
- scale diagram
- cutaway
- magnification
- photographs

Graphic organizers

- web
- map
- Venn diagram
- table
- tree diagram
- flow chart
- graph
- timeline
- relationships on arrows (colour)

Planning a recount

- time line to arrange events in sequence
- storyboard to show how the subject changes over time

Planning a procedure

- storyboard to show how the subject changes as it is being prepared or assembled

Planning a report

- word wheel to list groups
- table to sort a topic into groups and list examples for each group
- tree diagram to sort a topic into groups and sub-groups

Planning an explanation

- storyboard to show how something changes over time
- flow chart to sequence steps in a process
- web diagram to relate participants in a network or system

Planning an argument

- word wheel to list one-step reasons
- flow chart to organize a sequence of linked reasons

Planning a discussion

- table to list and compare opposing attitudes or arguments
- Venn diagram to highlight where conflicting views may overlap (agree)
- web diagram to show relationships between stakeholders in a debate or controversy

elementary level



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secondary level



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OSLA President's Report



Asking Questions About the World at the White House Conference on School Libraries

On June 4, 2002, I was privileged to attend a landmark event at the White House in Washington D.C., the first national conference on school libraries. Hosted by Laura Bush, the one-day conference brought together 150 invited participants, including school library administrators, directors of education, principals, and superintendents.

In her opening remarks, Laura Bush (herself a former teacher and teacher-librarian) set the tone for the day by speaking about how school libraries “allow children to ask questions about the world,” and about how she hoped the Laura Bush Foundation for America’s Libraries would help school and community libraries in poor areas. Dr. Robert Martin, head of the Institute of Museum and Library Services for the U.S. federal government, served as the moderator for the day and introduced the impressive array of speakers.

LIBRARIES: CONTINUITY OF CULTURE & CIVILIZATION

Dr. Vartan Gregorian, president of the Carnegie Corporation, the first presenter, spoke passionately about the way libraries from the Great Library of Alexandria on have provided the continuity of culture and civilization for several thousand years. Speaking of the present day, he observed that information technology has shrunk time and space. He used the example of a single CD ROM being able to hold all Latin literature from the Roman world. However, he considers our challenge is organizing knowledge, assimilating it, and finding meaning in it. He sees school libraries as an “indispensable introduction to literacy and learning.”

THE LITERACY DIVIDE

Dr. Susan Neuman, assistant secretary for Elementary and Secondary Education, U.S. Department of Education, presented findings of her research study on how transformation of the Philadelphia public library system affected children’s literacy development in poor, well-to-do and middle class communities. The study found that libraries are vital to all children, poor and well-to-do, but that children in poor areas used libraries differently than middle class and well-to-do children. The researchers concluded that there is a literacy divide: poor children read fewer books and less challenging material than middle- and upper-income children.

They also found striking differences in usage from school library to school library: two books per student in poor areas, four books per student in blue collar areas, and 13 books per student in middle class areas. Poor children had school libraries which were warehouses for dumped and damaged old materials, and even those were open only three days a week and were staffed by clerical rather than professional staff. School libraries in middle class areas were open five days a week and were staffed by professionals. Dr. Neuman’s conclusions were that school libraries needed to become focal points of school reform, especially for schools in poor areas.

STUDENT ACHIEVEMENT & SCHOOL LIBRARIES

Dr. Keith Curry Lance then spoke about the common findings in his research studies in several American states that show there is a direct positive correlation between student achievement and school libraries. His research shows that the role of the school library in student success depends on three key factors:

- the level of development of school library programs (which includes staffing and budget),
- the extent to which the teacher-librarian engages in leadership and collaboration activities with other teachers,
- the integration of technology in library programs.

He recommended that further controlled studies be done to study these three factors more closely.

