



THE **TEACHING LIBRARIAN**

The magazine of the Ontario School Library Association
volume 15, number 2 ISSN 1188679X

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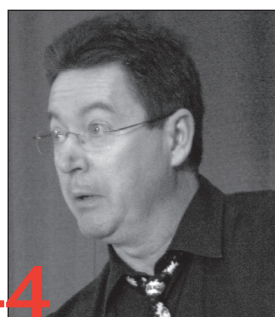
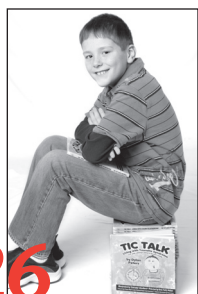


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Thanks to the contributors to *The Teaching Librarian* volume 15, number 1



PIERCE DESROCHERS O'SULLIVAN

is a grade 12 student at the Etobicoke School for the Arts.



BRENDA DILLON

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

MICHELLE FLECKER

is the teacher-librarian at Lambton Park Community School in the Toronto District School Board.



MARJORIE GIBSON

is the Co-ordinator of the Library and Learning Resources Centre in the Hamilton Wentworth District School Board.



DERRICK GROSE

is the teacher-librarian at Sir Wilfrid Laurier Secondary School in the Ottawa-Carleton District School Board.



LINDA GUTTERIDGE

is the teacher-librarian at J. S. Woodsworth Senior Public School in the Toronto District School Board.

NATHAN KARSTULOVICH

is the teacher-librarian at Dr. S.J. Phillips Public School in the Durham District School Board.



HELEN KUBIW

is a teacher-librarian at Aberfoyle Public School in the Upper Grand District School Board.



FRANK LORETO

is a teacher-librarian at St. Thomas Aquinas Secondary School, Brampton and is one of the teacher-librarians working in the 4ReSrch service.



DIANA MALISZEWSKI

is the teacher-librarian at Agnes Macphail Public School in the Toronto District School Board.



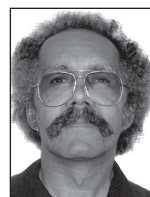
MAC MARTIN

is a student at Lasalle Public School in the Greater Essex District School Board.



MARTHA MARTIN

is the teacher-librarian at Lasalle Public School in the Greater Essex District School Board.



NICK SMITH

is a library technician in the Pasadena Public Library System in Pasadena, California.



LISA TAYLOR

is the teacher-librarian at Keele Street Junior Public School and Mountview Alternative School in the Toronto District School Board.



PEGGY THOMAS

is a centrally assigned teacher-librarian at the Library and Learning Resources Department of the Toronto District School Board.

TL mission

THE TEACHING LIBRARIAN

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

THE TEACHING LIBRARIAN BOARD

Rob Baxter	Langstaff Secondary School York Region District School Board robwahago@yahoo.ca
Wendy D'Angelo	Wells Street Public School York Region District School Board wenmar@rogers.com
Brenda Dillon	Philip Pocock Catholic Secondary School Dufferin-Peel Catholic District School Board brenann@sympatico.ca
Derrick Grose	Sir Wilfrid Laurier Secondary School Ottawa-Carleton District School Board derrick.grose@ocdsb.ca
Peter Huang	Lorne Park Secondary School Peel District School Board peter.huang@peelsb.com
Martha Martin	Lasalle Public School Greater Essex County District School Board mmartin34@cogeco.ca
Sharon Mills	Library and Learning Resources Toronto District School Board Sharon.Mills@tel.tdsb.on.ca
Janine Schaub	Humber Valley Village Junior Middle School Toronto District School Board Janine.Schaub@tel.tdsb.on.ca
Peggy Thomas	Library and Learning Resources Toronto District School Board peggy.thomas@tel.tdsb.on.ca

THE TEACHING LIBRARIAN EDITOR

Diana Maliszewski Agnes Macphail Public School
Toronto District School Board
TingLeditor@gmail.com

OLA DESIGN WORKS

Jennifer Marriott

TL guidelines

- V. 15, no. 2 "Inclusion @ your library"
Deadline: October 5, 2007
- V. 15, no. 3 "The World @ your library"
Deadline: February 1, 2008
- V. 16, no. 1 "21st Century Learning @ your library"
Deadline: May 12, 2008

Articles of 150–250 words, 500 words or 800–1300 words are welcome. Articles, when approved, should be accompanied by good quality illustrations and/or pictures whenever possible. Text must be sent electronically, preferably in a MS Word (or compatible) file. Pictures can be printed or digital (minimum size and quality are 4" x 6" and 300 dpi, approximately 700 mb and in jpeg format if electronic). With photos which contain a recognized individual, please secure the individual's permission in writing for the use of the photo. Photos taken at public events, or crowd shots taken in a public place do not require permission from the subjects. All submissions are subject to editing for consistency, length and style. Journalistic style is preferred. Articles must include in the body of the text the working title, name of author, and e-mail address. OSLA reserves the right to use pictures in other OSLA publications unless permission is limited or denied at the time of publishing. Any questions about submissions should be directed to the Editor of *The Teaching Librarian*:
TingLeditor@gmail.com

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Membership Services,
Ontario Library Association,
201-50 Wellington Street East,
Toronto, Ontario M5E 1C8
Tel: 416-363-3388 or 1-866-873-9867
FAX: 416-941-9581 or 1-800-387-1181
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Diana Maliszewski and a group of muggle-born students at the J.K. Rowling reading.

Inclusion @ your library®

Diana Maliszewski



“Mrs. Maliszewski, can I speak to you privately?”

The young lady who approached me was an articulate intermediate student and new to the school.

She had a request: she wanted to help me out in the library. Specifically, she wanted to help out at every recess and after school. She revealed that many of the other students were ostracizing her, whispering audibly about her and labeling her as “odd.” Her own creative solution to this problem was to come to the library.

I was saddened, but also touched.

We dealt with the bullying issue that lay behind this request, but while handling this, it struck me that many students seek out the library as a safe haven. The school library is like a mini Ellis Island: our motto is not “Give me your tired, your poor, your huddled masses yearning to breathe free...” but rather we encourage all kinds of students to enter: the misfits, the marginalized, the “most (and least) likely to succeed.” The school library is and should be a place where everyone is welcome. School libraries must have a variety of resources for all students to see themselves and others in the materials they read, hear and view. Our attitudes and conduct must also support an inclusive environment. This task can be rather daunting with limited library administration time, lack of money to purchase resources and a “to-do” list, which seems to be longer than *Harry Potter and the Deathly Hallows*. Still, we school library professionals persevere. By doing so, we offer our students a safe place in which they can both spread their wings and call home. This issue of *The Teaching Librarian* deals with the inclusion of many different groups. For the first time ever, in lieu of “Idea File,” we have “Open Forum.” We received a lot of reactions to some articles from Volume 15 Issue 1 and, to stay true to the spirit of the theme of this issue, we have included some of the conversations here. Here’s to continued conversations in climates of mutual respect. ■

“Nothing you do for children is ever wasted. They seem not to notice us, hovering, averting our eyes, and they seldom offer thanks, but what we do for them is never wasted.”—Garrison Keillor



ONTARIO SCHOOL LIBRARY ASSOCIATION

President's Report

Peggy Thomas

It is very difficult to write a report that you know will be published 2.5 months from now, and manage to be absolutely current and up to date. What follows is the state of things, as of early November. As you read the following, you will realize why I bring this up, as so much of what is happening now is subject to change, and rapid change at that.

Teacher-Librarians/Library Technicians/MLIS:

While I hesitate to broach this subject in a President's report, I would be remiss if I did not attempt to bring to light some of the tensions that seem to exist within our membership, which includes all qualified library staff: teacher-librarians, library technicians and MLIS librarians. All of us, in these roles, have defined jobs and purpose in the school library setting. Several recent articles and listserv postings have served to inadvertently heighten the tensions.

Last year, at our Annual General Meeting, we attempted to alter our by-laws to be more inclusive to all members of the school library community. For those who were present, it was a memorable moment. It is clear, however, that further discussion needs to take place to define the differing roles that seem at once to separate and bind us together. I would like to propose that a committee be set up to look into addressing the disconnect that seems to exist within the differing roles of our membership. Look for more information on this subject to come out on the listserv in the coming months.

Ministry of Education:

Many in OSLA have felt for a long time that the Ministry of Education often overlooked school libraries. The actions of the Ministry to date have certainly put those concerns to rest. Although the promise by Premier McGuinty during the recent election was just that, an election promise, all indications from the Ministry of Education are that the commitment of a \$120-million investment in school libraries will be put into action over the next four years. The executive of the OSLA is in contact with the Ministry to ensure that the commitment will be honoured. While there is always a long way between intent and action, every attempt will be made to ensure that the money is spent on resources and personnel, making the investment's impact on student learning significant.

New School Library Document:

Significant amount of time and energy has gone into researching, writing and rewriting the new school library document. Twice, we have had experts in libraries and literacy work with the writing team on clarifying the vision, and defining the breadth and depth of the role of the school library in 21st century learning. Anything worth having is worth waiting for, and this is no exception. When a draft is ready for comment, it will be widely circulated and input from all interested parties will be sought.

2007 OSLA Council

Peggy Thomas
President
Toronto District School Board
peggy.thomas@tel.tdsb.on.ca

Lisa Weaver
Vice President
Toronto District School Board
lisa.weaver@tdsb.on.ca

Michael Rosettis
Past President
St. Augustine Catholic High School
York Catholic District School Board
michael.rosettis@ycdsb.ca

Chantal Barrow
Treasurer/Secretary
Hamilton Wentworth District School Board
chantal.barrow@hwdsb.on.ca

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

Diana Maliszewski
Magazine Editor
Agnes Macphail Public School
Toronto District School Board
TingLeditor@gmail.com

Sharon Armstrong
Waterford District High School
Grand Erie District School Board
sarmstro@fc.gedsb.net

Anne Coleman
Durham District School Board
anne_coleman@durham.edu.on.ca

Colette Denomme
H.B. Beal Secondary School
Thames Valley District School Board
co.denomme@tvdsb.on.ca

Paul Kay
Northlea Elementary School
Toronto District School Board
paul.kay@tel.tdsb.on.ca

Deborah Kitchener
Newmarket High School
York Region District School Board
deb.kitchener@yrdsb.edu.on.ca

Jim Neill
Gananoque High School
Upper Canada District School Board
jim.neill@sympatico.ca

Sharon Rowlandson
Rainbow District School Board
rowlans@rainbow.edu.on.ca

It is important to again remind the membership that this document will not be about staffing or funding. It will not be policy, but rather vision. So I urge all of you to continue to build the evidence of the impact you have on student achievement and success. It is through this type of advocacy that we have been able to move school library issues forward, and it is through this type of evidence that we will continue to be able to do this.

Federations:

Working with the federations that represent us provincially has been one of the greatest partnerships available to the OSLA. Both OSSTF and ETFO have recently come out in support of school libraries and the impact that is made on student learning through the programming that happens in the library. On International School Library Day, OSSTF issued a press release strongly supporting the school library. You can read their statement on-line at www.osstf.on.ca.

As well, ETFO has released a pamphlet and bookmark on the valuable role of the Teacher-Librarian in schools today. Copies can be requested from Mary Morison (mmorison@etfo.org) in the professional services department of ETFO.

Two resources have been included in this mailing: the ETFO brochure mentioned above, and the OSSTF Education Watch that was published last year in support of school libraries. Please use these resources to advocate for your library program, and send to key people in your school, parent community and/or board. Additional copies can be requested from OLA.

Super Conference:

While I realize that this magazine will likely be arriving around Super Conference time, it deserves mention all the same. This year promises to be very exciting indeed. Stephen Heppell is slated to open the conference with his plenary session and David Warlick will be the OSLA spotlight speaker. Equally exciting is the session that will have both Stephen Heppell and David Warlick discussing their ideas together. If you have not already made arrangements to attend, think about doing so now.

Forest of Reading®:

This year's books have been announced (in concert with the J.K. Rowling extravaganza that took place at the Winter Garden Theatre on October 23rd), the books have been bought, schools and public libraries have registered, and we are ready to go. Building on last year's success at Harbourfront, OLA is working with Harbourfront and the International Festival of Authors to provide a wonderful celebration in the spring to announce the winners of the various Forest awards, and to celebrate literacy. May 21 and 22 are the days to put aside. On May 21st, the Blue Spruce, Red Maple and White Pine awards will be announced in individual ceremonies. May 22nd has been set aside for Silver Birch, each of the lists will have their own ceremony, so in all nearly 8,000 students over the two-day celebration will be able to take part. The details for obtaining tickets will be released closer to the dates on the secure programmer's Web site for the Forest of Reading®.

I look forward to seeing many of you at Super Conference this year, and hearing from you throughout the year. I have enjoyed the time as your President, and the opportunities that I have had to represent school libraries at various events. It has been a busy time, but well worth the effort. I would urge all of you who have a passion for your job in the school library, and who would welcome being able to interact at a provincial level with colleagues holding similar interests, to consider becoming more active in the organization. There are always opportunities, whether on council, on committees or for specific events. Being active in the OSLA has been, for me, a very rich and rewarding professional experience, and I am sure you would find it the same.

Respectfully,
Peggy Thomas
OSLA President, 2007 ■

J.K. Rowling

COMES TO TORONTO

The Day I Got to Meet My Idol

On October 23rd, I was extremely privileged to meet my idol, J.K. Rowling. She was in Toronto for her one and only Canadian stop on a whirlwind North American tour. I was asked to represent OLA at the press junket as a representative for *Access* and *The Teaching Librarian*. I would also be present at the International Festival of Authors reading event along with my young son.

We arrived early as I was supposed to be at the press conference at 8 a.m. and Mac was eager to get there and see the preliminary action. The plan was for him to get in line early, as we believed there were no assigned seats, and for him to wait for me while I played the part of hardworking journalist. We arrived in the rain by cab from our hotel a few streets over, and there were already some fans dressed in “Potter-gear.” Two were winners from Alberta who flew home to Pickering just to attend.

It was quite surreal to be ushered in along with reporters from every news agency imaginable, waiting for the guest of honour to arrive. Laryngitis had struck the night before, so I just took it all in. After a lengthy delay J.K. Rowling arrived. A video of the entire event is available for viewing on the Internet in the CBC archives.

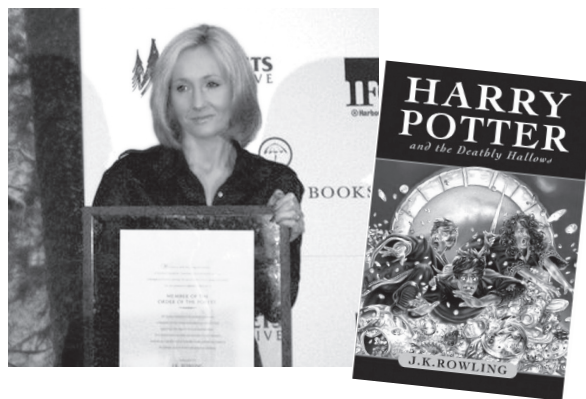
The press conference was a whirlwind of snapping cameras and oft repeated and rephrased questions about Dumbledore’s sexual orientation. Despite her obvious discomfort, J.K. Rowling handled herself professionally, although by the end of the session, it was obvious that she tired of the press’ single-mindedness.

As I left the press conference with the rest of the crowd, my two tickets for the subsequent event somehow went missing. Luckily, as an inveterate shutterbug, I’d entertained myself

by taking photos of them as we were waiting. I managed to get them replaced, and much to my amusement, the organizers actually had pre-printed replacements. They read “The Official ‘I Lost My Tickets to J.K. Rowling Comes to Canada but I’m Supposed to Be Here’ Ticket!” I kid you not!

We were seated beside a column masquerading as a tree trunk, under a ceiling of dangling vines and hanging fairy lanterns. These remnants of the Winter Garden Theatre’s historic Vaudeville career created an enchantment worthy of J.K. herself. It was truly breathtaking.

When Joanne came on stage, the crowd gave her a standing ovation. She appeared pleased and confident, much more so than earlier with the adult-only audience. She read to us part of one of her favourite chapters in *Harry Potter and the Deathly Hallows*, which she called “Ron Comes Back.” It was incredible to hear her bringing her book to life. She embodied Hermione as she railed at Ron, and she pulled out humour that a reader, reading fast and independently, might not appreciate. When the audio gave feedback during one passionate Hermione outburst, she laughed and said to the audience, “I told you she was mad!”



WARNING

may contain spoilers!

The question-and-answer period was animated and interesting. The answers that appear below are paraphrased. Some of the queries were:

Q: How did you come up with the rules of Quidditch?

She explained that every civilization has its own sport that defines it and she knew she wanted to give one to Harry's world. After a particular "row" with an ex-boyfriend, she felt especially bloodthirsty and she thinks that's when she got the idea of a bludger! (The audience chuckled at this.) She said, "I always felt it could only have been invented by a woman, because we're very good at multitasking." She told us that the people at Warner Bros. complained that quidditch "doesn't make sense."

Q: Which character's death was the worst to write?

J.K. Rowling got a bit quieter after hearing this question. "Dobby was bad" she said. The audience all moaned in agreement. "They were ALL bad," she continued. "As a writer you have to do what's right for your plot, even if it is against your heart." When she mentioned Hedwig, everyone moaned loudly again. "Oh



come on! She's an OWL!" she exclaimed. This prompted her, as we laughed, to talk about how it bothers her that some people were more upset about animals like Hedwig dying than about people like Mad-Eye Moody.

