

# MSLA JOURNAL

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- 2 Messages
- 4 Manitoba School Library Association AGM
- 11 MTS Professional Development Day
- 13 Literacy
- 17 Cataloguing Corner
- 19 Leading Learning



# Table of Contents



## MESSAGES

President's Message.....	2
Editor's Message.....	3

## MANITOBA SCHOOL LIBRARY ASSOCIATION AGM

### MSLA Awards

Teacher-Librarian of the Year in Memory of Lois Gervais - Alison Bodner - <i>Doug Jonasson and Gemma Skelton</i> .....	4
School Library Support Staff of the Year in Memory of Lois Gervais - Samantha Popowich - <i>Vivianne Fogarty</i> .....	6

### MSLA GRANT WINNERS

MSLA I Love to Read Grants.....	7
Kevin Mowatt Seed Grants.....	7

### MSLA NEWS

Farewell to the 2018-2019 Executive.....	7
Introducing Your 2019-2020 Executive.....	8

## MTS PROFESSIONAL DEVELOPMENT DAY

It's Time to Focus on Our Wellness.....	11
What is SOUND HEALING? - <i>Danny and l'aura Carroll</i> .....	12

## LITERACY

MYRCA Winners - <i>Joanne Girouard</i> .....	13
Summer #BookADay Challenge - <i>Niki Card</i> .....	14
Diversity in Middle Years Graphic Novels - <i>Kathleen Bergen</i> .....	14
Teacher Well-Being Matters - <i>Gerald Brown</i> .....	16

## CATALOGUING CORNER

Genrefication: Don't Forget to Think about the Library Catalogue in Your Planning! - <i>Jonine Bergen</i> .....	17
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## LEADING LEARNING

MSLA Library Education Review.....	19
MSLA. Agents of Change - <i>Gerald Brown</i> .....	22
Making the Grade: Evidence Based Practice - Yes, You Should be Assessing Your Practice - <i>Jonine Bergen</i> .....	23
Celebrating Gerald Brown(a.k.a Mr. Turtle): A Passionate Man Supporting the Cause of School Libraries Around the World - <i>Joanne Girouard</i> .....	26
MSLA L.I.T. Forum 2019: "Teaching Information Literacy Skills in the Age of Fake News" - <i>Jo-Anne Gibson</i> .....	27
Celebrating a Community of Learners: Making a Library Technician - <i>Samantha Popowich</i> .....	28
The Manitoba School Library Association Position Statement on the Closure of the Manitoba Curriculum Support Centre, March 13, 2019 - <i>Jo-Anne Gibson</i> .....	29

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Manitoba School Library Association  
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Articles or correspondence regarding the Journal can be address to the Publication Editions of the Journal: *Jonine Bergen*; *Joanne Girouard* at [mslapublications@gmail.com](mailto:mslapublications@gmail.com)

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# President's Message

By Debbie Smith



It has been my privilege to serve as MSLA President for the 2018/2019 year. My thanks to the executive board who have been so

dedicated and supportive. There are not enough words to express my respect for the hard work and passion of these MSLA members.

We often talk about the invisible work of libraries. During a "Take Our Kids to Work Day", a Grade 9 student requested to spend the day in the library. She shared her final report with me and I was impressed with her astute observation: "The library is like a clock – you see the hands moving on the face, but there is so much work going on behind that you don't see."

I would say this applies equally to the work of the MSLA. Members see and participate in Professional Development events like the MTS PD Day and L.I.T. Forum, receive the journal issues and information shared via emails, social media and our website. What is not seen is the dedication and hard work of our MSLA Executive many of whom have contributed several years of service. On behalf of all members, our thanks to:

- Christine Robinson for the 2018 MTS PD Day, "Moving students from digital citizenship to digital leadership: a day with Jennifer Casa-Todd"
- Niki Card for representing MSLA at the SAGE Council

meetings and for her leadership and advocacy with the Manitoba Curriculum Support Centre closure

- Joyce Riddell for her meticulous accounting and care of our financial records
- Christine Janzen for taking our meeting minutes, preparing our agendas and compiling reports
- Alison Bodner for managing our membership and working with MTS
- Sandy Welbergen for updating our website and keeping the information up to date
- Mona-Lynne Ayotte, Jonine Bergen, Joanne Girouard, and MTS for publishing our journals
- Leanne Falconer for making connections with the University of Winnipeg, University of Manitoba, University of Brandon, and Red River College and the creation of our MSLA bookmarks
- Jo-Anne Gibson, for our L.I.T. Forum "Teaching Information Literacy Skills in the Age of Fake News" with Kevin Osachuk, SAGE preparations, ongoing support and writing the MSLA Education Review Submission
- Sheryl Chongva and Gerald Brown for the many hours spent indexing and organizing our MSLA archives

MSLA supports the excellent work in our School libraries through the annual awards. Congratulations to our Award recipients: Alison Bodner, 2019 MSLA Teacher Librarian of the Year in Memory of Lois Gervais; and Samantha

Popowich, 2019 MSLA Support Staff of the Year in Memory of Lois Gervais. Thanks for your inspiration, dedication to the profession and for the difference you make every day for your students.

Congratulations to the 2019 I Love to Read Grant winners, Tracy Bowslaugh, Green Acres School; and Sheryl Chongva, St. Mary's Academy. Congratulations to the 2019 Kevin Mowat Memorial Seed Grant winners, Jennifer Bevan, École Dieppe; Taryn Borys, Hedges Middle School; and Karen Kendrick, Walter Whyte School.

In this issue, you will see the Education Review Commission submission, written by Jo-Anne Gibson and submitted by MSLA. The work of MSLA has never been more important as we look ahead to the Education Commission Review report in 2020. Thanks to all members for their support -- please continue your support by renewing your memberships, taking an active role in MSLA and participating in the Education Review Commission survey, submissions and consultations.

*"The library is like a clock – you see the hands moving on the face, but there is so much work going on behind that you don't see."*



# Editor's Message

By Jonine Bergen

It has occurred to me lately that many library professionals may relate to Dr. Seuss's poor Whos living in Whoville on that tiny dust speck. Our school libraries are active hubs of community. There are great things happening in our libraries and learning commons. Amongst ourselves we talk about coding, makerspaces, collaboration, social justice, breaking walls and barriers, inclusion and so many other topics – often before these topics are in the educational mainstream. Unfortunately, much of what happens in our libraries may be unknown to the administrators in our schools and to the decision makers in our divisions and legislature.

We are trying to be heard. Just like the Whos who were yelling, "We are here! We are here! We are yelling, "We are needed. We are doing great stuff. We support student learning." But some just don't seem to be hearing us. The Wickersham Brothers and the Sour Kangaroo do not see the value of the library – and they certainly do not understand the need to have qualified, professionally trained people staffing them. Vlad Vladikoff is willing to close the library altogether.

The Whos were successful being heard when all the Whos in Whoville got together and yelled "We are here, we are here" – all were needed the tall and the small. Even Jojo who does his own thing and yells "Yop" was needed before they were heard.

I think this story is relevant for two reasons. First, the Whos had a great advocate in Horton. Horton was not part of Whoville. He wasn't a Who. But he knew Whoville on that dust speck was important. Who are your advocates?

Second, the Whos didn't stay in their own houses and wait to see if Horton could save them. They made noise – lots and lots of noise – and they made sure that everyone was participating. They weren't all making the same noise but they were each doing something.

If we want to ensure our students will continue to receive equitable access to resources, skilled professionals running quality programs through the learning commons, and opportunities for life-long learning, literacy, and all the good we offer, then we need beat to the drums, pound the cymbals and provide evidence that we matter. Please add your "yop".

Please contact your MLA and express your disappointment with the closing of the Manitoba Curriculum Support Center. Please complete the Educational Review Survey. Please make sure your Division receives your library report outlining your successes this year. Please talk to your colleagues and contacts.

It is important to remember that at the end of Seuss's tale, Horton was no longer the only one to hear a Who. The Kangaroo and the Wickersham Brothers protected that dust speck and Whoville once they realized its importance.





# Manitoba School Library Association AGM

The MSLA Annual General Meeting was held on May 13, 2019 at the Viscount Gort Hotel in Winnipeg. At the event, we recognized the excellence in libraries and learning commons across Manitoba by presenting the Teacher-Librarian and School Library Support Worker of the Year Awards. We also celebrated with the 2018-2019 grant winners.

Finally, we gratefully acknowledged the work of the executive members leaving the MSLA Committee this spring and welcomed the new members of the executive.

## MSLA Awards

### Teacher-Librarian of the Year in Memory of Lois Gervais: Alison Bodner

Nominated by Doug Jonasson and Gemma Skelton



Alison Bodner is a well-respected teacher-librarian with over 30 years of teaching experience. Alison started her teaching career with the Assiniboine South School Division (now part of the Pembina Trails School Division) in 1987 at Pacific Junction School. Alison began and completed her post-baccalaureate in library studies at the University of Manitoba while she was working at Pacific Junction School. From 1997 - 2007, Alison was the teacher-librarian and Gifted Program teacher at Pacific Junction. She was then hired by Rob Gendron, principal of Bairdmore at that time, to be the teacher-librarian at Bairdmore

from September of 2007 until present day. Although Alison has remained with Pembina Trails throughout her career, during the 1996 school year, Alison participated in a teacher exchange to Geranium, Australia as a 0.5 time Teacher-Librarian and 0.5 time Gr.5-7 combined class.

Alison Bodner consistently provides a variety of critical thinking opportunities for all of her students. Specifically, she has developed a Maker mentality at Bairdmore through the development of a Makerspace in the Library Learning Commons.



She continues to expand the

collaborative opportunities for the students through introducing numerous coding activities, Breakout EDU, and other challenges/activities. Through the Makerspace, Alison collaborates with staff to provide rich learning experiences in the STEAM (Science, Technology, Engineering, Arts, and Math) areas.

Alison provides a stimulating and engaging learning environment for students of all levels and/or abilities. She has implemented a variety of innovative learning experiences such as teaching students how to think critically through the use of Ozobots – tiny robots used to both code and create. She continues to collaborate with other teachers to teach students how to use iPads, Pictello – to help promote and support literacy and critical thinking, iMovies, and a variety of other appropriate software applications. She has shown students how to use a Green Screen with iMovie so that students could share meaningful information with others.

Alison also stresses the importance of 21st century learning skills with all students



and staff. One way that she promotes these skills is by having students create a display board that includes the criteria for 21st century learning. In addition, Alison involves students in reading the Blue Spruce Award nominees' works of literature. For example, in 2019, she set up various activities with the "Blue Spruce" books as part of February's I Love to Read month.

Alison is a master collaborator and co-teacher. She works with and supports teachers at all stages of technology implementation. She engages both the teacher at the early stages of learning as well as the proficient teacher. She strives to model the skills and meet the needs of students and staff as she supports teachers to take risks and challenge their abilities.