CASE STUDIES

After a break during which participants viewed George Bush leaving the White House in the presidential helicopter, a group of speakers presented case studies and examples of successful programs. **Dr. Gary Hartzell**, professor of Educational Administration at the University of Nebraska, stated that since most school administrators are more than 50 years of age, they have an old-fashioned and stereotypical view of librarians and school libraries. As well, since there is no systematic instruction in the role of the school library for new teachers at faculties of education, there is little awareness of the role of an effective school library even among young tech-savvy teachers. He considers the partnership between the teacher-librarian and the principal to be the key factor in improving student achievement.

Dr. Stephen Wisely, District Superintendent of the Medford Oregon School District, spoke about how his school district has, since 1985, transformed school libraries from book warehouses to program centres and that this trans-

formation has raised student achievement. All schools have teacher-librarians, there is an information skills curriculum and cooperative planning, book budgets have been doubled, and there are more than 30 books per student in all school libraries in the district. Gains in student achievement have been consistent and remarkable. Students are reading more and the school district consistently ranks first or second in the United States in average SAT scores.

Dr. Kathleen D. Smith, Principal of Cherry Creek High School in Denver, Colorado, described how the library is the heart of her 3,500-student school. Her school's plan to raise student achievement has included:

- Increasing access to the school library. Staff see 1,900 students daily, and the library is open three hours after school and one night a week.
- Connecting the library to teaching and learning (175 classes are booked per month).
- Integrating technology (there are 154 computers in the library)

Results have been highly positive with the graduation rate increasing 5%, higher SAT and state test scores, and a huge increase in the number of students taking advanced placement courses.

Faye Pharr, principal of Lakeside Academy in Chattanooga, Tennessee, spoke about the many changes in her inner city elementary school since it received a Readers' Digest DeWitt Wallace Grant for school reform via the school library. The library changed from a resource centre to a flexibly scheduled centre of instruction, exploration and learning. Over 75% of the collection was purged and replaced with a new collection which directly supported curriculum.

Studies done after these changes were implemented have shown that classes with the highest library usage and collaboration between the teacher and the teacher-librarian had the highest test scores, and the classes with the lowest usage and collaboration had

the lowest test scores. Overall, student achievement has increased greatly at Lakeside Academy.

Christine DeVita, president of Wallace-Readers' Digest Funds, then spoke about how the Funds' Library Power initiative has helped 700 schools make their libraries into strong centres of teaching and learning, and how the initiative has demonstrated that school libraries are a positive influence on curriculum, instruction and professional development.

Mrs. Bush closed the conference by introducing the Board of Directors of the Laura Bush Foundation, and announced that \$5 million has already been raised. Both her genuine commitment to education and her passion for libraries are evident.

OVERALL IMPRESSIONS

Impressions? It was an impressive, exciting, and informative event and truly a privilege to be a participant. As a Canadian, I found the state of school libraries in the United States to be similar to our situation, with three exceptions.

First, there seems to be a much larger disparity in the quality of school libraries when comparing poor area schools and middle class area schools in the United States than there is in Canada.

Second, privately funded projects such as the Readers' Digest DeWitt Wallace Foundation and the Laura Bush Foundation are pretty well non-existent in Canada. Both these differences are predictable and can be attributed to the differences in Canadian and American political cultures.

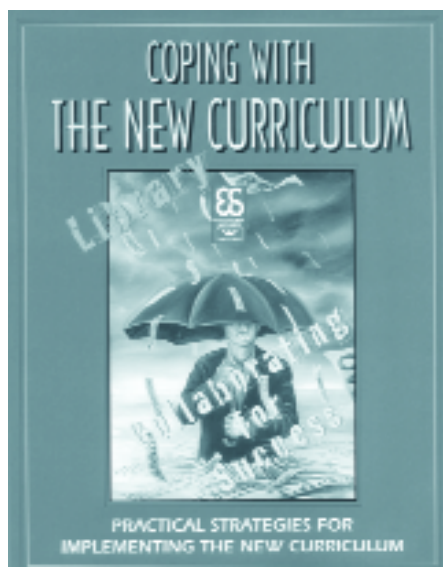
The last difference relates to the occurrence of the White House Conference on School Libraries as a national initiative as no such initiative has taken place in Canada. Could a similar event be held in Canada? Could school libraries get the attention of the Governor-General or the Prime Minister? Perhaps the timing is right. ■