Q: What was the hardest chapter for you to write in *Deathly Hallows*?

Chapter 34, the one where Harry marches to what he believes will be his death. It was most emotional for her because it really was, in essence, her marching Harry to his death as she wouldn't be writing about him anymore.

Q: You've been very successful at getting boys to read your work. Do you have any tips for encouraging boys to read more?

The famous author got a bit reflective here, and said it needed a lot of thought. "I set out to write what I enjoyed reading," she explained. British publishers asked her to use her initials so as to not turn off boys with her female status. She said, "They were publishing my book. Frankly, they could have called me Snodgrass and I would have agreed. They were publishing my book!" She used her husband as an example – when he was a boy, people approached him with reading material in a "You like dolphins, right? Then here's a book about dolphins for you to read," manner. She said that didn't work and simply recommended: "Good books. Don't be too market-driven, I guess is what I'm saying."

Q: Of all your wizarding object inventions, which is your favourite, and why?

She liked this question and sort of chuckled, then got serious and said "Dumbledore's Pensieve. That's actually quite easy to answer." She said she felt it was the "most fantastic way to go back into the past. I'd love to possess one." She talked about how it showed you, and others, different perspectives of what had happened in the past, and what a great way it was for her to show us what we needed to see in the story.

Q: Anything you regret writing and why?

She paused for a bit at this, then said, “With respect to my plot and characters, no.” She said *Harry Potter and the Order of the Phoenix* and *Harry Potter and the Chamber of Secrets* were transitional books. She had to write them to lay the groundwork for the other things that came later, but rereading them, there are definitely places she’d tighten up in her books.

At this point representatives from Raincoast Publishing presented J.K. Rowling with two huge bound books filled with notes collected from Canadian fans during the July release of *Deathly Hallows*. She seemed genuinely touched. She then left the stage and the crew set up for the next exciting part. Row by row, we audience members were escorted up to receive a free copy of *Harry Potter and the Deathly Hallows* autographed by J.K. Rowling right in front of us. Another worker placed certified holographic stickers inside the book to prove authenticity.

As we grateful attendees sheffled off the stage in speechless bliss, it was clear none of us would forget this day. I was amazed at her graciousness, giving up her time and traveling around the world to please her fans. Several attendees discussed ways in which we could truly express our appreciation for her visit, and we felt that making a donation in her name to one of her favourite charities would be a fine place to start. Such a gesture would be a fitting tribute to someone who has made such a difference in the world of children’s literature – not to mention in the hearts and minds of her readers, young and old, 900 of whom will never forget October 23rd... the day they met their idol, J.K. Rowling. ■

Check out page 54 for Mac Martin’s story about seeing J.K. Rowling.

Learn! Lead! Succeed!

The Education Institute is pleased to offer several excellent sessions of interest to the K-12 education community between February and June. The most cost-effective way to participate in sessions is also the best way to encourage professional learning communities within your school or building!

Audio and Web conferences are priced by site: that way you can take a session by yourself, or ask several colleagues to join you – for the same price.
OSLA Members: \$54.00
Non-Members: \$74.00

Media Literacy Through Media Production

Wednesday February 13th at 4:00 p.m. ET

Melissa Jensen, a teacher-librarian with the Simcoe County Board of Education, demonstrates how students can apply their thinking to the creation of media texts using available technologies. Gather junior grade teachers together and find out how many of the media expectations can be covered using these exciting projects.

Space Design for 21st Century Library Media Centers

Wednesday, February 20th at 4:00 p.m. ET

Dr. Steve Baule, a superintendent in a school board near Chicago, walks you through designing library media centers and other technology-rich student spaces. Sample plans and programming documents will be provided. Bring your school administrators and technology contact teachers in for this one!

The 21st Century School Librarian

Monday, February 25th at 4:00 p.m. ET

Dr. Joyce Valenza, a leader in school librarianship, will talk about the new learning environments and how we as librarians can and should be evolving with the times to bring the school library into the forefront of learning for and by our students. Get together with your district teacher-librarians for this dynamic session!

Using Audio Books to Engage Struggling Readers

Tuesday, February 26th at 4:00 p.m. ET

Hillary Wolfe, shows how an extensive listening centre in the library and using audio books can make a big difference for struggling readers. Gather your English teachers, literacy specialists and special needs education teachers together for this one!

Walking a Tightrope: Selection vs Censorship

Thursday, February 28th at 4:00 p.m. ET

Sya VanGeest and Beth McEwan present strategies teacher-librarians and teachers can implement to feel comfortable when making selection decisions when controversial literature is concerned.

He Sees/She Sees:

How School Libraries Can Foster Gender Equity in Visual Literacy

Monday, March 31st at 4:00 p.m. ET

Dr. Lesley Farmer explores current gender issues in K–12 visual literacy education, noting cultural and technology perspectives. Learn how school libraries can address this issue in terms of facilities, resources, instruction, and learning activities. Many staff would be interested in this one – including your administrators!

The 21st Century School Librarian

Wednesday, April 9th at 4:00 p.m. ET

Robin Williams shows how to help students create dynamic information spaces using a wide variety of free tools. Instead of hoping students will visit our Web pages, we learn how to insert our information into their worlds. Again – many of our colleagues would enjoy taking this session together!

To register or for more information visit www.thepartnership.ca

Open forum

Introduction by Peggy Thomas & Diana Maliszewski

From time to time, certain topics arise that need to be discussed in a manner different from the usual format of the magazine. After our last issue, several people have come forward with concerns over the differing roles and realities of our membership.

The role of the magazine is to represent best practices, to encourage innovation and creativity among our membership, to support individual and group professional development... these are many lofty goals. To simplify it, the magazine should help US help THEM: *us*, being all kinds of qualified library staff; *them*, being the students we serve.

Qualified library staff include (but may not be restricted to) teacher-librarians (TLs), library technicians (LTs), and library degree holders (MLISs). Being a professional magazine, we try very hard to seek themes, topics and articles that are relevant and interesting to the greatest number of readers possible.

A recent article that has engendered great discussion and interest has been “Anybody home? Who’s really left in Ontario’s school libraries” by Glenn Turner. What follows are some of the e-mails/letters that have been sent to the magazine and the author’s response.

Dear Editor,

Re: “Anybody Home? Who’s really left in Ontario’s School Libraries”

Glenn Turner has made a Herculean effort to gather, organize, and present information about school library staffing in Ontario. This is an incredibly difficult task, and one made even more difficult by Glenn’s admitted lack of statistical expertise. Glenn deserves our congratulations and thanks.

That said, some of the information presented is inaccurate. I suspect the inaccuracy lies in the nature of the data provided by the school boards rather than in Glenn’s reporting of his data.

For example, according to Glenn’s chart, my board employs part-time elementary library technicians. This is not the case. A diploma from a recognized library technician program is not a job requirement. In reality, these employees are library clerks (or secretaries, or assistants—the terminology keeps changing) with in-house training in tasks such as cataloguing.

The term “library technician” should be reserved for those persons holding a diploma from a recognized library technician program. The term “librarian” should be reserved for those persons with MLIS degrees. And the term “teacher-librarian” should be reserved for those individuals who are certified teachers, with additional qualifications in school librarianship, who are assigned to school library positions (at either the school or district level). Accurate use of such terms is quite important and it is appropriate to hold organizations such as school boards to account when terms are used incorrectly or in a misleading fashion. It might be a good idea for the leadership of OALT, OSLA, and OLA to collaborate on a letter to school boards expressing concern and clarifying the proper usage of these terms.

Thank you.

A concerned teacher-librarian

Dear Editor,

We would like to comment on the recently published article "Anybody Home?" by Glenn Turner. The methodology used in this article is very poor and does not provide an accurate portrayal of school library staffing in Ontario. It reflects the biases of those who use the Ontario School Library Association to lobby for teacher-librarians, and who appear not to value the education or services provided by other library workers.

Mr. Turner admits that he found many different models that school boards are using to keep their school libraries functional. He chose to only include statistics relating to teacher-librarians. It would be more accurate and useful to include statistics reflecting all the staffing models used in Ontario. Everyone agrees that a closed library is not good for students, but the library staffing model which most effectively serves students has not been established. It is a reality that many smaller school boards cannot afford to staff their libraries with teacher-librarians.

The secondary schools in the Waterloo Catholic District School Board are all open at least seven hours a day and are staffed by MLIS librarians. Our secondary school libraries are dynamic, busy places filled with excellent materials. MLIS librarians have completed a masters degree solely focused on libraries, research, bibliographic instruction, reader's advisory, and collection development. Teachers are subject experts and curriculum leaders. Teachers and the librarian share their skills for the benefit of our students.

We find Mr. Turner's comment about cheaper "professional" [his quotation marks] librarians objectionable. MLIS librarians are professionals in every sense of the word. It is offensive to presume that students learn only from people who hold a teaching certificate.

We agree with Mr. Turner that sadly "some boards are committed to school libraries, and some are not." All school workers must co-operate as partners, not as competitors, for the common goal of improving student learning.

Sara Martin MLIS
Kathie Mulhall MLIS
Julie Roberts MLIS
Shelley Wood MLIS
Elaine Zink MLIS

Glenn Turner responded:

I am glad that my article has provoked some discussion about the actual state of school library staffing in Ontario. I would like to respond to two points that have been made in the correspondence so far: firstly, that the data is inaccurate; and secondly, that the article devalues the contributions of library staff other than teacher-librarians.

As to the accuracy, keen-eyed readers have correctly pointed out that even though a school district may claim to have a certain policy, the implementation in the schools may be very different. For example, one board states it has full-time elementary teacher-librarians, but in reality, teacher-librarians are used extensively to cover

other teachers' prep time, and so it is misleading to suggest that library programming is offered all day.

Other readers have observed that school boards use job titles inconsistently, and that even though they claim to hire library technicians, for example, they may actually be staffing libraries with clerks who do not have any technical library training.

I relied upon school district officials to provide me with accurate information, speaking to the person centrally responsible for school libraries (if there was anyone) or, more often, speaking to someone

in Human Resources or Curriculum. Going to another source to verify the information (or confirm my understanding of an often complex situation) would have required another round of contacts, which was beyond my resources. So, inevitably, there must be inaccuracies, but I believe that they are minor and do not make the survey invalid.

Now that this basic information is available, I wonder if it might be possible to create an on-line database (hosted by OSLA) that could be corrected and updated by OSLA members—a sort of school library wiki where we could note the most intricate details of our status and working conditions. This would allow us to create a much more accurate portrait of school library staffing.

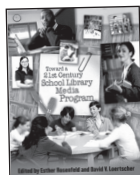
On the second charge, that the article disparages school library staff who are not teacher-librarians, I plead guilty to sloppy writing. Librarians with MLIS qualifications have objected to my use of quotation marks in describing them as “professional” librarians. The truth is that I did not know what to call them, and the quotation marks reflect my indecision rather than any doubt about their worth. I am sure that these librarians are professional in every sense.

However, I refuse to believe that this is the best way to staff school libraries. The Ministry of Education decided long ago (see Partners in Action [1986]) that teacher-librarians supported by technical staff was the ideal model for Ontario’s school libraries, and I see no reason to reopen this question. The school library is a classroom and deserves a teacher as well as professional support staff.

This discussion has been interesting and representative of the great “alphabetical divide” within our profession. What needs to happen on a professional level is to continue to talk with each other, define our roles, and look to how and where we can collaborate and support our differing roles within the school setting. At the same time, we wish our efforts for inclusion at all levels to avoid tokenism and work at bringing us together rather than driving us further apart. It won’t happen overnight, and it will take a lot of patience, but it will be worth it.

Remember too, that *The Teaching Librarian* is always seeking well-written articles that help to further the goals of the profession, whatever role you may have in the school library world.

WHAT’S NEW AT *The OLAStore*★



Toward a 21st Century School Library Media Program

Esther Rosenfeld and David V. Loertscher ★ LMC Source ★ ISBN: 9780810860315 ★ 2007 ★ \$35.70

The practicing teacher-librarian as well as the student seeking to expand his or her knowledge of the field, will find this compilation of previously published articles especially beneficial in providing an overview of the most critical issues related to the role the teacher-librarian plays in their school.



Guided Inquiry: Learning in the 21st Century

Carol C. Kuhlthau, Ann K. Caspari and Leslie K. Maniotes ★ Libraries Unlimited ★ ISBN: 9781591584353 ★ 2007 ★ \$48.00

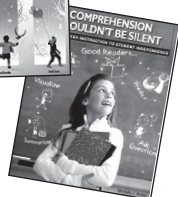
Based on Kuhlthau’s six stage “Information Search Process,” the authors present a convincing argument for recasting Guided Inquiry as a dynamic innovative way of developing information literacy.



Beyond Bird Units! Thinking and Understanding in Information-Rich and Technology-Rich Environments

David V. Loertscher, Carol Koechlin and Sandi Zwaan ★ LMC Source ★ ISBN: 9781933170379 ★ 2007 ★ \$42.00

More ways to create high-level think units when teachers bring learning activities into the information-rich and technology-rich environment of the library. Three new models to the original 15, planning sheets for each model, all new learning activities culminating in high-think activities for a teacher/librarian collaboration.



Comprehension Shouldn’t Be Silent: From Strategy Instruction to Student Independence

Michelle J. Kelley and Nicki Clausen-Grace ★ International Reading Association ★ ISBN: 9780872076204 ★ 2007 ★ \$31.14

Numerous activities and reproducibles will help you teach cognitive strategies such as predicting, making connections, questioning, visualizing, and summarizing. Classroom transcripts, student quotes, and student samples illustrate teacher scaffolding, exemplify classroom discussion, and demonstrate the depth of learning that occurs.

The Librarian's Guide to Developing Christian Fiction Collections for Young Adults

Barbara J. Walker
Neal-Schuman, 2005
ISBN 10: 1555705456
ISBN 13: 9781555705459
\$66.00

In 1998, Walker wrote *Developing a Christian Fiction Collection for Children and Adults: Selection Criteria and a Core Collection*. In an effort to update this work, she has now published three more focused books, one each on collections for children, young adults, and adults. The young adult title, *The Librarian's Guide to Developing Christian Fiction Collections for Young Adults*, is the focus of this review.

The book is divided into three sections. Part One, Essential Background, introduces and explains Christian Fiction, discusses the building of the collection, and offers suggestions for marketing the collection. Part Two, A Recommended Core Collection for Young Adults, suggests key book titles and series titles in a variety of genres and provides a list of the top 40 DVDs and videos. Part Three, Collection Development Resources, provides information about Christian Fiction award win-

ners, authors, publishers, and review sources.

It should be noted that Christian, as used by those describing Christian Fiction, is rather narrowly defined to include only evangelical Protestantism. While the fiction might appeal to readers outside this group, this is the target audience. Public schools include students from diverse religious backgrounds, including evangelical Christianity. Teacher-librarians interested in developing inclusive collections will want to consider all of these groups—in so far as budget allows—and *The Librarian's Guide to Developing Christian Fiction Collections for Young Adults* will help teacher-librarians target an often-neglected group of students.

This is an essential purchase for teacher-librarians in Christian schools. Recommended for district professional collections in public school boards.

Reaching Out to Religious Youth: A Guide to Services, Programs, and Collections

L. Kay Carman, editor
Libraries Unlimited, 2004
ISBN 10: 0313320411
ISBN 13: 9780313320415
\$48.00

Reaching Out to Religious Youth includes chapters on both Christian and non-Christian faiths, selected based on the number of American adherents to these faiths. The faiths included are: Protestantism, Evangelical Christianity, Roman Catholicism, The Church of Jesus Christ of Latter-Day Saints, Orthodox Christianity, Seventh-Day Adventists, Judaism, Islam, Buddhism, and Hinduism. Many of the ideas and suggestions can be applied to meeting the needs of other religious groups as well. Each chapter includes background information about the faith (including history, doctrine, common misconceptions and stereotypes, and the formative experiences faced by teens), as well as suggestions for library programming and collection development (including bibliographies of suggested materials). Whenever possible, the editors chose contributors who were both librarians and practicing members of the faith about which they were writing. A few of the contributors are librarians who don't have the religious background, in which case the chapter was vetted by religious experts, and a few of the contributors are religious experts who are

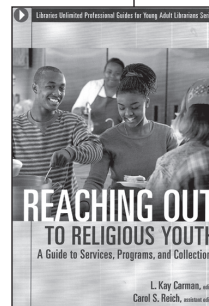
not librarians. In short, every effort was made to tap both library and religious expertise in order to provide a reliable, authoritative guide to library services, programs, and collections for religious youth.

While the American focus will have to be supplemented with Canadian information about both demographics and resources, *Reaching Out* is a useful starting point for Canadian teacher-librarians. Although written for public librarians, *Reaching Out* will also be of interest and use to teacher-librarians, particularly at the middle school and high school levels. Canadian schools, especially in urban areas, typically include students from many religious backgrounds, all of whom should feel themselves included in their school libraries. *Reaching Out* will help teacher-librarians make that happen. As a bonus, this book will be a useful resource for the grade 11 World Religions course!

This is an essential purchase for district collections. Highly recommended reading for middle school and high school teacher-librarians—buy school library copies if necessary. If budget is a concern, then *Reaching Out to Religious Youth*

The Librarian's Guide to Developing Christian Fiction Collections for Young Adults

Barbara J. Walker



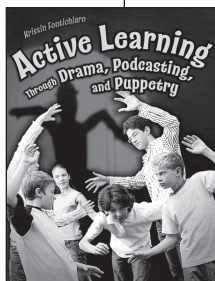
TL Professional Resources

is a better choice than *The Librarian's Guide to Developing Christian Fiction Collections for Young Adults* as it's more inclusive.

