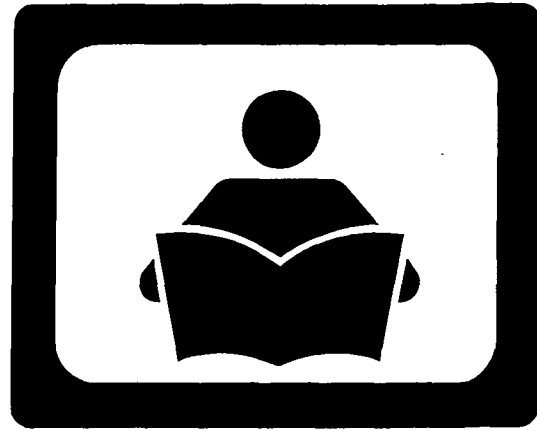


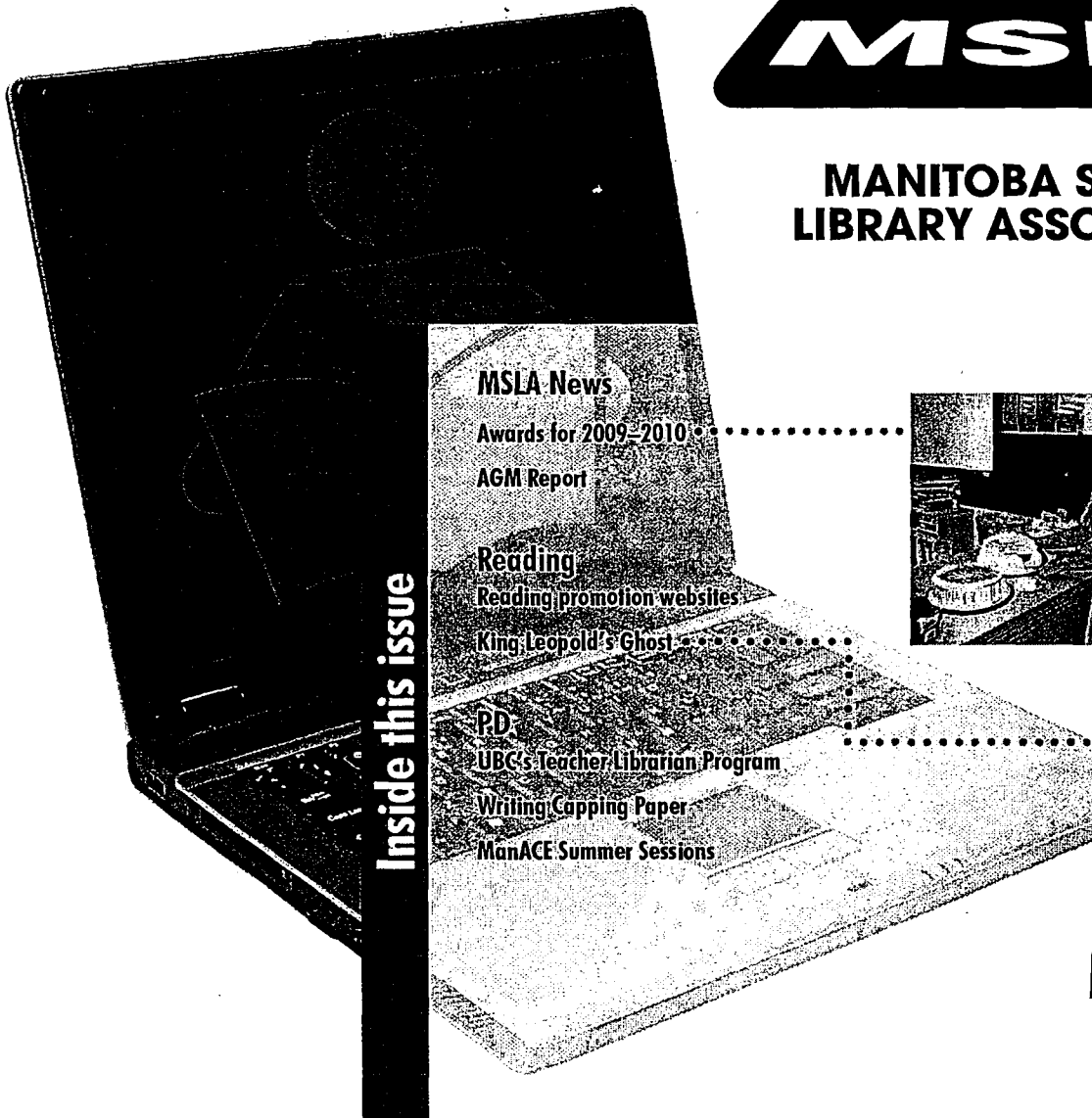
# MSLA Journal

Volume 37, Number 3  
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# MSLA

## MANITOBA SCHOOL LIBRARY ASSOCIATION



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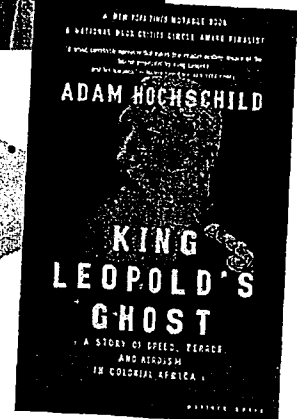
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# MSLA Executive, 2009–2010

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# President's Report

By Jo-Anne Gibson

RECENTLY I WAS REMINDED JUST HOW PRECARIOUS our positions of teacher-librarians really are. In an instant, it appears our jobs can be considered expendable by those entrusted with making decisions about the quality of education in our schools. How three prominent high school library programs can be cut without any debate or consultation in a school division that in the past had made a well-informed decision after amalgamation to ensure that teacher-librarians were in every school in their division is beyond me.

It's times like these that remind us just how important the work of the Manitoba School Library Association, the Canadian School Library Association, the Manitoba Association of Library Technicians and the Manitoba Teachers' Society are in helping to protect school libraries positions in our province. It also serves to remind us of the importance of marketing our own school library programs on a daily basis. We need to lose the quintessential Canadian trait of not wanting to "blow our own horns" and do exactly that—let our fellow educators, administrators, parents and trustees know just how important fully supported and staffed school libraries are for promoting student achievement. Personally, I find that my school library wiki, our monthly school newsletter and the divisional year-end library report are the best ways to let our stakeholders know what's happening in the school library program and how our work has a positive impact on student learning. By being a member of this association, you are already doing your part to ensure that the MSLA has the funds to be able to operate effectively and advocate for school libraries across the province.

The MSLA has said it before but it bears saying again that it shouldn't matter where

a child goes to school or how old they are, every student in Manitoba should have the same access to adequate library staffing including both trained teacher-librarians and library technicians, and sufficient budgets so that appropriate and up-to-date resources can be purchased for our students. In a province that boasts about its literacy and ICT initiatives, it's hard to believe that the major educational decision-makers are willing to let go those teachers who are the leaders in literacy and technology education in our schools today.

To address these and other concerns voiced by the school library community, in the 2009/10 school year, the MSLA, partnering with MTS, established an Advocacy Ad Hoc committee. Despite the extra workload created by establishing such a committee, the members of the executive felt it vital that these concerns be addressed on a provincial level. Although still in its infancy, this committee hopes to get a clear picture of the state of school libraries across the province, develop a vision for school libraries in Manitoba and present this vision to the Minister of Education. Our ultimate goal is to bring similar school library services to all students in Manitoba regardless of which school division they live in.

Lots of deep thinking as we enter a time when it's important to celebrate the successes of the past year and move into to our well-deserved summer break. I admit to sometimes being overwhelmed by the challenges of keeping our profession alive and well but I have been bolstered throughout the year by our fabulous MSLA executive and liaison officers whose dedication to school libraries is second to none. I am also bolstered by my fellow teacher-librarians, library technicians, library consultants, teachers, admin-

istrators and parents who understand just how important library programs are in our schools. Four examples of individuals who have championed the cause of school libraries throughout their educational careers are our 2010 MSLA award winners, Sherry Faller, Darcy Cormack, Doug Edmond and Vivianne Fogarty. Please take a moment to honour the tremendous contributions these educators have made to school libraries in Manitoba by reading their biographies in this edition of the MSLA Journal.

A special thank you on behalf of all our members to those on the MSLA executive who are stepping down this year after many years of service: Paulette Leclerc (secretary), Sylvia Wiebe Mason (membership), Kevin Mowat, Kathy Atkin and Arlis Folkerts (SAG co-chairs), and Liz Loewen and Leanne Falconer (members-at-large). We are truly grateful for all the work they have done for the Manitoba School Library Association. We are also grateful for the members of our executive and liaison officers who have chosen to continue in their roles and those who have answered the call to fill positions on next year's executive. We must continue to maintain a strong organization so that we can support each other and continue to fight the good fight!

We hope that you will consider joining us for SAG 2010, "The School Library: A Centre for Human Rights." Our talented SAG team has designed a program that will be sure to inspire, challenge, inform and humour you at some point in the day. Plans are currently underway to be on the cutting edge of technology by creating a live video feed to school library personnel not able to be in Winnipeg on that day. This is an event that you won't want to miss.

Have a great summer! 



## Editor's Message

By Lorie Battershill

P.D. OR NOT P.D.? IT'S NO LONGER A QUESTION. If your school division is anything like mine (River East Transcona) the current emphasis on professional development is big. Our yearly professional development plans are submitted in writing at the beginning of each school year and reviewed during and at the end of the year. The message is clear. What you know today isn't nearly as important as what and how you plan to learn in the future.

The Manitoba School Library Association has been part of my professional development plan from the outset. Participating in our Special Area Group has brought me into contact with other teacher librarians from whom I've learned so much. I've also been able to attend conferences and workshops about topics that are breaking

news in the area of teacher librarianship. Whether it's copyright legislation, author talks or technology, MSLA is always right there with what I need to learn.


The MSLA Journal is another way for you to learn. In this issue we've got big news in P.D. There's a preview of next year's SAG conference—focus on human rights. There's information about two summer learning opportunities

- ManACE/MindSet/Microsoft Summer Session
- Teaching and Learning with Monarch Butterflies (being held in Winnipeg AND Brandon this summer).

Also presented is information about the University of British Columbia's Diploma and Certificate in Teacher-librarianship. Three of our colleagues share their recent experiences earning their Masters degrees from the University of Alberta. The full text of their capping papers is available online on the MSLA website.

This issue also celebrates the best among us, the annual MSLA

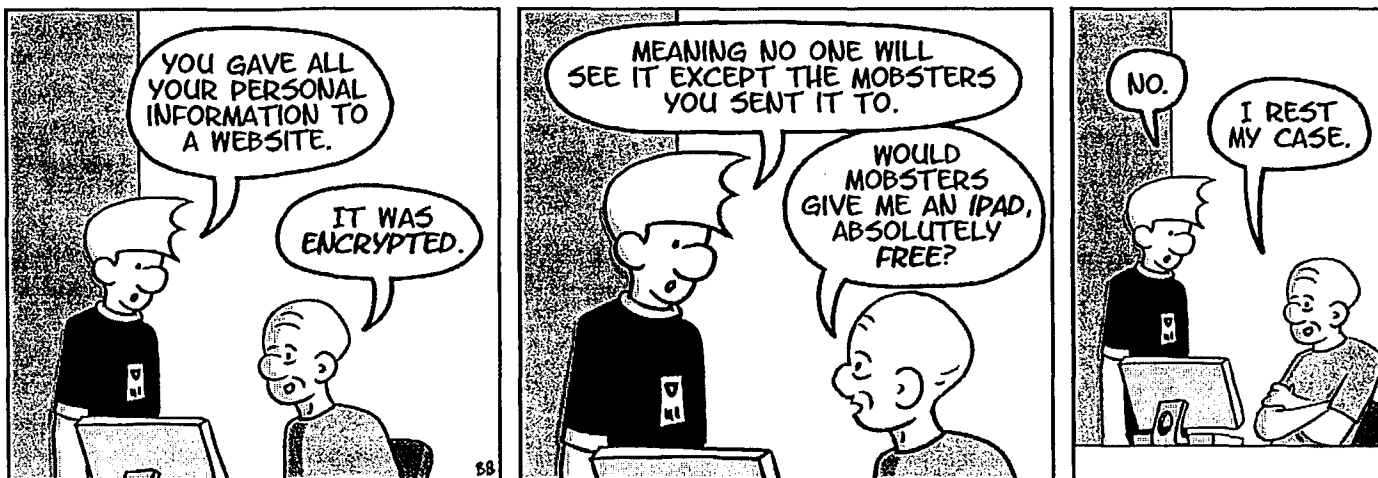
awards, which were given out at our AGM on May 4<sup>th</sup>.

I hope that the MSLA Journal will prove to be a valuable part of your professional development plan. 

**I hope that the MSLA Journal will prove to be a valuable part of your professional development plan.**

## Unshelved

A smile for you from the good folks at Overdue Media: [www.unshelved.com](http://www.unshelved.com). Reprinted with permission.





## King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa by Adam Hochschild

I learn a lot about history by reading fiction, but sometimes I turn to straightforward non-fiction to get a full picture of an event or era.