Alison continues to encourage students and provides opportunities that support student emotional development, mental health, social awareness, and students' sense of responsibility. Alison offers a variety of learning opportunities in the library including MYRCA club, library buddies, I love to read month, assemblies and treaty kit activities. Alison provides a welcoming and inclusive space where she shares a love of reading for both enjoyment and knowledge acquisition. Alison is creative and can often be seen in



*Doug Jonasson, Alison Bodner, and Gemma Skelton*

book character costumes, enjoying books with children of all ages.

Alison also encourages students to critically consider real-world issues such as human rights, gender equality, and cultural diversity by supporting students in their discovery of these ideas through both print and electronic sources. In addition, Alison has



used resources from the provincial government to help support teachers in completing lessons on Truth and Reconciliation and

Residential Schools.

Alison has had a variety of positions on the MSLA executive throughout the years including: President-Elect, President, Past President, Webmaster, and most recently, Membership. In fact, Alison has consistently volunteered to work with the Manitoba School Library Association as its Membership Chairperson.

Alison is always generous in sharing her expertise. She was one of three teacher-librarians in

Pembina Trails asked to share her knowledge about her leadership role as a teacher-librarian at the 2018 Interdivisional Learning Commons Day. Alison hosted an Ignite session for a teacher-librarians' Learning Day from Pembina Trails, River East Transcona, Louis Riel, and Winnipeg school divisions where she presented on the power of collaboration in the library learning commons.

Alison has also been a member of numerous Provincial Committees/Groups including Manitoba Young Readers' Choice Awards, I Love to Read Day events, and Canadian Images Canadienne.



# MSLA Awards

## School Library Support Staff of the Year: Samantha Popowich

Nominated by Vivianne Fogarty



*Samantha Popowich with her family*

Even before receiving her Information and Technology diploma in 2015, Samantha Popowich had found her home in the school libraries of Pembina Trails School Division. She started substituting in 2012 and by the time she received her diploma - with honors - she had substituted in nearly every school library in the division. Since her graduation, she has worked at Fort Richmond Collegiate, Ryerson, Ralph Maybank, and Chancellor schools.

Samantha is an enthusiastic, energetic and efficient library technician who works collaboratively with all staff and supports all students. She is a lifelong learner, who has an insatiable appetite for all types of literature and non-fiction. When sharing new materials with students and staff, her excitement

is difficult to contain. The Chancellor Library Learning Commons is alive and vibrant with books, puppets (all catalogued of course), artifacts, learning resources and signage that invites everyone in the school community to the heart of the school. Corner displays with catchy and funny sayings tied in with books, catches peoples' attention as they walk by.

Samantha is knowledgeable and effectively supports the various technology needs of staff and students. Whether it be online resources, databases, iPads, computers, laptops, audio books, password resets or technology requests, Samantha is able to guide and problem-solve with the school community. Again, whenever possible, she uses these opportunities as teachable moments.

Samantha is a member of the Reading Council of Greater Winnipeg and this past year, she also presented to the Library Technician students at Red River Community College along with Jo-Anne Gibson. Her presentation highlighted the everyday exciting experience of working in a school library and collaborating with teacher librarians and all other school staff.

Samantha is a passionate advocate of libraries. She sees libraries as centers of learning, reading, thinking, collaborating, and problem-solving. Samantha is a co-creator and architect of her Library Learning Commons. She promotes the concepts of equity and sustainability that these centers of excellence are all about.

# MSLA Grants:

## Share Your Stories and Win!

Congratulations to all the MSLA grant winners. The Manitoba School Library Association provides grants to eligible members to help support programs and resources in the school library. For information about the grants and how to apply, please see the MSLA website.

The I Love to Read grants are awarded to libraries whose staff share the programs run during February's I Love to Read month. For example, the Durocher Library at St. Mary's Academy won a grant for sharing the importance of their book drive in their I Love to Read festivities. Students at St. Mary's Academy take a leadership role with teachers and library mentors who support and assist in all the activities planned in the library. Students also wrote their winning grant application letter. I Love to Read, at the Durocher Library,

focuses on collaboration, volunteerism and social justice.

Every year the faculty and staff at the school participate in a book drive hosted by the Durocher Library. This year they surpassed their goal and collected over 1600 books which were then donated to a variety of community programs supporting literacy. Their grant application indicated the book drive is "the star of the whole event" with "students and staff participating either by counting the books, sorting the books, or donating gently used books." They ended their grant letter by issuing a challenge: We also encourage all schools and grades to participate in the book drive, It is such a rewarding activity, to be able share the books that you already read with others to enjoy."

### MSLA I Love to Read Grant Winners:

- Sheryl Chongva, St. Mary's Academy (Winnipeg, MB)
- Tracy Bowslaugh, Green Acres (Brandon, MB)

### Kevin Mowatt Seed Grant Winners:

- Jennifer Bevan, École Dieppe (Winnipeg, MB)
- Taryn Borys, Hedges Middle School (Winnipeg, MB)
- Karen Kendrick, Walter Whyte School (Winnipeg, MB)

# Farewell to the 2018-2019 Executive

The Manitoba School Library Association cannot function with dedicated people willing to give their time and talents to support and strengthen school libraries in Manitoba. The following members of the executive were thanked at the Annual General Meeting for all their hard work. Although they have retired from the Executive, we know that they will continue advocating for school libraries and look forward to working with them in all their future endeavours.

- Joyce Riddell: President Elect, Advocacy & Public Relations 2011-2012; President 2012-2013; Past President 2013-2014; Treasurer 2014-2019; SAGE Registrar 2014-2019
- Christine Robinson: SAG Co-Chair 2010-2011; SAGE Chair 2018;

Secretary 2014-2016; President Elect 2016-2017; President 2017-2018; Past President 2018-2019

- Mona-Lynne Ayotte: Publications Chair, 2014-2017, Publications Co-chair, 2018-2019
- Sheryl Chongva: Archives 2015-2019
- Roberta Chapman: Membership 2015-2016; Member-at-Large 2016-2019
- Christine Janzen: Secretary 2018-2019
- Renee Sanguin: Member at Large 2018-2019
- Gerald Brown: Archivist - 2019

It is with grateful hearts that we bid a fond farewell to Gerald Brown, who decided to retire from MSLA after decades of service to the Association and to school libraries. Gerald Brown served on MSLA, and its previous iterations, since 1964

making him the longest serving member of the executive.



*Sheryl Chongva, Julianna Trivers,  
Gerald Brown*



# Introducing your 2019-2020 Executive



## **President: Niki Card**

Niki Card is a teacher-librarian at two elementary schools in River East Transcona

School Division and an active member of RETSD's Teacher-Librarian Leaders group. She is a graduate of the University of Alberta's Masters program.

Niki first joined MSLA in 2010, serving as Secretary for many years, Member-At-Large, President-Elect, and now, President for the upcoming school year. Among other things, Niki is passionate about picture books and technology.



## **President Elect: Brandi Bartok**

Brandi Bartok is currently a Teacher-Librarian

at Oak Park High School and an ELA Curriculum Consultant for Pembina Trails School Division. She holds a Master of Education (2019) and a Bachelor of Education (2005) from the University of Manitoba, as well as a Bachelor of Arts (1999) from Acadia University.

Having experienced the joy of teaching everything from early years to high school, Brandi knows first hand the importance of a vibrant Library Learning Commons that pushes the boundaries of learning and creativity. She has been recognized for her educational innovation as a recipient of the MSLA Teacher-Librarian of the Year Award (2015) and the ManACE Educator of the Year Award (2017). Brandi is passionate about inquiry

based learning and multimodal literacy. Her twitter handle is @Brandi\_Ed

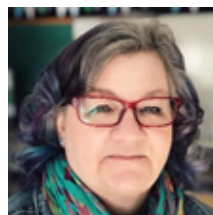


## **Past President: Debbie Smith**

The love of books, reading and libraries was

a gift from Debbie's Mother that grew through grade school years. An excellent teacher-librarian Elaine Seepish nurtured this gift into a passion and career. Debbie began her library career in academic libraries before joining the St. James-Assiniboia School Division, where wonderful opportunities fed her passion. Over the years, she gained experience in school libraries at all three levels. In 2011, she came to her current position of Supervisor, Library/Media Services for St. James-Assiniboia School Division.

In 2011, Debbie joined the Manitoba School Library Association as liaison for the School Library Administrators of Manitoba. For 2019/2020, she will serve as Past President the final year of a three-year term.

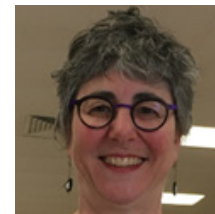


## **Treasurer: Erin Thomas**

Erin Thomas has been teaching since 2006 and in that time has

filled many roles from grade 2 to grade 12, from Math to Home Ec. Having worked in the University of Winnipeg Library while completing her Bachelor of Arts degree, Erin came full circle in 2018 when she returned to the library in a teaching capacity. Currently a Teacher Librarian and classroom

teacher in the River East Transcona School Division, Erin runs tech clubs, reads voraciously, and shares her passion for sustainable living with students. Erin is a published poet and has turned her writing skills toward working on her thesis for her Master of Education in Sustainability, Creativity and Innovation through Cape Breton University. She is the mum to three wonderful young men and a step-daughter, shares a century home with her husband and a tiny cat named Sophie, and her heart belongs to Manchester United.

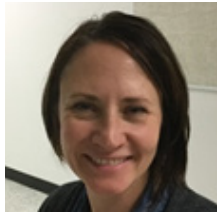


## **Secretary: Anne Guld**

Anne has worked for The Winnipeg School Division

for about 25 years. Most of these years were teaching in the computer labs of different schools within the division. She was given the opportunity to work as a teacher-librarian at Robert H. Smith for about 4 years. During that time Anne worked with students from Nursery to Grade 6. Library skills, story time, co-teaching with project based learning, study skills and all the cataloguing and general library duties made up her portfolio.

Since 2017, Anne has worked  $\frac{3}{4}$  time as a teacher-Librarian at River Heights and Riverview Schools. Her job now includes all the purchasing, cataloguing, weeding etc. for both schools. As well, she runs an Instant Challenge noon hour club, and challenge classes to break out of their Breakout boxes throughout the year.



**Website:  
Sandy  
Welbergen**

Sandy Welbergen is the Teacher Librarian at Henry G Izatt Middle School. Before working at HGI, Sandy taught grades 3 to 6 for 15 years in various multi-age classrooms at Chapman Elementary School and Beaumont Elementary School. Sandy is currently the Social Wellness Chair for the Pembina Trails Teacher's Association and is the former training coordinator for the Manitoba Geocaching Association. Sandy has an BSc in geography from the University of Alberta's Faculte St Jean (now Campus St Jean), and a BEd from the University of Manitoba. She is a National Geographic Certified Educator with interests in educational technology, sustainability and place-based education.