Active Learning Through Drama, Podcasting, and Puppetry

Kristin Fontichiaro
Libraries Unlimited, 2007
ISBN 10: 1591584027
ISBN 13: 9781591584025
\$42.00

Kristin Fontichiaro is an elementary library media specialist (the US term for teacher-librarian) who happens to have a theatre background and who, before moving to the school library, taught language arts and managed an arts education program. Even so, she confesses, she discovered the power of performing arts in the school library almost by accident. But discover it she did and *Active Learning* is the result. Serendipity is a wonderful thing!



Active Learning's 11 chapters are divided into four parts: Drama, Working with the Voice, Puppetry, and Advocacy. In chapter one, Fontichiaro defines arts-integrated learning and provides both a rationale for such learning and the research to support it (including higher scores

on standardized tests and success with at-risk students). Having built a strong foundation, Fontichiaro goes on to present all of the information, skills, and lessons necessary to work with students from kindergarten through eighth grade using several drama techniques, two voice techniques, and puppetry, stressing that experiential learning is valued as much as performance learning.

Arts-integrated education allows teachers to teach to multiple intelligences, engage potentially disruptive or disengaged students, and encourage and support participation by shy or reluctant students, all while exploring curriculum content (from across the curriculum) and demonstrating learning in a manner supported by research. What more could a teacher-librarian (or an administrator) ask? Elementary teacher-librarians who have any freedom at all to plan their own programs should seriously consider purchasing *Active Learning*. And teacher-librarians who are advocating for such freedom will find this book a useful tool.

Although *Active Learning* is written for elementary school (K–8) teacher-librarians, the techniques and activities could be

adapted for use at the secondary level, although secondary teacher-librarians might want to borrow a copy before making a decision about purchasing.

An essential purchase for district professional collections. Highly recommended reading for elementary/middle schools. An optional purchase for secondary schools.

Differentiated Learning: Language and literacy projects that address diverse backgrounds and cultures

Kathy Paterson
Pembroke, 2005
ISBN 10: 1551381826
ISBN 13: 9781551381824
\$24.95

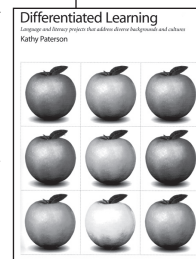
Teachers are faced with an incredible challenge—teaching the same curriculum to an entire group of students while, at the same time, meeting the diverse needs of individual students. Paterson argues that arts-based project learning is the way to do this and, in *Differentiated Learning*, she provides elementary teachers with a wealth of suggestions and ideas.

Paterson provides instructions for 30 projects. Each project begins with “What This Project

Addresses,” and includes an overview, materials list, steps for teachers and students, suggestions for dealing with a variety of diversities, and suggestions for making curriculum connections. It should be noted that these curriculum connections are very general in nature. The 30 projects are grouped according to Bloom's Taxonomy, from knowledge and comprehension through synthesis. There is no category for evaluation as it's incorporated into each project.

Teacher-librarians face a double challenge. Not only are teacher-librarians teachers, with all the challenges that implies, but teacher-librarians are also educational and instructional leaders, with a role to play in the professional growth of their colleagues. *Differentiated Learning* will help elementary teacher-librarians meet both challenges.

Recommended purchase for district collections. Recommended reading for elementary/middle school teachers and teacher-librarians.



Serving Lesbian, Gay, Bisexual, Transgender, and Questioning Teens

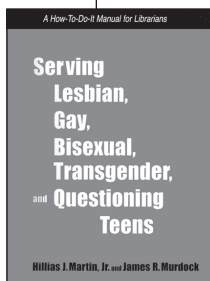
Hillias J. Martin, Jr. and James R. Murdock Neal-Schuman, 2007
 ISBN 10: 1555705669
 ISBN 13: 9781555705664
 \$66.00

Serving Lesbian, Gay, Bisexual, Transgender, and Questioning Teens is a superb resource for every teacher-librarian and public librarian concerned with respecting and supporting diversity—which, of course,

is part of the very nature of the job. The book is divided into two parts: *Serving LGBTQ Teens in the Library and Recommending LGBTQ Materials and Programs*. Part One begins with a chapter on understanding the LGBTQ community, which includes information as basic as definitions of the various terms. The authors also cover understanding the information needs of LGBTQ teens, library services (including Reader's Advisory and Reference interviews), collection development, and program. Part one ends with a chapter on finding and implementing the right pace of change for a given library, with special consideration given to school libraries. Part two includes a core collection (fiction, non-fiction, and

non-print), lists of materials organized by topic, booktalks, and program ideas.

Serving Lesbian, Gay, Bisexual, Transgender, and Questioning Teens is a comprehensive, authoritative, easy-to-read how-to-do-it manual for all those who work with teens in libraries.



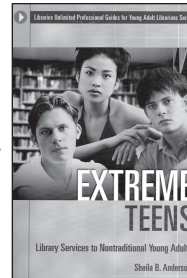
An essential purchase for district collections. Essential reading for secondary teacher-librarians—buy school library copies if necessary.

Extreme Teens: Library Services to Nontraditional Young Adults

Sheila B. Anderson
 Libraries Unlimited, 2005
 ISBN 10: 1591581702
 ISBN 13: 9781591581703
 \$44.40

Extreme Teens is intended for public and academic librarians serving nontraditional teens, however, it will also be of interest to high school teacher-librarians. While *Extreme Teens* will be of particular interest to those teaching in schools with alternative education programs or significant numbers of at-risk students, it should be noted that many of the teens described in this book are not immediately identifiable—they can

be found in every community, in every school—so serving these teens is actually a concern for all those who work with teenagers.



Anderson divides the content into four chapters: What it Means to Be Extreme: Understanding Nontraditional Teens; Outside the Mainstream: Service to Extreme Teens; Extreme Resources: Building Collections; and Beyond the Regular Routine: Promoting the Library and Resources. Chapter one provides descriptive and demographic information about nontraditional teens, including those in a variety of education situations (home schooled, dropouts, enrolled in dual high school/college programs), those dealing with a variety of living situations (homeless, foster care or group homes, married, living independently), and those dealing with a variety of personal issues (pregnancy, parenthood, sexual identity/orientation), and young offenders. While the general information is no doubt applicable to the Canadian context, the statistics, legal references, and resources are all American. Serious readers will have to search out Canadian information. Chapter two covers such topics as staff selection and training, learning

about the stages of adolescence, and services (both in-library and out-reach) to the variety of teens about whom she's writing. This is the section of the book

most obviously written for public librarians and the least likely to be directly applicable to school libraries, although teacher-librarians may well get some ideas. Chapter three deals with collection development and is the section most likely to be of interest to teacher-librarians. True, Anderson's point is that many of these teens are not in school—but many are and schools are mandated to do more and more to keep them in school and provide the programs and resources they need. School libraries should certainly play an active role in this effort, and *Extreme Teens* will help teacher-librarians do just that. Although written for public librarians, Chapter Four, which covers library promotion, should prove useful to teacher-librarians.

Ideally, a Canadian version of this book would be available, with references to Canadian laws and Canadian statistics and recommendations of Canadian resources. However, that's not the case and so, while the information in *Extreme Teens* will have to be

TL Professional Resources

supplemented with Canadian material, this is a book worth reading. In addition to ideas about serving extreme teens in the school library, teacher-librarians will come away from *Extreme Teens* with lots of ideas for possible partnerships with public libraries.

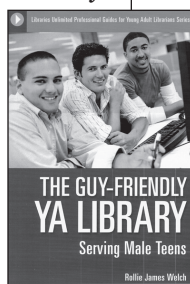
A highly recommended purchase for district collections. Highly recommended reading for secondary teacher-librarians.

The Guy-Friendly YA Library: Serving Male Teens

Rollie James Welch
Libraries Unlimited, 2007
ISBN 10: 1591582709
ISBN 13: 9781591582700
\$48.00

Finally, a book about teen readers with older teens on the cover! Too often, “teens” really seems to mean “middle school students,” which can be quite frustrating for high school teacher-librarians looking for information about or ideas for the older teen crowd.

Welch argues that teen males are underserved by libraries and, in *The Guy-Friendly YA Library*, provides both the information and the practical suggestions necessary to change that situation. This material is



divided into seven chapters: The Library Staff vs. Guys: Can't We Just Get Along?; Understanding Teen Males; Males as Readers: Their Reading Habits; Reading and Boys: Topics of Interest; Books for Boys—Genres, Titles, and Topics; Engaging Teen Males in Library Programming and Teen Advisory Boards; and School Visits and Booktalks. There is also an Appendix, Essential Fiction Titles or Series for Teen Males. Chapter seven, School Visits and Booktalks, will be of particular interest to teacher-librarians.

Although written primarily for public librarians, *The Guy-Friendly YA Library* will also be of interest to secondary teacher-librarians. It's worth noting that the author, in addition to considerable experience as a YA librarian, has years of experience as a high school librarian. Teacher-librarians will be able to use much of the material in *Guy-Friendly YA Libraries* in their own libraries. This book will also be of use as the basis for discussions with public librarians about collaborative ways to better serve high school students—in this case, teen males in particular.

Given the current emphasis on boys and reading, this is an essential purchase for both

district collections and secondary school libraries and essential reading for all secondary teacher-librarians, other library staff members, and school and district administrators.

Discovering Their Voices: Engaging Adolescent Girls With Young Adult Literature

Marsha M. Sprague and Kara K. Keeling
International Reading Association, 2007
ISBN 13: 9780872076112
\$28.74

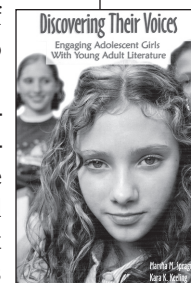
Discovering Their Voices is neither written by teacher-librarians nor for teacher-librarians, but will certainly be of interest and use to teacher-librarians. Sprague and Keeling became concerned about the difficulties faced by adolescent girls (defined as ages 10 through 16) in American (and, by extension, Canadian) society and, given their expertise in teaching literature, looked for ways to use YA literature to help adolescent girls discover and develop their own voices and identities. The result is *Discovering Their Voices: Engaging Adolescent Girls with Young Adult Literature*.

The first two chapters

identify the challenges faced by adolescent girls and discuss how to use literature to explore these issues. Chapters three, four, and five cover contemporary realistic fiction, historical fiction, and fantasy and science fiction. Chapters six and seven discuss using YA literature in book clubs and English classes.

As is typical of titles published by the International Reading Association, *Discovering Their Voices* is both scholarly and highly readable, research-based and classroom-oriented. This thought-provoking book will have both teachers and teacher-librarians eager to explore the suggested literature with adolescent girls, in either (or possibly both) book groups or English classes (perfect for literature circles!). As the authors note, using these books in mixed groups will also benefit the boys, who will gain a better understanding of the issues faced by their female peers.

An essential purchase for district collections. Highly recommended reading for both elementary and secondary teachers and teacher-librarians—and administrators.



**Assistive Technology:
An Introductory
Guide for K–12
Library Media
Specialists**

Janet Hopkins
Linworth, 2007
ISBN 10: 1586831380
ISBN 13: 9781586831387
\$47.94

One of the realities of life in both elementary and secondary schools is the diversity of students and their needs. It would be quite unusual for a school to have no students with special needs. Assistive technology is a product or service that enables independent learning, and it includes everything

from glasses to high tech computer systems designed to manipulate the student's environment.

In 15 chapters, *Assistive Technology* covers a lot of ground. Chapters one through five cover the role of assistive technology in schools and school libraries, the role of assistive technology teams, relevant legislation (American, not Canadian), and funding (again, much of the information may not be relevant). Chapters six through 14 cover various needs and the services and resources available for meeting

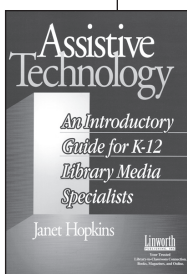
those needs. Chapter 15 deals with professional development resources. While the information about the needs and the assistive technology is relevant, readers will have to supplement with information about Canadian federal and provincial legislation and funding. The American focus of this book is rather ironic, given that Hopkins was a secondary school teacher in British

Columbia before going into business as a consultant.

If the school library is supposed to be the learning hub of the school, then it has to support the

learning of all members of the school community, including those with special needs. This means teacher-librarians, and other school library staff members, need to be aware of both assistive technology in general and, more specifically, how it's used (and by whom) in their own schools. *Assistive Technology* is an excellent starting point.

An essential purchase for district collections. Essential reading for all teacher-librarians (as well as administrators and special education teachers). ■



SCHOOL LIBRARY SEEN—A COMIC PERSPECTIVE

Pierce Desrochers O'Sullivan



Lisa Taylor

It's a warm, mid-September afternoon in the school library shared by Keele Street Junior Public School and Mountview Alternative School. Frowning as she concentrates, Madeleine Deland, a grade two Keele student, prints carefully in purple marker on an outline of a hand, "Peace looks like shopping bags." She smiles and holds up her work to show her friends.

The next morning in the library, a couple of grade three boys from Mountview are sitting at the same table. They discuss the matter of peace between themselves, at times silly, at times serious, and eventually determine that peace smells like hamburgers. They set to work decorating their hand outline.

Hamburgers? Shopping bags? Hands? What do these things have to do with peace? Quite a bit if you ask the students at Keele/Mountview.

"Peace looks like shopping bags because when I shop, everything looks wonderful," says Deland. "If there was no peace, there would be nowhere to shop."

As part of the school library's program, Deland and the students at Keele/Mountview made a "hands of peace chain" to celebrate Peace Day on September 21. Adapted from several lessons on the OSLA's Be The Change Web site, www.accessola.com/osla/bethechange,

the activities are designed to help students define the abstract concept of peace and to think about what it means in their everyday life.

The Keele/Mountview Peace Day activities

have been differentiated for the various grade levels. Before making their hands of peace, for example, the kindergarten and grade one students listened to the story, *I Call My Hand Gentle*, by Amanda Haan. The simple text and beautiful, colourful pictures helped the young students understand that beyond no fighting, peace is really about being gentle and it is a choice that they can make everyday.

The grade two and three students were taken through a guided imagery lesson based on *What Does Peace Feel Like?* by Vladimir Radunsky. The book is a sensory exploration of peace, and, with their eyes closed, the students are invited to imagine the look, sound, smell, taste and feel of peace.

"I liked when the dog and the cat were together in the book; it really was peaceful," says Alexis Perez, a grade two Keele student.

For their hands, the grade two and three students were asked to complete a simile based on one of the five senses, i.e., "Peace tastes like..." or "Peace sounds like..." Invariably, the hubbub in the library rises as the students excitedly discuss their options. Their choices are creative and touching, sometimes funny and often poetic: "Peace feels like my Mom's nice, warm hugs"; "Peace tastes like a Kit Kat."

"Reading the book and visualizing peace is a useful first step in developing conflict resolution skills," says Glenna Munro, the grade two-three teacher at Mountview. "The students have to understand what the end goal is before they can achieve it."

The grade four, five and six students were given a mini-lesson on the history of Peace Day which included a short Internet video clip of Jeremy Gilley, the founder of Peace Day, from the Peace



THE CHANGE

One Day Web site, www.peaceday.org. His passionate, rapid-fire speech and the stark war images that accompany his words riveted the students.

"I was really moved by how one man could create such a day," says Ina Novosel, a grade six student at Mountview.

After viewing the video and listening to parts of Gilley's book, *Peace One Day*, the students were challenged as leaders of the school to think of five actions, one for each digit of their hand, that they can take to help build a peaceful school community. To inspire and motivate them, the principal, Jennie Petko, and the vice-principal, Trevor Douglas, created hands too with suggestions such as "Say you're sorry" and "Use kind words."

"It is important that we learn about Peace Day," says Jessica Kushla, a grade five Keele student. "My class even took the hands of peace chain and sang a song about peace at our Recognition Assembly. My teacher, Ms. Thomson, wrote the song herself."

Other extensions also naturally arose from the Peace Day activities. The following week in the library, the primary students listened to the story, *It's Okay to be Different* by Todd Parr, for which a lesson plan can also be found on the OSLA's Web site. The main message of the book, one of acceptance and tolerance, was discussed. Zerlina Snell, a Special Education teacher at Keele/Mountview, considered whether her students might be able to make a book based on the simple yet powerful prose and the colourful artwork.

"I think that the book has a wonderful message and the students were very engaged during the reading," says Snell. "I even bought the book

myself and suggested it to the other school that I work with."

This is, of course, the hope: that the peace activities will provide a jumping-off point for other initiatives and spark discussion amongst the students so that they realize they can be proactive peace-makers.

"I think it's a really great idea to introduce children to the idea of peace because it's not something they think about on their own," says Mary Alice Deland, Madeleine's mother.

Linda Perez, Alexis's mother, agrees. "I think the initiative was great because it helps the children to understand that hands are for helping. And helping others is essentially peaceful, whether it's within their own community or in other countries."

The "hands of peace chain" provides a beautiful visual reminder in the library that students have the choice to be peaceful, proactive citizens. The students love to look at the hands and try to find the one they made. Future peace activities are planned for Remembrance Day and the hands of peace chain will be used again. And that suits Madeleine Deland just fine.

"It was fun reading about peace," says Madeleine. "I want to learn more about other countries that don't have peace."

