

MSLA JOURNAL

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PHOTO: Teacher-Librarian of the YEAR – Vivianne Fogarty
in her school library at Chancellor Elementary!

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TAKE A
TOUR
WITH US

H. Eby, Photographer

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President's Message

By Jonine Bergen

The Manitoba School Library Association works very hard to support school libraries across the province. But, we may not always be very good about promoting the good work we do. So, I'd like to take the opportunity to say thank you to the executive members that work so hard for you and our Association.

- Thank you to Joyce Riddell for her diligence in maintaining our financial record and for managing the audit process.
- Thank you to Christine Robinson for organizing all the reports and paperwork on a monthly basis to prepare for our meetings and for her efficient dissemination of the minutes. Thank you also for continuing to coordinate the very popular MSLA t-shirts for SAGE.
- Thank you to Roberta Chapman for her work with MSLA's Membership. Roberta worked tirelessly with MTS to ensure our records are up-to-date and accurate.
- Thank you to Mona-Lynne Ayotte for all her work in creating the journal. Congratulations for producing MSLA's first electronic version of the journal and this journal you are reading.
- The I Love to Read contest just wrapped up in March in which we invited members to tell us what they were doing in their libraries to celebrate I Love to Read month for a chance to win a cash prize toward an author visit or to help develop their makerspace. Thank you to those who entered and thank you to Brandi Nicholauson for loading the great resources submitted onto our website and coordinating the contest. Thank you also for coordinating the Drop Everything and Read program.
- Thank you to Heather Eby for organizing our very successful LIT forum on Choosing to Walk a Path: Exploring Indigenous Knowledges in the School Library Learning Commons. Thank you also for taking care of MSLA's Facebook page and helping with our advocacy literature.
- Thank you to Jo-Anne Gibson for chairing the 2016 MTS PD Conference Day Committee and for her willingness to work at the national level to support and strengthen school libraries. We must also thank Jo-Anne for representing MSLA ably at MTS events.
- Thank you to Sheryl Chongva for acting as the Vendor Coordinator for our Conference and to Gerald Brown and Sheryl for their work in ensuring our historical record is organized and cared for.
- Thank you to Nancy Schroeder and Dorothy McGinnis for joining the Executive this year. Their willingness to add their voices to our discussions and their commitment to MSLA is very much appreciated.

Editor's Message

By Mona-Lynne Ayotte, Teacher-Librarian,
Institut collégial Vincent Massey Collegiate

Congratulations to our MSLA Awards winners Vivianne Fogarty, Barbara Bowles and Kevin Mowat who were recently honoured at our annual banquet which was held at the Rossmere Country Club.

In this issue, you will find a great article by former teacher-librarian Joan Marshall who writes about new exciting literature for Young Adults. Great Summer Reading! And if you are a fan of mediums, take a look at my review of high school teacher Laura Lynne Jackson's book entitled *The Light Between Us*. And Harriet challenges us with a basic question of would you really stay the same or change in her book review of the *The Shadows We Mistake for Love*.

As well, we are sharing with you ahead a time our plans for the 2016 October SAGE conference. If touring other libraries and seeing their makerspaces is of interest to you, join us this October on our bus tours! We anticipate a great response and with only two buses, register early. And there will be fun prizes during the bus tours!

Heather Brydon, whom I lovingly taught in Grade 4 French Immersion at Viscount Alexander School has written an article about the journey she has taken to become the new Coordonnatrice de la Direction des ressources éducatives françaises! And John Tooth is back to remind us that Copyright is NOT DEAD! His new book is now available and a worthy resource and read.

From last year's Winnipeg International Storytelling Festival, you will find an article I wrote that highlights some great creative writing exercises from former Storyteller-In-Residence, U of M, Louise Wallwein (Manchester, England). As well, teachers in my school helped to revamp the Pilgrims Dance for you to use with students studying Shakespeare's Romeo and Juliet.

Thanks as always to Gerald Brown, who keeps us informed on some many topics. Check out his synopsis of the most innovative research our U of M Education Students are doing!

And finally, Anita Kirkland highlights the current concerns and questions surrounding the disbanding of the Canadian Library Association and what this means to us as a community of school librarians.

For our next issue – Make us laugh! Your stories!



While celebrating Vivianne's Teacher-Librarian of the Year award, she shared with our table some of the most humorous stories in relation to encounters she had had with her students! Stories with wise words and words out of the mouth of babes! It got us thinking about how wonderful it would be to share our teacher-librarian stories – those remarkable, funny, poignant and ever-lasting ones that remind us as to why we teach. In our next

journal, we would love to hear your stories, the ones that never let go, and still resonate with you and others after all these years. They don't need to be long, but they can be! For example:

OLÉ OLAY! I was teaching Grade 4 French Immersion, when Colin asked me what facial moisturizer I used. I was not ready for his comedic answer! It's Oil of Old Lay, isn't it Mme! I am not sure if Colin was repeating something he had heard

at home, but I decided to do what we do in all our French Immersion classes. Rather than correct the student outright, we state the correct term in a sentence right away. Yes, Colin, I use Oil of OLAY! Needless, to say I was very fond of Colin, and at the end of the school year, his end of year gift came to me three weeks late via my principal who delivered it to my door. It was a bottle of Oil of OLAY in a coffee mug! OLÉ for the Old Lady!

AWARDS

Vivianne Fogarty, Teacher-Librarian, Chancellor Elementary School: MSLA Outstanding Teacher-Librarian of the Year

If Vivianne Fogarty's role as a teacher-librarian had to be described in one word it would be "inclusive." Since completing a Diploma in Teacher-Librarianship at the University of Alberta, she has been a champion of intellectual freedom and social responsibility both within her school and the school division. She has made presentations and compiled a bibliography on LGBTQ books for the entire school division and she has worked with the library consultant in her division to hopefully bring a challenged materials policy to the division. In 2015, Vivianne wrote a chapter in a book for school libraries entitled *Perspectives on Libraries as Institutions of Human Rights and Social Justice*. This book is dedicated to the ideals, activities, and programs in libraries that protect human rights and promote social justice.