I read *King Leopold's Ghost* years ago, after finishing *The Poisonwood Bible*, Barbara Kingsolver's epic novel about the American presence in the Congo after independence in 1960. Kingsolver's research is amazing, not to mention the structure and writing of the book.

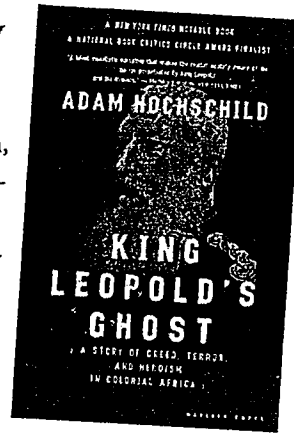
Kingsolver was familiar with the Congo, having lived there for two years as a child. But she was refused entry to the country to research the book. To overcome that obstacle she turned to the book by Adam Hochschild for material about the brutal period from 1885–1908, during which nearly 10 million people died.

The subtitle of *King Leopold's Ghost* is "A Story of Greed, Terror and Heroism in Colonial Africa". It traces the story of the pillaging and exploitation of the Congo for the private profit of King Leopold II of Belgium, who declared himself the owner of a land he would never see. Leopold was a shrewd, vicious character, tireless when it came to expanding his own personal empire and fortune.

He engineered the swindle and theft of an entire region of Africa. Using sycophants, parasites and opportunists as his aides-de-camp around the world, he hid his code of enforcement—burning villages and crops, whipping with the chicotte (barbed hippopotamus leather whips), chopping off hands and heads and slaughtering populations, starvation and overwork—all carried out by his own private army, all aimed at extracting ivory and then rubber for the burgeoning automobile industry.

His personal business was thriving until 1890, when a shipping clerk named E. D. Morel observed that ships laden with ivory and rubber arrived in the port at Antwerp only to leave loaded with soldiers and guns. Morel's perseverance and mobilization of the international anti-slavery movement, which included missionaries, literary and political luminaries and others, exposed Leopold's crimes. The story of the sacrifice Morel and others made in the name of humanity is chilling, faced with the forces of money, power and the courts.

Brought face to face with evil, Morel does not turn away... Only a few years after standing on the docks of Antwerp, Edmund Morel would be at the White House, insisting to President Theodore Roosevelt at the United States had a special responsibility to do something about



the Congo. He would organize delegations to the British foreign Office. He would mobilize everyone from Booker T. Washington to Anatole France to the Archbishop of Canterbury to join his cause...

Hochschild's writing is brilliant and compelling, despite the terrible facts he presents. He is unrelenting in damning Leopold and the Belgian government, which bought the Congo from Leopold and continued to exploit it until international condemnation forced an end.

The history of the Congo was suppressed. The oral cultures of the different African peoples was destroyed by Leopold's method of uprooting of people from their homelands and mixing people from different tribes so they couldn't understand each other. In Belgium the records were sealed, until the 1990s when, despite the resistance of the Belgian government, a former diplomat uncovered the truth.

When most of us were children we learned about the brave British Empire, the intrepid explorers, bringing light to the darkest corners of the world. The truth is that England, France, Belgium, Germany, Holland and other countries were all engaged in the rape and plunder of Africa and Asia. The political turmoil in Africa today has its roots in that era. It was then fuelled further by the former colonial countries and the rivalry between the United States and the then-Soviet Union.

In the case of the Congo, its first democratically elected president, Patrice Lumumba, was assassinated by the CIA only weeks after taking office. The U.S. then installed and maintained the decades-long dictatorship of Mobutu Sese Seko, a former officer in Leopold's private army.

Brussels is a beautiful city, the result of the Leopold's lavish spending on expansive boulevards, parks, dramatic statues and magnificent buildings. It's also home to the Royal Museum of Central Africa, jammed full with stuffed elephants, zebras, hippos, birds, thousands and thousands of mounted species of insects, as well as sculptures of white men bringing knowledge to supplicating African children. At the very end of the museum is some very faint acknowledgement of Leopold's and the Belgian government's crimes.

*King Leopold's Ghost* is a difficult book to read, one that I had to put down frequently. But Hochschild's presentation of history, his accessible style and ability to relate what happened to contemporary events kept me going. I would heartily recommend it. 🦋



By Harnet Zaidman

# Reader's Advisory

## Librarian's Book Club Edition

*Reader's Advisory recently heard from former MSLA Executive member Pat Fey. She enjoyed our new column and was eager to contribute a few of her own favourite books.*

### ***The Birth House* by Ami McKay**

A surprise best seller from new Nova Scotia author Ami McKay, this novel will have your book club members talking and laughing far into the night. Published in 2006, it was recently named as one of Chapters/Indigo's Best Books of the Decade. *The Globe and Mail*, in their end-of-decade review, listed it as the 30<sup>th</sup> best selling novel.

**SYNOPSIS:** The setting is rural Nova Scotia just before World War I. Young Dora Rare apprentices to Marie Babineau, the midwife who has been delivering babies for decades. But modern times are coming, challenging the way things have always been done and creating tension in the community. The sense of place in this novel is almost as good as a trip to the Maritimes and you will grow to love both Miss Babineau and Dora. You'll also learn a lot about the history of childbirth and what it meant to be a woman in the early part of the last century.



### ***The Red Tent* by Anita Diamant**

**SYNOPSIS:** So you think you know your Old Testament? The story of Jacob and his wives Rachel, Leah, Zilpah, and Bilhah has a minor character, Dinah. She's a daughter who is given only passing mention in the Bible but here becomes the basis of a fictional retelling of those days and times.

*The Red Tent* was the place where women went during their menses. Besides being the place where they waited for their "unclean" time to pass, it became the place where they shared their stories and built the sisterhood that sustained them.

A sweeping saga of generations of God's people, this unique point of view will be sure to create lively discussion in your group.

# How Media Literacy is part of Literacy with ICT

*By John Evans, Darren Kuropatwa, and Cheryl Prokopanko  
Learning Support and Technology Unit, Manitoba Education*

'MULTIPLE LITERACIES FOR THE 21<sup>ST</sup> CENTURY' is one of the supporting principles for our province-wide critical and creative thinking initiative Literacy with ICT Across the Curriculum (LwICT), so it was natural for

Manitoba educators to embrace both the celebration of Media Awareness Week, and Media Literacy as one of those new literacies.

As a result, on Monday evening, November 2, 2009, the Manitoba Association of

Computing Educators (MANACE) and Manitoba Education jointly sponsored an exciting evening to kick off Media Awareness Week, and to explore how it supports LwICT. The live event included nearly 30



Manitoba educators gathering at the St. James-Assiniboia School Division Professional Staff Development Centre (PSDC) and even more from across the province, other parts of Canada, and around the globe, participating virtually via the live streaming and archiving of the event.

The first portion of the evening featured virtual presentations by four leading Canadian educators. Each presenter followed a five-minute 'IGNITE' presentation format, consisting of 20 slides/15 seconds per slide set on autoplay, similar to the format used in the prior MB Bloggercon and Awakening Possibilities events. The Pan Canadian panel, with EY/MY/SY and Higher Education perspectives included activating presentations from

- Kathy Cassidy (Grade 1 Teacher, Moose Jaw, Saskatchewan)
- Dr. Alec Couros (Professor, Faculty of Education, University of Regina, Saskatchewan)
- Ben Hazzard (Consultant, Assessment & Evaluation K-12, Lambton Kent District School Board, Ontario)
- Jacques Cool (Learning Specialist, Department of Education New Brunswick)

What does it mean to be media literate in grade one? According to Kathy Cassidy, a grade one teacher in Moose Jaw, Saskatchewan, media literacy begins with critical thinking about books. For most children this is still the case, but in our rapidly evolving digital world some children's first exposure to books may be via an app on their parents smart phone! Media literacy in Kathy's classroom begins by children learning how to choose appropriate fiction or non-fiction books and how to create all sorts of 'text', then leads to navigating web-pages and selecting the information they need to support their learning. These steps lay the foundation for the development of their continued online and offline learning, media literacy, and literacy with ICT.

### What does it mean to be a media literate citizen?

"What are the big changes in social media?" asks Dr. Alec Couros, Professor of Education at the University of Regina. Who decides what content is offensive? There may have been a time when we all agreed on what constituted offensive content but our definitions have changed over the last several years: "'offensive' is relative" says Dr. Couros. He goes on to push our thinking asking: "How can we verify the authenticity of content and verify its accuracy?" "How do you know what's true or not, online or offline?" He shared some answers to these questions in his lightning fast 5 minute presentation archived online.

Media literacy: Is it a red herring? Ben Hazzard, assessment and evaluation consultant with the Lambton Kent District schools, and a self-confessed tech enthusiast, wonders if we're missing the boat with media literacy. He's seen students learning about media via powerpoints and presentations disguised as media literacy. Ben emphasized that if we don't go past just viewing media, we're missing the boat. A true understanding of media occurs when media consumers, our students, actually become media creators. Instead of only dissecting advertisements, students need to craft their own messages by managing media to get their own point across, and in so doing begin to understand better how they themselves might be manipulated.

Learning Specialist at the Ministry of Education New Brunswick, with connections across "la Francophonie", Jacques Cool brought a Francophone perspective to media literacy in Canada in his bilingual and fast paced presentation. Focusing our attention on digital literacy, digital identity, and life long learning in our increasingly digital culture, Jacques illuminated a view of "Generation C", the generation that Connects, Communicates, Collaborates, and Creates. According to Jacques, it's not the case that our brains have changed in

only one or two generations, it's our relationship to knowledge that has changed. Jacques' powerful presentation uncovered some of the fundamental changes faced by youth in our increasingly digital culture, and the implications they have for education across Canada and around the world.

Following a short break, the final portion of the evening featured a panel discussion with five highly talented educators from across Manitoba. Our cordial host for the evening, Andy McKiel, introduced our three live and two virtual panel members

- Joan Badger (educational consultant, Sunrise SD)
- Chris Harbeck (MY teacher, Winnipeg SD)
- Danys Lachance (MY French Immersion teacher, Prairie Rose SD)
- Devon Caldwell (EY teacher, Fort La Bosse SD)
- Ryan Maksymchuk (SY teacher, Swan Valley SD).

The panelists individually and collectively gave the audience an introspective view of the role media literacy plays in their classrooms. The night was closed with each panelist sharing an important suggestion for other teachers to take away and apply in their own media literacy journey with their students. As in all good cliff hangers, you will have to watch the USTREAM.TV presentation to discover them for yourselves!

The entire evening's presentations are archived for future viewing at the LwICT USTREAM.TV Channel [www.ustream.tv/channel/dublin-professional-training-lab](http://www.ustream.tv/channel/dublin-professional-training-lab). Be certain also to take a look at the activating video for the event, Show Your Media Literacy which has already been viewed on YouTube.com over a thousand times. 📺



## Loving Libraries

*By Jenn Farrell. From March 2008 issue of alive magazine. Reprinted with permission.*

MISTER B., OUR PUBLIC SCHOOL LIBRARIAN, was a dorky yet lovable guy. My friend Elise and I used to tease him, making up little stories about his adventures in the library and creating his likeness on Elise's brand new Amiga computer.

We spent many hours in the library with Mr. B., who taught us about the Dewey decimal system and how to find the books we needed.

In high school, Mrs. R. wasn't just the head librarian; she was also my best friend's mom. We gave her a hard time, too, but never so much that we'd get kicked out of the library. After all, I loved it there. I discovered books about feminism and politics and religion, and I still remember the time I pulled a book off the shelf and opened it to a poem by Margaret Atwood. Even when I wasn't reading or working, the library was always my quiet harbour, a place where I could find a few minutes to collect my thoughts or scribble away in my journal about the unfairness of life.

These fond memories of school libraries—and of librarians—are ones that my daughter might not share. The school library as we remember it is no more, the victim of massive school budget cuts across the country and inconsistent funding within the provinces.

In 2003 a report released by the Association of Canadian Publishers and the Department of Canadian Heritage, entitled *The Crisis in Canada's School Libraries: The Case for Reform and Re-Investment*, found that increased library spending and staffing resulted in higher standardized test scores, better research and reading skills, improved information literacy, and greater success in post-secondary education.

Despite all that good news, many school libraries are closed more often than they're open, can't afford to buy new materials, and aren't staffed by qualified teacher-librarians. In a system that has parents taking on much of the fundraising for a school's most basic supplies and services, libraries are falling farther down the priority list.

The worst part is knowing that some students and parents don't see this as a big deal. The Internet age, many believe, has rendered the library obsolete. After all, who needs yesteryear's *Encyclopedia Britannica* when you can have today's Wikipedia? But the results of that attitude are now showing up in university writing, as students' research skills and critical thinking abilities dry up, and plagiarism and flawed Web research are an ever-growing concern.