■



Dear Rita,

I have a question about assessment and evaluation. Should teacher-librarians mark research projects or be involved in the assessment of the research process? I have heard teachers comment on the fact that we have it “easy” because we don’t “mark.” I have recently had a discussion with colleagues about our role in this area. I am involved in both assessment and evaluation and it seems that there are discrepancies between what one teacher-librarian does and another... and even what they think we should be doing. Some of my teacher-librarian colleagues have been overheard saying that they became teacher-librarians to get out of marking. What’s your advice on this somewhat sensitive topic?

Missing The Mark?

Dear Missing The Mark,

This is a great question and I agree that each school seems to handle this differently. According to the Ministry of Education, “the primary purpose of assessment and evaluation is to improve student success.” Another point to clarify is that the evaluation focuses on the **achievement of the overall expectations**.

Teacher-librarians are first and foremost teachers and should definitely be involved with the teacher in the assessment and evaluation of students when it comes to teaching research, information and communications technology related tasks (ICT) and information literacy lessons. Really, any projects or lessons in the library could potentially have an assessment and evaluation component. It is our business to be involved collaboratively with this.

Each school is different in the amount of involvement. It will depend on the administrative expectations and the collaborative relationship with staff. Here are some general ways we can be involved.

Elementary—Prep Coverage

If covering prep in the library, some but not all teacher-librarians are asked to provide a mark for the work produced during that coverage.

- ◆ Some TLs cover a reportable curriculum subject for prep (e.g. media literacy) and provide the report card mark for that subject

- ◆ Some TLs share anecdotal observations or tracking checklists with the classroom teacher on work being done in the library.
- ◆ Sometimes there is an extra line on the report card that says “Library.” Some TLs assess and evaluate Information Studies expectations but I recommend focusing on overall expectations in the Language Arts document in the writing strand (e.g., generate, gather, and organize ideas and information to write for an intended purpose and audience); or research-based expectations in the other subjects (e.g., Social Studies: use a variety of resources and tools to investigate the major events and influences of the era and determine how they shaped medieval society;).
- ◆ *Information Studies*, though not a Ministry document, can be helpful for directing TLs to specific lessons for each grade.

Both Elementary and Secondary

If working collaboratively with teachers, then the teacher-librarian can be part of:

- ◆ initial assessments of knowledge, learning skills relating to the lesson, research process and particular tasks;
- ◆ design of performance tasks and their assessment and evaluation tools in curriculum/program;
- ◆ assessment and evaluation of the:
 - information literacy unit
 - technology component curriculum. (Click

She's reliable, reasonable, rich in experience... and always right!

on the teacher section on the homepage and this will take you to Ontario's Media Education Learning Outcome Curriculum Charts for each of the grades.) In addition, there are fabulous lessons in the "Lesson Library" to meet the expectations in each grade and on all subjects.

- the stages of the research process or sections of the final product—what this means is that if it were a subject area I knew well, I might offer to evaluate part of the project (e.g., point-form notes, thesis statement, List of Resources) with the teacher

Whether using a rubric, a rating scale, checklist, or anecdotal record, the mark should reflect one or more categories of the achievement chart: Knowledge, Thinking, Communication, or Application.

Learning Skills

The Learning Skills in both the elementary and secondary report card have a direct relationship to the school library program. Teacher-librarians can report on student achievement on the "learning skills," and share data with classroom teachers. This could even be included on a rubric.

Elementary Learning Skills related to the library program:

- ◆ Use of information
- ◆ Independent work
- ◆ Co-operation with others
- ◆ Problem solving

Secondary Learning Skills:

- ◆ Works Independently
- ◆ Teamwork
- ◆ Organization
- ◆ Work Habits/Homework
- ◆ Initiative

E = Excellent,
G = Good
S = Satisfactory
N = Needs Improvement

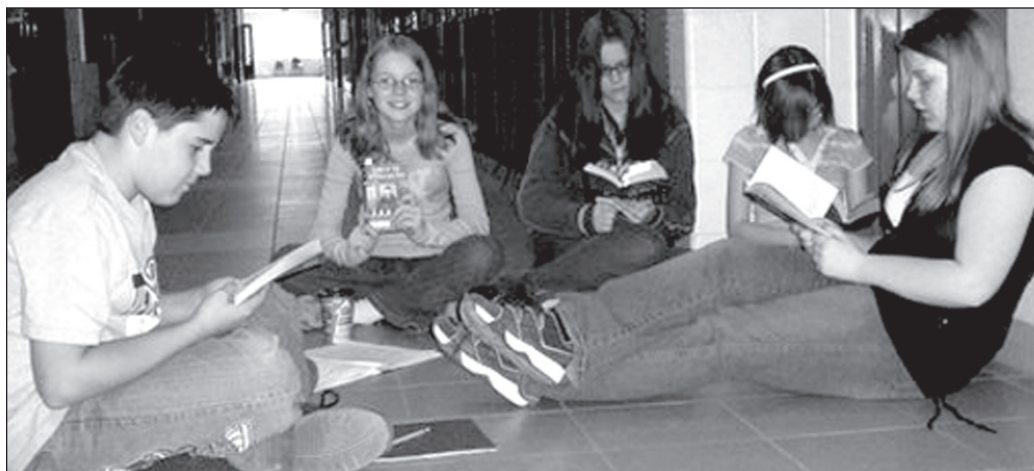
Finally, we gain a lot of credibility with the teachers and the students if we are seen as knowledgeable about assessment and evaluation, and are partners in the process as well.

Rita

Do you have any school library concerns or gripes? Need advice?

Just ask Rita! She's reliable, reasonable, rich in experience... and always right!

*rita@accessola.com
You'll never regret it!*



Creating an inclusive school library, one that welcomes and supports all members of your school community, might seem like an overwhelming task. But it's not—it's mostly a matter of attitude. Of course, we know that information helps shape attitudes, and so I hope these resources will help provide that information. Please remember that this list is by no means comprehensive. These links are merely starting points.

Multicultural and Diversity Education

Although they're not quite the same thing, Anti-Bias, Anti-Racist, Diversity, and Multicultural Education often overlap, so I've grouped these sites together.

Anti-Bias and Multicultural Education Book List
Parentbooks
www.parentbooks.ca/Anti-Bias_&_Multicultural_Education.html
Looking for books? Check out this list!

Canadian Education Trend Report: Anti-racism and Multicultural Education, Description of Some Current Activities in Canada
Communities and Schools Promoting Health
www.schoolfile.com/safehealthyschools/whatsnew/racism
A good starting point if you're looking for Canadian information.

Canadian Race Relations Foundation
www.crr.ca
The "Glossary" and "Links" sections will probably be most useful for teachers.

Diversity and Multiculturalism
Canadian Heritage
www.pch.gc.ca/pc-ch/sujets-subjects/divers-multi/index_e.cfm
Although not designed specifically for educators, this site is essential for anyone interested in diversity and multiculturalism in Canada.

Educator's Reference Desk
Information Institute of Syracuse (the people who created AskERIC)
www.eduref.org

Browse the ERD or use the search feature to find more than 1,000 references to multicultural education, including a list of resources and lesson plans.

Multicultural Education

Department of Education and Training, New South Wales, Australia
www.schools.nsw.edu.au/learning/yrk12focusareas/multiculted/index.php
Canada and Australia are surprisingly similar, making this Australian Web site an interesting one to explore.

Professional Development Perspectives

Canadian Teachers' Federation
www.ctf-fce.ca/e/publications/pd_newsletter/index.asp
Many articles in many issues have to do with diversity in education.

English Language Learners

English Language Learners

www.edu.gov.on.ca/eng/document/esleldprograms/index.html
This Ministry document covers ESL and ELD programs, policies, and procedures for grades K–12.

Settlement.org

www.settlement.org/
This contains lots of information and resources for newcomers. See especially the "Education" section—you might want to print the Newcomer's Guides to Schools and make them available in your library. These guides are available for both elementary and secondary schools and in both public and Catholic school versions.

People for Education

www.peopleforeducation.com
Teacher-librarians will want to ensure that both teachers and parents know about the resources available here. See especially Parents and Research & Information

Students with Special Needs

Bloorview Kids Rehab

www.bloorview.ca

Check out the “Resource Centre,” especially the “External Web site Links.”

Family Village: A Global Community

Disability-Related Resources

www.familyvillage.wisc.edu

The “Library” will be particularly useful.

Inclusion and Equity in Education

Parentbooks

www.parentbooks.ca/Inclusion_&_Equity_in_Education.html

Looking for books? Check out this list!

Learning Disabilities Association of Ontario

www.ldao.ca

The sections, “What are LDs?” and “What Helps?” will be particularly useful.

Professional Development Perspectives

Canadian Teachers’ Federation

www.ctf-fce.ca/e/publications/pd_newsletter/index.asp

Many articles in many issues have to do with students with special needs.

SNOW (Special Needs Ontario Window)

<http://snow.utoronto.ca>

The site’s tagline is “Cultivating the Inclusive Education Community,” which says it all. Great starting point!

Special Education

Ontario Ministry of Education

www.edu.gov.on.ca/eng/teachers/speced.html

This is a good starting point for Ontario teachers.

Tourette Syndrome Association of Ontario

www.tourettesyndromeontario.ca/Main.html
See especially “Teachers Resources.”

LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning) Students

PFLAG Canada (Parents, Families and Friends of Lesbians and Gays)

www.pflagcanada.ca

The Information menu on the right side of the page has a link to resources for teachers.

Triangle Program

<http://schools.tdsb.on.ca/triangle/links.html>

An alternative TDSB program, Triangle is Canada’s only classroom for LGBT teens. See especially the Links and Resources sections.

In Conclusion...

While I can suggest links to information and resources, none of it will be of any use unless you have an inclusive attitude. Which, of course, I know you have because, if you didn’t, you wouldn’t be reading this issue of *The Teaching Librarian*! Review your situation, pick a place to start, gather information, and get to work. It really is that simple. And if, like me, you’ve already been working to create an inclusive school library, then I hope these connections have provided some information and ideas that will help you expand your efforts.

You’ll notice I haven’t provided lists of suggested resources, or even of publishers/vendors. If you’re fortunate enough to have money for resources, then learn about the students whose needs you want to target and talk to your peers, to public reference and children’s librarians, and to publishers and vendors to determine which resources would best meet your students’ needs. But remember, even if you don’t have money, a welcoming and inclusive attitude—and some creativity—can go a long way. ■



HOW DYLAN PE'



Seeing a photograph of 10-year-old Dylan Peters with a big smile on his face, proudly displaying a book, one might guess that he finished at the top of his class in a reading contest or perhaps completed a particularly successful book report. Take another guess. Jim Eisenreich, the former professional baseball player who has been afflicted with the motor and vocal tics associated with Tourette's syndrome, has said of Dylan Peters, "Dylan has done what most of us (including me) would not even think of doing, especially at such a young age." What is this ten-year-old author's accomplishment? Rather than merely coping with the challenges of growing up with the symptoms of Tourette's Syndrome, Dylan has taken on the task of educating other people about what life is like for children like him, as well as their families and friends. In his recent book, *Tic Talk* (Five Star Publications, 2007), he shares the insights about tolerance and acceptance that he has gained in the five years since he was diagnosed with Tourette's. Between school, homework and football games, Dylan found the time to answer some questions from *The Teaching Librarian*:

TL: What is your biggest challenge in living with Tourette's Syndrome?

Dylan: In April 2005, I had a six-week episode of full body tics that made it impossible to get through a full day of school. I was in a great deal of pain from sore muscles. This has been the most challenging episode so far. It is also difficult when I have a tic or tics that cause other problems, like my mouth opening tic caused the creases in my lips to be very sore and bleed; and my eye blinking tic made it hard to read and focus because my eyes would blink every couple of seconds.

STERS TICS AND TALKS

Derrick Grose

TL: How do you cope with those challenges?

Dylan: Most of the time I just deal with it. I tell myself that eventually the tic will happen less or change to a different tic. I also remind myself that other kids have more difficult challenges than I do.

TL: How can other people help you in living with Tourette's?

Dylan: Others can support those of us with TS by becoming more aware of what Tourette's Syndrome is, and being understanding that we cannot stop or walk away from our tics. We want to live our lives just like they do.

TL: At 10 years of age, you have written your book, *Tic Talk* and had articles published in *ParentGuide* and *Tweens & Teens News*. When and why did you start writing?

Dylan: I started writing short stories at the end of first grade on the computer at home about fun things in my life like family, sports, playing with my brother, etc. I realized that I liked writing from doing schoolwork and I always had a million things running around in my head.

TL: What was the subject of the first story you wrote?

Dylan: It was a short story about my friends and me at a disastrous birthday party.

TL: What do you like best about being a published author?

Dylan: I like giving presentations about my story and my message of acceptance and tolerance. I really like hearing from other kids that my book has helped them with their secret, challenge or issue.

TL: You gave the opening address at the Tourette Syndrome Foundation of Canada National Conference 2007 in Niagara Falls. How did you feel about speaking to such a large group of people?

Dylan: Well, it wasn't the largest group of people that I had spoken to because I had given a presentation to a middle school of 525 students. I was a little bit nervous because the part of the presentation that my mom usually does was my responsibility at the conference and I was worried I would mess it up or get the kids' names wrong or something... but I didn't and it was great.

TL: What was the best part of the experience?

Dylan: It is hard to choose just one, but the best would probably be being asked to speak to others who have a story similar to mine.

TL: What was the most difficult part of the experience?

Dylan: I worried the most about our plane arriving on time, getting across the border with no problems, remembering the new part of my presentation and getting back home in time for my football game.

TL: Let's hear more about you. Tell us about a few of your favorite things.

Dylan: My favourite Web site is www.addictinggames.com. I like the *Animorphs* Book Series by K.A. Applegate. My favourite movie is *Rocky IV*. "My Wish" by Rascal Flatts is my favourite song and *Mythbusters* is my favourite TV show.


TL: Which of these do you like best? Why?

Dylan: *Animorphs*. There is a mystery to be solved and all the characters continually change from human to alien and back. You have to read all 46 books to figure out the secret.

TL: Being a published author at a young age, would you consider being a professional writer when you get older or do you want to pursue a different career?

Dylan: I do not want to be a professional writer. I want to be either a neurosurgeon or an inventor. I will probably not write another book because this story was close to my heart and I wrote it for a purpose. I want to be a neurosurgeon to help solve neurological disorders. I want to be an inventor because I love to be creative and solve problems.

If he does pursue a literary career, Dylan would be following in the footsteps of another famous Tourette, the great English writer, Samuel Johnson. With Dylan's interest in pursuing a medical career, he could draw inspiration from the example of a Canadian surgeon, Dr. Mort Doran, for whom Tourette's Syndrome was no barrier to success. His case is documented in the story of "A Surgeon's Life" in *An Anthropologist on Mars* by Oliver Sacks (who writes that he knows five surgeons who have TS). Regardless of the path Dylan Peters chooses to follow, the positive attitude with which he faces his own challenges, his creativity, and his desire to solve problems suggest that becoming a published author by the age of 10 will be only the first of many accomplishments to be anticipated from this courageous young man. ■



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*Greenwood/Praeger	*Rourke Publishing	*FOF Checkmark
*Marshall Cavendish	*Child's World	Omnigraphics
*Salem Magill Press	*Mitchell Lane	Mason Crest
*Sharpe Reference	Capstone	*Morgan Reynolds
	*Chelsea Clubhouse	ABC-Clio
	Weigl	Benchmark Books
	* Tandem (Sagebrush)	

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Open 4ReSrch:

Much Better Bragging Rights

Frank Loreto

Here's a scenario that is played out daily in every high school in the province.

The teacher has given the assignment and the structure is open ended. The student is expected to fine-tune the question into a thesis and then defend it. The student is able to choose a direction—or maybe not. The student then uses any number of search engines to find information and now has thousands of possible sources of information. Some of these may be good; some may be inaccurate and most will have no value at all except in providing the student with bragging rights that although there is no final product, many hours have been spent on “research.”

Does this seem familiar?

We live in a time where access to information abounds. Search engines have made the quick collection of data commonplace. To “Google” has become a verb. “Why don't you just Google it and find out?” The resulting data is often taken as worthwhile research by students in a rush to get an assignment completed. When asked if the source is valid, generally the response is, “Well, I got it off the Internet.” That alone has become enough of an authority.

Is anyone uncomfortable yet?

We have made the proper acquisition and use of research information our mission in these modern times. It is a constant battle to tell students that what they have found on Google is either useless or not really what they need for that assignment. As everything else these days seems to be obtainable immediately, often our advice is seen as “old-think.” However, **classroom teachers are not celebrating a vast improvement in class assignments due to the glut of available information. Something is clearly wrong.**

While students may be whizzes when it comes to computer use, they still need basic help when it comes to creating a working direction for a research assignment. They need to be able to bounce their ideas off someone who can help them go with what they have or reshape it into something workable. Once the direction is clear, they have to be able to find the best information to support their view and they must be able to put it all together according to the expectations of the class assignment. So how can we reach them?

Improving the perception of libraries and teacher-librarians

During the school day, students can utilize the expertise of the teacher-librarians and other school library professionals at their schools. What happens though, when the student is working at home and needs feedback on something immediately? Or when a student hits a brick wall in locating the information

4ReSrch by the numbers

- 5 number of nights per week teacher-librarians are scheduled to staff 4ReSrch chat rooms
- 7 number of months the pilot project is projected to run
- 10 number of Teacher-librarians hired to staff 4ReSrch
- 30 number of students who had questions answered on the first night of the service
- 77 percent of high school students who have trouble with assignments involving research
- 144 number of students who stopped in to review a 4ReSrch chat room on the first night of the service



required for an assignment? Well, welcome to 4ReSrch – the new teacher-librarian staffed section of TVOntario’s Ask-a-Teacher Chat service. Launched on Sunday, September 16, 2007, 4ReSrch is an after school, real time, chat-based, virtual reference service for Ontario high school students. The start-up group of 10 teacher-librarians provides one-on-one tutoring, Sunday to Thursday from 5:30 p.m. to 9:30 p.m. The development of 4ReSrch was spearheaded by Ask Ontario (a Knowledge Ontario project) in partnership with TVO’s Independent Learning Centre’s (ILC) Ask a Teacher Chat service. 4ReSrch has the twin goals of improving the research and information literacy skills of high school students while elevating students’ perception of teacher-librarians and libraries as critical resources in the search for authoritative information.