**Publications:  
Joanne  
Girouard**

How can Joanne be of service? Is the first question Joanne will ask. This has been her first year as teacher librarian. Her new role has taught her many great lessons and brought on many challenges. Perhaps, the most important lesson for Joanne is learning to be of service to her learning and teaching community. When asked to be part of the MSLA team, she wanted to continue my growth by also being of service to the professionals that have served me well and provided support in this new role. Joanne hopes that this journal also provides all of you with the added assistance

and information to make your job easier! Glad to be at your service!

**Advocacy and Publicity:  
Leanne Falconer**

Leanne Falconer graduated from Valley City State University, ND with a Bachelor of Science in Education and a minor in Library Media and Information Sciences. Later, she pursued her Masters in Education with a concentration in Library and Information Technologies, from the same University. Currently, she is the Teacher Librarian at Wayoata Elementary School.

**Membership:  
Alison Bodner**



Alison Bodner is a teacher-librarian in Pembina Trails School Division with over 30 years of teaching experience. Alison has held a variety of positions on the MSLA executive throughout the years including: President-Elect, President, Past President, Webmaster, and currently as Membership chairperson, a role she has held often in the past.

Alison has also been a member of numerous Provincial Committees/ Groups including: Manitoba Young Readers' Choice Awards, I Love to Read Day events, and Canadian Images Canadienne.



**Professional  
Learning:  
Jo-Anne  
Gibson**

Jo-Anne Gibson is the Library Learning Commons and Middle Years/Senior Years Literacy Consultant for the Pembina Trails

School Division. She has been a teacher in Pembina Trails for thirty-four years, thirty of those years teaching primarily Band. In 2003, she began her teacher-librarian education at the University of Alberta and in 2005, became a teacher-librarian at Acadia Junior High School. Previous to serving as Consultant in Pembina Trails, Jo-Anne was the full-time teacher-librarian at Fort Richmond Collegiate for three years.

Jo-Anne has served on the Manitoba School Library Association twice as President, Past President and SAGE Conference Chair, and once as Advocacy/Publicity Chair. She took over the role of the Professional Learning Chair in 2018-19. She is a founding director of Canadian School Libraries where she served as Communications Chair from 2016 to 2018. She has proudly attended all but one Treasure Mountain Canada symposiums. In 2009, Jo-Anne received the MSLA Outstanding Teacher-Librarian of the Year Award and in 2013, she was awarded the Angela Thacker Memorial Award by the Canadian Library Association.



**Archives:  
Samantha  
Popowich**

Samantha is a Library-Technician in the Pembina Trails School Division, currently working at Chancellor School. Samantha brings her experience at the Elizabeth Dafoe Library at the University of Manitoba, the Ukrainian Catholic Archeparchy of Winnipeg Archives and the Anglican Diocese of Rupert's Land Archives to her role as Archivist. Samantha is particularly proud to have had a part in the Anglican Diocese's Truth and Reconciliation submission. She assisted in proofreading, processing



and labelling records and also the final records delivery to the TRC.

Samantha will be taking over for long-time archivist, Gerald Brown, and Sheryl Chongva.



**Member-at-Large:**  
**Karen Burkett**

Karen Burkett is an Itinerant Teacher-Librarian serving 3 small schools in Louis Riel School Division (LRSD). She has been a teacher-librarian for 15 of her 35 years as an educator. This is her fourth year in her role as an Itinerant Teacher-Librarian. Karen is passionate about the transformative power of reading, and helping students connect with literature that either reflects their reality back to them or opens their eyes to another's experience. Karen is an avid advocate of the Manitoba Young Readers Choice Awards, running MYRCA clubs in each of her schools. She is a member of LRSD's MYRCA committee that organizes an annual division-wide MYRCA Oscars-style reading celebration.

Karen embraces technology as a means for students to create and share their learning. Some of her students' favourite projects include plasticine stop-motion animation, coding and various green screen applications, including book trailers. A life-long learner, Karen is eager to explore technologies new to her to support student learning.

Especially in her role as an itinerant teacher-librarian, collaboration is the key to Karen's many partnerships with teachers, library assistants and administrators.



**Member-at-Large:**  
**Karin Surzshyn**

K a r e n Surzshyn for the last 6 years has been half-time teacher-librarian and half-time music at Prince Edward School in the River East Transcona School Division. In her almost 20 years of teaching, she has worked in various positions which have included classroom teacher, music teacher and resource. She is currently taking her master's in library information studies from the University of Alberta. Next year she will be a full-time teacher-librarian remaining half-time at Prince Edward and half-time at Lord Wolseley School. She is looking forward to be a member of the MSLA board, as an opportunity to grow professionally.



# MTS Professional Development Day



## Root Our Practice in Wellness: *Nurture Body, Mind and Soul*

October 25, 2019

St. John's-Ravenscourt School

### It's Time to Focus on Wellness

You can feel the tension as you walk through school halls. High school students are stressing about exams and final projects; elementary students are energized by the warm weather; teachers are working long hours marking, finalizing report cards, and preparing for graduation and other end of the year activities. Then there are all the things that need to be done outside of the building in our personal lives. The school year is not yet over but some of our community members are tapped out.

Schools can be complicated places. After all, there are hundreds of people sharing and interacting in a common space every day for large periods of time. All these individuals come with diverse backgrounds and their personal baggage - some good and some, maybe not so good. Our focus is entirely on their well being and potential. Balance is so hard to find at times. Schools are exciting, rewarding, and exhausting places. Next year, let's take some time to ensure we have the tools in our toolkit to take care of all these wonderful individuals and us! So, open your calendar and put the MTS Professional Development

Day on October 25, 2019 - and send a note to your principal if you need a substitute.

#### Let's take a sneak peek at some of the plans for the day.



First, the conference will open with participants being challenged to think about who makes up our communities and the diversity of our students. Kevin Lamoureux, co-author of *Ensouling Our Schools*, will discuss how to create inclusive spaces for all students in the conference keynote address entitled **“Reading Between the Lines: Truth, Reconciliation and the Role of Literature in both Harm and Healing.”**

During sessions throughout the day you may choose to learn about clutter clearing, sound healing meditation, therapy dogs, and yoga. You can also experience Indigenous storytelling with Duncan Mercredi and be offered a Trans Lit Primer with Lara Rae. Mental Health First Aid skills will be

added to our toolboxes and we will have time for some personal wellness as well.



Finally, we will join together for our spotlight speaker, Lara Rae, who will remind us that we need to take care of ourselves before we can take care of everyone else in her presentation, **“Things will Shift During Taking Off!: A Safety Demonstration before you take Flight and Control Your Life.”**

The MSLA Conference Committee is working hard so you can learn to take care of you. Thank you to committee members Niki Card, Jo-Anne Gibson, Christine Janzen, Anique Sala, Debbie Smith, Alison Bodner, Caroline Lange, Ty Fillion, Joyce Riddell, and Jonine Bergen



## What is SOUND HEALING?

By Danny and l'aura Carroll



Sound healing meditation can help to relieve stress in the body, relax the mind, and energize the spirit through a process that can lead you to “Clear, Charge and Balance” your energy system. We do this by providing a relaxing

environment that includes music, sound healing and guided imagery.

l'aura uses crystal singing bowls, medicine flute, drum, mantras and chants. Danny will be playing live musical soundscapes (keyboards) composed for this meditation.

### What is Crystal Music Sound Healing Meditation?

We offer a unique music element to our sound healing and meditations. As humans, we respond to music emotionally. Music conjures up feelings within us. The healing properties of music are something we can all relate to. Think about your favourite song –

the one that makes you feel good at the end of a hard day. Music as healing works just like that.

When we combine the composed music Danny performs live with the acoustical harmonic spectrum of the crystal bowls vibration and l'aura's vocal sounds, and add healing intention and mantras, **we are able to feel** the movement and vibration within our body along with the emotional music experience. This experience helps us to tune inward and be in the moment to focus on the meditation.



Purchase a tshirt to support the MSLA grants. To order shirts, please complete the form located on the MSLA website or you may purchase your shirt with your Conference registration.

#### Options:

Lime and Forest green.

# Literacy

## MYRCA 2019 winners

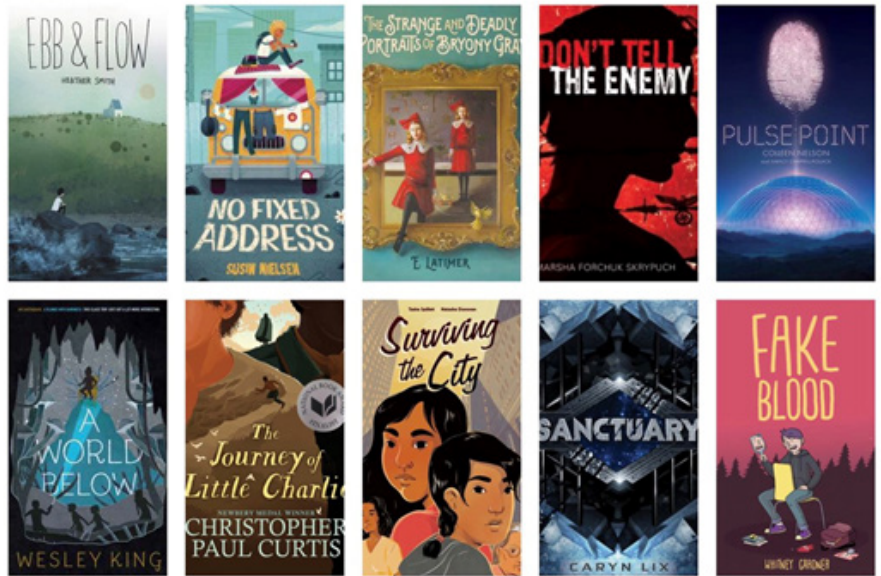
By Joanne Girouard



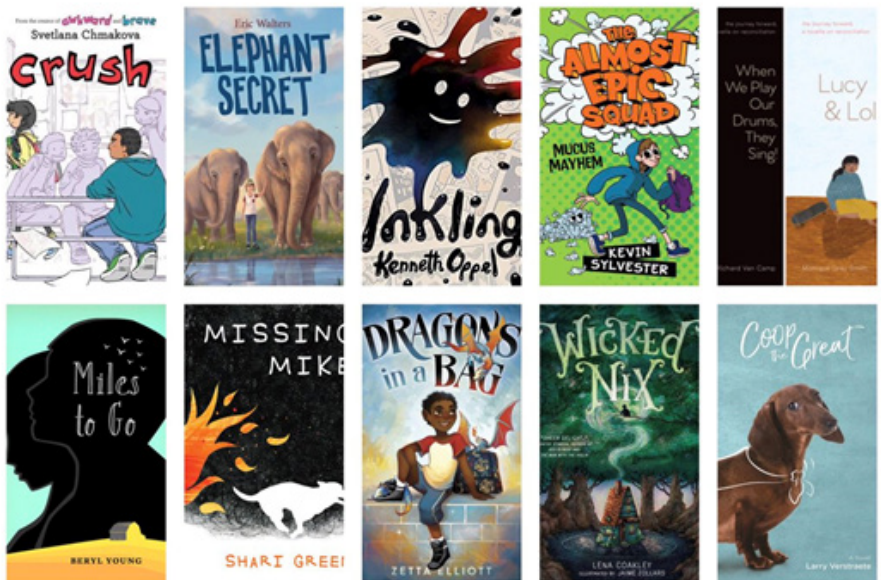
Since 1990, MYRCA has been promoting Canadian children's literature by presenting a healthy competition amongst some of Canada's finest authors. MYRCA provides two categories according to children's ages. The Sundog nominees are for grades 4 to 6. While the Northern Lights nominees are novels geared for grades 7 and up. This year, children had the choice to read among 10 novels. Students have voted and here are the winners of 2019.