But aside from the contents and benefits of a well-stocked and wellstaffed school library, the most tragic loss is the space itself. The library is a workspace, a place for ideas, and for many students who feel anxious at school, a safe zone. School's a loud and scary place sometimes, but the library should always be waiting, with chairs in corners and books and music and ideas that could take you somewhere new. I hate to think that our kids won't have those memories to share. 📖

*Jenn Farrell is a Vancouver writer who puts the "I" in "altruism."*





# Keeping it cool in Junior High

## I Love To Read Month Web 2.0 Style

By Jo-Anne Gibson

AS A TEACHER-LIBRARIAN IN A LARGE JUNIOR high school, it's a daunting task keeping the "cool" in I Love to Read Month. With such great teaching and activities happening in elementary schools, it's difficult to keep things "fresh." It's also difficult to counter the often mistaken belief that many students and staff hold that I Love to Read celebrations are just for younger students. This couldn't be further from the truth. Whereas it's obviously vital to hook students into reading at a young age, it's equally important to pump up the love for reading at the junior high level where reading for pleasure often takes a nose dive.

This year, my I Love to Read preparations took on a distinctly Web 2.0 flavour. I decided to take a fairly traditional activity that I had done a few years ago and infuse it with four Literacy with ICT activities that the students absolutely loved.

Working under the guise that students are far more apt to read books recommended by their peers, in the past, I had my students create an advertisement for other students about their favorite books. Their job was to "sell" their books so that other students would consider reading them. All the advertisements were then kept in



student in the school could find out what other students were recommending.

Although this activity proved to be successful and the binders are still used by students two years later, getting them to create their advertisements took some encouragement. This year, by introducing four free Web 2.0 tools—Glogster, Animoto, Weebly and Skype—I

had little trouble getting the students



**Whereas it's obviously vital to hook students into reading at a young age, it's equally important to pump up the love for reading at the junior high level where reading for pleasure often takes a nose dive.**

involved in recommending their favorite books to others and pumping up reading. (A sampling of all these tools and how my students used them to promote I Love to Read can be found on my library wiki at: [www.acadialibrary.pbworks.com](http://www.acadialibrary.pbworks.com))

Glogster ([www.eduglogster.com](http://www.eduglogster.com)) is an online poster making tool that my grade

7 students just can't get enough of. It is :



tool that requires very little instruction but the possibilities are endless and so cool. In addition to text, students can download pictures and videos onto their pages, add animations and links to specific websites. Once the posters are created they can be embedded on websites, blogs or wikis or be printed. We used glogs to create posters of their favorite books. I managed all two hundred glogs created by my students by having individual classroom teachers create their own accounts who then requested accounts for their students. In doing so, the teachers were able to monitor all the glogs and comments and the students were able to view each other's glogs and book suggestions.

Every one of my seven grade 8 classes created their own Animoto featuring their favorite books. As an educator, I signed up for an All Access Pass Animoto account at: [www.animoto.com](http://www.animoto.com). This pass allows my students to create feature length animated slideshows that include text, pictures and videos. For their I Love to Read projects, students were asked to choose their favorite books to promote, download the covers onto a PowerPoint slide, add adjectives to describe them and then save the files as jpegs. Then I uploaded all their slides to Animoto, choose the type of music they wanted and Animoto did the rest with spectacular results. I then embedded the slideshows to my wiki for all to enjoy.

Weebly is an online tool that allows students to create simple websites. Again, I managed all eight grade 9 classes by hav-



ing their teachers sign up for their own accounts at: [www.weebly.com](http://www.weebly.com). Before the students arrived, I created a page for each of the students on the website that they could use to promote their favorite reading material. All 25 or so students were able to work on the website at the same time. To see what other students in their class were recommending, they simply had to click on their classmates' pages. I then linked all the websites to my wiki for all students to see.

An added bonus of introducing these Web 2.0 tools to students and staff is that they can be used in any class in any subject.

Every aspect of the LwICT Continuum can be reported on using these tools. In the Cognitive Domain, students can plan, gather and make sense, produce and communicate to show understanding and when using the commenting function, they can reflect on their own work and the work of others.

Since a social networking component is built into each tool, teachers are able to


comment on the Affective Domain, as well. Using these tools, which can be kept private or made public, as desired, students have the opportunity to work collaboratively online with each other and thereby demonstrate their ability to use online tools ethically and responsibly. It's also been my experience that the more students work with online applications such as these, the more their motivation and confidence to use technology in an educational setting increases.

As fun and educational using these tools was, by far the "coolest" Web 2.0 activity that I arranged for our students was to have a Skype video conference with an author from the West Coast of Canada (to protect her privacy, I've chosen not to share her name although I will say that she is an author nomi-



inated for the Manitoba Young Readers' Choice Award in 2010). Through the power of technology, my students were able to ask the author questions about being a writer and the process of writing. By coincidence, we interviewed her during the Olympics so the students were able to get a firsthand account of someone

who was fortunate enough to attend a few Olympic events. Skype is a free download at: [www.skype.com](http://www.skype.com). To see and hear who you are talking to, you need a web cam or a computer with a built in video recorder and microphone and a digital projector.

Contacting an author in a video conference was one of the most rewarding experiences I've ever had as a teacher-librarian and my students were equally impressed. Using video conferencing is something that I will definitely not be waiting for the next I Love to Read Month to come around again. This is one cool tool that I'm convinced will change the face of education in the library and in the classroom forever. 

***Using video conferencing is something that I will definitely not be waiting for the next I Love to Read Month to come around again. This is one cool tool that I'm convinced will change the face of education in the library and in the classroom forever.***





# That's a Good Question

## An Inquiry Unit Report

By Sherry Gibson

A COLLABORATIVELY PLANNED INQUIRY WITH grade 2 students focusing on Canada's natural resources and the environment took an interesting twist last spring when a guest speaker from Resource Conservation Manitoba was near the end of her, *Water, a Drop in the Bucket* presentation. The speaker mentioned that hearing aid batteries often end up in the garbage and, because of their size, can fall out and be consumed by animals. All eyes were suddenly on Laurie (my collaborative teaching partner) who wears hearing aids and whose students have seen her replace her batteries regularly, tossing the used ones in the garbage.

When reviewing the class with one another later that day, Laurie and I decided that battery disposal may be worth investigating. We did a bit of research on our

own and soon found out that our school division doesn't have a 'policy' for disposing used batteries. Word got to the superintendent's office that we were looking into this and he seemed interested in our investigation and suggested we share our findings with him/the board of trustees. It was easy to get our students on board for an inquiry into batteries and their disposal since they were hooked the moment our guest speaker mentioned hearing aid batteries . . . and so began our refocused inquiry. Students took part in a variety of learning activities, including: watching news clips and reading newspaper articles online, working through a booklet with links to web videos and clips and Kids World Book, and counting and graphing batteries in their home and at our school. Students reflected on the findings

and we made plans for testing out battery recycling at our school for the 2009–10 school year.

Each student created their own poster with a message about batteries and a battery mascot, also with a message. Our 2 month natural resources study turned into a 3+ month study and culminated with a PowerPoint presentation with 2 students and ourselves to the board of trustees of our school division in mid June. They granted us permission to pilot a battery recycling program at our school for the 2009–10 school year.

A school wide assembly was held in October to kick-off battery recycling at our school (featuring our PowerPoint put into Photo Story so all of our students' voices could be heard). We are collecting



Students created these mini posters to share what they had learned.

rechargeable batteries through the year using the free Call2Recycle program and are running two Battery Blitzes for Wayoata families—collecting used nonrechargeable (single use) batteries. These will be sent for recycling (for a cost) through Westrock Battery in Winnipeg. Some of last year's grade 2 students have joined our Environment Club and we have done a bit of fundraising to cover the cost of recycling single use batteries. Laurie and I applied for and received an \$1100.00 Education for Sustainable Development Grant (ESD) through Manitoba Education and we are looking forward to seeing our project through to the next steps.

We will be sharing results of our pilot program with the board of trustees at the end of the school year and we are hoping that battery recycling will expand throughout the school division. As one of the slides in our presentation reads, "One Earth, let's work together to keep it healthy, happy and safe!"

*Sherry Gibson is the Teacher-Librarian and Laurie Geschiere is a grade 1 teacher (last year a grade 2 teacher) at Wayoata School in the River East Transcona School Division, in Winnipeg.*



**The Environment Club sorting and counting batteries.**

### Selected Resources

[www.resourceconservation.mb.ca/](http://www.resourceconservation.mb.ca/)

This is Resource Conservation Manitoba's website. RCM is a non-profit, non-governmental centre for environmental education and applied sustainability. On the site you'll find fact sheets, information and programs

relating to the environment and contact information for the speaker's bureau offering free presentations on a variety of environment topics suitable for K through Senior 4 (within Winnipeg). The site mentions that a resource kit (with presentation scripts, backgrounders, activity ideas and reproducible handouts) may be ordered by teachers located outside of Winnipeg.


[www.cbc.ca/marketplace/batteries\\_not\\_included/](http://www.cbc.ca/marketplace/batteries_not_included/)

This is the link to CBC's television program, Marketplace's show titled, Batteries Not Included (originally aired on October 31, 2007).

[www.call2recycle.ca/home.php?c=149&w=1&r=Y](http://www.call2recycle.ca/home.php?c=149&w=1&r=Y)

This is the link for the Call2Recycle program (click on the Canada flag for the Canadian contact information). They offer collection boxes and a free recycling program for rechargeable batteries and cell phones.

[www.edu.gov.mb.ca/k12/esd/index.html](http://www.edu.gov.mb.ca/k12/esd/index.html)

This is the link for Manitoba Education's, Education for Sustainable Development website. 



**Students collecting batteries during our first Battery Blitz.**



# Reading Promotion

## Some Fresh Ideas Found on the Web

Compiled by Lorie Battershill

### Summer Reading Roadtrip

Check out the amazing Summer Reading Roadtrip. Students read selected titles, then download a matching postcard to print out and send. A great way to share the love of summer reading with others. Book selections include picture books, chapter books and series.

[www.hachettebookgroup.com/features/summerreading/index.html#downloads](http://www.hachettebookgroup.com/features/summerreading/index.html#downloads)

### Kay Cassidy Great Scavenger Hunt Contest

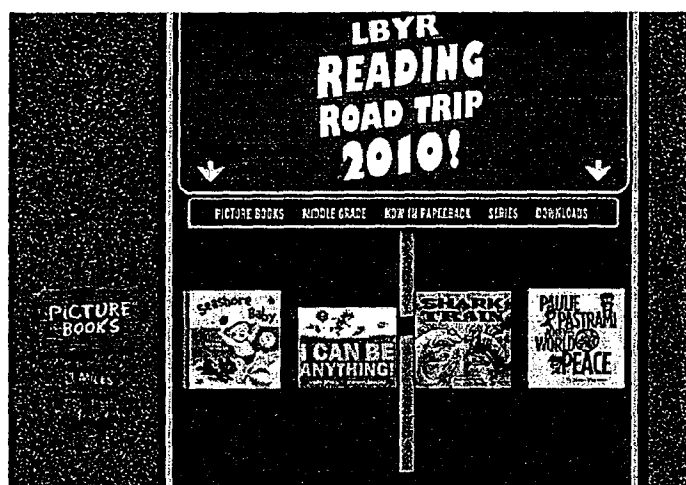
The Great Scavenger Hunt Contest™ is a free reading program for teens. This year-round program is open to librarians in the U.S. and Canada, in public libraries and school libraries alike.

Over 200 YA and middle grades authors have created a 10-question trivia challenge for one or more of their books. Trivia

challenges include fun questions like “What was the color of Moe’s hideous car?” or “What is Gemma’s favorite comfort food?”

To participate, readers simply read a participating book, complete the author trivia challenge, and turn it in to you. If they get 8 out of 10 answers correct, you get to enter them in the monthly contest.

[www.kaycassidy.com/hunt/](http://www.kaycassidy.com/hunt/)



# Amelia Read In

## Winnipeg Children's Literature Roundtable

Submitted by Vivianne Fogarty

DO YOU LOVE CHILDREN'S LITERATURE AND enjoy meeting the creators of these works? Well, the Amelia Read-in event is something you shouldn't miss! This year on April 17 was no exception. We were able to read, see, touch, and even smell all the new books

up for this Canadian illustrators' award. From the 10 books shortlisted, there was a wide variety of artistic styles and themes to enjoy and analyze. Following our discussions and voting, we were treated to a great lunch and a fantastic keynote speaker—au-

a great way to connect with new Canadian picture books and to dialogue with like-minded people. Thank you so much to all the presenters and organizers of this event! Be on the lookout for a full account of this event in our fall journal. 🐾



# MSLA and ManAce LIT Forum

By Vivianne Fogarty, President Elect MSLA

WHAT HAPPENS WHEN YOU PUT TWO OR MORE heads together? You get a collaborative and effective educational forum that benefits both groups. On February 22<sup>nd</sup>, the Manitoba School Library Association and the Manitoba Association for Computing Educators collaborated to produce an entertaining and informative evening for a variety of educators at the St. James Professional Development Centre. MSLA president Jo-Anne Gibson and past president of ManAce Andy McKiel cohosted and organized a LIT forum focusing on Twitter and Skype.

Jo-Anne started us off with a brief introduction and some handouts covering the basics of Twitter and Skype (linked to both websites). Andy then took the lead and walked us through the sign-up, settings and various uses of Twitter. With a limit of 140 characters, short and sweet is the key to tweeting. Andy likened it to blogging, or more accurately micro blogging. By following others in your profession or with similar professional interests, Twitter allows you to increase your networking possibilities worldwide and keep you in the loop with people on the cutting edge. Like many online applications, there are definitely some useless and time-wasting tweets out there, but by following the right people and tweeting professionally with intent, others will follow you. Twitter can definitely be a win-win situation.