Now we aren’t the only ones who know

Shortly after the discussions between Ask Ontario and the Ask-a-Teacher Chat began, the ILC conducted a poll and learned that, of the 500 student respondents, **77% indicated that they had difficulty knowing where to start when a homework assignment involved research.** That’s a pretty significant number, but one that probably doesn’t surprise most of us. Even before the poll, Ask Ontario, which is exploring piloting virtual reference services throughout libraries across the province, was interested in utilizing the skills of teacher-librarians to deliver virtual reference aid to students. Armed with the poll results, they went to work with the ILC to find the resources to make it happen. And now it is real!

Registering 4ReSrch

To access 4ReSrch, students register anonymously and for free at www.ilc.org (select Ask a Teacher). Privacy is protected as the students and the teacher-librarians never identify themselves except with a screen name of their choosing. No e-mail addresses are exchanged; real names and addresses are neither requested nor accepted. Teacher-librarians provide a biography for students to review, but one that does not reveal any personal information.

When a student enters the chat environment, he/she can see if the teacher-librarian is occupied with another student because the exchange is visible on the screen. The student will be able to watch the discussion, but not

The screenshot shows the TVOntario website's 'Ask a Teacher' chat interface. At the top, there are navigation links for 'Courses', 'CareerMATTERS', 'Ask a Teacher', 'GED Testing', and 'LLCF'. Below this, there are links for 'About', 'Brain Bank', 'Chalk Talk', 'Chat', 'EQAO', 'Tools & Resources', and 'Help'. The main content area features a 'Chat' section with a 'Launch Chat' button circled in red. To the right, there is a 'Take our survey' section with a poll question: 'Do you think having a part-time job while you're in school is a good idea?'. The poll options are: 'Yes. It teaches a strong work ethic.', 'Yes. Money is always a good idea.', 'Not particularly, but it's necessary to pay for post-sec. education.', 'No. Too stressful. It's best to concentrate on studying.', and 'Vote!'. The poll is running from Nov 29 to Dec 31.

Visit www.ilc.org and select Ask a Teacher. The service is open Sunday–Thursday nights from 5:30pm–9:30pm. Teacher-librarians staff the 4ReSrch chat rooms. Just Launch Chat when the service is open to get research help.

comment. Students identify their grade level and then type their question or research request. Once the teacher-librarian is done with the first student, the next student moves up the queue. The new student's posted question, once approved by the teacher-librarian, will appear on the screen and the next chat session begins. The student can ask for direction on a topic, check to see that he/she is on the right track, get a topic clarified, ask for some tips on presentation—whatever is hindering the student from completing the assignment. The teacher-librarian can draw on the vast sources of information provided by Knowledge Ontario and seamlessly connect them to the student to assist in the gathering of quality information. Once the chat session is satisfactorily concluded, the teacher-librarian can activate the next question. On busy nights, students will be restricted in time, but are able to re-queue should they need further assistance.

Measuring Success

4ReSrch's first night went well. A total of 144 students (including repeat users) entered a 4ReSrch Chat Room. Some just dropped in, some asked questions ranging from "What is a good book to read" to "I need to do something about a battle in World War One" and "Do you think this thesis is okay?"

If students ask something inappropriate or are attempting to abuse the system, they will be

booted from the service. The tutorial sessions are third party monitored at all times.

This is a pilot project, so feedback will be collected on an on-going basis. Promotion of this service is crucial and for this reason, Ask Ontario is partnering with a number of school boards in the province to help make 4ReSrch known to students. As this benefits both students and library personnel, 4ReSrch is calling on you to promote the service as well. Check out ilc.org for more information on 4ReSrch and the many other exciting features provided by Knowledge Ontario and TVOntario.

"So, is this a good thing?"


Three weeks into the program and the steady and increasing traffic in the 4ReSrch chat rooms makes it clear that there is a need and demand for this service. The questions come from students at all levels of high school and involve a range of subject areas. Most students leave their chat session confident that the assignment is not as difficult as it first seemed. 4ReSrch has managed to extend the teacher-librarian's influence and provide at-home research help for any secondary student in Ontario who has Internet access. As the pilot project progresses, Ask Ontario will be able to review usage statistics and evaluate transcripts. Right now, 4ReSrch definitely gives teacher-librarians something to brag about. ■

Web-Linked MediaNet: Creative Solutions to Complicated Situations

Marjorie Gibson

This web-link project got its start because of Pluto—the used-to-be planet, not the cartoon dog. What were we to do about all those media resources about space and our universe that featured Pluto as a planet? Beautifully photographed, entertaining and informative, these videos still had a lot of mileage left in them—except for one rather glaring error: Pluto was demoted by the International Astronomical Union in 2006 and is no longer considered to be the ninth planet. Should we pull the resources or should we leave them and hope that the teachers showing the video would point out the error?

A case can be made for doing nothing. After all, there must be other errors in the resources in our collection that we aren't aware of. Is it really possible to achieve an error-free collection? And, really, shouldn't a teacher showing a video about the planets know about Pluto's new dwarf-planet status? In the end we, decided if a solution could be found to supplement the videos with a low cost, easily accessed source of up-to-date information, we would keep the resources on the shelf. Low cost, up-to-

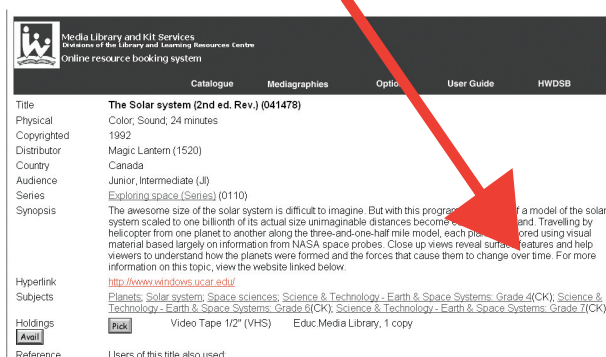


date information—why not the World Wide Web? If we added a link in the catalogue record to a current Web site that features the planets, we would have done what we could to solve the problem and give the teachers another source of valuable information.

A bit of background: the Educational Media Library at the Hamilton-Wentworth District School Board contains approximately 10,000 resources that we circulate to the Board's 118 schools. Our primarily media is video (DVDs in the last few years) but we also hold novel sets, art prints, special education materials and other small collections. We buy only curriculum-related resources—no feature films. We use Medianet from Halifax-based Dymaxion Research Ltd. for our catalogue and booking system.

As with most school boards, our media collection really blossomed in the 1970s and 1980s but has been on the decline since. Budgets being what they are these days, it's not possible to keep ahead of attrition. Nonetheless, I weed ruthlessly. Nothing is better than something, when something is outdated, boring, irrelevant, worn-out and most dangerous of all—invalid.

We use input from teachers who borrow our resources to help weed. In every video case, we slip a short questionnaire about the usefulness and quality of the resource. I continue to be pleasantly surprised at how many of these questionnaires are completed and returned. When a teacher responds positively about a video, we add a 'teacher recommended' note to the Medianet record. When the response is negative, the video is further evaluated for weeding.



Media Library and Kit Services
Division of the Library and Learning Resources Centre
Online resource booking system

Catalogue Mediagraphies Optio User Guide HWDSB

Title **The Solar system (2nd ed. Rev.) (041478)**

Physical Color, Sound; 24 minutes

Copyrighted 1992

Distributor Magic Lantern (1520)

Country Canada

Audience Junior, Intermediate (J)

Series Exploring space (Series) (0110)

Synopsis The awesome size of the solar system is difficult to imagine. But with this program... of a model of the solar system scaled to one billionth of its actual size unimaginable distances become... and Traveling by helicopter from one planet to another along the three-and-one-half mile model, each planet is explored using visual material based largely on information from NASA space probes. Close up views reveal surface features and help viewers to understand how the planets were formed and the forces that cause them to change over time. For more information on this topic, view the website linked below.

Hyperlink <http://www.windows.ucar.edu/>

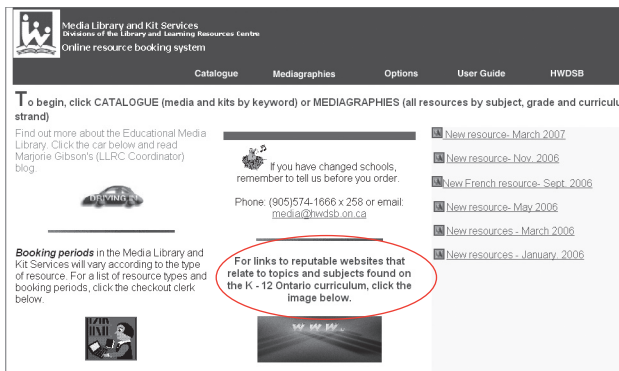
Subjects Planets; Solar system; Space sciences; Science & Technology - Earth & Space Systems: Grade 4(CK); Science & Technology - Earth & Space Systems: Grade 5(CK); Science & Technology - Earth & Space Systems: Grade 7(CK)

Holdings Pick Video Tape 1/2" (VHS) Educ:Media Library, 1 copy

Availability Avail

Reference Users of this title also used

Catalogue Record from HWDSB's Medianet booking system with arrow pointing to directional sentence in the synopsis and hyperlink in red.



Medianet homepage with link to Web site circled.

It's exactly because weeding is such a part of daily routine in the Educational Media Library that the resources containing information about Pluto as a planet proved to be such a conundrum. These videos weren't old or boring; they had just one fact wrong. One fact wrong can be serious in a program about sexually transmitted diseases, but can it really matter if Pluto is a dwarf planet or a planet? We decided it did. And so our project began.

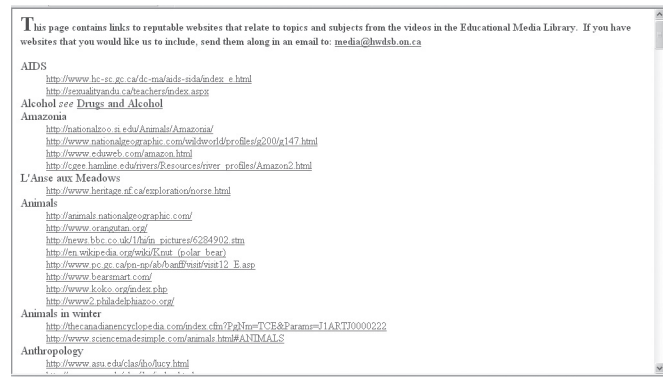
It took about five minutes to realize that if a Web link would be helpful for the Pluto problem, it would also be helpful for other topics that tend to change with new information. These could include topics like nutrition, sexually transmitted diseases, bicycle safety, climate change, endangered species, genetics, and even the pyramids (slaves didn't build them after all.)

The video collection was divided into manageable chunks beginning with the oldest items. These records were flagged for later Internet searching.

Medianet can accommodate one hyperlink per catalogue record. The link displays in pink in the illustration below. A sentence was also added to the synopsis to direct teachers' attention to the hyperlink.

After sorting out the mechanics of getting the hyperlinks into the Medianet catalogue records, we got down to the business of finding appropriate Web sites. To aid in the search we developed the following criteria,

- ◆ Suitable for education
- ◆ Reputable sites
- ◆ Interesting, interactive sites with lots of links
- ◆ Direct access to the topic (not necessarily the homepage)
- ◆ Canadian if possible



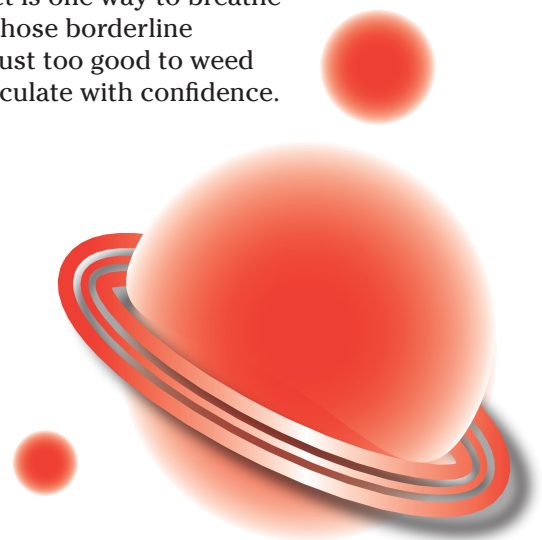
New Web page of topic links on HWDSB's Medianet.

Over the course of the project, a number of search engines were used. The favourites were Google.ca and exalead.com.

As the work progressed we came to realize that we were building up a sizable collection of useful topic- and curriculum-related Web sites. These we began adding by topic, to a new Web page on Medianet. We placed a link to this new page of Web sites on the Medianet homepage.

The project continues. At this writing, we are two-thirds of the way through our video collection. We've incorporated the Web links into our regular Medianet marketing program. The feedback is starting to come in and it's positive.

Dealing with older collections and shrinking budgets is a fact of life in most libraries today. Our Web link project is one way to breathe some new life into those borderline resources that are just too good to weed but too dated to circulate with confidence.





Including Students with Developmental Disabilities in High School Libraries

Brenda Dillon

“They’re not library users anyway.” That was the teacher-librarian’s response when I asked whether the library could provide some materials for our students with developmental disabilities. While these students were not actually forbidden to use the library, they were not welcome and no attempt was made to provide suitable resources or a library program. I vowed to change things, should I ever have the opportunity. And I have.

The Context

I’ve been the teacher-librarian at Philip Pocock Catholic Secondary School, a mid-size high school in Mississauga, since September 1996. Our diverse student population includes a number of students who have developmental disabilities and who are enrolled in our Planning for Independence Program (PIP). I am passionate about creating an inclusive school library, one that welcomes and supports all members of the Pocock community – including our students with developmental disabilities.

The Students

The students in PIP have moderate to severe developmental disabilities. Some of these students have specific diagnoses, such as Autism/PDD, Down’s Syndrome, Williams Syndrome, Fragile X, and Cri du Chat Syndrome, while others are simply identified as having a developmental disability. Some of them have multiple exceptionalities. While it’s important to get to know students as individuals and no student should ever be reduced to a label, I’ve always found that knowing the name of a condition allows me to do research, finding information which helps me better understand and support the student. I also find it helpful to read the student’s IEP and review the OSR as well as talk to the PIP teachers and the Education Resource Workers (ERWs – teaching assistants) who work with the students. Over the years, I’ve worked with PIP students who were functioning at a variety of levels, from infant to perhaps grade three/four. And yes, the school library has been able to offer something to each of these students.

The Program

Because PIP students are not working towards diplomas, it's possible to be quite creative when designing library programming. As long as the students are having positive learning experiences, experimentation is fine. In fact, I consider it a requirement. I find this freedom quite exciting and I've taken full advantage of it. While I haven't yet managed to implement a comprehensive, integrated PIP library program (in part because there is no actual PIP curriculum), I have built several pieces that have worked well, including library orientation and skills, information literacy and research, reading and literacy, and vocational training. I've also been able to contribute to other areas of students' programs.

One of the first units I created was a library orientation and skills unit designed to introduce students to the basics, such as appropriate library behaviour, resources, and basic skills such as signing out and returning books. I reduced the library rules to three: quiet, walk, and work. I used Boardmaker to create information sheets, worksheets, activities and puzzles, and library signs. I also wrote a social story for a student with autism. The students in this group were, generally, functioning below the kindergarten level, so the focus was vocabulary development as well as social skills and appropriate behaviour. I did not expect that these students would become independent library users, but I did want them to feel welcome. The students demonstrated both enjoyment and learning, so I deemed the unit a success.

I've done several research projects with PIP resource classes. While the students varied considerably in ability, most were functioning at an early primary level. I taught these students a simplified version of the research process and provided lots of support and scaffolding. I even expected the students to cite their sources, although I created a worksheet and didn't worry about MLA format. We created a survey for the pets project and graphed the results, created and presented PowerPoint presentations about zoo animals, created brochures about the human body, and worked on posters about the

provinces. These projects took quite a bit of time and effort, but it was time and effort well spent. The students learned about research, did work that boosted their self-confidence and amazed their teachers, and continue to ask me when we're doing another project.

I've also offered a literature unit. I chose a variety of picture books to read aloud and used Boardmaker to create journal and vocabulary worksheets for each book. Favourite books included *How Smudge Came* (story by Nan Gregory, pictures by Ron Lightburn) and *Cats Sleep Anywhere* (by Eleanor Freon, illustrated by Anne Mortimer). One of the students so enjoyed *Cats Sleep Anywhere* that she practiced with an ERW until she was able to read the book to the group. It was the first book she'd ever read. That's success!