Despite being on deferred salary leave in 2009-2010, Vivianne willingly took on the position of president elect and SAGE Conference chairperson for the Manitoba School Library Association. In these roles, she was instrumental in planning a professional development session for all school library staff in Manitoba entitled, *Human Rights and Social Justice Issues in the School Library*. From 2010 to 2012, Vivianne served as the president and past president of the MSLA. As past-president, Vivianne planned a L.I.T. forum that demonstrated the concept of a human library to the school library community.

Vivianne's school library contributions reach far and wide. In 2013, Vivianne brought together various school library stakeholders in Manitoba such as students, parents, teachers, administrators and the public library to gather their input for a national document being written about school library learning commons.

Her role as Manitoba co-chairperson in this project was instrumental in the development of the Canadian Library Association's document, *Leading Learning: Standards of Practice for School Library Learning Commons in Canada 2014*.

As teacher-librarian, Vivianne is a classroom teacher's partner in literacy and learning both in English and French. She has weeded the collection extensively in both schools that she has worked at and has purchased reading materials and online databases at a variety of levels, interests and formats to reflect the needs of both students and staff. Meeting the needs of the ethnically diverse student population, she has added numerous mother tongue and dual language books to the collection. When updating the collection, Vivianne helped spearhead an environmentally sound method of artistically re-using materials known as "Altered Books". After collaborating with the divisional art consultant about this process, she went on to provide in-servicing for divisional teachers and library staffs.

In 2014-15, Vivianne began the addition of a makerspace area to her library learning commons. She has purchased a collection of materials that range from low tech to high tech to accommodate the creative needs of her students. This year, she has begun working with staff to incorporate the maker philosophy into the regular curriculum and has invited students to use the space in a way that makes sense to them.

Vivianne celebrates reading and writing by promoting various activities such as the Manitoba Young Readers' Choice Awards and I Love to Read Month. In February of this year, the Chancellor School Library was featured on CTV Morning Live



Vivianne Fogarty

showcasing their Star Wars theme for I Love to Read Month. She enjoys bringing in guest readers and authors to her library to share their love of reading with the students. Vivianne's promotion of reading and information sources does not end at the school level. By partnering and collaborating with her local public librarians, she organizes hands-on field trips to the libraries and invites public librarians to her schools to promote summer reading programs. Through this partnership, her students have greater access to quality information and literature year round.

Whether it's adding new furniture to create a welcoming atmosphere, adding new signage to help students find what they need, putting up new bulletin boards to display student work, arranging books so they are accessible to all, or designing a website to ensure 24/7 access to the library (<http://chancellorlibrary.pbworks.com>), Vivianne believes in an inviting, appealing and inclusive school library and collaborative school library program.

In her own words, "If students and staff feel comfortable with the staff, resources, equipment and technology, they will see the library as a lifelong learning center both in and out of school."

In addition to human rights, Vivianne is passionate about issues such as the rights of indigenous peoples and the environment. For many years, she has spearheaded the recycling and composting student group in her school. She continues to enhance the education of both staff and students on these issues by purchasing books in her collection on these topics and

helping to plan and develop professional development for teachers.

Her voice, described by Jody Godfrey and Samantha Popowich, is "ever present, echoing though out the library space, offering insight into new books, showing students the newest MYRCA or Forest of Reading books, demonstrating how to use a Playaway, making suggestions for "good reads" and gently nudging new readers to expand into new genres. All in all Vivianne is a lifelong learner who brings her true heart to the job."

A fitting tribute was given by parent Rosemarie Schwartz when she wrote, "As a parent, I feel a great deal of satisfaction in knowing that Vivianne is developing a passion for literature and reading in each of my children. I appreciate her knowledge about learning in the 21st century and how she develops and delivers lessons that have set mine and all the other students at Chancellor on a path of becoming a life-long learner. Vivianne Fogarty truly exemplifies what it means to be an outstanding teacher-librarian."

Barbara Bowles, Principal, John Pritchard School: MSLA School Administrator Award for Distinguished Service

Barbara Bowles is an administrator who is supportive and focused on literacy. Barbara believes that the library and the library program are central to a school's literacy program. As a former English teacher, Barbara knows the importance of literacy learning and strong literacy teaching.

Barbara has been an administrator in the River East Transcona School Division for quite some time. The last 5 years have been at John Pritchard School, a Kindergarten to Grade 8 school with a diverse student population. Barbara believes in a strong library team and has advocated for the library to be fully staffed with a teacher librarian and a library technician.

Barbara has always supported the needs of the Library and is open to the new direction of the Library in moving towards becoming a Learning Commons. She understands that an excellent, effective Library/Learning Commons is always evolving and changing in many ways: the physical book collections, expanding into eBooks and technology, incorporating MakerSpaces, the acquisition of new furniture, and accommodating an ever-flexible schedule and providing the funds needed to keep the Library a vibrant and welcome facility are always well-met.

In times when libraries are struggling, it is wonderful to have an administrator who continually supports the purchase of many new books, magazines and digital resources. Barbara is supportive of the transition from library to learning commons, understanding the philosophy of a learning commons and the need for a learning space to reflect the needs of 21st century learners. Under her leadership, the library has made considerable changes, including more comfortable seating, a moveable projector screen, mobile shelving, literacy activities for the youngest classes and a developing makerspace that includes littleBits and educational K'nex.

Barbara understands the need for a learning commons to have flexible scheduling and allows the library staff to meet the needs of the students and teachers by scheduling classes as needed. She supports literature promotion classes as well as allowing the teacher-librarian to co-teach in many areas, including Inquiry-Based Learning, writing projects using the OLM as learned in the divisional Regie Routman residencies, middle years book clubs and literature circles.

Barbara sees the role of teacher-librarian as one of a literacy leader, and a part



Barbara Bowles

of literacy and technology initiatives, residencies and PLCs. As a technology coordinator and a team leader, the teacher-librarian has a voice in school decision making, which keeps the library central in many school projects.

Children always come first, and Barbara ensures that the library is central to literacy learning at John Pritchard School. We are fortunate to have an administrator who is such a strong advocate for our library learning commons!

AWARDS

Kevin Mowat, Library Consultant, Winnipeg School Division: MSLA Distinguished Service Award

Celebrating 40 years as an educator, Kevin Mowat has made an invaluable contribution to school libraries in the Winnipeg School Division and across the province of Manitoba. Kevin is always at the forefront of new ideas and innovations, ensuring that school libraries are prepared to meet today's challenges and provide progressive leadership to those we serve. It is his vision that continues to guide our ongoing transformation towards embracing the library learning commons concept, rethinking professional learning, and developing an "innovator's mindset."