Teacher librarians play a pivotal role in the promotion of this Canadian competition. From buying MYRCA books to skyping with authors, teacher librarians help students make educated decisions in book choice as well as help students find a voice in expressing their opinion on literature. MYRCA and teacher librarians are a match that will make Canada love reading for years to come. By buying your MYRCA 2020 books before September, you will save 30% at McNally Robinson. Visit the following web site to find out the new nominees <http://www.myrca.ca/>. Who will win in 2020? Keep reading!

### MYRCA Northern Lights 2020 list:



### MYRCA Sundogs 2020 list:





## Summer #BookADay Challenge

By Niki Card



Earlier this year, I shared my summer reading adventures in our fall journal. As this summer approaches, I want to encourage all of you to join me in setting your own personal reading challenge for the summer of 2019!

This will be my seventh summer setting a Book A Day challenge. Before you panic imagining a novel every day and no time to do anything other than reading, as this is an informal challenge, I set my own rules and keep it simple. It works out to a Book A Day, but it isn't necessarily spaced out like that on a daily basis. My informal rules consist of including any picture book that I haven't read before, as well as any other book read in its entirety including non-fiction, audiobooks, middle-grade, young adult, and adult novels.

This is a fun challenge, simply meant to encourage you to make reading a priority and allow it to be an integral part of your summer plans. It is a time to try new genres or authors, pre-read books for the upcoming school year, perhaps dive into the new

MYRCA short-lists, and finally get to some of those books that have lingered in your To Read pile for longer than you wish to admit!

I use a Google spreadsheet to track the books I have read. I also have columns for additional notes and if I want to purchase the book for my school libraries in the fall.

Just like last year, most Manitoba educators are set to enjoy 66 days of summer! I hope that you will set your own reading challenge this summer and connect with me on twitter (@NikiCard) using #bookaday.

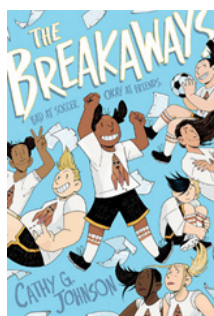
## Diversity in Middle Years Graphic Novels

By Kathleen Bergen

Like all entertainment industries these days, the publishing world is full of buzzwords. One you've surely heard many times is "diversity". It's in hashtags (#we need diverse books); it's in lists and displays and school curriculums. And it makes sense. We live in a world full of diversity. People come in all shapes, sizes, and colours, and carry all sorts of behaviours, cultures, and experiences. The stories we tell should reflect that diversity, because stories are an important way that we learn about the world.

Another fast-growing trend in publishing is the graphic novel. Now, these have been around for a long time, but the general public is finally realizing that graphic novels are great. The uptick in interest in this medium has led to a boom in graphic novel

publications, especially those targeted towards children. Fortunately for people searching for diverse books, graphic novels are an amazing wealth of diverse stories. The format of a graphic novel is uniquely suited to showcasing diverse characters and experiences. Here are four great examples of middle grade graphic novels with diverse characters.



**The Breakaways**  
by Cathy G. Johnson.

The Breakaways follows Faith, a quiet African-American girl who is just starting middle school. She is tricked by a popular girl into joining the school soccer

team; but, lacking any soccer skills, she ends up on the "c" team with a handful of other misfits who also can't play soccer. Through the lens of soccer practice we see the girls' complex relationships with each other unfold. Though the story is told from the perspective of Faith, the graphic novel format allows us to peer into personal moments in the lives of all the other girls on the team. From "V", a girl with problems managing her anger, to Sammy, who is just figuring out that "she" might really be a boy: Breakaways shows a realistically diverse middle school full of kids who all look, think, and act differently. Vignettes into the family lives of our characters show an equally diverse selection of families. This book also showcases the ability of graphic novels to include diversity even outside the main story. Amongst

the students we see but never get to really meet, there are students with hijabs; students of every skin tone; and students of all different body types. Through a story which could have been told through one single perspective, the graphic novel format allows Breakaways to show us many different ways of being and growing up.



**The Cardboard Kingdom** by Chad Sell (and a bunch of other people too)

The Cardboard Kingdom brings us to an entirely different way of ensuring a book

has diverse characters: using diverse authors. This middle grade graphic novel is actually a handful of short stories, each focused on a different child, told by different authors. Chad Sell ties it all together beautifully: both with his art, which makes it feel like one whole rather than many parts; and with the intertwining of the children themselves, who make frequent appearances in each other's stories. The Cardboard Kingdom follows a group of neighbourhood kids playing pretend together with the use of cardboard props. As the kingdom grows, more and more kids invent characters to play and make their own props to use as costumes. Like the Breakaways, Cardboard Kingdom does a great job of making the characters themselves visually different from one another. By telling each portion of the story from the perspective of a different child, we are exposed to many different home situations, gender expressions, and friendships. Each child expresses their personality through the costume they create. There is a boy who dresses as a sorceress; a girl who wears a moustache so she can look like her father; a boy who dresses as a gargoyle to protect his mom

from his dad. Though touching on some heavy topics, like divorce and bullying, the Cardboard Kingdom is not a dark book; rather, it is a hopeful, jubilant celebration of childhood imagination in its many forms.



**Mr. Wolf's Class** by Aron Nels Steinke

This graphic novel is what I call a "first graphic novel"; it has a bit less text than the others I have mentioned, and is suitable for beginning readers aged 6 and over. Mr. Wolf's Class follows the titular Mr. Wolf, who is a wolf, and his classroom at Hazelwood Elementary. Steinke has used yet another method to represent diversity by making all of his characters into different animals. This technique draws special attention to the unique personalities of each child. Like in The Breakaways, we also see the children in their various home lives as well as interacting at school. Some students are bullied for their appearance (the frog, for instance, receives a note saying "eat flies") while others (a cat and a dog) are always arguing. In this way, Steinke reinforces each child's strengths and differences visually as well as through storytelling. By blending a believable reality with fantastic elements, diversity is both showcased and celebrated.



**5 Worlds: The Sand Warrior** by Mark Siegel, Alexis Siegel, Xanthe Bouma, Matt Rockefeller, and Boya Sun

This last example is a little different from the other three I have mentioned. Whereas everything up to this point

has been mostly grounded in reality, the Sand Warrior is a fantasy adventure story. When looking for diverse books it is easy to shy away from fantasy, as it is not grounded in reality. But in fact, fantasy can be an extremely effective genre for telling diverse stories. In the case of the Sand Warrior, diversity is expressed in many different ways. Firstly, there are many different races of sentient life in the 5 Worlds universe. Some (the most "normal" looking ones) have great



*"We live on a big, beautiful planet, full of millions of people with millions of different experiences. In an ever more connected world, it is imperative that we teach children that the "other" is not bad or frightening; in fact, the "other is just a person like you, with their own hopes and dreams and experiences."*

privilege, while others, such as the race of plant people, must make do with much less. Other races are subjected to discrimination for their skin colour or the history of their people. Our three main characters are no less diverse than the world we live in. Oona is a sand dancer overshadowed by her talented



sister; Jax Amboy is an android made to play competitive sports; and An Tzu is an orphan from the slums. The 5 authors of the Sand Warrior also come from diverse backgrounds, and they worked together on all aspects of the story, from the script to the art. The multiple perspectives of the multiple authors help this book feel like a real, complex world, full of believably diverse people and places. Though rooted in fantasy, the Sand Warrior's characters face many problems experienced by people in the real world- poverty, racism, privilege, and injustice, to name a few. The lens of fantasy, when used well, is a strong tool through which to show the vast galaxy of human experience.

Thus, ends our little tour of diversity in graphic novels. Needless to say, this is not an exhaustive list. I have chosen these four titles because they each contain a wide cast of diverse characters; but of course, stories about just one type of experience are also important tools for promoting empathy and understanding of others. We live on a big, beautiful, strange, diverse planet, full of millions of people with millions of different experiences. The stories we read should reflect that diversity. In an ever more connected world, it is imperative that we teach children that the "other" is not bad or frightening; in fact, the "other" is just a person like you, with their own hopes and dreams and experiences. My hope is that these suggestions will give you a start towards building a library full of many different kinds of stories. Not only stories about people who look and think like you, but stories about the "other", too. Maybe if kids keep reading books like these, they will understand that there really is no "other". There is only us.

*Kathleen is an artist and bookseller.*

# Teacher Well-Being Matters

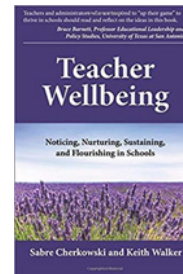
By Gerald Brown



At the Joan Irvine Distinguished Lecture at U of M Faculty of Education in November 2018, Dr. Sabre Cherkowski, BA, B Ed, M Ed, Ph D (Saskatchewan) from UBC Okanagan Campus, Faculty of Education did an exceptional presentation on Teacher Well-Being. This came about as a result of research she and Dr. Keith Wilson completed.

Her thesis is that we must explore what it means to notice, nurture and sustain flourishing in schools. [The content and attitude in this presentation was also a sincere reflection of the kind of leadership that Joan Irvine provided on the Faculty until her retirement in 1998.] Ms Irvine attended the presentation. This research was founded on the premise that: We believe positive instruction not only elevates and connects human strengths (internally), but serves to refract and magnify our highest human strengths in to society. Positive institutions are vehicles for bringing more humanity, courage, wisdom, love and value into the world.