For the next part of the evening, we travelled in real time to various locations across Manitoba via Skype. These are the locations, staff and schools that we communicated with that evening:

## Thompson:

- Pauline MacDonald-Smith, Westwood Community School
- Anne Lindsay, R.D. Parker Collegiate

## Brandon:

- Ingrid Gross, Vincent Massey High School
- Peter Buehler, Crocus Plains High School
- Eileen Agar, St. Augustine's School
- Linda Friensen, King George School

## Boissevain:

- Carole Kentner, Boissevain School

## The Pas:

- Julia McKay, Kelsey Community School and MTS-MSLA Provincial Executive Rep

With all groups, Jo-Anne asked them to describe their school library and uses of technology. The staff involved varied from teachers, library technicians and principals so we heard about school library happenings from a variety of perspectives. They all shared the various activities they undertake in their schools related to literacy, resources and educational technology. The enthusiasm and commitment to school libraries was positive and consistent from all the participants. Although many of the activities were similar, the current staffing allotments, duties and resources for the various school libraries varied considerably across the province. The challenges included the isolation, professional networking opportunities, professional staffing and consistent financial support to support the purchase and access to print and online resources. Even the access and blockage

to applications like Skype varies considerably across divisions and was highlighted and discussed. All the participants agreed that the MSLA and ManAce and tools like Skype and Twitter are useful resources for outlying communities.

This LIT forum was definitely a way of reaching out to these communities in a real-time and quite life-like activity. Actually seeing their faces and hearing their voices added a touch of warmth that online applications often lack. Some participants on Skype and in our audience hadn't seen each other for years and some good humoured bantering even ensued to lighten up the evening.

Overall, the feedback from our out of town participants and the audience were both positive and encouraging. Everyone saw this two-way communication as a vital tool to connecting with others despite the physical distances. Participation in meetings and conferences are possible via Skype hopefully lessening the isolation and increasing the collegiality between members. Ongoing reflections, ideas and questions can continue with Twitter. The overwhelming feeling that many participants voiced was that this conference made our associations truly more "Manitoban" versus the more common "Winnipeg" focus. The real winners with conferences like this are the benefits that students can glean from current and consistent PD for their teachers.

A huge thank you goes out to Jo-Anne and Andy for organizing and orchestrating such an interesting, collaborative and educational evening. Appreciation also goes out to Paulette Leclerc and Sherry Gibson for advertising, registrations and



refreshments. Thank you to the St. James-Assiniboia School division for allowing us to use their facility and thank you to all of our participants for making this evening a great success.

Last but not least, here are some observations from participants at our 2010 MSLA/ManAce LIT forum.

**Found out that tweeting means to be "short & sweet"; only 140 characters allowed per message. It was a great learning experience!**

*Paulette Leclerc, Teacher-librarian,  
École Sun Valley School*

**I found using Skype with a projector created a surprising intimate sharing space for a group our size with our colleagues from Thompson, Brandon, Boissevain and The Pas. I got a real sense of how effective Skype could be to connect students and classrooms around**

**the corner, or around the world.**

*Rhonda Morrisette,  
Winnipeg Adult Education Centre*

**The MSLA Lit Forum session about Skype and Twitter offered us the opportunity to see the possibilities of video conferencing/networking with Skype and networking with Twitter. It was very interesting to hear what was going on in school libraries other areas of the province such as Brandon, Thompson and The Pas through Skype as well as the sharing of ideas for connecting with others, such as authors, in this way. I feel I have a better idea of what Twitter's educational applications could be and I will definitely look into its professional learning network opportunities.**

**Thanks for a great session!**

*Marilyn Ouimet,  
Bibliothécaire-Enseignante,  
École St. Avila*

**Once again MSLA is in the forefront with web tools that foster and enhance connectivity and collaboration in the wider school library community. What I appreciated the most was the presenters' ability to connect the attributes of the technologies with everyday exigencies of our school libraries. I am all ready to Tweet—now if I could just find that whistle...**


*Kevin Mowat,  
Winnipeg School Division*

## MSLA 2010 AGM

ON TUESDAY, MAY 4, 2010, AQUA BOOKS IN downtown Winnipeg was abuzz with members and guests of the Manitoba School Library Association as they held their Annual General Meeting. The MSLA's AGM served as the organization's opportunity to share a wonderful meal with colleagues, celebrate this year's outstanding award winners, reflect on its yearly achievements, elect next year's board of directors and committee chairs, and pay tribute to those who have served the association but are now leaving to pursue other interests. As well, eleven constitutional amendments were debated and passed at the meeting by the members of the MSLA. Aqua Books served as the perfect backdrop for an organization committed to ensuring that all students in Manitoba find pleasure, understanding and

appreciation of the written word. The board would like to thank all those who attended the AGM and helped to make this a special celebration for all involved. The following individuals were elected to the board of directors and standing committees for the 2010–11 school year:

- President: Jo-Anne Gibson
- Past-President: Sherry Faller
- President-Elect: Vivianne Fogarty
- Secretary: Heather Eby
- Treasurer: Sherry Gibson
- Publications: Lorie Battershill
- Membership: Kim Marr
- Website: Rhonda Morrisette
- SAG Conference: Nell Ududec/Christine Robinson
- Advocacy: Jeff Anderson

- Professional Development: Nell Ududec
- Public Relations/Publicity:
- Members-at-Large: Diane Kastes,  
Martine Blanchet 

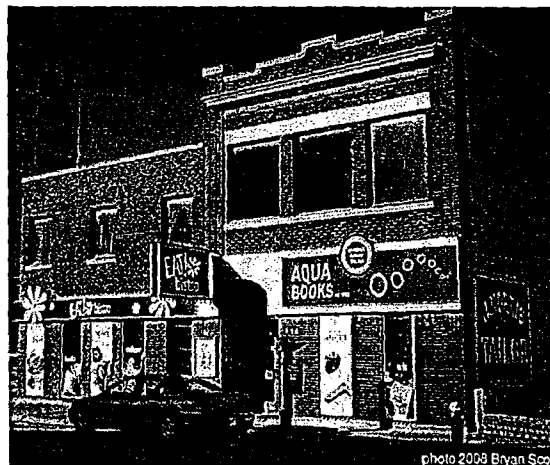


photo 2009 Bryan Scott



# 2010 SAG Preview

October 22, 2010

Manitoba School Library Association



## The School Library: A Centre for Human Rights

The Wildewood Club

781 North Drive

Winnipeg MB

### PROGRAM

8:00-9:00am  
Conference  
Registration

9:00-10:00am  
Keynote Address  
Toni Samek

10:00-10:30am  
Judith Dueck:  
Canadian Museum  
for Human Rights

10:30-11:00am  
Coffee Break and  
Publishers'  
Displays

11:00-12:00pm  
Reece Lagartera:  
Rainbow  
Resource Centre

12:00-1:00pm  
Lunch and  
Publishers'  
Displays

1:00-1:30pm  
Entertainment:  
*A for  
Effort*

1:30-2:30pm  
Directed by J.  
Paskievich and  
J. Whiteway  
The Storytelling  
Class,

2:30-3:30pm  
Toni Samek  
Reflections and  
Next Steps



9:00-10:00 Keynote Address

**School Libraries, Human Rights & Social Justice:  
The Inextricable Links**

Toni Samek, author of *Librarianship and Human Rights: A twenty-first century guide* and Research Fellow at the Centre for Global Citizenship Education and Research, University of Alberta situates school library work and the core library value of intellectual freedom within local and global human rights and social justice movements. In so doing, Toni walks us through real-world examples of how and why school libraries support freedom of thought, opinion and expression; freedom of association; peaceful assembly; protection from cruelty; the right to free development of personality and; the right to education. In closing, Toni engages us in a critical look inside our own culture, where the de-skilling of library workers and commercialization of information literacy in the 21st century undermine our conference theme.

10:00-10:30am

Judith Dueck, Director, Research, Content & Scholarship Canadian Museum for Human Rights, will speak to the Museum's vision and commitment to democracy, freedom, and human rights... <http://www.humanrightsmuseum.ca/home>

10:30-11:00am

**Coffee Break and Publishers' Displays**

11:00-12:00pm

Reece Lagartera is the Education Program Coordinator of the Rainbow Resource Centre. A graduate of the University of Winnipeg with a major in sociology, his specializations are in human sexuality, sexual orientation and gender identity. His presentation will address the issues, challenges, and barriers from the perspectives of students, teachers and administrators regarding homophobia, biphobia, transphobia and heterosexism and will provide recommendations on how school libraries and staff can foster a more equitable and safer school environment for marginalized and vulnerable populations.





- 12:00-1:00pm**                      **Lunch and Publishers' Displays**
- 1:00-1:30pm**                      **A for Effort**  
A singing duo from Fort Richmond Collegiate: back by popular demand!
- 1:30-2:30pm**                      **A Storytelling Class**  
Directed by John Paskievich and John Whiteway (2009)
- A remarkably poignant film about the healing power of storytelling centered on a workshop initiated by Marc Kuly, a teacher at Gordon Bell High School. Based on his students reading of *A long way gone Memoirs of a Boy Soldier* by Ishmael Beah, the film is a story of stories of belonging across cultures and histories.  
[http://www.winnipegfilmgroup.com/cinematheque/the\\_storytelling\\_project.aspx](http://www.winnipegfilmgroup.com/cinematheque/the_storytelling_project.aspx)
- 2:30-3:30pm**                      **Reflections and Next Steps with Toni Samek**

## Conference and Membership Information

Payment must accompany registration forms. **Make cheques payable to Manitoba School Library Association.** Please do not send cash. Send a self-addressed stamped envelope or email address if you would like SAG confirmation.

### MSLA membership

Full.....\$25.00

As a member, you will receive MSLA Journals, free admission to L.I.T. (Literacy, Information and Technology) Event and access to the MSLA Forum

<http://www.manitobaschoollibraries.com/>

### Conference Fees \*includes lunch on site

MSLA Member..... \$45.00  
Non-member..... \$ 69.00  
Full time Student..... \$ 10.00  
Late registration .....\$5.00 - October 08.2010

Please mail registration forms to:

**Sherry Gibson**  
33 Old Orchard Road  
East St. Paul, MB R2E 0L4  
[sgibson2@retsd.mb.ca](mailto:sgibson2@retsd.mb.ca)



# Embracing Your SAGS

WHILE MANY TEACHERS FROM ACROSS THE province recognize the value that SAGs offer during the fall conference day, there are many other aspects of SAGs that are often not evident. We hope that this series of Questions & Answers will assist you in understanding the many perspectives of SAGs.

## 1. What does SAG stand for?

SAG stands for special area group, not the common misconception of subject area group. SAGs have been designed to address areas of common interest for groups of members, some of which may fall along curriculum lines while others address specific needs and age groups of students. The average annual membership fee to join a SAG is \$20.00–\$30.00. Check below for the MTS contest to name the newest SAG and the oldest SAG. Get your entry in!

## 2. How much variety is provided through the SAG Coordinated Conference offerings?

On SAG day in October, there are 28 SAGs providing conferences. The formats vary but in any given year there are approximately 650 presentations varying across the continuum of keynote speakers and large plenary sessions to small personalized hands-on workshops of less than 20 teachers. The choice is yours.

## 3. What other services do SAGs provide beyond the conference day?

There are a variety of services depending upon the SAG. Some of the services include:

- 3–4 times annually, each SAG provides members with journals containing activities of interest, teaching ideas and strategies, items of local interest, upcoming events and more. Some SAGs are moving to e-journals while others maintain their paper format; most SAGs have developed and maintain their own websites;
- many SAGs honour leading edge educa-

programs;

- most offer workshops at varying times throughout the year on specific topics of interest to members;
- some have established resource libraries with the ability to loan resources to their members;
- many have created bursary programs to support their members' ongoing professional development needs;
- many advocate through the Society on issues which affect the professional lives of their members; and
- most offer leadership opportunities when you become involved as an executive member or a presenter.

## 4. Who organizes SAG conferences?

Teachers who voluntarily serve on each SAG group take responsibility for organizing all the group's activities, including the conference day. This is truly an example of teachers planning PD for teachers. They are doing this in addition to their own full or part time teaching positions. Imagine teaching full time and being the conference registrar who must process the registration and membership applications for 500 or more teachers!

## 5. Is it unique that one day is earmarked for Special Area Groups?

There are two other provinces—Nova Scotia and British Columbia—where the respective provincial Department of Education has mandated school closure to support teacher PD provided by provincial special area groups. While our day is not legislated, Manitoba Education strongly advocates for teachers spending the day learning in a forum which supports networking outside divisional boundaries to encompass the whole province.

## 6. What does MTS do to support SAGs?

MTS provides a number of services to an

- providing training for SAG executive members;
- providing a financial allocation and assistance in the production and distribution of journals;
- sponsoring a forum called SAG Council for representatives of all SAG groups to share concerns and ideas;
- publishing, both electronically and in paper copy, the complete SAG Coordinated Conference brochure; and
- providing limited staff officer support to assist SAG executives in meeting the needs of their members and adhering to the terms of affiliation with MTS.