Kevin Mowat began his teaching career at Earl Grey School in the late 1970's as a classroom teacher. In 1990, Kevin transitioned from the classroom to the role of teacher-librarian at Cecil Rhodes School where he was responsible for creating a supportive library program for middle years' students. In 1999, he joined the staff at Tec Voc High School where he rejuvenated the Margret Crawford Library and conceived its technological evolution to a library that was relevant and user friendly.

In 2006, Kevin was appointed to the role of Divisional Library Consultant in Winnipeg School Division and set about to modernize Library Support Services, refresh the central divisional library, and implement a division wide web-based library management system. He has always strived to build collaborative relationships with senior administration, consultants (both provincial and divisional), and to re-establish the importance of a well-funded, well-staffed Library Learning Commons.

His dedication to the profession is evident in his desire to ensure that school libraries model best practices and respect professional values such as learning, literacy, equity, and democracy. He believes

in our shared responsibility to nurture all libraries in our care and move learning forward to meet the emergent needs of a new generation – reimagining the library as a learning commons, infusing technology, providing equitable access for all, and fostering learning partnerships. Kevin encourages school library personnel to ensure that our policies and practices are driven by an "ethic of service" – to the benefit of our students, our schools, and our communities, and that those needs and priorities always guide our work. He reminds all of us working in school libraries that there is a clear relationship between leadership and stewardship.

Kevin Mowat has always supported the belief that the work of the teacher-librarian is at the heart of the school's purpose. In addition to promoting the instructional role of the teacher-librarian in inquiry-based learning, Kevin has made successful connections between classrooms and school libraries in collaborating on shared literacy initiatives such as the Daily 5. As a divisional leader, Kevin was also actively involved in providing professional development on assessment practices for, of and as learning for the Winnipeg School Division. In aligning the school library more directly with classroom instruction and evaluation, Kevin provided teacher-librarians with renewed opportunities to make valuable contributions to both student learning and assessment practices.

Kevin Mowat has always maintained a commitment to intellectual freedom, ensuring that school libraries provide equitable access to all, and honouring the values of a democratic society by defending the freedom to read. Recently, Kevin introduced new collection development recommendations for Winnipeg School



Kevin Mowat

Division libraries in support of the WSD Safe and Caring Policy – Transgender and Non-Conforming Students and Staff. He recognized the potential for school libraries to provide leadership in acquiring LGBTTQ and trans-positive fiction and non-fiction titles for students and staff. Kevin was proactive in reviewing and creating the most current and relevant resource lists on Human Diversity: Gender Inclusion Core Collection for K-6 and Grades 7-12 students and school library staff, not only in Winnipeg School Division, but also sharing his work to the benefit of other school divisions.

Kevin Mowat was instrumental in advocating and harmonizing library resource management systems in the Winnipeg School Division. With a variety of different automated systems already in use within the division, Kevin assumed the formidable task of uniting approximately 77 school libraries under one, single library resource management system. In order to provide equitable access to resources in school libraries across the division, Kevin provided leadership through the

request for proposal process which required the facilitation of a comprehensive product review on behalf of the WSD Library Advisory Committee. The transition to the new inclusive, web-based system had an immediate impact on library service across the division and substantially improved access to divisional resources for both students and staff. Doug Edmond, Director of Research Planning and Technology Services for Winnipeg School Division, states the recommendation resulting from Kevin's evaluation process "was instrumental in revitalizing the role of libraries in the Winnipeg School Division." Kevin not only took on the responsibility for implementing the library system, he also supervised the training of library staff across the division.

Throughout his career, Kevin Mowat has contributed to numerous professional organizations in service to school libraries in Manitoba, as well as membership on national executives. He was the President of the Manitoba School Library Association (MSLA) from 1995-1997, a member of the Canadian School Library Association (CSLA) executive, a member of the Council of School Leaders (COSL), and sat on the MSLA executive as recently as last year, as the Web Page Chairperson. Kevin has also co-chaired and organized several SAG(E) Conferences on behalf of the MSLA. In addition to all these contributions, Kevin continues to represent Winnipeg School Division at the School Library Administrators of Manitoba (SLAM) meetings and the Metro Library Coordinators meetings. It was Kevin who cleverly coined the phrase Interdivisional Library Learning Commons Day (IDLCD) to describe an annual professional learning event organized for metro teacher-librarians every fall.

What better accolade can one receive than to be called a "colleague, mentor, and learning-leader?"

DE LA DREF *Bienvenue à la DREF!*

*Heather Brydon, Coordonnatrice,
Direction des ressources éducatives françaises*

Voilà ce que je rêve de pouvoir dire, en personne, à chacun et chacune des enseignant(e)s et membres du personnel des bibliothèques scolaires qui travaillent en français au Manitoba. Depuis mon arrivée en tant que coordonnatrice à la DREF, j'ai tout de même eu la chance de le faire avec plusieurs centaines de nos collègues et j'ai hâte de pouvoir continuer au courant des mois et années à venir. Comme une amie bibliothécaire à Ottawa dit souvent, nous (les bibliothèques) sommes un service et non pas un format : je suis profondément convaincue que ceci est aussi vrai dans mon ancien milieu de bibliothèques publiques à Montréal, que dans mon nouveau contexte scolaire ici au Manitoba.

D'origine manitobaine et un fier produit de nos écoles d'immersion, j'ai enseigné pendant 4 ans en immersion à Pembina Trails après avoir complété mon bac en éducation à l'Université de Saint-Boniface. En 2004, j'ai décidé de retourner aux études et je suis donc partie à Montréal pour faire ma maîtrise en bibliothéconomie à McGill. Mon intention était de revenir ici après ces 2 ans d'études et travailler en tant que bibliothécaire-enseignante, mais Montréal m'a séduit! J'ai donc passé 11 ans en tout à Montréal, où j'ai travaillé dans 4 différentes bibliothèques publiques, dont les 7 dernières années en tant que bibliothécaire jeunesse pour les Bibliothèques de Montréal. Lorsque j'ai décidé de revenir à ma ville natale, le poste de coordonnatrice à la DREF est un peu tombé du ciel et s'est avéré un mariage parfait entre mes expériences en salle de classe et en bibliothèque. De plus, comme nous desservons uniquement une clientèle qui parle français et que notre collection est presque entièrement en français, je suis bien heureuse de pouvoir dire à mes anciens collègues à Montréal qu'ici, je travaille plus en français que là-bas!