Library: Collaborating for Success – Practical Strategies for Implementing the New Curriculum

Jo-Anne LaForty and Sya Van Geest
OSSTF, 2002 (Coping with the New Curriculum Series)
ISBN 0-920930-81-6

This wonderful resource is a teacher-librarian’s dream. Not only does it offer a quick overview of information studies, but it also shows readers how to link information studies with subject expectations. As well, the book offers sample research assignments, explains the four stages of research (see p. 36), and covers the use of portfolios for research.

New teacher-librarians will be most thankful for the detailed walk-through of the research process. A series of five questions as subtopics expertly leads readers through the necessary steps, and the answers given ensure that everyone using this to plan a unit will stop and reflect each step of the way, thereby increasing their chance of success.



There is an entire chapter devoted to sample research units, many at the grade 9 level, varying in length from two pages to 10. Each one covers the four stages of research and most contain expectations from both Information Studies and the subject discipline. Some even provide exemplars and rubrics. These units are tremendously helpful as teacher-librarians can use them as is or modify them to suit their individual needs. What a great tool to use if collaborating with a teacher for the first time!

Other plusses in this resource include a chapter containing support materials for each of the stages of research. Some examples include rubrics, evaluation tools for students, and graphic organizers. Readers will be impressed with the quality and user-friendliness of the wealth of information contained here.

A review of this sort can’t begin to get across the value of such a resource. In the short time I’ve had my own copy, I’ve used one unit in its entirety, shown others to staff members, adapted and used some sample rubrics, taught my grade 10 English class how to develop a good thesis abstract using the guide provided here, referred to the section on preparing a Works Cited list, and used the definition of Information Literacy as an overhead for a presentation to school council.

Sya and Jo-Anne (authors) have produced a remarkable book which walks the talk. It provides practical strategies for teacher-librarians implementing the new curriculum as they work collaboratively with classroom teachers to design quality programs that use the four stages of research.

■ **Bobbie Henley**

Enhancing Teaching and Learning: A Leadership Guide for School Library Media Specialists

Jean Donham
Neal-Schuman, 1998,
paper, 6” x 9”, 259 pages,
bibliographical references,
indexes. ISBN 1-55570-328-3

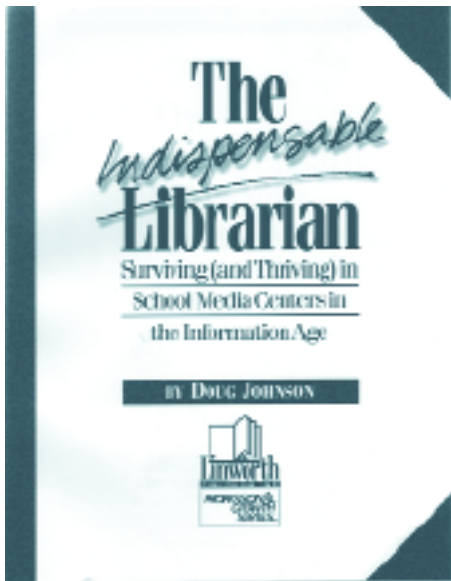
The title of Donham’s book is significant – school library leadership is all about enhancing teaching and learning.

Enhancing Teaching and Learning: A Leadership Guide for School Library Media Specialists is divided into two parts: The Environment, which includes students, curriculum and instruction, the principal, the school district, and the community; and The Library Media Program, which includes collaborative planning, scheduling, the collection, literacy, technology, information literacy, assessment of student work, and program evaluation. Each chapter ends with Action Strategies. Donham provides a list of further readings for those interested in going beyond her book.

Enhancing Teaching and Learning would make an excellent textbook for teacher-librarianship courses, and any teacher-librarian interested in professional development is likely to find that time spent reading Donham’s text is time well spent.