## 7. How can I get involved?

You can be involved by joining a SAG and indicating an interest in working on committees within the SAG structure, including the executive of various groups. The conference organizers are always looking for Manitoba teachers to share instructional strategies and initiatives either as part of the Coordinated Conference or in workshops at other times of the year.

## 8. Can there be PD funding available at the school division/local association level to support a teacher's travel, lodging and registration costs to attend a SAG conference of their choice?

All school divisions receive provincial funding for teacher professional development. Funding can be made available to offset the many costs involved for those educators who live outside Winnipeg. The funding provided is inconsistent in that some divisions provide PD dollars for SAG Conferences and others do not. It is the divisional policies which either allow or prohibit the spending of PD funds for this purpose, exacerbating the inequity for rural and northern teachers to attend. Registration costs vary from \$30.00 to \$70.00 for a full day of conference.



# Writing the Capping Paper: Two Experiences

## University of Alberta Teacher Librarian Program

By *Arlis Folkerts and Nancy Schroeder*



THE UNIVERSITY OF ALBERTA WAS ONE OF THE first universities to offer a comprehensive distance education program specifically for teacher librarians. This has allowed many of our colleagues to get the education and training they are looking for, even though our specialty is too small to allow for a sustainable program here in Manitoba.

Two teacher librarians from River East Transcona School Division recently completed their Masters programs by submitting their capping papers. Here they reflect on that experience in order to offer other teacher librarians an opportunity to find out what that experience is like.

The complete text of their research papers is available on the MSLA website. Check it out at [www.manitobaschoollibraries.com](http://www.manitobaschoollibraries.com).



**Nancy Schroeder**

Full-time teacher-librarian at John Pritchard School, a K-9 school in the River East Transcona School division.

- Has been a teacher-librarian for five years, beginning part-time in a K-6 school before moving in the fall of 2009 to a larger K-9 school.
- What I like about being a teacher librarian: I enjoy working with a variety of grade levels, as I am able to spend time on many aspects of literacy and information literacy, including literature promotion, book exchanges, research skills, web-based activities, bibliographies, citations and more. I enjoy collaborating with my colleagues on a variety of topics and appreciate the opportunity to work with all the students in the school.

I began working in a K-6 library as an enthusiastic teacher-librarian with very little knowledge of how to run a school library. When I was given the job of teacher-librarian, my school division's Human Resources department informed me that I was expected to take courses in teacher-librarianship so I applied and was accepted into the Master of Education program at the University of Alberta, through the Teacher-Librarianship by Distance Learning program. Although the workload was heavy at times, the practical nature of the courses made it very worthwhile, and the ability to take courses online offered the flexibility that I needed while working. I found my courses to be very pertinent and soon came to more fully understand the role of the teacher-librarian in the school.

Through my different studies, I researched topics such as "collection development", "boys and reading", "leveled books in the

library" and "children's literature". Many of my courses focused on technology, leading me to develop a school library web site and WebQuests for students, but I always kept returning to the concept of literacy, wanting to learn more about how, as a teacher-librarian, I could help to improve the literacy rates of the students in my school. I also wanted to understand how to make reading more appealing to students, and how to help them choose to be readers on their own time. My interest in literacy led me to write my capping paper on the topic of reading, specifically *Developing a Culture of Reading in Middle School: What Teacher-Librarians Can Do*.

In my capping paper I examine the related literature to identify the knowledge and understandings that teacher-librarians need to have about reading and literacy learning, and to understand how to develop a culture of reading in my school, specifically grades five to nine. I identify implications for teacher-librarians, and suggest ways they can make a positive impact on literacy in their schools by developing a culture of reading.

I conclude by explaining that teacher-librarians, as well as administrators, senior management, and public school trustees, must understand the need for a culture of reading in schools to support the recreational reading lives of students and to develop the reading habit in our students, preparing them for future academic success and lifelong literacy and learning. It is a concern that many teens do not choose



to read, and teacher-librarians need to work to build and maintain a strong culture of reading in schools so that students do not just learn to read at school, but choose to read in their free time as well. If our students have not caught the love of reading, they will not choose to read or develop the reading habit, which leads to lifelong literacy (ALA, 2006). A love of reading is partly taught and partly caught, and even though students learn to read at school, our libraries have to be warm and vibrant spaces if students are going to catch the love of reading and become lifelong readers. Developing a culture of reading in middle school libraries should be a priority for teacher-librarians.

*Nancy Schroeder can be reached at  
nshroeder@retsd.mb.ca*



### **Arlis Folkerts**

- Consultant for Student Assessment and Library Programming (Kindergarten–Grade 12) River East Transcona School Division.
- Former teacher-librarian with experience at early years, middle years and senior years.
- What I liked best of being a teacher librarian: Collaborating with staff and working with students on inquiry-based learning.
- MSLA Teacher Librarian of the Year Award, 2003

My undergraduate degree was a Bachelor of Arts with a double major in Education and Library Science from Northumbria

College in 1981. After being a classroom teacher for ten years at Calvin Christian School, I became our school's first teacher-librarian, which provided an opportunity to continue my interest in supporting inquiry. I was given the task of developing and implementing library programming and a significant start-up library budget for collection development and materials. I navigated my own problem-based inquiry of figuring out my role as a teacher-librarian, the operation of a school library, collaboration between teachers and the teacher-librarian and teaching inquiry-based learning. It became apparent to me that the word "teacher" in teacher-librarian was critical in the conceptualization of my role.

An experienced teacher-librarian from Donwood School, Barb Poustie, became my mentor, and through professional reading and reflective dialogue with other teacher-librarians, I soon realized that my earlier, American definitions of media-specialist and student research processes were quite different from what it meant to be a Canadian teacher-librarian who collaboratively planned, taught, and assessed inquiry-based learning.

I had many questions about Canadian literature, inquiry-based learning and the transformation of my role in the library to an interactive collaborative teaching partner. I was excited about the inquiry process and what it meant in regard to meeting students' information needs and interests. I felt compelled to find out more... I enrolled in an after-degree program from the University of Manitoba in school librarianship.

The assimilation of my experiences as a teacher-librarian and my professional role as a divisional consultant for student assessment inspired me to learn more about the effects of involving students in their own assessments through inquiry-based learning experiences. I recognized my desire for further learning could be realized and decided to pursue my Master of Education degree from the University of Alberta

In my capping paper, I consider the student's role of assessment during inquiry, specifically the inquiry process from *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-based Learning* (Alberta Learning, 2004). Throughout many of my courses, this document was either a primary or secondary source of information to guide my learning. Reflection is core to inquiry learning, however when I consider this inquiry model as a teacher-librarian I can hear students groaning at the thought of reflecting, yet again. This leads me to investigate students taking an active role in their inquiry learning, where reflection is one strategy in a repertoire of strategies accessed by self-regulated learners.

Many educators are on a journey of implementing changes in assessment processes in their classrooms and libraries. Assessment for learning is the process of seeking and interpreting evidence during learning for use by students and their teachers in timely and meaningful ways (Davies, 2007). In assessment for learning, collecting assessment evidence is a shared responsibility, by the teacher and the student, rather than being held solely by the teacher. Assessment for learning research and theory can serve as a foundation to transform the student's role as a learner and my role as a teacher. Supporting students with strategies for making meaning and personal problem-solving processes gives them skills they need to become independent, self-reliant learners. To this effect, Costa and Kallack (1992) have stated

*we must constantly remind ourselves that the ultimate purpose of evaluation is to have students become self-evaluators. If students graduate from school still dependent on others to tell them when they are adequate, good or excellent, then we have missed the whole point of what education is about. (p. 280)*

Through this paper, my goal was to reflect, rethink and refine my personal assessment pedagogy and to explore processes and



in the assessment process of inquiry learning. "When an old culture is dying, the new culture is born from a few people who are not afraid to be insecure," (Bahro, cited in Brackett, May 2009, para. 4). This quote underscores the state of cognitive dissonance we experience as we reconcile previously held beliefs, and reflect on how to use research to inform our practice in teaching and guiding inquiry learning experiences. In this capping paper I explored the question, "How can involving students in their learning assessment be embedded into the inquiry process?" My review of related scholarly and professional literature addresses how:

1. Assessment reflects the complexity of learning
2. Students are learning partners in inquiry

3. Students become self-regulated learners  
Teacher-librarians have the opportunity to develop and nurture critical skills and processes students need to become self-regulated learners in the 21st century. Teacher-librarians assist students in developing assessment skills and strategies that promote learning relationships, reflective talk, using feedback to improve their learning and selecting metacognitive aids that they need to process and consolidate information. It is important that teacher-librarians are seen as assessment leaders who are dedicated to equipping their students with the ability to work collaboratively as a team member and problem-solve for solutions or answers. Involving students in inquiry

assessment provides a framework of skills and strategies that supports them in becoming lifelong learners.

As a student, I realized there had to be a better way to learn. Insights as a learner helped me understand how learning and assessment can be scaffolded to support students where they need support, and bridge learning to the next phase of inquiry. I realize is not just about "what" I teach, but "how" I teach and engage students in learning. In inquiry, it is the difference between knowing "that" and knowing "why" and also "what's next".

*Arlis Folkerts can be reached at [afolkerts@retsd.mb.ca](mailto:afolkerts@retsd.mb.ca).*

# Our MSLA Website

## An Update

HAVE YOU CHECKED OUT THE MSLA WEBSITE lately? It's getting better and more useful all the time. Here are some recent upgrades.

To help you navigate the site more efficiently, we have added a tab for "Archives" and a "Search" feature.

To encourage members to become involved in the discussion forum, members can now subscribe to the forum. By subscribing, every time a new discussion thread is posted, you will be notified via email. To subscribe, after logging in (username = first name initial + last name; password = msla), go to "Subscription Options" half way down the page on the left side. Where it says "Email all new posts", click the word "toggle" and the "no" will be changed to "yes."

If you have any questions for members, comments or ideas to share, don't hesitate to use this forum. It's your way of connecting with your provincial school library community.

Since the report on the website questionnaire was written for the journal, it has been discovered that the website cannot be used with an RSS aggregator. Therefore, when significant changes are made to the site, we will contact you through email.

Our latest addition to the MSLA website is a application form in both French and English for the Winnipeg Public Library 2010 Language and Literacy Grant. To assist community groups in Winnipeg in developing language and literacy initiatives in partnership with one or more Winnipeg Public Library branches, the Winnipeg Public Library Board's Community Outreach Committee has committed \$3,000 for 2010. There will be a maximum of three grants of \$1,000 each awarded. You'll find the form linked on the Professional Development page.

The screenshot shows the MSLA website interface. At the top left is the MSLA logo. Below it is a vertical navigation menu with tabs for: About MSLA, Membership, Awards, Journal, Professional Development, Advocacy, School Libraries, Book Awards, Archives, Links, and Contact Us. To the right of the menu is a search bar with fields for 'Search', 'User/Password', and 'Submit'. Below the search bar is a 'Forum Login' section with fields for 'Username' and 'Password' and a 'Login' button. The main content area features a 'Events' section with a table listing dates and events, a 'What is MSLA?' section with a brief description, and a 'Forum Login' section with a brief description. At the bottom, there is a 'Publications' section and a 'Discussion/Question Forum' section. The website URL [www.munimodschollibraries.com](http://www.munimodschollibraries.com) is displayed at the bottom.



# Teaching and Learning with Monarch Butterflies



**Winnipeg, Manitoba, Prince Edward School, July 21–23, 2010**  
**Regina, Saskatchewan, Regina Public School Office, July 26 & 27, 2010**

*"Everything was so well organized. Never a dull moment. Well worth giving up three days of summer."*

*"Thanks for the confidence builder, and for the many, many ideas and support."*

*"This has been the best workshop I've ever been to in my 24 years of teaching."*

*"I am leaving with so many incredible new ideas and resources that I can't wait to use in my classroom this year."*

*"I'm ready to spread my wings and fly."*

*"In the end, we will preserve only what we love...we will love only what we understand...and we will only understand what we are taught." –Bradley Millar*

Each fall, Monarch Butterflies from Canada and the USA begin a 3000 to 4000 km. migration to Mexico. The following spring some of the grandchildren and great Grandchildren of these same monarchs return to Western Canada.

Monarch butterflies offer the chance to learn about more than butterflies! The Monarch's journey offers learning opportunities in science, language arts, math, social studies, art, technology and more. It offers an opportunity to learn about the past, present and future of North America...its people...and the land that sustains us all.

Already, over 2500 Canadian and USA educators have been trained as a growing part of MTN.

"Teaching and Learning with Monarch Butterflies" is a workshop that combines classroom activities and field trip experiences. The goal is to empower educators

with the knowledge, experience, materials, confidence and passion to raise Monarchs in their classrooms.

The workshop is held daily from 8:45 a.m. to 3:00 p.m. and 8:45am to 12:30pm on the third day (Winnipeg workshop only). Nursery to grade 8 teachers, environmental educators and community members are encouraged to apply.