Nous avons une excellente équipe, tant aux niveaux plus traditionnels de la circulation, la référence, le catalogage et la préparation matérielle, qu'au niveau de l'équipe pédagogique qui offre des ateliers, des consultations pour répondre à des besoins particuliers et étale des expositions à travers la province afin d'accompagner le personnel enseignant dans l'utilisation de nos magnifiques ressources physiques et numériques. De plus, depuis janvier dernier nous offrons des animations de lecture auprès des jeunes. Il nous fera plaisir de vous aider, en personne, par téléphone ou par courriel, du lundi au vendredi d'ici la fin de l'été. Après la Fête du travail, nous serons encore une fois ouvertes les samedis, une journée souvent plus tranquille et donc lors de laquelle j'ai plus de temps à consacrer à chaque abonné individuellement.

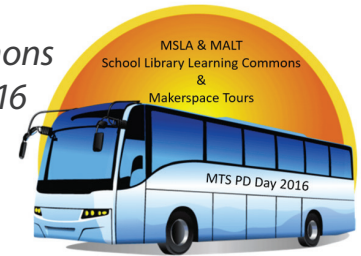
Si vous n'avez jamais été à la DREF ou n'avez jamais consulté notre site web (dref.mb.ca), je vous invite à faire un tour le plus tôt possible. Si votre dernière visite remonte à quelques semaines, ou même quelques mois, je vous invite de revenir dès que possible. Avec plus de 32 000 ressources physiques uniques, en plus d'environ 13 800 ressources numériques, nous avons quelque chose pour absolument tous les besoins.

D'ici là, je vous souhaite une belle fin d'année scolaire, un bon repos durant l'été et surtout de bonnes lectures, en format papier ou numérique.

— Heather.brydon@gov.mb.ca

SAGE BUS TOUR FOR 2016!

*School Library Learning Commons
& Makerspace Tours – SAGE 2016*



Submitted by Jo-Anne Gibson, MTS PD SAGE Conference Chair

You've all heard the terms "learning commons" and "makerspace" but what do they really look like and how do they actually function in a school setting? For this year's MTS PD Day, the Manitoba School Library Association and the Manitoba Library Technician Association has planned a unique learning opportunity. Two bus tours, each visiting three elementary, one middle and one high school library learning commons and makerspaces in Winnipeg, have been planned. These tours are not just meant for those working in school libraries. The MSLA encourages all teachers and school administrators who want to see their school libraries flourish in the 21st century and help them institute a maker culture to attend.

Participants in this SAGE conference will begin their day with a healthy snack, networking and visiting at Bernie Wolfe Community School Library Learning Commons. From there, they will board one of two fully-equipped highway buses which will travel to two different elementary schools. The buses will converge again for lunch at Fort Richmond Collegiate where there will be pop-up publisher displays. During the afternoon, one tour will travel to a middle school and the other to a K to 12 independent school before returning to Bernie Wolfe Community School.

Every school library learning commons chosen to be a part of the tours have library staff(s) that have embraced the learning commons concept and makerspace culture. You will find something unique and innovative in both the library programming and physical library spaces of each of the schools chosen. Every school division in metro Winnipeg and one independent school is represented on these tours. In addition to schools at various levels, one French Immersion, one Ukrainian Immersion, and one English/French dual track schools have been included on the tours.

All Registrants Eligible to Win!

One of two \$400 bursaries to further his or her education in teacher librarianship or library technician. Note: Proof of enrolment in an accredited course will apply.

Each bus will have a tour guide who will lead activities throughout the day. To connect the two buses during the tours, participants are encouraged to use the Twitter and Instagram hashtag #mtspdday.

Please note that due to space constraints, choice of bus tours is limited. Those that register first will get first choice. Once a bus is full, all subsequent registrants will be placed on the remaining bus tour. Once the maximums on each bus have been reached, registration will cease. Those who choose to register

on the same day cannot be guaranteed a spot on the tour. Due to the nature of the activity, there is no half day registration. All participants must travel on one of the buses to attend the school library tours. Lunch selection will be limited for those registering the same day.

So don't delay! As soon as registration is open, head over to the Manitoba Teachers' Society website and register for this unique learning opportunity:

- www.mbteach.org/professional-development/sages.html

Schedule

8:15-9:00 am	Registration and coffee School Library #1
9:00-9:15 am	Welcome and explanation about the day
9:15-9:45 pm	Presentation and walk-about School Library #1
10:15-10:45 am	Presentation and walk-about School Library #2
11:15-11:45 am	Presentation and walk-about School Library #3
12:15-1:15 pm	Lunch and publisher displays School Library #4

Tour 1

School #1:	Bernie Wolfe Community School, River East Transcona
School #2:	Amber Trails Community School, Seven Oaks School Division
School #3:	École Victoria-Albert School, Winnipeg School Division
School #4:	Fort Richmond Collegiate, Pembina Trails School Division
School #5:	Henry G. Izatt Middle School, Pembina Trails School Division

Tour 2

School #1:	Bernie Wolfe Community School, River East Transcona
School #2:	Brooklands School, St. James-Assiniboia School Division
School #3:	École Provencher, Louis Riel School Division
School #4:	Fort Richmond Collegiate, Pembina Trails School Division
School #5:	Linden Christian School, Independent

New YA Books & Book Reviews

Enduring the Present, Mining the Past and Reaching for the Future

Joan Marshall

Great literature can enrich our high school students' lives and it is up to us to highlight and sell to them the best books we can find. Students' reading choices can define their life choices. Here is some newer YA fiction that will have students glued to the page as they dip into the best stories of the past, become enraged over the injustices of the present and yearn for the future that seems to be just tantalizingly out of reach.