I've developed a vocational skills training program, which I offer almost every semester to an individual student assigned to the library for one period each day as a co-op placement. Generally, these students do not have significant physical disabilities, display reasonably appropriate behaviour (e.g. violence and running are not concerns), and have some degree of academic ability (generally pre-K to about grade two). Sometimes there's an ERW assigned to work with the student, but not always. There's an interview and a contract. The student signs in each day, checks the schedule, completes the assigned tasks, keeps a journal, and prepares a display for the Co-op Job Fair. The tasks include such things as shredding, processing new magazines, putting the new magazines in order in the display spinner, filing the back issues, tidying the shelves, and helping at the Circulation Desk. I've created instruction cards for these tasks, model the work, and provide support as necessary. I've also modified the tasks to ensure that they're suitable. For example, we put a round green sticker in the top right corner of each magazine cover, with the first letter of the magazine title. Each pocket on the spinner also has a letter sticker. All the student has to do is match the letters – all the "A" magazines go in "A" pockets, for example. Processing the new magazines means removing all the advertising cards and stamping the front and back cover, first page, table of contents,

page 10, and last page. Tidying the shelves means, for example, putting the encyclopedias in numerical order, or picking up loose books from the stacks and bringing them to the Circulation Desk. Because I'm a teacher and the placement is in a school library, I also build in resource time to work on literacy and numeracy skills as well as reading periods. Social skills and appropriate behaviour are always concerns so, for example, we work on shaking hands instead of hugging. I personalize the program for each student. The students tell me they enjoy working in the library and their academic, social, and vocational skills improve.

I also try to support the rest of the students' programs. For example, I've participated in communication skills development programs.

The library program supports and enhances learning for all students. I've worked hard to ensure that "all students" includes our PIP students.

The Resources

Resources are a challenge, partly because of lack of funds and partly because of a lack of resources. Finding resources that are both academically appropriate and age appropriate is a problem, especially resources for the more academically capable PIP students, who are very sensitive about anything that might mark them as different from their peers in the mainstream. As a general rule of thumb, I've

found it helpful to "think primary; avoid cute."

Borrow resources whenever possible, from the public library (on your own library card, unfortunately), elementary school libraries, or centralized board resource collections. This allows you to provide resources at no cost to your school library, which is especially useful if you're not certain the unit in question will be offered regularly. If the unit does become a regular feature of your program, then you'll have had an opportunity to "test drive" resources before spending scarce budget dollars.

Create your own resources, using either standard software (e.g. Microsoft Publisher) or specialized software (e.g. Boardmaker). Boardmaker is a program that allows users to make visual communication tools. I've used Boardmaker to create a "school library story", worksheets, instruction sheets, communication boards, puzzles, and signs. It's easy to use and has all sorts of potential. Ask your special education department head or your board's Speech and Language Pathology staff about Boardmaker.

Students can create resources too. Instead of the standard research essay, report, or short story assignment, students can be challenged to write stories or non-fiction books explaining various concepts in a manner accessible to their peers in the Planning for Independence Program. Students in a technology class (such

Alyssa putting out new magazines and Shawna working in her literacy activity book



as construction) could make wooden puzzles or game boards, with graphics designed by Visual Arts students. The possibilities are endless, and such assignments certainly qualify as authentic assessment and help create an inclusive school.

If you really want to create an inclusive school library, then you will have to invest some money in collection development. Unfortunately, finding suitable resources can be a problem. Non-fiction written for eight to 12 year olds can be suitable for students reading below grade level, including, with support, the more academically capable PIP students. These students might also be able to use high/low fiction for young adults, such as the Orca Soundings titles. For those students reading at the kindergarten to grade two level, I've added "pre-chapter" books to the collection (e.g. DK Readers) as well as books written for primary students, although age appropriateness becomes an even greater issue at lower reading levels. Some of our PIP students can't read, so I've also added items such as pre-school level wooden puzzles to the collection. While I can't provide all the resources any student might want or need, I do try to provide something for each student.

Cataloguing and shelving decisions are important. The goal is to make the resources easy to find while avoiding the creation of a PIP "library within a library."

Professional Development for School Library Staff

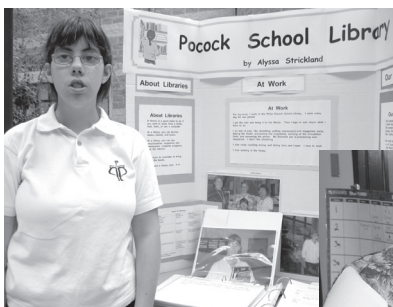
Although attitude is the single most critical factor in the creation of an inclusive school library, there is a need for ongoing professional development. Everyone involved must know about and be comfortable dealing with any behaviour, communication, or medical issues a student might have. For example, it's worth learning how to write social stories for students with autism, and it's important to know how to use any assistive technology or alternative or augmentative communication system a student might use. Ultimately, the goal is to empower the students by helping them to function as independently as possible. All members of the school library staff should be made aware

of medical issues (e.g. seizures), and how to recognize and deal with any problems. Naturally, confidentiality is an issue, however, it's not fair to anyone to permit a situation in which a student might be put at risk because information wasn't shared. Special education staff members should be able to provide informal training and it's also worth asking to be included when in-service sessions are offered. The goal, always, is to learn enough to support the personal growth and learning of every student.

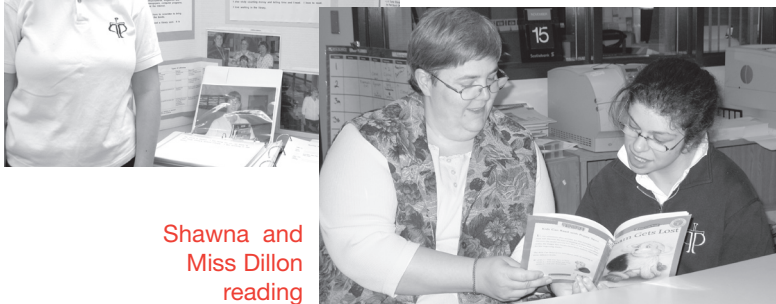
It is possible to work toward the creation of an inclusive school library even with the budget, staffing, and time restrictions so many of us face. The single most important factor is attitude. Do what you can with what you have. Be creative. And, above all, be welcoming. It's worth it—for you, for the students with developmental disabilities, and for everyone else in the school. We talk about the school library as the hub of learning for the school. Wheels don't work well when some of the spokes aren't attached to the hub.

I'm always willing to "talk library" and to share ideas and work. Feel free to contact me if you think I can be of any help in your efforts to more fully involve students with developmental disabilities in your high school library, or if you have great ideas and resources I might be able to use.

And check out the Co-op PowerPoints, at w3.dpcdsb.org/POCOK/School+Library. Go to "About the School Library" and select "Student Clerks and Co-op Students."



Alyssa at Co-op Job Fair



Shawna and Miss Dillon reading

Gay Positive Literature in Libraries The Leadership Role for Teacher-Librarians in Schools

Michelle Flecker and Linda Gutteridge

There is a wide spectrum of equity issues that teacher-librarians must acknowledge and address with students. These include:

- ◆ Anti-Racism and Ethnocultural Equity
- ◆ Anti-Sexism and Gender Equity
- ◆ Anti-Homophobia, Sexual Orientation and Equity
- ◆ Anti-Classism and Socio-Economic Equity
- ◆ Equity for Persons with Disabilities

While the comfort level of teachers and teacher-librarians appears strong in most areas, there seems to be a greater lack of confidence when dealing with sexual orientation. Sexuality in society is a highly charged topic. As teachers, we have had less opportunity to professionally acquire and learn the skills necessary to deal with issues of sexual orientation in a respectful manner, using the framework of human rights.

Statistics tell us that one in 10 students is lesbian, gay, bisexual or transgendered, and as teacher-librarians, we need to ensure that our collections include and honour all students. Suicide is the second leading cause of death among young people aged 15 to 24. Homosexual and bisexual teens are fourteen times more at risk for serious suicide attempts than their heterosexual peers. Suicide is the leading cause of death for lesbian and gay students.¹ Twenty-eight per cent of lesbian and gay youth drop out of school as a result of harassment and homophobic violence.²

Considering these statistics, not to mention the diversity of our students, teacher-librarians must be proactive, expanding our collections to reflect changing times and equity policies. Being gay (or having family members or friends

who are gay) is no longer a stigma. In media, gay characters in television shows are accepted as normal, unremarkable characters. Clearly they have become more accepted.

¹ Alvin Schrader, 2006

² TDSB Equity Department: Profile of a TDSB Student.

As teacher-librarians, we have encountered varied experiences dealing with issues of homophobia in our school communities. We don't believe these are isolated; indeed, we believe they are reflective of what happens in most school communities.

A Learning Experience

About four years ago, a guidance councillor at a school asked what gay-positive fiction books were in the school library. A student had 'come out' to him and the guidance counsellor wished the student to see himself positively reflected in age-appropriate literature. A search of the database using keywords like "homosexual," "gay," "lesbian," "bisexual" "transgender," and "queer" turned up only one fiction title—*No Signature* by William Bell. Unfortunately, the story is not a very positive one. The main character's best friend is accidentally 'outed.' He is subsequently shunned by peers, including his friend, and gets drunk. A car accident and serious injury follow. Whether or not this accident is an attempted suicide is ambiguous but certainly implied. As an initial foray into gay fiction, this title was not a good choice.

Over the next four years, the collection at the guidance councillor's school, with the help of the teacher-librarian, was developed to include a wider variety of titles dealing with sexual orientation in a positive manner. The recognition of the apparent gap in the original collection resulted in contacts with publishers, authors and academics who focused on sexual orientation and anti-homophobia education.

"As a Lesbian teenager in the 1970s in Toronto, it would have been wonderful to have access to the volume of books that are available to our current students," Linda says. "It would have made the "coming out" process less stressful."

Libraries Could Save Lives:

Social Justice Issues

This is a booming area especially in young adult literature, and numerous authors are providing quality fiction and non-fiction that engage students who are gay, as well as those who are straight. One avid student reader explained that she reads these books because the brother of her best friend is gay. This student was active in challenging homophobia in the school and was instrumental in starting a Gay-Straight Student Alliance with staff and administrator support. She also wanted to expand the school collection by suggesting titles of relevant books she found at the public library or at the larger bookstores. This student passed on her enthusiasm to many of her classmates, who went on to read the books themselves.

Another straight female student started reading a couple of books in the spring after her language arts teacher did a teaching unit on equity. She requested sequels to some of the titles and wondered if there was a chance that these books could be bought before June, as she was heading off to grade 9. It was brought to her attention that many of these books would probably be available at her new secondary school, since many secondary schools had Gay-Straight Student Alliances and more gay-positive titles in their library collections. She was delighted.

Older elementary students aren't the only ones who need to experience books that feature LGBT characters. Anti-homophobia teaching must start early and must be done in age-appropriate ways. Most teachers have witnessed name calling—"you're a faggot" and "you're so gay"—as early as the primary grades. Students at this age might not know the meaning of the words "faggot" or "gay." Children do, however, know these terms are 'put downs' and intended to hurt. They need to understand that name-calling using these words is hurtful and cruel, and that "hate speak" will not be tolerated in any context. Using age-appropriate

books that reflect all family types (families with two moms, two dads, foster parents, blended families, extended families, interracial or intercultural members, and adopted families) will breed understanding and sensitivity as to why the put-downs are inappropriate.

What Else Can You Do?

Teacher-librarians have a history of being on the cutting edge of movements, challenging censorship, and encouraging intellectual freedom of ideas and discussion. There are many actions a teacher-librarian can take in this regard. Prominently display ETFO 'positive space' posters for all classes and community groups that use space in your school. Attend equity workshops, contact local organizations such as PFLAG (Parents, Families and Friends of Lesbians and Gays), contact local high schools with gay/straight alliances, and start a group of social justice activists in your school.

As teacher-librarian, you may need to encourage and support staff members who are uncomfortable including anti-homophobia education in their classes. Provide professional development at times convenient to most staff, making sure that your administration is on board with your plans. Have books and videos on hand, and offer copies of lesson plans they can use. *Free From Fear*, published by EFTO, has lesson plans for all elementary grade levels that deal with this issue. It lists book titles and videos that tie in with the lessons, along with extension activities.

Equity education is key to our society's growth and understanding. It's about linking the "isms"—racism, classism, and sexism—and it needs to include homophobia. We have a duty to ensure all students' needs and experiences are addressed and supported. You never know... it may even save lives. ■

Talk to Think or

Are We Meeting the Needs of Both Introverted and Extroverted Learners in the School Library?

Envision your school library with a class of junior students with whom you'll be working in literature circles. You notice a student sitting quietly, listening intently, and following instructions although disinclined to raise her hand and hesitant to share her ideas. Her counterparts, the chatterbox and the class clown, who excel at trivia games and insist on talking during silent reading, find it difficult to work independently. As a teacher-librarian, do you assess these students' literacy skills strictly on the "appropriateness" of their actions, or are you enlightened enough to know that learning is happening in those you've observed?

According to the Ontario College of Teachers' Standards of Practice for the Teaching Profession, all teachers, including teacher-librarians, should demonstrate commitment to students and student learning by accommodating their differences and respecting their diversity. Hence the emphasis on differentiated instruction, multiple intelligences, learning style or brain-based theory. But little consideration has been given to the impact of personality attributes such as introversion-extroversion on learning, particularly in literacy development.



Dictionary definitions of the terms "introvert" and "extrovert" commonly indicate a biased perspective (e.g., an introvert is "a person more interested in his own thoughts and feelings than in what is going on around him; tending to think rather than act and so having qualities attributed as shy and unsociable"; an extrovert is "a person more interested in what is going on around him than in his own thoughts and feelings; tending to act rather than think; a sociable person; person who makes friends easily"; *World Book Dictionary*, 2001). Neither definition is wholly accurate or flattering.

But, as there is a biochemical basis to extroversion-introversion, it is more accurate to see these terms as neurological rather than based in the vague realm of personality. In thought processes, the dominant neurotransmitter and its pathway differ between extroverts and introverts. In extroverts, the short, dopamine pathway (associated with movement, attention, alert states, and learning) dominates, working like a positive feedback system: more dopamine is released with physical activity, thereby increasing excitement levels, all of which results in the release of more dopamine which motivates more physical activity. For introverts, the long, acetylcholine pathway (associated with long-term memory, attention, learning, and voluntary movement) dominates, and stimulates good feelings when thinking and emoting (Laney, 2002).

Luckily, based on the work of psychological theorist Carl Jung, the terms *introversion* and *extroversion* have become consolidated as basic ways of relating to the world, with extroverts and introverts now classified according to three components (Table 1): 1) energy creation; 2) response to stimulation; and 3) depth vs. breadth preference (Bellack, 2003).

or Think to Talk

Helen Kubiw

As with any theory that attempts to pigeonhole or label our students, we must be cognizant of the breadth of factors, both temporally and spatially, that will affect their preferences for learning environments and style. Moreover, we know that extroversion-introversion is not a dichotomy, but rather a continuum. Considering the various intelligence and learning style theories (e.g., Gardiner, 1983), and teaching-learning models (e.g., differentiated instruction), there are numerous considerations for meeting our learners' needs. Nonetheless, every attempt to discover and address these needs should be considered good teaching practice.

Given the diversity of students in today's classes, no single method works best. It is therefore important that teacher-librarians and other educators are cognizant of connecting students' learning behaviours with the appropriate teaching techniques most likely to be effective. Table 3 describes how different

instructional strategies can accommodate the preferences of both introverts and extroverts.

Allow students to examine their own preferences with the aim of promoting greater self-awareness and tolerance among students, particularly with respect to understanding why they prefer some tasks to others (e.g., *The IntrovertZ Coach*, 2004), as well as the value of differences in their peers' abilities (Jaouen, 1990).

Finally, since most teachers are more introverted than their students, mostly by virtue of their age (Schmeck and Lockhart, 1983), we need to recognize that our perceptions of our students are very much the construct of our own extroversion-introversion. By learning more about our own learning styles, we may be better able to program for meeting the needs of all our learners, extroverts and introverts alike.

Table 1 Comparison of introverts and extroverts based on energy creation, response to stimulation, and depth vs. breadth preference.

Major Differences	Extroverts	Introverts
Energy Creation	<ul style="list-style-type: none"> energized by external stimuli, e.g., activities, people internal stimuli drain energy 	<ul style="list-style-type: none"> energized by internal stimuli, e.g., solitude, ideas, emotions external stimuli drain energy
Response to Stimulation	<ul style="list-style-type: none"> require strong stimulation to perceive a stimulus 	<ul style="list-style-type: none"> require very little stimulation to perceive a stimulus, hence easily over-stimulated
Depth vs. breadth preference (in their experiences)	<ul style="list-style-type: none"> prefer breadth (e.g., many friends; many experiences; knowing a little about a lot) 	<ul style="list-style-type: none"> prefer depth (e.g., fewer but more intimate friends; know a lot about a particular subject)

To enhance their learning, extroverts and introverts generally differ in following ways:

Extroverts prefer:	Introverts prefer:
<ul style="list-style-type: none"> a stimulating environment; opportunities to seek out extra stimulation, to help with concentration; inductive modes of instruction (teaching from specific facts or examples to a general rule or principle); discussion and interaction. 	<ul style="list-style-type: none"> a highly-structured learning environment; a quiet environment, free from intense stimulation; deductive modes of instruction (teaching from general rules to specific cases); time to think (even write) before contributing to discussions.