We were reminded that mindfulness promotes emotional balance, increase 'presence' focus and awareness, reduces burnout, and supports overall well-being. If we use a flourishing inquiry mode, we will look at: what we do with purpose, quality of our planning, engage with passion, and play with enthusiasm. She introduced several mindfulness practices and involved the group in activities to try out the ideas. About 100 students and faculty responded enthusiastically to the activities. [A full-day symposium was held the next day at the faculty for students, teachers and



administrators too.]

Teachers play a crucial partnership role in fostering well-being in their students' lives, and so understanding how to promote teachers' well-being is currently receiving international attention. Dr. Sabre provided an interesting overview of the findings of her recently completed research on teacher well-being, designed from a positive organizational perspective to focus on the factors, forces and dynamics that interact to explain how it is that certain school and people in schools flourish.

For those interested in following this discussion, you might like to purchase a copy of her book: Cherkowski, S. & Walker, K. (2018). *Teacher wellbeing: Noticing, nurturing, and sustaining flourishing in schools*. Burlington, ON: Word and Deed Publisher. [Amazon, \$ 27.00]

Submitted by Gerald R. Brown, Retired Chief Librarian, Winnipeg School Division, and IASL Liaison to MSLA.

# Cataloguing Corner

## Genrefication: Don't Forget to Think about the Library Catalogue in Your Planning!

By Jonine Bergen

The concept of genrefication of libraries has been around for over fifteen years, but it seems to be picking up traction recently with more school libraries choosing to genrefy some or all of a collection. In fact, genrefication has become so mainstream that Follett now has a genrefication service called Genre Solutions which is “designed to help librarians and media specialists who want to genrefy their libraries by classifying some or all of their books by genre, rather than by the traditional Dewey Decimal classification system.” (Maughan, 2019, p. 41). With all the talk about genrefication in libraries lately let's discuss the cataloguing component of this movement - which can be missed with our focus on moving the books. First, some background.

The Dewey Decimal System organizes resources into classifications or disciplines. To further help bring similar topics together, in the catalogue, we use subject headings. Subject headings are not perfect, but they were created to support searching of topics in the library catalogue and the physical library. There are four main types of subject heading classifications - Sears, the most common in schools, Library of Congress (and LC subject headings for children's literature), Canadian subject headings and local headings, which are created to support specific local programs or keep to specific unique resources together in the catalogue. These subject headings already help library users find similar books because they gather resources together- regardless where they are located in the library - based on topics. In reality, as one librarian told me recently, Dewey is the original genrefication project.

Subject headings and genres, however, are not necessarily the same thing. Subject

headings try to define the subjects/topics/main ideas of the content of the resource. Genres originally focused on the form of the resource - what the thing is, not what is it about (Library of Congress, 2019). This definition has expanded as ODLIS explains, “Genre in LCGFT refers to categories of works characterized by similar plots, themes, settings, situations, and characters (examples: thriller and western)”(Reitz, 2019).

As a result, in bibliographic records, cataloguers use the MARC 655 field to identify various genres of fiction. This is great for the library user - if the cataloguer uses the genre heading consistently. For example, if I wanted to create a genre that included all the books written as poetry, I could use Novels in verse, Novel in verse, Poetry, Books in verse and any other iteration of the heading that I think makes sense. In other words, in local practice, I can make up my own genre headings that will be unique to my library. Unfortunately, this may lead to inconsistencies if I don't remember to write the local genre heading into my procedure manual. Alternately, I can look for an authority record.

Like subject headings, genre headings also have authority records - or at least suggested genres - to use to allow some consistency across libraries. The two I'm most familiar with are LCGFT and GSAFD. LCGFT is the abbreviation for Library of Congress Genre/Form Terms. GSAFD is the abbreviation for Guidelines on Subject Access to Individual Works of Fiction, Drama, Etc.

Our job as cataloguers is to ensure the user can access a resource across systems - not just our system. So, it is best practice to choose the forms from the authority list

before making up new ones. There may be times that you will need a unique genre for your library but that should be the exception, not the rule.

Developing the genre headings is only one step in preparing the catalogue during a genrefication process. It should also be noted that one can genrefy the catalogue without shifting the physical collection. So, if you are thinking of genrefying your collection, consider the following guidelines.

The cataloguer's To-do list when the library is genrefying:

1. 1. Choose what genre headings to use within your library using the appropriate authority files
  - a. Add the chosen headings to your local procedures manual to ensure consistency
  - b. Add the appropriate genre headings to the bibliographic records
    - i. A book can have more than one genre in the catalogue - provide as many access points as is practical. A book can be Dystopian fiction, Fantasy fiction, and Romance fiction.
2. Choose the how to identify the genre and/or the sublocations you will use on the spine label
  - a. Some schools are choosing not to include the genre location in the call number label. Instead, they are adding genre stickers, or using colour codes to identify the genre collections. This allows books to be identified by genre if the library decides to use a different shelving method in the future.
  - b. Alternately, some schools add a



prefix or location code to the call number which ensures the location is identified spine label.

3. Add the sublocation in the holdings record a. Regardless of how you are identifying the genre and its location on the spine label, if you are going to physically genrefy your collection you must consider how you will show the location of the resource in the catalogue.

Shifting the books can be time consuming, but it is also rewarding to see the new structure of the library take place. In the shifting process, library staff are weeding, repairing and replacing copies, and renewing their collections. The process creates curiosity in students and faculty and can generate energy and excitement. The cataloguing and processing efforts are



Book  
Call Number: GRAPHIC MARTIN (BABYSITTER#06)  
Sublocation: Graphic

foundational to ensure functionality and ease of use. As with any

4. Create a Resource list/Collection for each of your genres so you can pull up the full list
5. If you use Destiny, you can also add Copy Categories to help your students and faculty find resources

foundation, it is important to take the time to do the work thoughtfully and carefully. Otherwise, in a couple of years when the shift is no longer new and fresh there will be issues with accessing the collection. Finally, remember to think about genrefying your ebook collections as well.



**Resources:**

To view the Library of Congress Genre/Form Terms: <https://www.loc.gov/aba/publications/FreeLCGFT/GENRE.pdf>

To view the American Library Association's GSAFD: <http://experimental.worldcat.org/gsafd/>

**Additional Reading:**

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## Consider your signage and labels

Remember to consider your signage and to think about how to differentiate between genres on the spine. Some schools colour code the various genres; others use genre stickers placed on the top or bottom of the spine.



Genres can also be labelled and interfiled.



# Leading Learning

As information professionals, we encourage our students to be proactive, to challenge themselves, and to take an active role in their education and their community. It is time for us - those concerned about the future of school libraries - to stand up and lend our voice to the conversation occurring currently in our province.

Although the Manitoba Curriculum Support Centre was closed March 13, 2019, it is not too late to express to our elected officials how we feel about their decision. It is also important that we ensure our voice is heard by Manitoba's Commission on Kindergarten to Grade 12 Education. MSLA's submission to the Commission is also included below.

## MSLA Library Education Review

To be successful in the 21st century, every K-12 student in Manitoba must have access to a fully funded and staffed library learning commons led by a qualified teacher-librarian and supported by a qualified library technician. Whether students are from a rural or urban location, all students K-12 deserve the same access to expert teacher-librarian instruction, best and accessible resources (both print and digital), emerging technologies, and physical and virtual spaces to support their learning needs. Without an excellent library learning commons, students in Manitoba will enter post-secondary institutions and their lives as adults severely disadvantaged.

There is a large body of Canadian and international research that demonstrates the connection between school library programs and student success. In *Why school libraries matter: What years of research tells us*, researchers Keith Curry Lance and Debra E. Kachel outline data that has been accumulating since 1992 that has "consistently shown positive correlations between high-quality library programs and student achievement". (Lance & Kachel, 2018). In more recent years, Lance and Kachel point to numerous studies

that link quality school library programs with increased graduation rates and overall mastery of academic standards in all students. Further, these studies have shown that benefits of school library programs are the greatest for students at risk, students facing challenges of poverty and students with disabilities.

Regardless of age, studies have shown that scores in reading and writing were higher when students attended school with a certified teacher-librarian (Lance & Schwarz, 2012). A student's ability to research was also improved when taught by a certified teacher-librarian (Lance, Schwarz, & Rodney, 2014). "When provincial, national, or international learning assessments are analyzed, the areas of concern that emerge are frequently library-related, particularly in the realm of information literacy practices: formulating questions, identifying appropriate sources of information, locating information, distinguishing between relevant and irrelevant information." (Oberg, 2012)

It is not the mere presence of a certified library staff that makes the difference; it is what they do that makes a positive difference in the academic,



social, and emotional lives of students on a daily basis. School libraries learning commons are no longer the book repositories of old. Although the love of reading and literacy instruction are still major cornerstones of any school library program, the library learning commons is now a place where students both consume and produce information in an increasingly digital age. Teacher-librarians are at the forefront of participatory learning in schools. They have been at the forefront of the makerspace movement which has helped to develop the habits of mind such as curiosity, grit, risk-taking, persistence and perseverance that students in Manitoba need to be successful.

We live in a world where information is accumulated and jobs are changing at an unprecedented rate. It is estimated that 25% to 42% of Canadian jobs will be heavily disrupted by technology within the next twenty years (RBC, 2018, p. 3). Not only do school librarians help students make sense of their world by teaching them how to sift through the mountain of information they encounter on a daily basis, teacher-librarians specialize in helping teachers design lessons that focus on skills that students need to become lifelong, flexible learners.

21st century skills or competencies such as critical thinking, creativity, collaboration, computational thinking, communication, problem-solving, design thinking, leadership, digital and technical literacy, empathy, reflection and decision-making are the essential components teacher-librarians insist are a part of every lesson. Teacher-librarians have the knowledge and skills to challenge learners in their schools to read deeply, think, design, create and assess. They are the same skills listed in Canada 2067, Youth insights: Imagining the

future of STEM education (p. 19) that students will need to succeed in the next century.

Part of a students' toolkit for success includes adopting the habits of mind or attitudes that enable them to embrace learning and reach for new heights. Addressing problems such as global warming, sustainability, food and water security, and energy shortages will take innovative, agile, resilient learners who can think outside the box. Within a teacher-librarian's toolkit is the knowledge of inquiry, problem and project-based learning, that they can impart to teachers planning their lessons. School libraries are an essential link between teacher and student as they help students make sense of their world and be active, contributing members of Manitoban and Canadian society. School libraries have always been at the forefront of teaching digital citizenship to students and parents alike. If we are to prepare our students for life, topics such as privacy, Internet safety, copyright and cybersecurity must continue to be infused by teacher-librarians into education in the 21st century.

Teacher-librarians must continue to be at the forefront at teaching students not just how to live in a digital age but be able to shape their lives in a digital age. Skills such as coding, working and building with Arduinos, Raspberry Pi, micro:bits, Makey Makey, Scratch, Sphero robots, 3D printers, littleBits, Ozobots, Snap Circuits, Lego, and green screens are only some of the ways that teacher-librarians promote computational thinking and STEM education in their schools.