As Neal-Schuman publications are generally very expensive, Donham’s text is probably most suitable for a district professional collection, although individual teacher-librarians who can afford to buy school or personal copies will certainly find it was money well spent. In any case, *Enhancing Teaching and Learning* is essential reading.

■ **Brenda Dillon**



The Indispensable Librarian: Surviving (and Thriving) in School Media Centers in the Information Age

Doug Johnson
 Linworth, 1997 (Professional Growth Series)
 Paper, 8 1/2" x 11", 163 pages, bibliographical references.
 ISBN 0-938865-64-1

Doug Johnson points to the rapidly changing nature of teacher-librarianship and emphasizes that, while challenging, this time of change is also a time of opportunity. And, he argues, teacher-librarians need to take advantage of this opportunity by making themselves indispensable.

In *The Indispensable Librarian*, Johnson tells us how we can do just that, in chapters covering Mission, Planning, Influence and Public Relations, Technology, Personnel, Curriculum, Budget, Facilities, Policies, and Staff Development. He also includes a list of highly recommended reading.

The Indispensable Librarian is... well, indispensable. While the original 1997 publication date means some of the technology specifics are out of date, the situations, issues, and philosophy are still current. Each reader will no doubt have a favourite chapter. Mine was chapter 7 – Budget. Johnson does a superb job with both the philosophical and the practical aspects of budgeting and this chapter alone was worth the price of the book. Anyone involved in designing a new school library or renovating an old one will find the Facilities chapter invaluable. The content makes *The Indispensable Librarian* a must read and Johnson's personal, humorous style makes the reading a pleasure.

The Indispensable Librarian should be part of every district professional collection. If that's not possible, teacher-librarians should buy copies for their school collection or, if budgets are too limited, purchase personal copies.

■ Brenda Dillon

The Indispensable Teacher's Guide to Computer Skills: A Staff Development Handbook, 2nd edition

Doug Johnson
 Linworth, 2002 (Professional Growth Series)
 Paper, 8.5" x 11", 195 pages.
 ISBN 1-58683-109-7

The Indispensable Teacher's Guide to Computer Skills is not a computer or software manual. Instead, it is a framework for staff development. As in the first edition, Johnson discusses effective staff development; covers basic and advanced com-

puter skills and Internet skills for teachers; deals with assessing staff development efforts in this area; and provides examples and hand-outs in an appendix. In this new edition, he adds introductory material, expands some topics (e.g. search tools; presentation software), adds new topics (e.g. time management; graphics; home/school communication), and includes a new section called 'Rubrics for Leadership'.

This staff development manual will be very useful to the person(s) responsible for providing technology inservice to staff. And Johnson makes quite clear that he thinks the teacher-librarian should be this person, or should at least be part of the staff development team. *The Indispensable Teacher's Guide to Computer Skills* is, in effect, a curriculum document for technology-related staff development.

At the district level, the person responsible for staff development should certainly have a copy of *The Indispensable Teacher's Guide to Computer Skills*. The person responsible for technology planning and implementation should certainly read this book as a reminder that the important issue isn't really which network configuration or applications suite is chosen, but whether this technology becomes a productivity tool for teachers. There should also be a copy of Johnson's book available at the school level for use by those responsible for staff development. If the teacher-librarian is involved in the planning or delivery of staff development related to technology, then it would be a good idea for the teacher-librarian to have a school or personal copy.

■ Brenda Dillon

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PORTFOLIO REPORTS Summer 2002

Portfolio:
PROFESSIONAL DEVELOPMENT
led by Michele Regina

Portfolio:
**MEMBERSHIP, AWARDS,
NOMINATIONS**
led by Joyce Cunningham

4TH OSLA SUMMER INSTITUTE

DATES:
August 19 to August 20, 2002

LOCATIONS:
GTA (Woodbrige), Hamilton

The 4th annual OSLA Summer Institutes were held August 19th & 20th, 2002. Two sites serviced members in their professional development. The Institute locations were as follows:

1. Holy Cross Catholic Academy, Woodbridge
2. Cardinal Newman Catholic High School, Stoney Creek

This year the two-day sessions focused on the 'design down' approach to curriculum planning and gave participants an opportunity to develop skills and knowledge using the Ontario Curriculum Electronic Planner.