Strategy	Extroverts	Introverts
Readers' Advisory	<ul style="list-style-type: none"> • often like short stories, magazines, list books • are affected by other variables when making choices • some materials in the collection may be considered type specific (Fairhurst and Fairhurst, 1995) 	<ul style="list-style-type: none"> • generally enjoy reading more • often like novels
Read-alouds	<ul style="list-style-type: none"> • often enjoy it • need accommodations to enhance the activity (to help reduce “disruptive” behaviours) e.g., discussion • require opportunities to do something during reading (e.g., drawing) • selection of material (e.g., picture book vs. novels) will also affect teaching effectiveness 	<ul style="list-style-type: none"> • always enjoy it
Silent Reading	<ul style="list-style-type: none"> • need to be accommodated for learning to occur • prefer reading which allows peer interaction/ dialogue 	<ul style="list-style-type: none"> • enjoy this very much because of its quiet, reflective nature, and lack of forced interaction
Discussion	<ul style="list-style-type: none"> • always enjoy discussions since they enjoy speaking, having others listen to them and are quick-thinkers • may blurt out repeatedly or dominate discussions if not controlled (use of tokens may limit participation of extroverts) • enjoy conflictual discourse (Nussbaum, 2002) 	<ul style="list-style-type: none"> • enjoy discussions more when prepared • need controlled discussions (or space to enter) to have opportunities to speak • may need to be asked directly for their input but not pressured to participate • prefer collaborative discourse (Nussbaum, 2002)
Debates	<ul style="list-style-type: none"> • enjoy speaking • enjoy the interaction with peers • enjoy being the centre of attention 	<ul style="list-style-type: none"> • are less likely to enjoy debates • require sufficient notice and preparation • may enjoy debates if allowed to read a prepared statement (having others handle arguments/responses)
Lectures	<ul style="list-style-type: none"> • are less enjoyable for extroverts • need opportunities for discussion or interaction to promote concentration 	<ul style="list-style-type: none"> • enjoy lectures • benefit from independent note-taking and review of notes before any discussions
Skill contests for Games (e.g., bees, trivia)	<ul style="list-style-type: none"> • enjoy quick-thinking, speaking and centre of attention aspects of these activities • learn more easily through participation 	<ul style="list-style-type: none"> • need to feel very prepared • may prefer to participate as facilitators, rather than contestant • prefer to learn through observation, so accommodate this learning here
Group Work	<ul style="list-style-type: none"> • enjoy group work that allows peer interaction and dialogue • may find sharing (without dominating) difficult • benefit from peer tutoring with extroverts • require additional interaction 	<ul style="list-style-type: none"> • prefer smaller groups • must select peers who will not dominate them • may feel frustrated when work is completed at a slower pace than when working independently • may need 90-second quiet time to consolidate their thoughts
Oral Presentations	<ul style="list-style-type: none"> • enjoy oral presentations, as they get a chance to speak, solicit questions, and be the centre of attention 	<ul style="list-style-type: none"> • need alternatives to oral presentations (e.g., visual presentations with tape-recorded accompaniment)
Computers	<ul style="list-style-type: none"> • enjoy interactive computer activities (computer speaks, asks questions, or demands actions) • enjoy dialogue with peers 	<ul style="list-style-type: none"> • enjoy quiet computer work, regardless of the activity (may prefer to turn down the sound if too loud)
Independent Study	<ul style="list-style-type: none"> • partner effectively with others to complete such studies • need peer dialogue after each stage of the process 	<ul style="list-style-type: none"> • enjoy the independent nature of these activities
Tests	<ul style="list-style-type: none"> • generally do well, as they have good short-term memory and are quick thinkers 	<ul style="list-style-type: none"> • generally do not do well under pressure • may forget things they know well • may need additional time or less stressful environments to reduce pressure
Workbooks	<ul style="list-style-type: none"> • may or may not enjoy using these, depending on factors such as dialogue, peer interactions, etc. 	<ul style="list-style-type: none"> • enjoy using workbooks since activities are generally independent

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Wednesday January 30th

Preconference Sessions

"Video Streaming: The Scenic Lane on the Information Highway"

Speaker: Kim Silk

"The Ontario Educational Resource Bank: Sharing K-12 Resources Across the Province"

Speaker: Julie Hanford and Urs Bill

"Click that Mouse"

Speaker: Michael Rosettis, Hetty Smeathers and Michelle Regina

For full listing of programs check out www.accessola.com/superconference2008

Thursday January 31st—Saturday February 2nd

OLA Super Conference

For full listing of programs check out www.accessola.com/superconference2008

Wednesday April 23rd

2008 Voting Day

Forest of Reading programs

www.accessola.com/forest2008

Wednesday May 21st

Forest of Reading Festival

Award Ceremonies for Blue Spruce, Red Maple and White Pine will be held at Harbourfront Centre in Toronto

Thursday May 22nd

Forest of Reading Festival

Award Ceremonies for Silver Birch Fiction, Silver Birch Non-Fiction and Silver Birch Express will be held at Harbourfront Centre in Toronto

To say Eric Walters is a prolific author is a bit like saying a tornado is windy. Eric has written more books for children and young adults than most writers working today, and a great many have been award-winners. In his personal life, Eric has involved himself in many causes, most recently the encouragement of literacy (with such projects as the *Writers on the Wall* and *It Takes Two* calendars) and the Boys Reading Programs in both Toronto and Hamilton, as well as working with both The Terry Fox Foundation (*Run*) and Free The Children (*Tell Me Why*—to be released in 2008). His affinity for the underdog can be seen in many of his works, and the theme of inclusion is a common thread in both his life and his writing.

Martha: Hi Eric. Thanks for joining us!

Eric: No problem.

Martha: You've made a career out of focusing on characters who want to belong somewhere, and aren't sure how to get there. Why is that?

Eric: Belonging is one of the central themes in human existence. Writers are, almost by definition, people who sit just outside, watching, analyzing, trying to understand—so there is a natural affinity for the outsider.

Martha: You're a pretty active (dare I say hyper?) guy for someone who "sits outside watching

people." You're always crazy busy. How do you manage to get so many books done in a year?

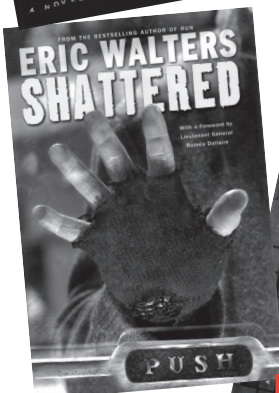
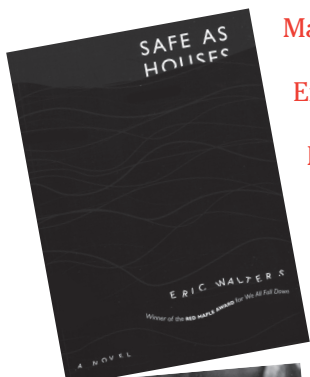
Eric: I'm often working simultaneously on three or four books, at different stages of writing, rewriting, editing or research. I have 15 different ideas that are in process right now and I'm continually gathering ideas, thinking through lines, crafting character development, gathering books, newspaper articles or DVDs related to those topics. I've always been incredibly focused and I'm fortunate to possess a very high energy level.

Martha: So I guess sleep is pretty low on your list of fun activities? <grin> What do you do for relaxation?

Eric: I love spending time with my family, writing, and traveling to explore new things. This summer I was fortunate enough to have all of those things coincide when my son and I traveled to Kenya. We were involved in building schools, opening a school where he had raised \$20,000, exploring the country and meeting people from all walks of life.

Martha: That sounds incredible! Was this with an organization? You have to tell us more!

Eric: I've been working with Free The Children for a number of years, and my son raised money for that organization to build the school in honour of his uncle who died last year. We were there to help build a school, but also to attend the opening ceremony. It was an amazing life experience and even more amazing to share it with my son before he went away to university.



Eric Walters

Meet the Author

Martha: Obviously your interest in improving society has been passed down to your children. When you're writing, do you consciously try to influence your readers to be more active citizens in the world as well?

Eric: It's important to write what you're passionate about and I'm very passionate about the larger issues. I want young people to have a larger perspective on life, and to understand the role they have in impacting the world.

Martha: So tell us about your latest projects. What have you been up to?

Eric: My latest story was inspired by my trip to Kenya and is called *Alexander of Africa*. It's written from the perspective of a spoiled, 15-year-old girl who is ordered by a judge to go to Africa to help build schools. My experiences, the things I saw, the stories that were told to me while I was in Africa formed the basis of this book. My 15-year-old daughter has read parts and told me I was obviously a girl in a previous life (and a pretty nasty one at that.) I think that was a compliment.

Martha: Ha! Clearly getting into the voice of your characters has never been a problem for you!

Eric: I hear people talk about finding your voice, but I think that's like saying find your emotion—most of us have multiple voices and multiple emotions and that's what makes us complete humans.

Martha: So how do you feel about the writing process itself? What part of it do you most enjoy?

Eric: Different people have different perspectives on writing. Many writers find the process particularly angst-filled. One writer I know told me that he liked the editing process. That part is my least favourite because the story is no longer mine exclusively. I find writing to be playful. Ideally you should want to do it just because you like it... because it amuses you. The real danger is getting caught up in the completed project (which makes as much sense as enjoying looking at the pictures of your holiday but not enjoying the actual trip). Savour the moments, enjoy the process, play with the words and amuse yourself. It's supposed to be fun. I write because I like to write. When I see it as only a way to earn money then I'll find another job.

For information about the organization, Free the Children, check out: www.freethechildren.org

Martha: Thanks, Eric. ■



“Inclusion” is a catch-word that has become important in libraries. The idea of making members of all genders, ethnic groups, etc. feel equally welcome in the library, is a noble one. It is regarded as an important part of the cultural education of the young. As Harvard professor Alvin Poussaint said, a number of years ago, “[Multicultural comics] lay a foundation for them [the readers] being non-prejudiced.” In addition, inclusive literature can provide emotional support for the reader whose colour, religion or gender may be overlooked or demeaned in traditional materials. Unfortunately, inclusion is also a concept with pitfalls. In the visual art form of comics and graphic novels, these problems are potentially more severe.

Before the modern comic books, “pulp” novels, written for youth, filled this reading niche. In 1910, a new series of books began, one that was read by a large percentage of boys throughout the United States. *Tom Swift and His Motor Cycle* was the first volume of the series. It introduced an older African American who would become a regular in the series. Eradicate Andrew Jackson Abraham Lincoln Sampson was an itinerant handyman, probably an ex-slave, and an illiterate adult. His lack of education was used to comedic effect, along with his dialect.

In 1940, Will Eisner included an African American character in his legendary work, a newspaper strip called *The Spirit*. Ebony White, who acted as The Spirit’s sidekick and cab driver, spoke in a thick, garbled dialect that was considered funny at the time, but frequently shared dangers and risked death alongside the protagonist. At roughly the same time, the comic book character Green Lantern also had a sidekick (Rad) who was an uneducated cab driver,

and who spoke in a thick, garbled dialect that was considered funny. “Doiby” Dickles, unlike Ebony White, was Caucasian. So, was Ebony a case of inclusion, or comic relief, or both? The only real difference between the two characters was that of ethnicity.



In both *The Spirit* and *Tom Swift*, the characters included were used largely for comedic effect or to be an “in distress” character for various situations. Ebony evolved beyond that, as Eisner saw other ways to use the character and added other non-Caucasian characters to his stories. Rad, however, remained a painfully awkward stereotype. Neither writer was intending the portrayals to be offensive. As Eisner realized that the portrayal of Ebony was offending people, he slowly changed him. As times changed, Rad was simply dropped from later versions of *Tom Swift*, from the 1950s on.

Were the characters of Rad Sampson or Ebony White ones that children of colour would *want* to read about, or to emulate? That is an important key to inclusion in literature, whether in the form of traditional narrative fiction or in the form of comic books and graphic novels. Both characters, unfortunately, played on the ethnic stereotype that African-Americans were uneducated manual laborers with no education and poor grammar. In other words, insulting cheap shots for a laugh.

These examples were not unique, but there were inclusive books and comics, especially for African-Americans, even back then. Unfortunately, positive role-models were typically restricted to material written *by* and *for* the intended ethnic group, such as the issues of *All Negro Comics* and other such publications, in the 1940s and 1950s. While better than nothing, this was a form of segregated literature, not inclusion in the mainstream.

At this point, you may very reasonably say that this was all a long time ago, and that today’s literature, both textual and graphic, is much more inclusive and less insulting to ethnic groups, cultures and genders.

Let’s take a look at Marvel Comics in recent years. Their main African American characters are Luke Cage, who was wrongly convicted of a crime initially, but has committed many since, nominally in the name of justice; Sam Wilson, the Falcon, who is now portrayed as a

brainwashed former gangster; Bill Foster, who was recently killed while violating a law he disagreed with; and Storm/Ororo, a mutant who now has a fairytale marriage, but who grew up as a thief and is often portrayed as still proud of those skills. The scary part is that these are some of the *better* portrayals. These are the good guys... and all to some extent play off of the stereotype of “criminals of colour.”

Women haven’t fared much better. Superheroines have tended to be either busty babes or have very passive superpowers...the ability to shrink or turn invisible just isn’t in the same league as “faster than a speeding bullet.” Luckily, better writing has helped overcome this problem, as with the new *White Tiger* series, or even the better use of the “passive” powers of The Invisible Woman in *The Fantastic Four*.

There have been cases of publishers trying to be inclusive, but doing it badly. The hiring of poor writers and bad artists, due to budget constraints or lack of editorial knowledge of the field, can ruin the idea for a good book. This has resulted in bad Christian comics, bad ethnic comics, bad historical graphic novels... Remember, just like with other library materials, quality matters. I may want to read about characters “like me,” but will I want to read a badly-written, poorly drawn story *just* because the character and I share a gender or an ethnicity? If I walk in and only find people “like me” portrayed as clumsy stereotypes, or in badly-drawn comics, how will I perceive this? Does it mean that people “like me” aren’t worth the efforts of quality creators, or that librarians don’t care enough to select *good* material about “us”?

There have been exceptions. Really good inclusive comics do exist, ones that have some aspect of cultural diversity and inclusion, without offending the “included” group too badly. Some of these are aimed at adults—*Stormwatch: Post Human Division*, *Welcome to Tranquility*, the new *Lone Ranger* series... these all have strong, believable characters of colour. Of the “regular” comics

suitable for kids and teens, the new version of *Blue Beetle* has a Hispanic hero, and the new *Atom* is Chinese. DC has several African-American heroes who *aren’t* on the run from the law. Marvel’s White Tiger character is a Latina martial artist. The lamented Milestone line included many characters of colour, both heroes and villains. [Interestingly, there are very few African-American supervillains in mainstream comics... unless their heroic arch-enemy is also African-American.] Several ongoing characters, heroes and villains, have come out as being gay or lesbian.

Sit yourself down and think of yourself as a writer. You are writing for me, a person of unknown ethnicity, gender, etc. You or your publisher may make *assumptions* about me, but that is what they are. It may or may not matter to me whether there is anyone in the issue who happens to be “like me” in some way. If, however, there *is* someone in the story who is like me, but is treated derisively by the writer and the artist... well, then you’ve probably lost a sale. Worse, if the only way that people “like me” appear are as criminals, buffoons or sex objects... well that’s pretty depressing, when you think about it. On some level, it would suggest to me that either there are a lot of writers who think that way, or that someone believes there are a lot of *readers* who think that way. In other words, bad “inclusive” material can still be racist, sexist or demeaning.

Now, consider the library setting. Rightly or wrongly, libraries have the moral high ground. If a library includes *only* racist, sexist or otherwise demeaning literature, that literature is given a “seal of approval.” In the bad old days, the excuse for lack of inclusion was twofold: First, that there were no readily available books/comics/films that were inclusive. Second, that the library didn’t *need* to be inclusive, because “Well, *those* people aren’t part of our constituency, anyway...” Luckily, most librarians don’t think like that nowadays. Even luckier, inclusive material is available, some of it good. Your challenge is to find the good material that exists, and provide it for your reading community. ■



A New Environment So Everyone Learns: Using Multiple Intelligences in the Library

Nathan Karstulovich

How many times have you thought that you've just got too much to do in the school library information centre? We've all been there. School library budgets seem to be shrinking, while the demands on our time are increasing. How can we possibly succeed given these conditions, you may ask? I have found a way.

In 1989 Howard Gardner defined intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural setting" (Gardner and Hatch, 1989). Using this definition and further research, Gardner came up with what are now eight well-known forms of intelligence. They are: Logical intelligence, Linguistic intelligence, Spatial intelligence, Musical intelligence, Kinesthetic intelligence, Interpersonal Intrapersonal intelligence, and Naturalist intelligence.

Brualdi (1996) studied how Gardner's theory of multiple intelligences affected the classroom teacher. In order to adjust for students' learning styles, especially in the library setting, teachers

will need to be information literate. Carr (1998) reveals that being information literate means to "know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from it" (p1).

It is the students' ability to assess information and use it effectively that is the focus of Kumbar (2006). Kumbar believes that multiple intelligences help to develop analytical skills used in library research (p1). She suggests that the library must play a big role in learning activities to the point of being the central point of education.

After reviewing the literature, I made some simple preliminary conclusions. First, students must be engaged in the library activities. Second, students must be given an environment that will allow them to analyze the information they are gathering. Many accommodations could be made in the library since each student has a different combination of intelligences. I conducted research to fill some of the environment gaps left by the review of literature, intending to develop a positive library environment to ensure student success.

I chose to observe 31 grade seven students at Dr. S.J. Phillips Public School for 20 consecutive teaching days over a four-week period. In that time the class was working in the library at least three days a week. The first step in the study was to observe five students a day, for the first five days of the observation period. Step two was to observe the students, all the time making anecdotal notes on their actions and responses. I kept a tally for each student to categorize each according to their Multiple Intelligence. The third step was a quick interview with each student at the end of the 20-day observation period. Each student was brought to the library and asked to give their insight. I then



sat with the classroom teacher to discuss the teacher's feelings toward the successfulness of the inquiry projects. The last step was to compile the tallies and review the tendencies of the students within their intelligence sectors. I was able to come up with what I believe to be some helpful guidelines for making the library friendlier for each of the Multiple Intelligences.