## Workshop benefits

- Hands-on experiences, and instruction from experienced Canadian and American teachers
- Inquiry-based activities for nursery to grade 8 students of all abilities
- Essential materials for rearing monarchs in the classroom
- Learn to rear, "tag" and breed monarchs
- Strategies to build a school, and community butterfly garden
- Aboriginal connections
- Book and environmental displays
- Free materials and resources
- Fellowship opportunities to visit Mexican monarch sanctuaries with other educators
- Opportunity to network with other educators through entry to Monarch Teacher Network
- Certificate of course completion

Register early!

## Join The Monarch Teacher Network

Monarch Teacher Network is a network of teachers who use monarch butterflies to teach and learn about people, culture and the land that sustains us

## For more information contact:

[www.monarchteachernetwesterncanada.com](http://www.monarchteachernetwesterncanada.com)

- Jan Kushnier, (204) 338-4571, both@mts.net
- Cathy Shaluk, (204) 942-0900, cathy.shaluk@natureconservancy.ca

**REGISTRATION FORM**  
**Teaching and Learning with**  
**Monarch Butterflies™**

Indicate workshop location:  
 Winnipeg, July 21-23, 2010  
 Regina, July 26 & 27, 2010

Name: \_\_\_\_\_  
 Summer Email: \_\_\_\_\_

Home Mailing Address:  
 (street, city, Prov., postal code)  
 \_\_\_\_\_  
 \_\_\_\_\_

Home Phone: (\_\_\_\_) \_\_\_\_\_  
 T-Shirt Size: \_\_\_\_\_  
 Grade Level: \_\_\_\_\_  
 School Name: \_\_\_\_\_

Division: \_\_\_\_\_

Would you be willing to host an out-of-town participant at your home for the workshop duration?  
 \_\_\_\_\_

**Cost of workshop is \$95.**  
 Registration must include cheque payable to Monarch Teacher Network – Western Canada.  
 Registration will be confirmed by e-mail.  
 Mail payment and registration to:  
 Jan Kushnier, 74 Tamarind Drive,  
 Winnipeg, MB R2G 2A6



# UBC Diploma and Certificate in Teacher-librarianship

THE UNIVERSITY OF BRITISH COLUMBIA offers a 30 credit diploma program and a 15-credit certificate program in teacher librarianship. The diploma in teacher-librarianship meets all the course recommendations of the Canadian School Library Association. Courses for the certificate should be selected in consultation with individual school districts as hiring and qualification policies vary. Certificates may be extended into diploma programs.

Both programs may be completed through on-line courses. In addition to holding a valid teaching credential, entry to this diploma program requires a minimum of two years of classroom teaching experience.

The diploma program consists of eight compulsory core courses in Teacher Librarianship (24 credits) and two courses (6 credits) elective courses. Elective courses are available in Teacher Librarianship, Language & Literacy Education, Children's Literature, Teaching English as a Second Language, and Computing Studies & Education, among other areas.

Diplomas and certificates are completed within a 5 year time frame. If students begin their coursework as an Unclassified student, see: <http://teach.educ.ubc.ca/unclassified/index.html>, they may advance transfer 12 non-UBC credits, or 18 UBC credits into their Diploma program. For further details on Advance Transfer, please see: Transfer Credit <http://teach.educ.ubc.ca/professional-development/advanced-standing.html>.

## Admissions

If you are new to UBC, you must complete a Faculty of Education Unclassified and Visitor Diploma in Education

2010–11 Application Form, and provide official transcripts of all previous post-secondary studies. If you are completing or have completed all your post-secondary studies then as a UBC student you need only submit the Application for Admission form in order to activate your eligibility to register.

After you have submitted your application form and required documents, you will receive a letter from the Teacher Education Office confirming your admission.

If you are not admitted, or do not register in the Diploma program, the Teacher Education Office holds documents for one year. Applications for Diploma and Certificate Programs are accepted throughout the year. However, to ensure registration in desired courses, and/or if you are an international student, it is recommended that you submit your application by the following deadlines:

- To begin the program in May, all application materials must be received by the previous February 28<sup>th</sup>.
- To begin the program in September, all application materials must be received by the previous April 30<sup>th</sup>.

For complete information about admissions go to the Teacher Education website:

<http://teach.educ.ubc.ca/professional-development.html>

## Registration In Courses

Before registering in courses, check available seating at:

Course schedule: <http://courses.students.ubc.ca/cs/main?newSession=true>

Once the student number has been assigned and the non refundable registration deposit



paid, using their Campus Wide Login ID and password, students register in courses through the Student Service Centre:

- <https://ssc.adm.ubc.ca/sscportal/servlets/SRVSSCFramework>

## Courses For The Teacher Librarian Diploma And Certificate

Required Courses (24 credits):

- LIBE 461 Administration of the School Library Resource Centre
- LIBE 463 Selection of Learning Resources
- LIBE 465 Organization of Learning Resources
- LIBE 467 Information Services I
- LIBE 477B Special Topics in Teacher Librarianship: School Library 2.0
- LLED 462: School Library Resource Centre Programs
- LLED 469 Resource-Based Teaching
- Children's Literature: LLED 440-446, 449 (choose one course for 3 credits)
- Language and Literacy Education: LLED 450, 451, 452, 453, 454, 456, 459 (choose one course for 3 credits)



### Suggested Elective Courses (6 credits):


- Any 400 level course with the prefix: LLED or LIBE (Library Education)
- Curriculum and Pedagogy 470, 473
- Counselling Psychology 363
- Curriculum and Pedagogy 362, 460
- Educational Administration 460

NOTE: Not all courses listed above are available online.

For more information about specific courses, see <http://www.eplt.educ.ubc.ca/courses/onlinecourses.php#calendar>.

### Questions And Further Information

Please note that Marlene Asselin is the academic advisor for the UBC Teacher Librarian Programs. She can answer questions about course content. For questions about program requirements and admissions, please contact the UBC Teacher Education Office, phone 604-822-5242 or email [teacher.ed@ubc.ca](mailto:teacher.ed@ubc.ca).

For questions about registration and scheduling please contact External Programs and Learning Technologies, Faculty of Education, UBC, phone 604-822-2013, or 1-888-492-1122 (North America only), email [eplt.educ@ubc.ca](mailto:eplt.educ@ubc.ca), fax 604-822-2015, or contact JoAnne Chilton, email [joanne.chilton@ubc.ca](mailto:joanne.chilton@ubc.ca), phone 604-822-3999. 

# ManACE/MindSet/ Microsoft Summer Sessions

AS EDUCATIONAL PARTNERS, THE MSLA encourages all its members to consider attending ManACE's (Manitoba Association for Computer Educators) highly informative and exceptionally reasonably priced summer sessions. Once again most of the sessions are two-day sessions, but there are a few that are only one day long. The registration fee for all sessions is \$25.00 (plus .99 registration fee) which is mainly to cover food costs. The main costs are covered by MindSet and Microsoft and we appreciate their support very much.

### Dates

July 2/3, July 6/7, Aug 31/Sept 1, Sept 2/3

Locations: We have some sessions in Winnipeg (at various locations) and some in Elm Creek and Carman (and perhaps will have more locations coming).

Register early to avoid disappointment. Registration will close on June 26 so we can let instructors know how many people will be in their sessions.

You must use a credit card and register online. We use Paypal to collect the fees, but you DO NOT need a Paypal account to register, just a credit card. If you are reluctant to use your credit card online, ask your principal or superintendent to register for you.

You can register at <http://mmsummer09.eventbrite.com>.

The list of sessions is below and we are hoping to add a few more based on using games in education, developing a game creation course and using web 2.0 in your classroom, so watch for these on our website: [www.manacc.ca/Professional%20Development.htm](http://www.manacc.ca/Professional%20Development.htm).

Questions and comments can be directed to [rredkopp@gmail.com](mailto:rredkopp@gmail.com)

### July 2 and 3

- Marvin and Photostory: simple multimedia for elementary and middle schools
- Free Multimedia for Your Classroom
- 2D and 3D Animation
- Microsoft Office 2007
- Using Educational Games in Classrooms
- Interactive White Boards (SmartBoard and others)
- Using Games in the Classroom
- Basic Digital Photography and Photo Editing (one day) July 2 only Elm Creek
- Lego Mindstorms: A One Day Introduction July 3 only Elm Creek

### July 6 and 7

- Microsoft Office 2007 (repeat)
- Marvin and Photostory: simple multimedia for elementary and middle schools
- Literacy With ICT
- Robotics Made Simple July 07 only
- Developing a Game Creation Course
- SmartBoard for Educators
- Using Great Web Tools With Your Students

### August 31 and Sept 1

- Introduction to SmartBoards in the Classroom
- Infusing SmartBoard Lessons into your Curriculum. K-12
- Elm Creek
- Delicious Wikis Aug 31 only Carman

### Sept 2 and 3 Elm Creek

- MARVIN, Photostory & 3D Museums





# MSLA Outstanding Teacher-Librarian of the Year Award – Sherry Faller

## Criteria

### Introduction

The Manitoba School Library Association (MSLA), a Special Area Group of The Manitoba Teachers' Society, honours practicing teacher-librarians who are making an outstanding contribution to school librarianship in Manitoba. The award is made each year.

### Eligibility

- The MSLA Outstanding Teacher-Librarian of the Year Award is open to all practicing school level teacher-librarians in Manitoba.
- Nominees must be personal members of the Manitoba School Library Association.
- Anyone involved with Kindergarten through Senior 4 may nominate a candidate for the award.

### Criteria

#### School Library Instructional Program

- Individuals nominated for the award should demonstrate the planning and implementation of a school library program during the given school year of such exemplary quality that it serves as a model for others.

#### Professional Activity Involvement;

- Individuals nominated should also be involved in one of the following areas during the given school year:
- Contributing to the profession through MSLA and/or related organizations.

- Sharing of ideas and resources through such means as workshops and publications.
- Providing instructional leadership through involvement at his/her school and/or division/district.

### MSLA Outstanding Teacher-Librarian of the Year Winner, 2009–2010:

#### Sherry Faller, Teacher-Librarian, Joseph Teres & Westview Schools (River East Transcona)

Sherry Faller has been the representative of school libraries on school, divisional, provincial and national level. As of June 2010, she will have taught for fourteen years in four school libraries in the River East School Division. These schools include Springfield Heights (1996–2002), Dr. Hamilton (2002–2006), and Westview and Joseph Teres (2007–2010).

According to her principals and staff members, at the school level Sherry has shown incredible leadership in the area of literacy and her efforts have greatly impacted not only the students in her schools but also the teachers and parents in the community. She has been instrumental in fostering Inquiry and Design with all of the students. Her vision in this area has led to numerous children enriching their abilities to modify, revise and create products that are based on pre-established criteria. At both Westview and Joseph Teres Schools, Sherry has arranged for authors to visit, hosted several clubs including MYRCA, boys' and girls' reading clubs, and has celebrated "I Love to Read Month" with numerous enriching

and fun activities. This year, Sherry invited students from a nearby school to participate in a friendly "Battle-of-the-Books" MYRCA event which was a big hit with everyone involved. All these activities have helped raise awareness about literacy and have led to excitement for reading and learning amongst her students.

In both her schools, Sherry has been very involved in LwICT, chairing the technology committee at Westview School and sitting on the technology team at Joseph Teres School. At Westview School, she has provided LwICT classes for all K to 5 students and is always available to help any students or staff members who need guidance and skills using technology.

In her school libraries, Sherry has created a warm and inviting atmosphere complete with colourful student artwork. She opens up the libraries during recesses and before school for children to access the excellent



Sherry Faller (RETS), MSLA 2010 Teacher-librarian of the Year with Janet Buduhan-Wiens, library technician at Joseph Teres and Westview Schools.



resources she has purchased. Tom Code, Sherry's principal at Joseph Teres School writes, "Students love to flock to the library during a warm up day to play quiet board games or to snuggle up in one of their favourite reading areas in our library." Her principal at Westview School, Dave Lyons, states that Sherry has been instrumental in making the school a caring environment for both staff and students.

Sherry generously gives her time and frequently volunteers to take on initiatives in the various schools she has taught. She has served on the Professional Development committee and presented numerous sessions in all the schools she has worked. For the past three years at Joseph Teres, she has been the chairperson for the Aboriginal Achievement Grant and has hosted family literacy evenings where families are invited to share and read books in the school library.

At the divisional level, Sherry has also demonstrated her tremendous leadership skills. She served as secretary for the River East Transcona Teacher-Librarian Association for one year and was the chairperson and co-writer of the continuum for Information Literacy currently found on the RETSD website. This continuum is currently being used in schools across Australia, U.S.A. and Canada and is also taught to teacher candidates in various university programs. In 2005, the team that wrote this continuum won the Canadian School Library Association's "Angela Thacker Memorial Award."

Other examples of leadership at the divisional level include serving on the "Best Teaching Practices" team for three years, presenting differentiated instruction workshops for RETSD staff, and serving as a LwICT and school library mentor.