As always, the Summer Institute offered a wealth of new information, provoked thought and discussion, and provided valuable hand-outs and samples.

In spite of the many frustrations and cutbacks, our membership has continued to grow. I believe that during this school year we have all realized the significant role that OSLA plays as it offers workshops, valuable programs and resources. Also, the organization has become increasingly more active as it lobbies and consults with the many groups who are now speaking out about the importance of the school library program.

I sincerely hope that all of you will renew your memberships and work to bring in more of your colleagues. Although we now have more than 1,400 members, we know we have not reached everyone. As the council continues to explore ways to meet the needs of all those who work with our students, we look for advice and input. Please share your ideas and suggestions. I would love to hear from you.

**Portfolio:
PUBLICATIONS**

led by Cheryl Dinnin

In order to meet the needs of the readership of *The Teaching Librarian*, the editorial board needs to hear from you. We need your ideas to share in our column It Worked for Me and your thoughts, concerns and suggestions in Letters to the Editor. We are pleased with the response following the Literacy issue and hope that the Advocacy issue has been well received. This third and final issue for this school year focuses on Leadership and will provide you with some thoughtful reading.

This portfolio has taken on another dimension: media watch and response. School libraries are making headlines across Ontario and we will be watching for articles and news items about them. Those that warrant a written response will get one. You can each be unofficial members of this portfolio committee by responding with a sincere letter to the editor when your passions about school libraries are stirred!

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A Special Kind of Leaders

Jo-Anne LaForty and Brenda Partridge SuperConference 2003 Co-Convenors

It takes a special kind of leadership to tackle the mammoth job of convening OSLA involvement in SuperConference and thankfully, Jo-Anne and Brenda have both accepted the challenge. Hardly had the dust settled from this year's big event, when a call for presenters and new ideas for next year's conference was posted on the OSLA listserv. We couldn't be better served.



Jo-Anne has been very active with the Ontario School Library Association, serving as vice-president, president and past-president. She has served on countless local and provincial committees, developing policy and curriculum for school library programs. She has led many innovative projects integrating science, information technology, school library resources and information literacy. She has presented several keynote addresses in Ontario and recently made an innovative keynote address entitled 'Choreographing the Chaos' at the Australian School Library Association Conference. Jo-Anne co-authored several books and was the coordinator of the video *School Libraries and the Implementation of the New Curriculum*. She has just been awarded the Canadian School Library Association's Teacher-Librarian of the Year Award for 2002.

What does she think about Super Conference? "I think I have attended every conference except one since 1978 when my teacher at Queen's University, Larry Moore, invited his class to attend at a discounted rate. I have presented at the conference for more than 10 years. I believe it is an essential professional development event; it keeps you current, recharges your batteries and connects you to a vital library community."



Brenda Partridge has been an extraordinary teacher-librarian for 15 years. In 1996 she won the OSLA Award of Excellence. She serves as the Kawartha Pine Ridge District School Board representative on the Trent Hills Library Board, teaches computer studies to adults through Loyalist College, and in her spare time edits works of fiction by children and adults.

Finding herself in a situation which would have made many give up, Brenda has instead used her positive attitude and vision to become a strong advocate for reinstating teacher-librarians in elementary schools. She presented a practical session at Super Conference 2002 on how to survive cutbacks.

How does she envision SuperConference? "It has been my battery recharger, my therapy through severe cutbacks and my professional visionary. Now is my payback time – I am pleased to join the planning team for Super Conference 2003."

How interesting that both women have used the same metaphor! We look forward to next year's Super Conference as time well spent getting re-energized. ■

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