The need for qualified teacher-librarians and library technicians is needed now more more than ever. The idea that everything can be found on the Internet is simply not true, especially as it relates to

education. School libraries provide quality print resources, kits and manipulatives that are not available online. These resources are carefully curated and selected with each student in mind - their reading level, interests, accessibility needs, cultural background, sexual orientation - are all taken into consideration when resources are selected. This type of careful consideration cannot be provided by the Internet where reading levels, quality of information and appropriateness of information are often in question. This is especially true for readers who are struggling and for our very vulnerable EAL population. Finding resources to support EAL learners is an extremely difficult process; teacher-librarians are at the forefront of locating and distributing resources for EAL students and teachers in Manitoba.

The importance of students at all levels reading print text cannot be overstated. According to the Organization for Economic co-operation and Development (OECD), "Proficiency in reading is crucial for individuals to make sense of the world they live in and to continue learning throughout their lives" (2011). There is a growing body of research led by neuroscientist Maryanne Wolf that is raising alarm bells about our reading skills decreasing. As Wolf points out in her work, *Reader, Come Home* (2018), humans are not born with the ability to read (p. 1, 18). It is only through repeated reading of text in print-based mediums that we develop the neural pathways needed to comprehend the written word. Although the digital world has opened up many new ways to learn about our world, it is through the written word in print books that we open the world of reading to all.

Also alarming in Wolf's research are her studies, which have demonstrated

that reading comprehension is not as strong when students read from digital as opposed to print-based text (p. 77). As well, the ability to demonstrate empathy, analyze and reason, follow a narrative, read complex text, build background knowledge, memorize, and think critically are all closely tied to an individual's ability to read deeply (p. 42, 58, 81, 89, 108, 124). Although Wolf does not believe the answer to these growing issues are to abandon digital text entirely, it is apparent that Manitoba Education must support teachers such as teacher-librarians who are experts in the field of literacy and reading. Based on the research, Maryanne Wolf argues that making an investment in knowledgeable and well-trained teachers in reading acquisition is the single most important thing we can do to support literacy acquisition in our students (p. 158).

A 2011 report compiled by OECD, Focus on PISA (Programme for International Student Assessment) states children who enjoy reading score far better on reading assessments than those who do not like to read. Students who read on a daily basis average one-and-a-half years above students who rarely read. When this is coupled with information gathered by Queen's University and People for Education which has shown that students who have been taught by a certified teacher-librarian are more likely to report that they "like to read," (p. 2) it stands to reason that a plan moving forward for education in Manitoba must include school libraries with appropriate qualified staffing.

It is important that the school library learning commons be staffed by both qualified teacher-librarians and library technicians. Both play vital, but different roles in a school library setting. The role of the library technician is to look after the day-to-day running of

the library (reader's advisory, reference support, cataloguing, processing, shelving, circulation, and technology troubleshooting). This allows the teacher-librarian to focus on being the instructional leader in the school. The role of the teacher-librarian is to support pedagogical innovation in classrooms, resource selection based on curricular outcomes, inclusion, differentiated instruction, and multi-literacy acquisition and evidence of learning. Together, the teacher-librarian and library technician work as a team to provide seamless support for students and teachers of Manitoba.

School library learning commons are a space for doing and learning. There are places where students have access to information and technology not always found in their homes. They are safe spaces where they can learn about themselves and their world (and imaginary ones too) by reading some of the best fiction and non-fiction available. They are a place to explore and collaborate with those right next to them and to experts around the world. School library learning commons are the hub of the school; a place that is owned and celebrated by staff, students, parents and their communities. They need to be led by fully qualified staff who have embraced all it means to be educated for life. School libraries learning commons are integral to the fabric of what we in Manitoba know as a school.

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# MSLA. Agents of Change

By Gerald Brown, Retired.



School libraries have for many decades been agents of change in education in Manitoba. As the philosophy moved from warehousing to integration into classroom activities, so too has the perception of the role of the teacher-librarian and the various support staff managing the collection and facilities.

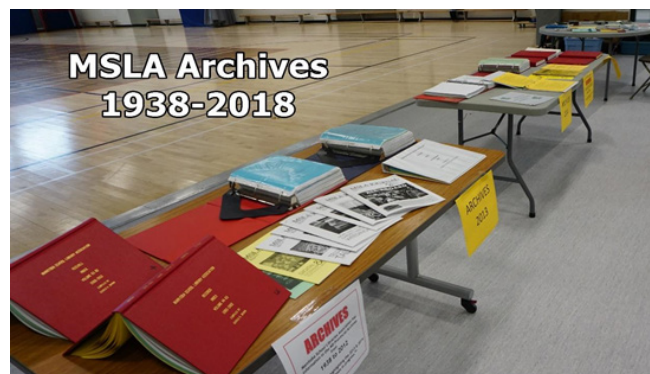
When the program of cooperative planning, teaching and evaluation was initiated by trained teacher-librarians, administrators recognized that the library could be a significant agent of change in schools. With support and assistance, teachers became more confident in adopting new pedagogies, technologies, and alternative strategies with their students. Administrators soon recognized that leadership from the school library team was a way for programs to be adapted or adjusted for everyone in their schools.

With careful planning and teaching, it is possible to develop, integrate and apply the skills that enabled students to become independent learners. Coupled with all this is the development of programs of literary and cultural appreciation from the very early story-hours and reading in the content related activities in pre-school, nursery through to high school levels. Students soon became aware that they can count on the staff to have knowledge of the collection to help them select appropriate reading, and to be willing to discuss the ideas in the books with them separately or in groups. The development of the love of reading flows from the earliest exposure to books read aloud to children by caring adults.

Manitoba School Library Association has been active since March 1938. An

80th anniversary celebration was held at Ecole South Pointe School in March 2018. At that time, it was interesting to trace the various tapestry threads that have been woven through the MSLA program over the years, namely: (1) Leaders and leadership; (2) Education & Training; (3) Professional Development / Professional Learning; (4) Publications: Journals, Newsletters, Website, Archives; (5) Awards; (6) Out of province activities. Manitobans have provided leadership in all these aspects, both locally, nationally and internationally.

MSLA was one of the first Special Interest Groups to join the MTS Professional Development program under Kris Breckman



and Margaret Bean, in 1964. Since that time, there has been active involvement by executive members in the evolution of SAGE Council activities. Teacher-librarians recognize and appreciate the support of the professional association in forwarding the library and information services goals across the total learning and administrative sector.

MSLA was an early advocate, in the 60's, for training programs at the University of Manitoba and Brandon University to equip teachers with leadership potential with both the vision and background needed for modern educational programs. Many Manitobans were early adopters for the distance education programs that became available in Alberta and other sites,

even before the programs closed at U of M. MSLA was also very supportive for the Library Technician training programs at Red River College over the years.

The records of the life and work of MSLA have been carefully compiled, edited and indexed by the Archivists: Nan Florence, Gerald Brown and Sheryl Chongva. The indexes from 1938 to 2018 are now on file at U of M; U of W; Provincial Archives; Library and Archives Canada; University of Alberta; and Red River College Princess St. Campus. There are now 95 bound volumes stored at the Provincial Archives of Manitoba. These can be accessed by any citizen during regular PAM hours.

This archival project is one of the first of its kind among the Special Area Groups in Education of MTS. It is a comprehensive view of libraries, reading, literacy, technology, and pedagogical change in the province. It also highlights the individuals who have provided leadership in these changes through the school library programs, in their regular school work, from Department of Education support, and nationally and internationally.

Schools have the capacity to cause change. A school without a library is like a person without a soul. By recording the history of MSLA, we can see where our energy has been committed, and the changes that have occurred. We can see directions for the future. We can be a force for leadership in the field of education as we work closely with teaching colleagues to develop a love of literature, an ability to think critically, opportunities to explore creativity, and to learn to use technology wisely. As we move forward in education, let us help students to appreciate the value of access to all kinds of resources in our community.

# Making the Grade: The Role of Assessment in Library Practice

By Jonine Bergen

The countdown to the end of the school year has begun. Teachers and teacher librarians are planning final assessment activities, students are looking at exam schedules, and the staff in the learning commons are starting to gather the resources to prepare for inventory, reviewing budgets, and supporting stressed students. How did your learning commons do this year? Did you accomplish the goals you set? What worked? What didn't work? How do you know? Will you be happy with the library's report card?

Lately I've been told by library staff in various school divisions and libraries that they are not required to keep statistics; that their administration does not want a library report - or if they do, they never look at it. Besides, I've been told, we are very busy serving students and our library community. We simply don't have time to spend on reports and research is what we help the students do.

I'm going to make a bold statement and suggest that you don't have time not to reflect and evaluate on how things are going in the library. In fact, goals, professional development and assessment should not be considered separately. Simply, you will be more successful in your own practice if you add evaluation and reflection to your toolkit.

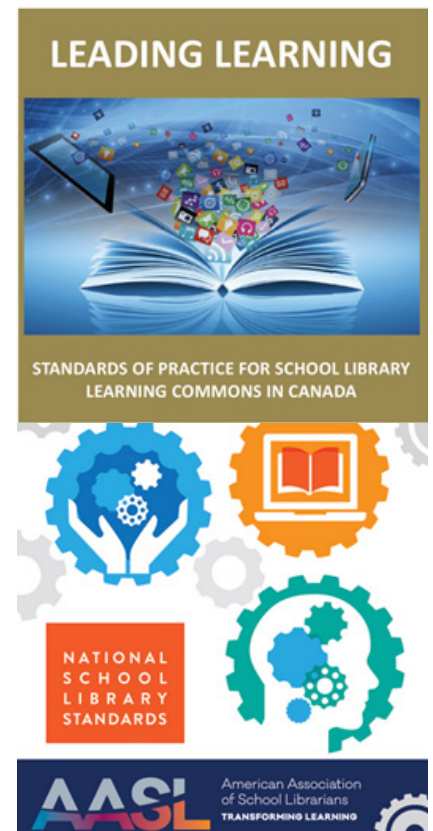
In recent conversations with other library staff, I have heard about how successful genrefication projects and about great literacy programs in the library run throughout the year and recently, over the month of February.

Library professionals are creatively building maker programs and supporting the use of technology in the classroom. But who knows about these awesome activities if you don't share? I've also heard of libraries struggling with fewer staff, smaller budgets, and understaffed positions. Who knows about these struggles and the consequences of these choices?

Research, reflection, and assessment should inform your practice and are needed for advocacy efforts. What worked? What didn't and why? I'm not suggesting collecting statistics for statistics sake. I am suggesting statistics and other data can be useful in evaluating our practice, our spaces, and our collections. Sharing the data can shine a light on the work and expertise

required for successful learning commons. Teacher-librarians and library technicians may have different responsibilities within their library, but both need to reflect and evaluate what is working and what isn't working and what we can do to support school goals. This process may be for your eyes only, but it gains power when shared. Your work can inform others and help them reflect on their practice.