Students will be gripped by these haunting, horrifying tales from history that will leave them gasping at the injustices of the past. *Li Jun and the Iron Road*, by Anne Tait centres around the building of the Canadian railway's exploitation of the immigrant Chinese workers, the discrimination they faced and their persistent hope for the future. Li Jun disguises herself as a boy, masters the art of gunpowder and eventually finds her father in the Canadian Rockies. But it is her endearing, doomed love and courtship with a white man that will bring tears to the reader's eyes. Lena Coakley's *Worlds of Ink and Shadow* brings to life the abusive, reclusive family of the Bronte siblings, their inner fantasy world and their brush with madness. A must-read for all Jane Eyre fans! What could be more compelling than the story of a young girl, orphaned during the chaos of Europe in WW II, who is saved by the actions of a strange scientist? *Anna and the Swallow Man*, by Gavriel Savit leaves the reader shaking in fear for Anna and stunned by the survival techniques of the mysterious swallow man. Tim Wynne-Jones' novel *The Emperor of Any Place* vacillates between present day Evan's grief at his father's death and his grandfather's history on a WWII Japanese island where fear of the zombie ghosts eventually brings together the most likely of foes.

But sometimes students feel that they are merely marking time until high school is over, keeping their heads down to avoid confrontation. Enduring the present can be so much easier when students read about the lives of other present day teens who make hard choices and emerge if not triumphant, at least unscarred. In Lisa Moore's first young adult novel, *Flannery*, 16-year-old Flannery struggles along on the fringes of her high school with not enough money to buy the textbook she needs, a completely flaky mother, a best friend who ditches her for a controlling boyfriend and a long time friend (possibly boyfriend?) whose own life is too fragile to love her back. But her hard work on an entrepreneur project centres her on the real success she needs to survive. In Colleen Nelson's *Finding Hope*, set in a thinly disguised Winnipeg, Hope tries to avoid her drug addicted brother by boarding at an exclusive girls school but she soon finds that online bullying might destroy her life sooner than helping her sick brother. Carmine McGovern has an insightful novel, *A Step Toward Falling*, in which both Emily and Lucas independently see their developmentally delayed classmate Belinda in danger of a sexual attack, but neither of them acts. Here is a book about bystanders who too late try to redeem themselves but may never be able to help those most in need. Don Aker's *Delusion Road* sets new-comer Keegan in a clique-ridden Canadian east coast high school where he impresses the alpha girl Willa enough that she changes her behaviour towards others and works with him to mitigate the bullying that surrounds life in a small town. When the criminals searching for Keegan, who is in the Witness Protection Program, do find him, it is Willa whose actions speak louder than words. In light of the

discussion around sexual assault and the Jian Ghomeshi trial, students will eagerly eat up Courtney Summers' *All the Rage*, in which Romy, a girl from the wrong side of the tracks, tries to convince others of the guilt of golden boy Kellan to no avail. It is only when another girl goes missing that Romy intensifies her efforts and gathers others up into her convincing case. Social media swirls around the story in Aaron Hartzler's *What We Saw*, in which Kate is horrified to learn that the sexual assault of Stacey during a drunken party has been posted online. But who took the pictures? Who saw it and did nothing? Kate's life is shaken to the core when she learns the truth. In *The Serpent King*, by Jeff Zentner, Lydia, Dillard and Travis are all outsiders at a rural Tennessee high school where being different from the norm can sentence you to eternal loser status. But it is their fathers' strengths and downright weirdness, not to mention their addictions that really push these teens to strive for a future life in which they can leave behind superstition, poverty and bullying.

Some books show teens how their present life can and will change for the better. In *Last Shot*, David Skuy's newest hockey themed book, Rocket tries out for an OHL junior hockey team where he learns that not everyone has the players' best interests at heart. Rocket overcomes his insecurity about his short, small stature to shine where it matters most – both on the ice and in his personal relationships. Mariko Tamaki's *Saving Montgomery Sole* is at once laugh out loud funny and heartbreaking, as outsider Montgomery and her two friends Thomas and Naoki struggle towards a future in which Monty's two moms and the gay Thomas will never face persecution. Teresa Toten's newest novel, *Beware that Girl*, alternates

between the thoughts of Kate, a closet abuse survivor on scholarship at a prestigious girl's school in New York and on her way to Yale, and those of her new friend Olivia, a pampered, mentally ill girl who has it all. Or does she? When a sexual sociopath Mark Redkin becomes the school's new fund raiser, he focuses in on Olivia but doesn't count on Kate's fierce determination. A terrifying read! A funnier book, *Hot Pterodactyl Boyfriend*, by Allan Cumyn examines the nature of sexual desire and how fast you actually have to travel on the tread mill to achieve your goals. Shiels is the ultimate control freak, student body chair extraordinaire, and on task to acceptance at prestigious universities and an important medical future when her life is blown apart by the bad boy pterodactyl who enrolls at her high school. What does her real future contain? *Shimmer*, by Paula Weston, is the third in the angel fantasy series *The Rephaim* (the first two are *Shadows* and *Haze* while the fourth, to be published in June, is *Burn*). Gaby has come to terms with being a half-angel and has found her twin brother Jude. They work together to rescue Gaby's love, Rafa from the demons who surround them. This riveting series is violent, fast paced and thoughtful. What will Gaby's future hold as she fights demons and struggles to remember the past?

The future of YA writing burnishes bright with these powerful, meaningful stories that will have students buzzing and sharing books that both inspire and delight.

The Shadows We Mistake for Love

Review by Harriet Zaidman

Wherever we are, the physical and cultural environment shapes us. People often think they will maintain their language and customs when they move to a new city or part of the world, but even though some things stay the same, much changes as we react to new geography and a new climate and then interact with new people. The changes are imperceptible at first, and are then inexorable.

Geography and climate are defining factors in *The Shadows We Mistake for Love* (Douglas & McIntyre), the highly enjoyable collection of fifteen short stories by Tom Wayman, a poet, novelist, essayist and teacher who lives in the Selkirk Mountains in British Columbia. The physical landscape and the weather are characters themselves, integral to the plot of each story. All of the human characters are outsiders whose lives are molded by the walls of rocks that form the mountain range surrounding the Slocan Valley, where the people make their homes.

It's a common trope to think of life in a valley as being idyllic. After all, mountain valleys are cut off from the raging world outside. The Canadian concept is that B.C. residents are all laid-back, easy-going hippies who toke on marijuana joints regularly; the only thing that motivates them to rise up is despoilment of the stunning natural environment, when they all chain themselves to trees.