Provincially, Sherry has served on the executive of the Manitoba School Library Association for five years and has held the following positions:

- membership (2005–2007)
- treasurer (2006–2007)
- president (2007–2009)
- past-president (2009–2010)
- SAG chairperson (2006, 2007)

During her time on the executive, Sherry was the liaison with the Winnipeg Public Library and Manitoba Education Library executives, wrote and launched the MSLA website in 2009, presented at SAG in 2005, wrote numerous articles for the MSLA Journal, created the brochure for the MSLA and organized several Literacy, Inquiry, Technology (L.I.T.) Forums. Since 1996, Sherry has either chaired or been on the planning committee for all MSLA SAG conferences. From 2008–2010, Sherry represented the MSLA on the Provincial LwICT Advisory Committee.

For the past two years, Sherry Faller has been the Manitoba school library voice at the national level. She has represented the MSLA and all teacher-librarians in Manitoba on the Canadian Association of School Libraries Provincial Association Council (CASL-PAC). At this level, she has participated in conference call meetings two to three times a year, attended meetings at two national conferences in Vancouver and Montreal and has written several reports about the state of school libraries in Manitoba for the Canadian Association of School Libraries (CASL) Journal and the School Library Information Portal (SLIP). She attended the American Library Association conference on assessment in Rhode Island in 2006 and was secretary for the Winnipeg Children's Literature Roundtable for five years. She is presently a reviewer of Canadian children's literature for CM Magazine.

Looking at the big picture of Sherry's involvement in school libraries, it is no wonder that there was unanimous agreement amongst her colleagues at her schools and at the MSLA level, that Sherry is the ideal recipient of the 2010 Manitoba Outstanding Teacher-Librarian Award. On a very personal level, Janet Buduhan-Wiens, the library technician who works with Sherry, wrote in her nomination letter, "It has been a pleasure working with Sherry for the past three years. She is incredibly dynamic, creative, hard-working, generous and driven by an authentic love of literature and libraries. Her spirit of fun and adventure are inspirational and contagious. As one of the students from Joseph Teres School said to me last year, "Ms. Faller rocks!"



# MSLA Distinguished Service Award – Douglas R. Edmond

## Criteria

### Introduction

The Manitoba School Library Association (MSLA) recognizes the efforts of individuals who have made outstanding contributions in support of effective school libraries in Manitoba.

### Criteria

This award may be presented annually by MSLA for outstanding service by an individual who helps teacher-librarians to deliver their programs more effectively. The contribution made by the recipient should be:

- Outstanding in its own field
- Altruistic
- Significant in terms of the continuing history of school library service.

Consideration will be given to projects that have been completed in the previous year, or to a continuum of activities extending over a longer period. The activities must have had and continue to have, a positive impact on school library service at the individual school, divisional, provincial or national level.

### Guidelines for Nominations

- Any member of good standing of MSLA may nominate a person for this award.
- The nominator will identify the nominee, giving full name, home address, phone number, position held, work address and phone number.
- The nominator will describe the project or continuum of activities for which the nominee is to be recognized. Letters of

support from colleagues, supervisors or other significant supporters of the nominee may be included with the nomination.

- Nominations will be considered for only the year in which they are received.

### The MSLA Distinguished Service Award Winner, 2009–2010: Douglas R. Edmond, Director of Research, Planning and Systems Management (Winnipeg School Division)

“Effective leadership is putting first things first...” (Steven Covey, 2005). From the moment Doug Edmond accepted the school library portfolio in January 2006, it is clear that he has “put WSD School Libraries first” with a vision of renewal and promise. As Director of Research, Planning and Systems Management his myriad of responsibilities take him the length and

breadth of the Winnipeg School Division. His directorship provides support to all students and staff related to the development of new policies, research, planning, school library services, administrative procedures and the application of technology. (Winnipeg School Division, 2008). While each of these departments is deserving of further exploration, it is the WSD School Libraries Portfolio that remains the focus of this nomination of Doug Edmond for the MSLA Distinguished Service Award.

Upon receiving the portfolio, Doug immediately convened a library committee that has since become the Library Advisory Council representing all school library staff on matters of programming and management. After 4 years, it is obvious to many that one of Doug’s greatest strengths as Chair of the LAC, is his ability to listen to new ideas with openness and magnanimity. All voices (teacher-librari-



Douglas Edmond (WSD), MSLA 2010 Distinguished Service Award, with Laura Cowie and Kevin Mowat, library consultants for Winnipeg School Division.



ans, school administrators, and division library staff) are honoured, with student learning and success never far from his agenda. Although the Council has made several recommendations that Doug has implemented on behalf of the Division's libraries, "the professional learning initiative" is highly significant and speaks to Doug's commitment to teacher-librarians and their students. With integrity, Doug pursued funding to support professional learning conversations both within the Division and collaboratively with other school library communities. His leadership and success in achieving the funding has ensured that teacher-librarians will have the ongoing support of professional learning activities for years to come. It cannot be overstated the appreciation of WSD teacher-librarians for Doug Edmond's due diligence on our behalf. Opportunities for collaboration and learning-focused conversations can be seen throughout the Division as teacher-librarians engage in the professional development of inquiry and formative assessment.


With his extensive knowledge of information and communication technologies, Doug Edmond brings innovation and forward thinking to the school libraries on an unparalleled scale. The Library Resource Centre comes immediately to mind as an innovation that would not have been possible without his leadership and support. For decades the Division's central reference library was a collection of professional materials that occupied an entire space with floor-to-ceiling shelving standing on a frayed carpet. Like a shuttered room, the library was void of professional discourse and group interaction. In consultation with Library Support Services, Doug set about a plan of redesign and renewal. His vision of a Library Resource Centre infused with the latest technologies, replete with professional meeting areas would be realized within a year and has become a centre of lifelong learning for the Division's instructional staff and students. It

is interesting to note the LRC has been so well received that one has to book the facility well in advance of a professional learning event—even for our own school library staff!

Doug Edmond's leadership and vision created a Division-wide presence and a renewed understanding that libraries play a vital role in the partnership of staff and student learning.

This Division-wide presence has been further enhanced by a paramount library project that Doug envisioned and implemented on our behalf. Seeing that we were 78 libraries with either proprietary OPACs or manual circulation systems, he pursued a Division-wide centralized web-based library management system, linking all of us together as one voice in unison. The project's beginning was intricate and complex, as the costs were substantive and the Division's Senior Administration and ultimately the Board of Trustees would have to be convinced of the learning merits for the Division's 35 000 students. Doug navigated these preliminary albeit critical steps with considerable communication skill and expertise receiving approval to proceed with the RFP (request for proposal) in January 2009. This discussion does not adequately describe the magnitude of this achievement for without his considerable leadership attributes and skill, the project would have ended before it began. After the RFP process, in collaboration with Library Support Services, the vendor submissions were reviewed and three companies were chosen for presentation. At Doug's suggestion, the Library Advisory Council was convened to be the reviewing body and final decision-maker. A system was chosen and we are 2 short months away from launch date. April 23, 2010 will see all WSD School Libraries utilizing a web-based integrated centralized catalogue with anytime, anywhere access for our students and families. Doug has also enabled anytime, anywhere access to be made avail-

able for the Division's online resources, by ensuring funding for resources like World Book Online, Tumblebooks, and Education Research Complete for all staff.

"Great discoveries and improvements invariably involve the cooperation of many minds." Alexander Graham Bell's now famous quote, aptly describes the leadership attributes of Doug Edmond. Although most capable of making decisions singularly, he chooses to consult and collaborate with the people to whom the decisions will ultimately affect. It is obvious in listening to him that he is always cognizant of the big picture—"what we are doing, is it in the best interests of teaching and learning?" The state-of-the-art changes that have happened in WSD School Libraries these past four years are a direct testimony to his leadership. From the moment he accepted the library portfolio, it is clear that he has "put WSD School Libraries first" with a vision of renewal and promise. It is our considered opinion, that Doug Edmond would be a worthy recipient of the MSLA Distinguished Service Award. 



# MSLA School Administrator Award for Distinguished Service – Darcy Cormack

## Criteria

### Introduction

The Manitoba School Library Association, a Special Area Group of the Manitoba Teachers' Society, honours school administrators who have direct responsibility for a school and who have made an outstanding and sustained contribution toward establishing, developing and maintaining an effective school library program in a school or schools under their administration. This award is made each year.

### Purpose

MSLA has two purposes in presenting the School Administrator Award for Distinguished Service to Manitoba School Libraries.

- To recognize the responsible and influential role that school administrators perform in the development and maintenance of successful school library programs.
- To honour those school administrators who, through their leadership and sustained effort, have made an outstanding contribution to the implementation of effective school library programs and to the role that these programs play in the total learning environment.

### Eligibility

- A candidate for this award must be nominated by one or more members of the Manitoba School Library Association.
- A candidate must be a Principal or Vice-Principal who is directly responsible for a Manitoba school at the elementary or secondary level.
- A candidate must be in administrative office at the time of the nomination of the award.

### Guidelines for Nominations

Nominations should include:

- Personal data form filled with required information on the nominee and nominator.
- Biographical data: academic qualifications, honours/awards, administrative experience, publications.
- A statement outlining the nominee's outstanding and sustained contributions to the development of school library programs as an essential component of the instructional process. Supportive data must be included in this statement.
- Supplementary material may be included with the application form. Those could include supporting letters, printed matter, photographs of press clippings.
- Four copies of the application are required. These become the property of the Manitoba School Library Association by the specified deadline.

### Criteria for Judging

In judging nominees, the awards jury will evaluate the outstanding and sustained contribution of each nominee in furthering the development of effective school library programs. The application should provide evidence that the nominee has:

- Provided leadership in formulating and implementing school library policies and programs which have made a significant contribution to the educational program of a school;
- Actively promoted the school library program through work with teacher-librarian(s), teachers, students and the community.
- Outstanding contributions should be highlighted, discussing those areas where the nominee has gone beyond normal expectations to develop, support, promote or maintain school library programs that have made a significant difference to the educational effectiveness of the school.

## Presentation of the Award

- Candidates will be notified of the decision of the Awards Jury in early March.
- In accepting the award, the winner agrees to the use of her/his name and picture as well as a brief description of his/her accomplishments in any publicity related to the award which may be disseminated by the Manitoba School Library Association.
- The award will be presented at the Annual General Meeting in May.
- If, in any year, no worthy candidate is identified, no award will be made.
- The award will be a plaque with appropriate inscription.

### **MSLA School Administrator Award for Distinguished Service Winner, 2009–2010: Darcy Cormack, Principal of Niakwa Place School**

Darcy has been principal of Niakwa Place School since 2006 and was Vice Principal for 3 years before that. She began teaching in the Louis Riel School Division 20 years ago, and spent a year in Australia on a teacher-exchange. Darcy is an astute observer of the needs of students and staff at Niakwa Place. She has consistently supported the library by giving us whatever money she can in an always cash-strapped situation. She respects our ideas about how the physical layout of the library needs to be adapted to make our space more appealing and therefore more useful for our students. She has made sure that we have kept up with new technology and agreed with us that our decades-long campaign to have new furniture made sense. Our tables and chairs now match the carpet and our library looks smart. In the past year she directed some painters with 'free time' to redo sections of the library, making it look even better. We appreciate her support for

the work of the library. She understands the effort involved to maintain a healthy and dynamic collection, the work to make the library an attractive and interesting place to visit. Our library is at the centre of the school and Darcy recognizes the central role of the library in a student's education. She recognizes that library programming might be the typical direct service of books to students, or it might be oblique-finding indirect ways to engage students in learning, using people outside the school to come in and act as role models to inspire children to learn and advance. She sees that these programs help students feel confident about themselves, develop friendships and that they can use these programs as a springboard to express their talents and find skills they can use later in life. She has generously supported clubs that we have started during the noon recess, and is an enthusiastic member of the Niakwa Place Knitting Club. Recently she learned to purl, and we've got lots of knitting books with challenging patterns we can recommend. Darcy thinks about promoting the

library to students and parents in ways that are always positive. It was her idea to use the trophy case in the school's front lobby every month to display library books related to various themes, thus promoting the school library. She has also given us new posters and borders ordered through school budget to use for library displays. She promotes professional development by buying pertinent, quality books, and makes sure that all resources purchased for that purpose by the school are entered into the library system and their availability is promoted to teachers. Darcy always includes the library when touring the school with prospective students and their parents and introduces them to library staff. With students, she recognizes that some, especially those in junior high, need time to be on their own. She is flexible in allowing kids in the library during their lunch to read, or finish assignments. 📖



**Darcy Cormack (LRSD), MSLA 2010 Administrator of the Year with Harriet Zaidman, teacher-librarian (right) and Claire Chambers, library assistant, Niakwa Place School.**



# CASL Awards 2010

## The Chancellor Group Conference Grant awarded to Vivianne Fogarty, MSLA President-elect, Teacher-Librarian, Pembina Trails School Division

The Chancellor Group Conference Grant provides a \$500.00 travel grant to support attendance of newly qualified teacher-librarians at the next conference of the Canadian Association for School Libraries (CASL).