School library professionals have several excellent tools to support their assessment procedures. First, know your standards. *Leading Learning*, published in 2014, continues to evolve on the Canadian School Library (CSL) website. The American Association of School Librarians published National School Library Standard in 2018.



Both documents provide standards and procedures to support you as you evaluate your library and practice and determine goals to work on. Both sets of standards provide excellent frameworks to support your own professional development activities. But they can be intimidating. What if I just want to know if I should genrefy my collection, drop Dewey, or make some other change to my collection? Well, the standards can help with that too but so will the *Canadian School Library Research Toolkit*.





**We encourage school library practitioners across Canada to engage in research because:**

- Research provides evidence to help understand the outcomes and impacts of school library practice;
- There is a compelling need for research specific to Canadian school libraries;
- We need to increase understanding by assessing specific practices, moving beyond what we have learned through large-scale correlational studies;
- Practitioner research will inform future practices;
- Sharing what we have learned will deepen understanding across our constituent communities. (Canadian School Libraries, 2019)

Let's use a simple, practical example that I hope will resonate with teacher librarians and technicians. I started in a new library this year and one of the first things I did was review all the statistics for all the resources the library had - databases, circulation statistics, collection size, age, etc... I supplemented this data with student feedback that I acquired during library orientation sessions. Using exit slips, I asked the students some questions including what they liked about the library space and what they would like to see in the library. In other words, I did some qualitative and quantitative research about my new library. I was fortunate to be joining a library that had been well served by an excellent library technician who had been committed to the school and the library for decades. Things were in good shape so why would I want to change anything? Change wasn't necessarily my goal at this point. I performed the review to learn about the library. Growth requires change, but change for change's sake is not

growth.

In research terms, I looked at the evidence of what happened before to inform my understanding of the past

**Evidence-based practice (EBP) focuses on what works – what specific practices have an impact (CSL, 2019)**

and current practice in the library. Based on my professional reading and previous experience, I know that the collection and access to the collection supports student success. So, in my opinion, the review was critical. First, it allowed me to get a snapshot of how the library resources were being used. I looked for patterns of usage and access. Then, I watched how the students were accessing the resources. Were they finding what they wanted/needed? I made notes of the questions I was being asked. After reflecting on the practice, I decided collection development would be a focus this year. My goal evolved into increasing student engagement in the physical library. Specifically, I wanted to increase the use of the fiction collection. We were ready to start some action research.

**Action research is a process of defining a question related to one's practice, then designing, executing, reflecting upon, and changing that practice as a result. (Skyles qtd. In CSL, 2019)**

I have been reading about genrefication for some time. In fact, I completed a genrefication project for a middle school library three years ago. The articles I read discussed the excitement in the collection that was generated through the process and how weeding, which is linked to genrefication, renewed the collection.

So, I wondered if I could generate the same excitement and increase circulation without physically genrefying the collection, which I am not prepared to do at a high school level. As a result of my review, previous experience, and reading I decided to implement several changes to the fiction collection specifically geared to my middle school students including:

1. Created a Graphic novel collection - shelved the graphic novels together and moved some of my collection development budget to increase the size of the collection.
2. Moved some of my collection development budget to purchase materials requested by students and staff.
3. Moved three spinners that housed paperbacks into a more visible area in the library and made them "Favorite authors and series" geared to middle school.
4. Separated the YA fiction (grades 6 - ) and the general fiction collection (grades 9-)
5. Weeded and made space on the shelves for displays.

\*\*I made sure all these changes were reflected in the catalogue.

We have been working on the changes since October and as the months passed, I noticed a few things. First, students were excited about the changes. They asked questions about what we were doing and why and they offered other suggestions. Staff and students began expressing that the library was a welcoming place. The number of requests for purchasing by students and staff increased as the year passed. I started getting email requests from the students asking other questions. Students can find books with less support from staff. I have some good anecdotal stories that suggest that the changes were helpful.

But can I back up my observations with quantitative evidence? Yes.

September statistics were comparable to previous years. Since October, however, we have over doubled fiction circulation. But which factors may have influenced the increase? Again, looking at the numbers it is clear that the graphic novel section is one of the most used sections of the library. All the books in the Graphic novel section have circulated this year. Further, every resource requested that we purchased was circulated at least once - often more. The YA fiction section, including the new "Favorite authors and series" spinners, account for 2/3 of the fiction books borrowed. Finally, the middle school students account for the majority of the circulation of the fiction collection.

To recap the research cycle that we

statistics, I would not have considered ways of increasing it. Whether I choose to share this process in a report with my administration or not, the research process helped inform my practice and made my library more responsive to my students - that's a win. It has also directed my attention to other areas of research I may consider in the library for next year.

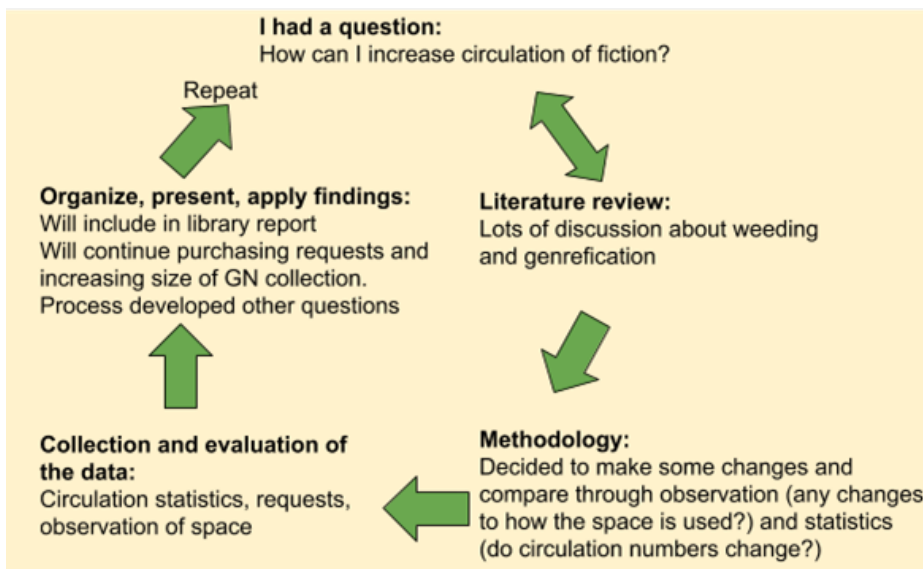
If I choose not to share this with my administration, I am missing an opportunity to effectively advocate for my students and the library. There are many ways of creating library reports, but I would strongly encourage everyone to write them. The creation of a report focuses the writer on the various components that make up a

Sharing our action research with each other can help us all consider the implications of the choices we make. Why are some schools choosing to drop Dewey? What do we think of that? Where is the evidence that this is a good idea? How many schools have decided to subscribe to digital periodicals? How much is this costing? How is it working? Is it a good use of the budget? These are questions we can help each other answer.

As the CSL Research Toolkit explains:

Part of the reason for the creation of this toolkit is the perception of lack of research into school library practice in Canada. It is possible, however, that more research exists but that it has not been shared. A school or school district may have conducted research and used their findings to inform their own practice, but they may not have shared it with the wider education community. We have lost that learning opportunity. (CSL, 2019)

I know that many of you are doing informal research in your libraries which is informing your practice. I encourage you to take the time to share your experience and learning with your school community and the larger library community.



followed:

One could argue that we could have made these decisions without the review of our practice prior to making the changes or the evaluation at the end of the process. I would argue that if I hadn't looked at the circulation

strong library - staff, programs, and collections. It provides data to help you make decisions and it can show administrators the positive and negative consequences of the choices they make regarding library staffing and funding.

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# Celebrating Gerald Brown (a.k.a Mr. Turtle): A Passionate Man Supporting the Cause of School Libraries Around the World

By Joanne Girouard

Gerald Brown (a.k.a Mr. Turtle) a passionate man supporting the cause of school libraries around the world.

It is with a grateful heart that we wish Mr. Gerald Brown a happy retirement. In his spare time, he has provided tireless hours and valuable contributions to our organization. For instance, he has indexed, edited and archived over 85 volumes for MSLA alone. Another one of his passions is reading and helping others understand the levels at which literature can be interpreted.

We invite you to read and follow his memorable path as a librarian. His journey crosses many borders. He liked to make friends wherever he travelled. He worked on the premise that 'A stranger is a friend you haven't met yet.' Through his work as a consultant, he came to understand the implications of: "People don't really care how much you know, until they know how much you care." People who have worked closely with Gerald know that that he cared a great deal about them, and was willing to 'go at least an extra mile' to help them solve their problems in a way that was meaningful to them.

After Gerald Brown received the Margaret B. Scott Award of Merit in 1986, his friends and professional colleagues often referred to him as "Mr. Turtle" because he was forever sticking his neck out for his passionate

cause "school libraries around the world." In 1993, he received the CLA Outstanding Service to Librarianship Award. This recognition climaxed his career from 1965-1992 in school library leadership in Winnipeg School Division.

Gerald graduated from Brandon University Teacher Training Course in 1955-56 and pursued teaching from grades 5-8 in Ninga, Brandon and Shilo MB, until he moved to Winnipeg to work with Harry Newsom and Nan Florence in the development of the elementary school library program in the 80 schools in this Inner City division. He completed his B. Ed and M. Ed at University of Manitoba, as well as an MLIS from Western Michigan University. He taught school librarianship courses at University of Manitoba from 1969-1994, including extension programs in Roblin and Morden. In addition, he was a summer lecturer at University of Victoria, and mentor at the Pearson College of the Pacific Immersion workshops with Don Hamilton. He has lectured and done presentations in seven provinces, and eleven states, as well as internationally.

When Gerald took early retirement in 1992, he began a career in consulting, workshop development and program facilitator activities that took him around the world to 49 countries (not counting the many

return invitations). He added 20 more countries as a tourist. He developed many life-long friendships through his involvement with the International Association of School Librarianship from 1982 to date. Liaisons with many colleagues around the world are now maintained electronically.

In his spare time, Gerald has filed and indexed archives projects for Manitoba Opera Association 1939-1999; IASL for the years 1971-2007; Winnipeg School Division 1963-2018; Manitoba School Library Association 1938-2018, and numerous Brandon University Alumni Portfolios. In 2006, he organized the reunion for his public school in Vista, and compiled and edited the local community history: Vista Tales. He is currently working on the Brown-Stitt-Cormack-Cope family histories.