Wayman exploits these stereotypes, which of course have a basis in reality. Not a small number of people have escaped to B. C. – first it was hermit gold prospectors, then in the 1960s and 70s it was American draft dodgers, musicians, artists and philosophers searching for contentment. These days it's a combination of souls hoping to resist environmental deg-

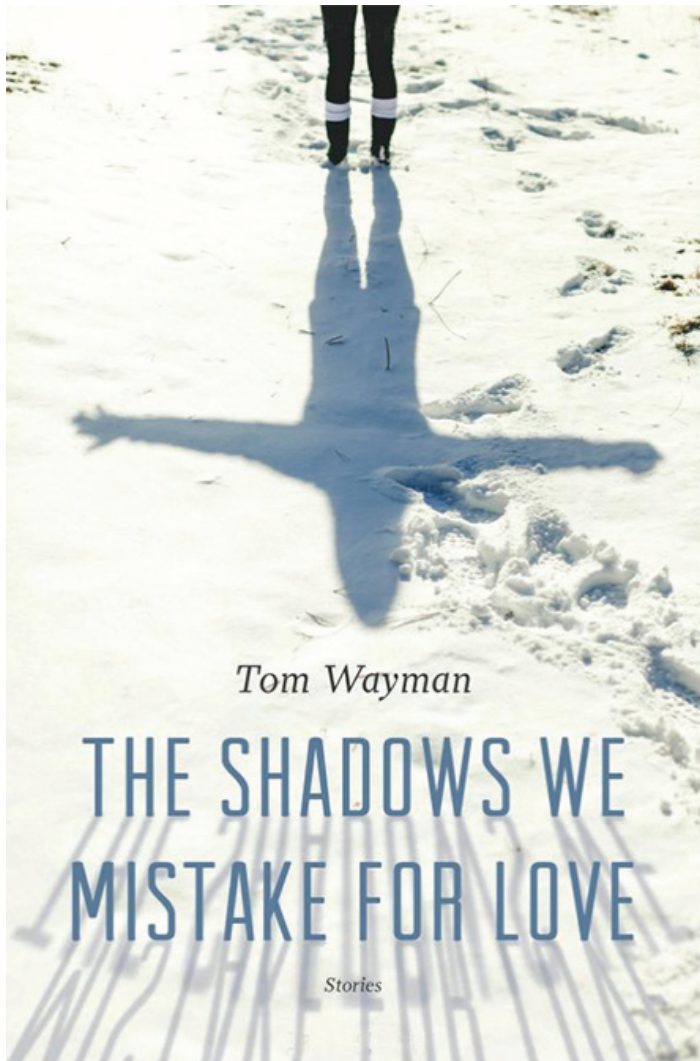
radation and people with money, looking for an escape with all the comforts of a Toronto condo.

But the beautiful physical landscape belies the many conflicts and complex relationships all the characters are involved in, even as they pretend to be one with everything. In the title story, Bronwen has been seduced by valley life, the urgency of the environmental movement and by David, the charismatic eco-organizer whose call to duty makes him even more attractive than his good looks. Wayman paints a perfect picture:

In the beauty of the new day, the forested sloped and summit ridges that hemmed the valley were vivid in the clear light, the mountains looming over the firs, pines and cedars that ringed Earth House's lawns. A hummingbird buzzed inches above where she and David stood; they held hands as they watched the tiny, feathered bullet streak toward a feeder on the deck...

Who can argue with a good cause? No matter what misgivings Bronwen has about David's commitment to their relationship or the politics swirling within the movement, she soldiers on, giving up a career path to academia for painting protest signs and cooking for the collective.

No matter how hard she works, though, Bronwen is headed for disaster. When all is lost, she gives up her romantic notions about David and his supposed cause. Life in Vancouver would be easier, buoyed by the support and security of her family. Yet she cannot leave the Slocan Valley. The mountains, the mists and the forests have changed her. The elusive peace they offer is a talisman she consciously decides is worth pursuing. *The Shadows We Mistake*



The physical landscape and the weather are characters themselves, integral to the plot of each story. All of the human characters are outsiders whose lives are molded by the walls of rocks that form the mountain range surrounding the Slocan Valley, where the people make their homes.

for Love is predictable, but skillfully structured and wryly ironic, despite its serious content and commentary.

Our personalities complicate our best intentions, tendencies humorously and sadly illustrated in *Clouds*. This is truly a fish-out-of-water story, a tale of a righteous landlord with mental health issues. Mr. Hastings resists change. As a result he can't figure out why his wife left him, why no one understands the urgency of his dilemma, why rules have to be followed. He is indignant at everyone else's depravity and what he sees as an official tolerance of moral and legal failures. His problems cloud his judgment, leading to even more complications:

One of the gigantic cumuli drifting about Toad Peak now looked to him to be forming a cumulonimbus tower: the flat-bottomed sight of a thunderhead. The radio was predicting lightning storms later in the week. Maybe one had arrived early.

Clouds is a cautionary tale. If only Mr. Hastings didn't fight being transformed; life would be so Zen.

The other stories explore the history of the area while characters live within it today, as *What We Know About Our Neighbours* demonstrates. When I finished this book I had a feel for the Slocan Valley, its beauty and seductive nature – both good and bad. I felt close to the people who inhabit it and pictured myself being caught up in the valley's wonderment and their lives.

I "met" Tom Wayman's writings for the first time this year and wish I knew them earlier. A long-time transplant from Ontario, Wayman has an admirable canon of poetry collections, essays, novels and short stories. He was nominated for the Governor-General's Award in 2003. He has taught at community colleges and universities in Alberta and British Columbia, served as the Writer-in-Residence at several universities and established writing programs, among other worthy credentials. He is respected for incorporating the subject of working life into his poems.

Wayman's elegant stories are insightful, poignant statements. *The Shadows We Mistake for Love* is a fulfilling read, either for personal enjoyment or for a book club to share. Wayman will make you realize that, despite our busy lives, which are often led within the confines of buildings and cars, our physical location informs who we are.

The Light Between Us Stories from Heaven. Lessons for the Living.

Laura Lynne Jackson

People who have passed: The journey of a book into one's hands has many paths, and in the case of *The Light Between Us* it was a request from Stephanie Lupp, an educational assistant in our school. Stephanie had seen Laura Lynne Jackson on a talk show and wondered if we had the book in our library. Given I have a passion for reading about past lives, near death experiences and mediums, it was a natural request especially since the author was herself a current High School English teacher from Long Island, NY. Unable to find it at our local Chapters without ordering online, I decided to look to the Winnipeg Public Library. I put my name on a waiting list and within a month I had a copy to read. As I began to read the book, I took my trusty Lee Valley bronze book darts and slid the 1 inch darts onto pages where certain passages connected with me as an interested reader.