The grade seven class was working on an individual inquiry based project to be presented at a History Fair. Each student was required to research and report in some sort of visual display. I concluded that of the 31 students, the multiple intelligence factors broke down as follows:

- ◆ Logical intelligence 4
- ◆ Linguistic intelligence 4
- ◆ Spatial intelligence 4
- ◆ Musical intelligence 2
- ◆ Kinesthetic intelligence 6
- ◆ Interpersonal intelligence 8
- ◆ Intrapersonal intelligence 3
- ◆ Naturalist intelligence 0

There are many options when creating a library environment conducive to Gardner's theory of Multiple Intelligences.

The first change needed to improve the library environment at Dr. S.J. Phillips is to get a new paint job. The library needs to be painted with colours that are visually appealing and mentally stimulating. A stimulating paint job along with some fish tank ecosystems around the library could help students with strong naturalist intelligence feel more comfortable.

Like most libraries, the Multiple Intelligence-based library should be broken into different working areas. It is obvious that all libraries need an area where there are books and other

resources, as well as a place to read them. These quiet areas are still important to the intrapersonal intelligence also. Similarly, the logical intelligence still needs a quiet work area where they can pour over what they have learned, putting it into logical sequence. The computer lab is still important to all students, as it is also a powerful tool for interpersonal and linguistic learners.

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The real changes need to come in helping the spatial, kinesthetic, interpersonal, and musical learners perform better in the library. The first big change is to set-up a planning area in the library. The planning step was important for logical, intrapersonal and spatial learners

After planning takes place, students would begin their research using print and computer resources. It is in the research areas that those with a high degree of musical intelligence could be helped. In interviews with the musical students they felt it difficult to get started because it was too quiet and they had difficulty focusing. The library could now have each computer outfitted with headphones so that students may listen to music on the computer while working.

Kinesthetic learners should also be accommodated in the research portion of the library experience. These students might now be given the option to have a moving workspace. This moving workspace means that kinesthetic learners will have the option to carry a clipboard throughout the library. This is an option that was briefly tested in the classroom with some success.

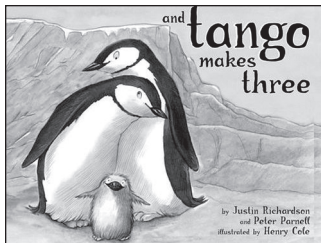
The linguistic and interpersonal students have a need to talk things through with peers. By setting up an area that can be somewhat louder than the rest of the library and have tables for pairs, these students can get their thoughts out of their heads and sort through their research, bringing focus to the finished product.

Finally, there is an area for the teacher to be stationed while the class is in the library. Obviously there will be some time when the teacher needs to walk around to visit students, but much of the teacher's time should be spent at the teacher/information station. By being stationed in one place in the library, the teacher facilitates the need of linguistic and interpersonal students, as well as everyone else, to verify their process and clarify information.

Based on research steps, a seemingly natural progression through the library would be to start in the planning area, followed by the print resources and the computers. This may include a moving workspace or the use of headphones for music. Follow that step up with a stop at the processing and analyzing area, then at the teacher/information station before typing the report on the computers. This new school library environment can help each student be comfortable and successful. ■



If there is one place where everyone should feel included, it's the school library. In this age of differentiated instruction, special education changes, and non-traditional families, the school library needs to make sure all of its users feel there's something for them. We've gathered some of the most interesting and teacher-friendly choices to start you off...



And Tango Makes Three

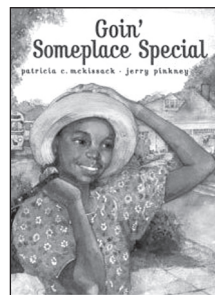
Justin Richardson and Peter Parnell
Illustrator: Henry Cole
2005
ISBN 13: 9780689878459

Sample Curriculum Links:
Grade 2 Science: Growth and Changes in Animals
Primary Language Arts: Reading

Summary:
Silo and Roy are two male Chinstrap penguins at the Central Park Zoo in New York City. In 1998, the authors tell us, they "discovered each other and have been a couple ever since." When it was clear they were setting up a nest together, zookeeper Rob Gramzay gave Silo and Roy another penguin couple's extra egg to

hatch. Tango, their chick, was born safe and sound, and the three are a real-life non-traditional penguin family to this day.

How to Use This Book:
Grade two students comparing ways in which different animals care for their young will find this story based on true events fascinating. Students who come from a non-traditional family will enjoy reading about a family structure that is similar to their own experience. The illustrations are great, and it would make a fun read for any students interested in zoos or penguins, or as an example of a picture book based on factual events.



Goin' Someplace Special

Patricia C. McKissack
Illustrator: Jerry Pinkney
2001
ISBN 13: 978-0689818851

Sample Curriculum Links:
Primary Language Arts: Reading
Grade 5 Health: Healthy Living
Junior or Intermediate Language Arts: Writing

Summary:
'Tricia Ann persuades her grandmother, Mama Frances, to let her go "Someplace Special" on her own for the very first time. She travels throughout the landmarks of 1950's Nashville, encountering signs of prejudice at every turn. Almost turning back a number of times, with the help of various encounters, 'Tricia Ann finally ends up at the one place she knows she can enter with pride—the town's public library, one of the few fully integrated places in Nashville.

How to Use This Book:
This book is a wonderful way to introduce primary students to an example of historical bullying, and to bring home the message that knowledge is free for everyone (as is the library). Junior students will appreciate it as a read-aloud about the civil rights movement and a prompt for writing. Grade five health students will appreciate this autobiographical tale's epilogue that outlines the way people's actions can affect others.

Trick of the Light

Marina Cohen
2007
ISBN 13: 9781550689822
www.marinacohen.com

Sample Curriculum Links:
Grade 3-6 Language Arts: Reading
Grade 6 Science: Space

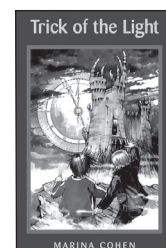
Grade 4 Science: Light and Sound Energy

Summary:

On the day Sherman Glutz receives a mysterious package in the mail, he has no idea his life is about to become yet another dangerous adventure. Refusing to believe the clues imbedded in the package, Sherman instead focuses on surviving his own personal bully, Billie Binkleburg. Unfortunately, Sherman soon realizes he has no choice but to follow the clues and rescue his old pal Drake Livingstone. When Billie comes along for the ride, however, a trip through a black hole, bridging time and space, seems to be the least of Sherman's worries!

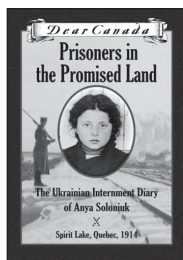
How to Use This Book:

This book is a great read for all students in grades four-seven, though the series appeals to boys especially. There are a number of science principles woven into the fantasy story, including a surprise encounter with Einstein. What makes the book so enjoyable from an inclusion point of view, however, is its characters. Billie is a gifted LD student with a fondness for trivia and creative name-calling.



Her favourite target is the entertaining Sherman, who readers met in the first book of the series, *Shadow of the Moon*. Sherman is a gifted kid who's made a career out of masquerading as a weak student in order to avoid work and his mother's interference. The byplay between these two characters is priceless, and students with an LD designation, or who are constantly picked on like Sherman, will love that there's a hero or heroine for them.

A teacher's guide is available on-line as well.



Prisoners in the Promised Land (Dear Canada)

Marsha Skrypuch
2007
ISBN 13: 9780439956925

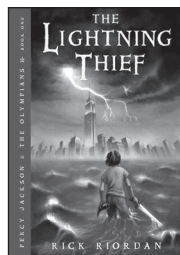
Sample Curriculum Links:
Junior-Intermediate
Language Arts: Reading
Grade 8 History: Canada
—A Changing Society

Summary:
Anya's family emigrates from Ukraine hoping for a fresh start in Canada. Soon after they cram into a tiny apartment in Montreal, WWI is declared. Because their part of Ukraine was

annexed by Austria – now at war with Canada — Anya and her family are shipped off to the Spirit Lake Internment Camp, in the remote wilderness of Quebec. Though conditions are brutal, at least Anya is at a camp that houses entire families together, and even in this barbed-wire world, she is able to make new friends and bring some happiness to the people around her.

How to Use This Book:

Besides being a fine example of epistolary writing and a prompt for first person narrative, this book brings to life the grade eight history curriculum surrounding World War I. Recent immigrants to Canada will no doubt find similarities between Anya's experiences and their own, and all students will discover a rarely talked about piece of Canadian history revealed in a personal way. The flawless research will provide a great option for teaching the conventions of non-fiction paralleled with fiction.



The Lightning Thief

Rick Riordan
2005
ISBN 13: 9780786838653
www.rickriordan.com

Sample Curriculum Links:

Intermediate Language
Arts: Reading
Grade 5 Social Studies:
Ancient Civilizations
Grade 9 English: Reading
and Literature Studies

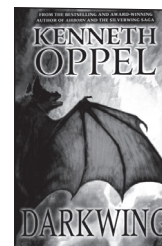
Summary:

Perseus ("Percy") Jackson has made getting thrown out of boarding school a habit. Not by choice—his ADHD and dyslexia just seem to have stacked the deck against him. Percy is looking forward to taking the summer off to go home to his mom and horrible, smelly stepfather, but just before school ends, he finds himself under attack from his math teacher (who turns out to be a Fury, of all things!)

This is the start of Percy's adventure. He learns he's actually a half-blood, the son of a Greek god and a human mother. Apparently this is actually where his disability originates—all those extra-sensory abilities and high energy are par for the 'Greek deity' course! If all this isn't weird enough, a whole host of ancient monsters and a few Greek deities are conspiring to get rid of Percy for good. Can he and his two pals, Annabeth and Grover, manage to outsmart their enemies and solve a supernatural mystery, or will Percy truly become history?

How to Use This Book:

This award-winning book is a fabulous choice for all readers, including reluctant readers who can read but don't, and kids who thrive on action-adventure woven with humour and sarcasm. Percy, with his assorted learning disabilities and questionable school history, is a great hero for students who feel like outcasts in the regular school setting. A great choice for literature circles and popular with both girls and boys, it's the first of a series, including *The Sea of Monsters*, and *The Titan's Curse*. It would be a great read-aloud for grade fives with its Greek mythology twist as well.



Darkwing

Kenneth Oppel
2007
ISBN 13: 9780002007443
www.darkwing.ca

Sample Curriculum Links:

Junior/Intermediate
Language Arts:
Reading, Writing and
Media Literacy
Grade 6 Science and
Technology: Properties
of Air and
Characteristics of Flight
Grade 7 Science and
Technology:
Interactions Within
Ecosystems

“Must Have” purchases for your school’s curriculum needs

Summary:

Dusk doesn’t feel like he belongs in his chiropter colony, even though he is the son of the colony’s leader. Markedly different from his peers in a number of ways, when Dusk realizes he can actually flap his ‘sails’ and fly, he knows he must control his impulses and hide his differences. When the colony is practically massacred by roaming ‘felids,’ the few remaining chiropters have no choice but to flee their island home. Unfortunately, in the world of 65 million years ago, felids are not the only threat. It soon becomes apparent that only Dusk can save his colony...and that sometimes, being different is a blessing, not a curse...

How to Use This Book:

This book, nominated for the Red Maple Award for 2008, is a stand-alone

novel, though it acts as a sort of long-ago prequel for the Silverwing Saga.

It’s a riveting adventure-fantasy sure to appeal not only to Opper fans, but also to those readers who loved dinosaurs as children, and never quite gave up the obsession.

Darkwing stands as the ultimate book about why it’s okay to be different. Dusk’s adventures learning to fly are a great introduction to the grade six flight unit, and the interrelationship of the living creatures in Dusk’s Paleocene habitat match grade seven science as well. The Web site contains all sorts of related science and media literacy options, including video clips of the author discussing the book and the writing process. There is also a comprehensive teacher’s guide available on the Web site.

In the Garage

Alma Fullerton

2006

ISBN 13: 9780889953710

Sample Curriculum Links:

Intermediate Language

Arts: Reading

Grade 9 English: Reading and Literature Studies

Grade 10 English:

Reading

and Literature Studies

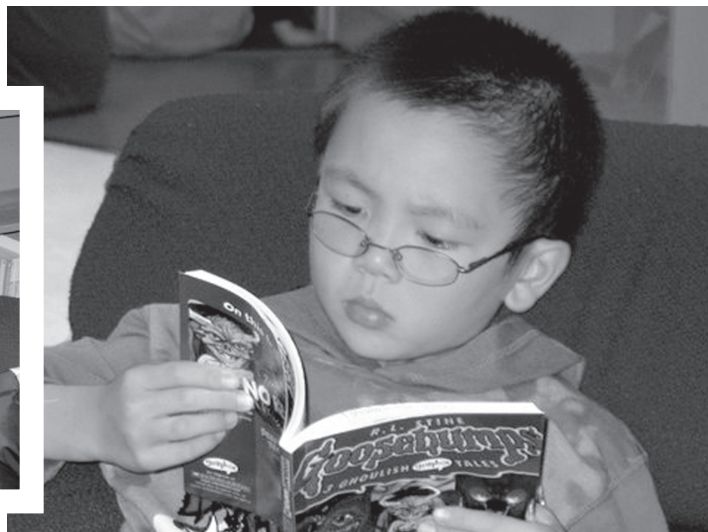
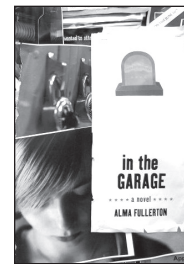
Summary:

Barbara Jean is an unlikely friend for basketball star and musician Alex Fitzgerald, with her weight issues and obvious facial birthmark. What she doesn’t realize, however, is that Alex depends on her as much as she depends on him. When a new singer joins the band, B.J. feels displaced, as Alex seems more interested in David than her. When two of the “popular girls” show an interest in B.J., she is desperate enough to do anything to stay in

their sphere... including betraying Alex. Events take a tragic twist as B.J. realizes too late what she’s done, and the cost it will have on them all.

How to Use This Book:

This is a fabulous story about friendship, betrayal, peer pressure, and victimization. When Alex is outed because of his stolen journal, students will find a great deal to talk about in a class or literature circle discussion. The events at the end of the book will also provoke strong feelings. The alternating voices and text forms (e.g. Alex’s journal) make for a solid writing lesson as well. ■



J.K. Rowling

COMES TO TORONTO

THE DAY I SAW J.K. ROWLING

Mac Martin

I am a true J.K. Rowling fan. I have read all the *Harry Potters* at least twice, and after the *Deathly Hallows* came out, I reread them in order to remember what I didn't know I forgot.

When I heard I was going to Toronto to see J.K. in person, I was amazed and totally freaked out. I couldn't wait to tell my friends, who are also all big Harry fans. My mom had volunteered to write about J.K.'s visit for the Ontario Library Association, and I was going to go along. The deal was that I had to contribute my impressions for this article. So here goes.

We took the train to Toronto from Windsor, which was a big deal, since I've never been on one before. I was surprised how shaky it was, but I had my 11 novels with me—my mom says to tell you I'm not kidding—and a Gameboy.

In the morning I was up at 6:30 a.m. and woke my mother up. Basically I didn't sleep all night. We ate at the hotel and then we were off by cab to... see J.K. Rowling!

We had to wait for three hours, but my mom was going to the press thing at 8:00 a.m., so I had to sit around with the rest of the fans and the reporters. I ended up being asked a bunch of questions by people from CBC, Global News, the Montreal Gazette, CFRB, and someone else I forget. Finally my mom was back, and we got to go into the theatre.

We had a little trouble with our tickets but my mom sorted it all out. We found our seats and

then we waited AGAIN. Eventually a guy came out and we all clapped when he invited J.K. to come onto the stage.

My first impression was "Wow." Kids were screaming and clapping, and then she got a standing ovation. We sat down and she told us she was going to read us one of her favourite chapters to write, "Ron Comes Back." Again the crowd went nuts.

She sounded like she was meant to read that; like it was the final piece in a puzzle we'd been waiting for. It was amazing.

We moved on to questions from the audience and then she got some big books filled with kids' thank-you notes or something. After that they moved stuff around and we got to go up and say hi in person, and get a free, signed copy that she autographed in front of us. Talk about cool!

When we left the theatre, some kids around me were chanting "this is the best day of my life." I have to agree... it was totally super-awesome-amazing-wonderful! ■



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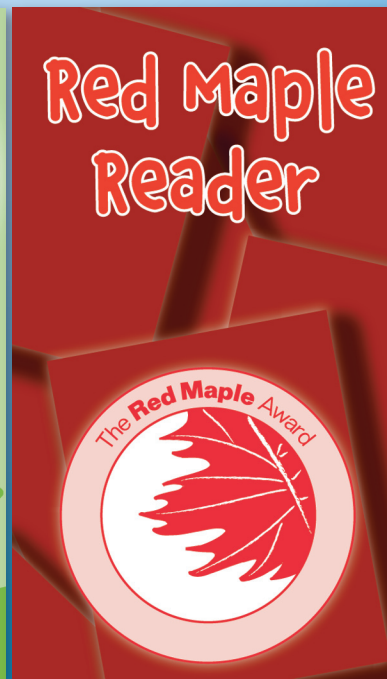
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