In addition, he has been a mentor and grad student thesis advisor to both local and international students leading towards Bachelor, Masters and Ph. D programs. He loves music, and has sung in numerous choirs, as well as solo work over the years. His current passion (since 1999- 2016) was teaching an Adult Beginner Swim Club at the Downtown YMCA ... and the last year had 19 countries represent in the classes. This turtle never seems to have time to stop sticking his neck out.

# MSLA L.I.T. Forum 2019: “Teaching Information Literacy Skills in the Age of Fake News”

By Jo-Anne Gibson, MSLA Professional Learning Chair



We’ve all done it. Shared an article we haven’t read without checking the source, falling for a point of view that supports our own without questioning it, believing a headline without checking its accuracy or only checking one source of information when our “spidey sense” tells us that something isn’t quite right about the information that we have just found online. Let’s face it, as the Internet turns thirty this year, it’s becoming an increasingly difficult place to figure out what’s real and what’s fake. Top that off with our busy lives and the plethora of information we have to wade

*“We need students to have the skills to consider the accuracy and reliability of sources (both digital and in non-fiction books through high school and beyond.”*

through on a daily basis, it is a wonder that we do not just throw in the towel and give up all hope of finding anything we can trust on the Internet.

Fortunately, hope is out

there in teacher-librarians like Kevin Osachuk who was the MSLA’s guest speaker at their annual L.I.T. Forum on March 12, 2019. Rather than put our heads in the sand, Kevin spoke passionately at the forum about just how important it is that teachers educate students how to navigate the online world. Sprinkled humorously throughout his presentation, “Teaching Information Literacy Skills in the Age of Fake News,” Kevin gave those in attendance many practical tips on how to embed information literacy skills in their daily teaching practice.

The MSLA applauds Kevin Osachuk and the numerous teacher-librarians from across Manitoba who teach students

*“Information literacy is a learned skill that needs to be embedded in curricula.”*

on a daily basis the skills they need to be successful consumers of information in a digital world. Information literacy skills are among the most important skills students need to know now and well into the future.

The MSLA would like to thank Kevin Osachuk for sharing his insights on information literacy at the their L.I.T. Forum. This free professional learning event is sponsored by the MSLA every year in March.

## Three things to think about...



### BREAKING NEWS CONSUMER'S HANDBOOK

1. In the immediate aftermath, news outlets will get it wrong.
2. Don't trust anonymous sources.
3. Don't trust stories that cite another news outlet as the source of the info.
4. There's almost never a second cheater.
5. Pay attention to the language the media uses.
  - "We are getting reports"... could mean anything.
  - "We are seeking confirmation"... means they don't have it.
  - "[News outlet] has learned"... means it has a scoop or is going out
6. Look for news outlets close to the incident.
7. Compare multiple sources.
8. Big news brings out the takers. And photostoppers.
9. Beware reflexive retweeting. Some of this is on you.

Jack Nicholson Banned From Sitting Courtside After Spilling Tupperware Full of Homemade Chili



1. Digital Footprint
2. Passing along misinformation
3. Recognizing bias, satire

ON THE MEDIA

# Celebrating a Community of Learners: Making a Library Technician

By Samantha Popowich

When my friend and fellow library technician, Rosemarie Schwarz found out I'd won this award, she said "Woo hoo, you're going to the library Oscars"!

MSLA does an amazing job of supporting, promoting, and advocating with school libraries across Manitoba. I've been to many SAGE PD days and they are always relevant, informative and interesting. Alison and I are fortunate to work with a community who recognizes our efforts.

Mme Fogarty and I have worked together for the past 5 years and we've had a lot of fun together. We laugh, we sing, we dance, we wear matching clothes.... a lot.....we talk about puffins...a lot... Mme Fogarty has been a huge advocate of library technicians and she has been my biggest cheerleader at school. She never fails to tell everyone what my job entails and the about the coursework I've taken to obtain the LIT diploma. Viv and I have gotten along well together from the beginning. We have never had a conversation that didn't include the word 'we'. Viv would always say "We need to think about this" or "We need to brainstorm about that".

We were always a team and often refer to ourselves as Batman and Robin...She has the better uppercut. I look better in a yellow cape.

Our principal at Chancellor School, Judy Farrell, has been a strong supporter of our Library Learning Commons. She allows us to be flexible with our programming and scheduling and believes in hiring qualified library staff. Our students always come first with Judy and she believes that the Library Learning Commons is integral to student literacy.

Mme Fogarty often quotes that

libraries should be mirrors and windows. Libraries should be a mirror and have books that reflect our experiences back to us. They should also be windows that offer a view into other experiences.

And today when I see some kids taking out the same books over and over, I know I should encourage them to read something else, but I also know why they read the same book. I know how comforting it can be to re-read a book and find you're not alone and have that sense of familiarity. And I understand that when they're ready they will choose books that will be their window into other circumstances, times and places. After all, I find that when I feel stressed I re-read books, but when I feel confident and at peace, I'll read books by new authors and sometimes in new genres.

Books were therapeutic but in a different way 18 years ago. I was very sick and spent a month in the hospital. I was on a lot of medication which made it impossible to read but I asked my husband to bring me some books from home. As I said, I couldn't read but I gave the books a place of prime real estate on that dinky little bedside table.

Those books served as a security blanket. They were a window for me, not because of the story they contained but more as a tangible reminder that I had a life outside my illness and the walls of the hospital. I believe those books encouraged positive thoughts that in turn contributed to healing.

They were the last things I packed when I finally left the hospital to go home.

Never underestimate the power of a book.

I love a library, ANY library.

I was first introduced to libraries in

grade one. Victory School didn't have a library, but was almost next door to the West Kildonan library and we would walk out of the school door, down the path and up the path to the library door. It probably took us all of one minute.

I remember walking down the stairs to the children's section in the basement and the smell... I wish I could bottle the smell. It smelled like books comfy chairs and calm. The most amazing thing to me was that you could take out any book you thought you might like to read. Then, my mom and my dad started taking me to the library and that's when I got my little green library card. I was so fascinated with the library. I also wish I had kept that first library card.

The most wonderful thing in the library [after the books of course!] was the librarian's pen. It was blue and white striped and just at the tip was a little tiny date stamp. The librarian would use it to stamp the date due card in the book. I desperately wanted one of those pens.

The next two elementary schools I attended had school libraries and wonderful librarians, but my special library mentor was our library technician at Edmund Partridge Junior High. Her name was Thelma Wagner and she had a student volunteer program in the library called "the Librats".

Mrs. Wagner started everyone shelving books and writing up overdue notices, but when she saw that I was interested in doing more she began to show me how to cover books and type update due cards. One perfect advantage was that after I processed the books, I could be the very first to take out my favourites. We once had a 1950's style dance and Mrs. Wagner taught us how to jitterbug... Make no



mistake - Library staff are multi-talented!

After high school I went to the University of Winnipeg and worked part time at Coles Book Store.

More books. Always books.

I loved the library at the University of Winnipeg. I once was researching material for a paper on Spartan women and plopped down on the floor to examine the books I had found. After a while I turned my attention to the books on the shelf where I was sitting and found a diary of letters written between Tsar Nicholas of Russia and his wife Alexandra. I remember I sat and read through that entire book. The library at the University of Winnipeg was a staple in my everyday university life. It was a place to get away from the busyness of classes and people and noise.

I took the plunge and started the LIT distance program at Red River after our younger child, Bern started grade one. It was a challenge. We had young children, an elderly parent to care for, I started subbing in Pembina Trails and there were lots of plates spinning at that time in our lives.

Fast forward to today.

I am fortunate to work full time at Chancellor School where we have a wonderful team. Our teaching and support staff are amazing. I absolutely love my job. I get to talk to kids about books all day.

I have often told my children that to succeed in life you need 2 things. A good attitude and effort. I believe that if you show up, give it 100%, with a smile on your face and a spirit of giving, you will be successful. That's what I strive to bring to my job every day.

Again, thank you for this wonderful award. And thank you for letting me be part of the library Oscars.

## The Manitoba School Library Association Position Statement on the Closure of the Manitoba Curriculum Support Centre March 13, 2019

The provincial government has decided to close the Manitoba Curriculum Support Centre (CSC) as of April 1. MSLA is very concerned by this closure and we are urging our membership to individually speak out against this decision.

Closing the CSC will negatively impact educational programming and curriculum implementation across the province. The CSC supports education in Manitoba through:

- *sharing materials, including books, artifacts, kits, and movies, specifically curated to align with Manitoba curricula*
- *sharing materials for visually-impaired students*
- *being accessible to Manitoba's rural and northern communities where resources and reliable internet may be scarce*
- *being accessible to Manitoba's home school educators*
- *supporting library initiatives, including Freedom to Read, TD Grade One Book Giveaway and Copyright Law information*
- *sharing professional development materials for educators*
- *providing journals and relevant research to support teacher candidates and educators pursuing further education*

The provincial government has not shared the entire scope of its plan for CSC, but has indicated

that some materials (namely the materials for the visually impaired students) will remain available and that there will also be an online collection. Not only does this not address the useful hands-on materials many educators valued from CSC, it is concerning because as we know, online resources and those for visually-impaired learners still require selection, weeding, cataloguing and other maintenance in the scope of a library.

Moving to an online model is not equitable for many of our rural and northern communities where internet access is unreliable and/or cost-prohibitive. Additionally, some Manitoba communities chose to not use the internet for religious reasons. Libraries, as an institution, uphold equality, equity, and accessibility.

It is particularly concerning that the government made this decision after initiating, but not concluding, an education review and did not consult with any stakeholders. As Manitoba Teachers' Society has stated, the provincial government has acted in bad faith.

MSLA is asking our members as individuals to contact their MLA to speak against this closure. (We recommend you use personal email accounts and not identify yourself with a school or school division.) We also urge you to share the information regarding

the problematic closure with your Manitoba friends and family and urge them to write to their MLAs as well. The public needs to be informed why this service is valuable to Manitoba educators. We have included a form letter that you may wish to use; we encourage you to personalize it and add your passionate voice. The form letter includes sending a copy to both Brian Pallister and Kelvin Goertzen. If one of them is your MLA, please remove their name. Please send both an email and a paper letter for maximum impact. Additionally, once the promised link to the provincial education review is made public, we urge you to complete it and to include your concerns over the CSC there, as well.

To look up your electoral division and MLA: <https://www.electionsmanitoba.ca/en/Voting/WhatsMyEDNonElection>

The CSC had been serving Manitoba educators for over 100 years. It was a valuable resource to all Manitoba educators. The CSC should remain as a fully functioning, well-funded, properly staffed resource for all Manitoba educators.









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### MLCI

Heather Brydon

### AIMSL

Jonine Bergen

### MSLA Mailing Address:

Manitoba School Library Association

307 Shaftesbury Blvd.

Winnipeg, MB. R3P 0L9

[mslapresident@gmail.com](mailto:mslapresident@gmail.com)