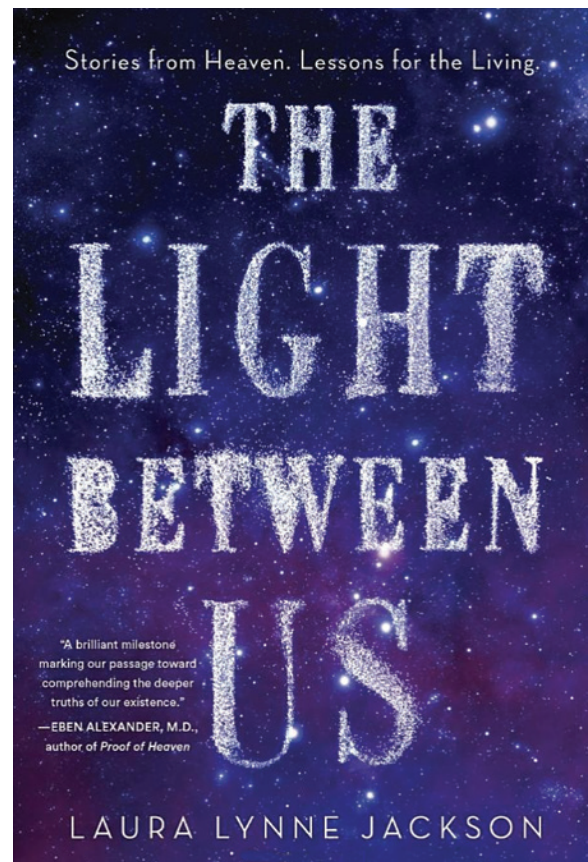
As soon as I start bookmarking a book, I needed to have it in my personal collection. One day while recovering at home from a nasty virus that had a life of its own, I decided to call over to McNally Robinson Booksellers. Sure enough, they had two copies. I bought them both, one for school and one to use in my teaching because this would be the book I would underline, sticky note and continue to book dart.

There were a number of combined reasons why I wanted to read this book, one nonetheless being that Laura Lynne was a High School English Teacher with a Masters in Secondary School English and Oxford graduate who initially believed she would study law. Twenty to thirty years ago most of us who were *intuitives* kept this to ourselves. We didn't let this knowledge cross over into our working lives for possible fear we might be asked to leave jobs we loved. I can thoroughly understand that *when she began her teaching practice, she quietly stopped doing readings for people who had lost loved ones; yet this would not last*. As a medium, she could connect to family members and friends of the deceased giving many closure for the grief they bore.

Laura Lynne does her readings via the telephone and has been successfully assisting others for over 20 years. For the most part, her work as a medium doesn't cross over into her school life, however, she does use the tools accrued in reading others while teaching and working with high school students. As a teacher with a professional code of practice, I have found my teaching tools also easily transfer into my working with my own clients when doing card readings and other mediumistic work. Furthermore, having taken Cognitive Coaching Seminars®, these attributes work well when others need our assistance as you can apply structures and processes for collaborative conversations.

Reading this book was delightful— Laura's writing style is clear and the stories she conveys chapter by chapter contain such hope and profound healing. As part of her mediumistic development, she certified at two institutes, both of which did rigorous scientific blind testing. Earlier in her life she had seen a psychiatrist who assured her that she wasn't crazy because she had this ability. This gave her the confidence to want to know the answer to some deeper questions about her abilities: "Was there something different about my brain?" (Jackson, QEEG p. 221)

In November 2013, Laura met Dr. Jeff Tarrant, who was not only a psy-



chic medium, but a licensed psychologist who taught at the University of Missouri and was board certified in neuro-feedback. Jeff asked her if he could test her brain and she agreed. The results were fascinating. He reviewed the test results and one of his first questions he asked afterwards was: "the first thing I have to ask is if you've ever had any type of serious, traumatic brain injury. A car accident or major concussion?" (Jackson, *The QEEG*, p.224) She answered no. And so he went on to share with her the data he collected: "I ran your data through what is called a TBI discriminant analysis, and it produced a 97.5 percent probability index for you. That means your brainwave patterns are almost 100 percent consistent with those of someone who has had a traumatic brain injury. Laura, parts of your brain are not behaving normally. And she concluded: So there it was. My brain was different."

One of the key differences she was able to understand had to do with what happened when she did a reading. Yes, the microvolts Jeff measured were more than double the normal range, generally considered to be the equivalent of a brain seizure. Something happens though when Laura reads. Jeff explained that the temporal-parietal junction slows down as what happens when a person meditates "basically slowing down the

Staying Open

"In my first exchange with my student Yvette, a student who had got up from her seat, had walked to the window, opened it, and spat, my teaching philosophy was born. I loved books and I loved learning, but I also loved kids. Teaching wasn't just a bout preparing students for tests; it was about connecting with them and helping them see their own light and reach their full potential. It was about making them know they mattered in this world." (Jackson, p. 74)

self-referencing activity in their brains. Essentially, they are giving their ego a rest." (Jackson, *The QEEG*, p.226)

To Laura this made so much sense – when she does a reading for others, she finds her ego dissolves and she finds she is connecting with something greater than herself. When Laura's reads for a client she closes her eyes and sees what she conveys as two screens – screens which contain information she translates back to her clients. As you read the book, you might feel for those who endured such loss, however, the healing points after the readings are so deeply insightful that they continue to resonate with the reader long after they have closed the book.

The question that might be lingering in your mind is how Laura is able to draw the lines between her teaching life and reading life (pun intended) . The secret was well kept until one day she was photographed with a well-known star whose concert she attended. With her name in lights so to speak, social media lit up and the following day became the day she would have to answer all these questions at her school about her combined life. She handled it with grace the entire day, until one last student stayed behind and said: "I need your help" (Jackson, *The Swimming Pool*, 240). It was the only time she allowed herself to be open to the experience within her school life. The young girl

had witnessed the drowning death of her beloved step-father, and in a moment to try and assist him, she froze unable to dive into the waters. Laura heard this message from beyond: "Please tell her it was not her fault." (Ibid. p. 241) and translated the message to be "It was just his time, you would not have been able to save your stepfather even if you did go in the pool. I feel his heart gave out, and that's why he didn't make it. You couldn't have saved him. It was just his time. It was never your fault." (Ibid).