### Statement Illustrating Outstanding Contributions to School Libraries of Nominee

If Vivianne Fogarty's role as a teacher-librarian had to be described in one word it would be "inclusive." While completing a Diploma in Teacher-Librarianship at the University of Alberta, Vivianne wrote a paper about GLBTQ picture books that was later published in *Teacher-Librarian Today* (Vol. 14, No. 1, 2007). Since then, she has been a champion of intellectual freedom and social responsibility both within her school and the school division. She has made presentations and compiled a bibliography on GLBTQ books for divisional library staff and she was instrumental in developing a Challenged Materials Policy for the entire school division. Vivianne has also written book reviews of GLBTQ books for *CM: Canadian Review of Materials* (<http://umanitoba.ca/outreach/cn/vol13/no20>). As the president-elect of the Manitoba School Library Association and a member of the organization's Special Area Group conference committee, Vivianne is currently planning a professional development session for all school library staffs in Manitoba entitled, *Human Rights and Social Justice Issues in the School Library*. In her few short years as teacher-librarian, Vivianne has made certain that the two school libraries she has worked in are inviting and engaging places to learn



for both students and staff. Without a doubt, teacher-librarians across the country have much to learn from this committed and knowledgeable leader.

### Brief Biography, Achievements and Library Background of Nominee

Vivianne Fogarty has been a teacher-librarian in the Pembina Trails School Division in Winnipeg, Manitoba since September, 2006. From 2006 to 2008, Vivianne served as a .5 teacher-librarian and Grade 4 classroom teacher at Ecole Dieppe, a K-6 French immersion school. In 2008, Vivianne landed her dream job as full-time teacher-librarian and enrichment facilitator at Chancellor School, a K-6 English school.

Prior to these positions, Vivianne was a general classroom teacher and French language specialist for twenty years in the Pembina Trails School Division and former Fort Garry School Division. Before teaching, Vivianne worked as a registered respiratory therapist at the St. Boniface General Hospital in Winnipeg for seven years. She obtained her Bachelor of Education Degree

from the University of Manitoba in 1988 and a Respiratory Therapist Diploma from the Health Sciences Centre in 1981.

Despite being on deferred salary leave in 2009-2010, Vivianne willingly took on the position of president-elect for the Manitoba School Library Association. In addition to offering her insights at monthly meetings, Vivianne's role as president-elect has been to serve on the MSLA's Special Area Group conference committee and to represent the MSLA at the Manitoba Teachers' Society level.

Having witnessed the difference a fully qualified teacher-librarian made to the students and staff at the school she taught in, Vivianne set out to obtain her Diploma in Teacher-Librarianship in 2005. She completed this diploma in December, 2008 and graduated from the University of Alberta in June, 2009.

Vivianne is an exemplary teacher-librarian whose leadership skills have guided her staff, students and parents into the 21st century. She has led numerous profes-



**Vivianne Fogarty, (PTSD), CLA Chancellor Grant, with Jo-Anne Gibson, president, MSLA**


sional development sessions for staff on the use of databases, technology integration including the use of Kidspiration and SmartBoards, ethical use of resources, Web 2.0 tools such as blogs, online surveys and social bookmarking, citing sources and privacy and copyright laws. Vivianne works collaboratively with teachers integrating information literacy, inquiry and library skills into lessons and research projects. Working with all students, Vivianne facilitates guided reading groups in the primary grades and literature circles with the older students. During tri-conferences with parents and in monthly newsletters, she discusses and demonstrates the use and the importance of literature and research databases. Vivianne initiated an Internet safety night for parents using a published author and other Internet safety groups.

As teacher-librarian, Vivianne is a classroom teacher's partner in literacy and learning both in English and French. She has weeded the collection extensively in both schools that she has worked at and has purchased reading materials and online databases at a variety of levels, interests and formats to reflect the needs of both stu-

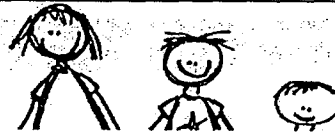
dents and staff. She has a growing graphic novel collection that the students enjoy immensely. When updating the collection, Vivianne helped spearhead an environmentally sound method of artistically reusing materials known as "Altered Books" in her division. This idea came from workshops being offered by the Winnipeg Public library system. After collaborating with the divisional art consultant about this process, he went on to provide in-servicing for divisional teachers and library staffs.

Vivianne celebrates reading and writing by promoting various activities such as the Manitoba Young Readers' Choice Awards and I Love to Read Month. She enjoys bringing in guest readers and authors to her library to share their love of reading with the students. Vivianne's promotion of reading and information sources does not end at the school level. By partnering and collaborating with her local public librarians, she organizes hands-on field trips to the libraries and invites public librarians to her schools to promote summer reading programs. Through this partnership, her students have greater access to quality information and literature year round.

Whether it's adding new furniture to create a welcoming atmosphere, adding new signage to help students find what they need, putting up new bulletin boards to display student work, arranging books so they are accessible to all, or designing a website to ensure 24/7 access to the library (<http://chancellorlibrary.pbworks.com>), Vivianne believes in an inviting, appealing and inclusive school library and collaborative school library program. In her own words, "If students and staff feel comfortable with the staff, resources, equipment and technology, they will see the library as a lifelong learning center both in and out of school."

Vivianne Fogarty is truly the type of teacher-librarian that our national association needs to continue its vital work. 





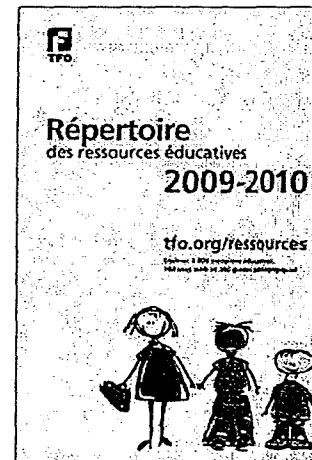
## TFO dans les écoles du Manitoba

4000 émissions éducatives en ligne

Vous est-il arrivé, comme moi, d'appeler à la DREF à la dernière minute pour emprunter un DVD et d'apprendre qu'il était déjà sorti?

Et bien cette année, grâce à l'entente signée entre le gouvernement du Manitoba et TFO éducation (Télévision franco-ontarienne), vous n'aurez peut-être plus ce problème puisque un grand nombre d'émissions éducatives de la collection de la DREF se trouve aussi en ligne sur le site Web de TFO.

Alors allez vite chercher le Répertoire des ressources éducatives que nous vous avons fait parvenir cette année pour explorer cette véritable mine d'or. Pour vous rafraîchir la mémoire, vous verrez ci-contre une image de la page couverture de ce fameux répertoire.



Dans ce répertoire vous trouverez une liste, par cycle et par matière des émissions qui pourront appuyer votre enseignement. Supposons, par exemple, que vous êtes en 3<sup>e</sup> année en train d'étudier le regroupement de sciences humaines suivant : *Deux communautés du monde*. Il vous suffira d'ouvrir votre ordi, d'installer le projecteur dans votre classe et de cliquer [tfo.org/ressources](http://tfo.org/ressources) pour regarder l'une des émissions de la série : **Bienvenue dans mon pays**.

Je vous invite à me donner un coup de fil au 945-4813, si vous avez des questions ou si vous aimeriez que je passe faire une démonstration de cet outil, des services de la DREF ou des nouvelles collections au personnel de votre école.

Nicole Massé  
 Coordonnatrice de la bibliothèque (DREF)  
[nicole.masse@gov.mb.ca](mailto:nicole.masse@gov.mb.ca)

*La DREF, votre alliée en classe depuis plus de 30 ans*

# Acronyms of Interest to School Library Media Personnel

Compiled by G.R. Brown

\*No longer operational/combined with another group

<b>AASL</b>	American Association of School Librarians <a href="http://www.ala.org/ala/mgrps/divs/aasl/index.cfm">www.ala.org/ala/mgrps/divs/aasl/index.cfm</a>
<b>ALA</b>	American Library Association <a href="http://www.ala.org/">www.ala.org/</a>
<b>ASLC</b>	Alberta School Library Council <a href="http://aslc.teachers.ab.ca/Pages/Welcome.aspx">aslc.teachers.ab.ca/Pages/Welcome.aspx</a>
<b>BCLA</b>	British Columbia Library Association <a href="http://www.bcla.bc.ca/">www.bcla.bc.ca/</a>
<b>BCTLA</b>	British Columbia Teacher-Librarians' Association (of the British Columbia Teachers' Association) <a href="http://www.bctf.ca/bctla">www.bctf.ca/bctla</a>
<b>CACL</b>	Canadian Association for Children's Literature (of CLA)
<b>CASL</b>	Canadian School Library Association <a href="http://www.cla.ca/AM/Template.cfm?Section=CASL2">www.cla.ca/AM/Template.cfm?Section=CASL2</a>
<b>CIC</b>	Canadian Images Canadiennes (Conferences)
<b>CLA</b>	Canadian Library Association <a href="http://www.cla.ca/AM/Template.cfm?Section=Home">www.cla.ca/AM/Template.cfm?Section=Home</a>
<b>CM</b>	Canadian Materials: A Reviewing Journal of Canadian Materials for Young People <a href="http://www.umanitoba.ca/cm/">www.umanitoba.ca/cm/</a>
<b>CSLA*</b>	Canadian School Library Association (see CASL)
<b>DREF</b>	Direction des ressources éducatives françaises <a href="http://www.edu.gov.mb.ca/m12/biblio/index.html">www.edu.gov.mb.ca/m12/biblio/index.html</a>
<b>IASL</b>	International Association of School Librarianship <a href="http://www.iasl-online.org/">www.iasl-online.org/</a>
<b>IBBY</b>	International Board for Books for Young People <a href="http://www.ibby-canada.org/">www.ibby-canada.org/</a>
<b>ILL</b>	Interlibrary Loan
<b>IMC</b>	Instructional Media Centre
<b>IRA</b>	International Reading Association <a href="http://www.reading.org/General/Default.aspx">www.reading.org/General/Default.aspx</a>
<b>IRU</b>	Instructional Resources Unit (Manitoba Education) <a href="http://www.edu.gov.mb.ca/k12/iru/index.html">www.edu.gov.mb.ca/k12/iru/index.html</a>
<b>LAA</b>	Library Association of Alberta <a href="http://www.laa.ca/">www.laa.ca/</a>
<b>LwICT</b>	Literacy with Information and Communication Technology
<b>MALT</b>	Manitoba Association of Library Technicians <a href="http://www.malt.mb.ca/">www.malt.mb.ca/</a>
<b>ManACE</b>	Manitoba Association for Computers in Education <a href="http://www.manace.ca/">www.manace.ca/</a>
<b>MASL*</b>	Manitoba Association of School Libraries (see MCTA)

<b>MECY*</b>	Manitoba Education Citizenship and Youth: Now Manitoba Education
<b>MLA</b>	Manitoba Library Association <a href="http://www.mla.mb.ca/">www.mla.mb.ca/</a>
<b>MLC</b>	Manitoba Library Consortium
<b>MLTA</b>	Manitoba Library Trustees Association <a href="http://mla.mb.ca/mlta">mla.mb.ca/mlta</a>
<b>MSLA</b>	Manitoba School Library Association <a href="http://www.manitobaschoollibraries.com/">www.manitobaschoollibraries.com/</a>
<b>MSLAVA*</b>	Manitoba School Library Audio Visual Association (see MSLA)
<b>MYRCA</b>	Manitoba Young Readers' Choice Award <a href="http://www.myrca.ca/">www.myrca.ca/</a>
<b>NBSLA</b>	New Brunswick School Library Association
<b>NSSLA</b>	Nova Scotia School Library Associations
<b>OLA</b>	Ontario Library Association <a href="http://www.accessola.com/ola/bins/index.asp">www.accessola.com/ola/bins/index.asp</a>
<b>OSLA</b>	Ontario School Library Association <a href="http://www.osla.on.ca">www.osla.on.ca</a>
<b>PEITLA</b>	Prince Edward Island Teacher Librarian Association <a href="http://www.edu.pe.ca/peitla/about.htm">www.edu.pe.ca/peitla/about.htm</a>
<b>QASL</b>	Quebec Association of School Librarians
<b>QLA</b>	Quebec Library Association <a href="http://www.abqla.qc.ca/">www.abqla.qc.ca/</a>
<b>RCGW</b>	Reading Council of Greater Winnipeg <a href="http://www.readingmanitoba.org/pdf_files/0708/RCGWAbout.pdf">www.readingmanitoba.org/pdf_files/0708/RCGWAbout.pdf</a>
<b>SAG</b>	Special Area Groups
<b>SLA</b>	Saskatchewan Library Association <a href="http://www.lib.sk.ca/sla/">www.lib.sk.ca/sla/</a>
<b>SLAM</b>	School Library Administrators of Manitoba
<b>SLIC</b>	School Libraries in Canada <a href="http://www.clatoolbox.ca/casl/slic/">www.clatoolbox.ca/casl/slic/</a>
<b>SLiP</b>	School Libraries Information Portal (of National Library) <a href="http://www.cla.ca/slip/advocacy.htm">www.cla.ca/slip/advocacy.htm</a>
<b>SLJ</b>	School Library Journal (US) <a href="http://www.schoollibraryjournal.com/">www.schoollibraryjournal.com/</a>
<b>SSLA</b>	Saskatchewan School Library Association <a href="http://www.ssla.ca/">www.ssla.ca/</a>
<b>WCLR</b>	Winnipeg Children's Literature Roundtable <a href="http://home.medin.mb.ca/~wclr/index.html">home.medin.mb.ca/~wclr/index.html</a>