And there was one last message from her stepfather – "it was that his greatest gift he ever got in his whole life was getting to meet her mother and getting to meet her and getting to spend time with both of them. He thanked her for that."

With her two worlds colliding and a principal who was supportive and open to her leading a supposed double-life, Laura would have to find a way to keep both worlds separate yet together. When you have principals who know there is more out there than what can be seen with the naked eye, it helps as a teacher to work more effectively with your students.

Reading this book will inspire you and possibly help you to understand the trials and tribulations of losing loved ones, including pets. Given I have a similar background to Laura, I know that students need our loving caring presence more than ever when they suffer loss. Listening

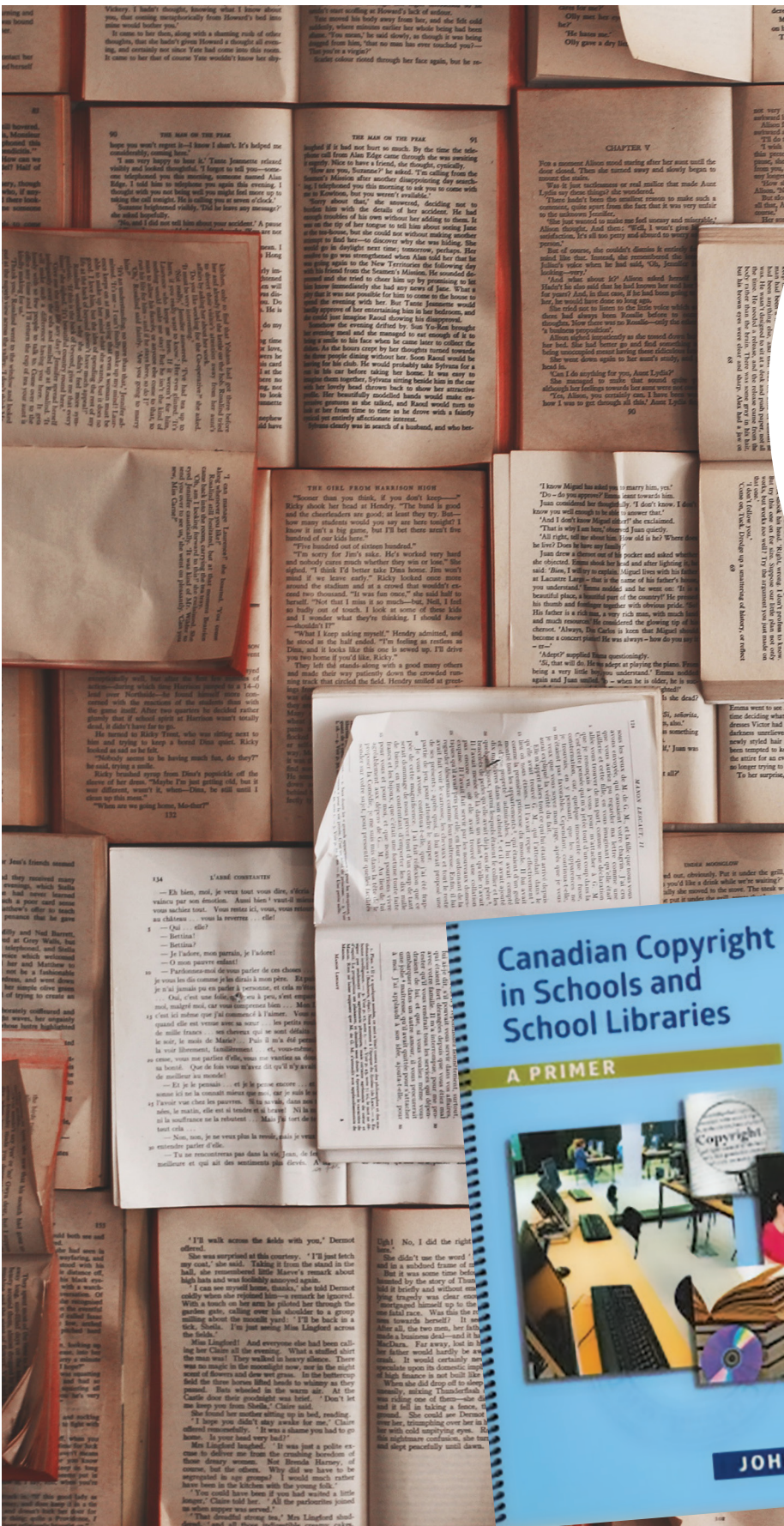
to them builds relationships, and encourages them to further their own potential and light. For those gifted in the intuitive arts; blessings - and for those who believe, thank you. And for those who still question and wonder how strong their intuition is – just believe that as a teacher and educational assistant you are making a difference and guided by your own intuition and experience.

Mona-Lynne Ayotte is a teacher-librarian at Institut collégial Vincent Massey Collegiate and the editor of this journal. She would like to thank her forward thinking and open-minded principals, physical education teachers and guidance counsellors for embracing her gifts to be applied in school via extra-curricular activities in meditation, drumming, dancing and aboriginal ways of knowing. She is a Quantum Coach (Sandra Anne Taylor) and a Remo Health-Rhythms Basic, Advanced and Adolescent Facilitator who continues to offer noon hour and classroom activities which encourage relaxation through music-making, meditation and games. She is completing her certification in Elemental Space Clearing with Denise Linn with whom she has already certified in Gateway Dreaming and as a Soul-Coaching Oracle Card Reader. She completed her Mental Health First Aid for Adults Who Interact with Youth in 2015.

¹ Cognitive Coaching Seminars are available in Winnipeg, MB. Contact Rick Martin, Associate Dean at University of Winnipeg Collegiate: rc.martin@uwinnipeg.ca for more information. Website for Cognitive Coaching: <http://www.thinkingcollaborative.com/>

² Laura certified at Windbridge Institute for Applied Research and the Forever Family Foundation.

³ As I write this, I wonder what is on Laura's book reading shelf. I wonder if she reads print books, or uses a e-reader. I would love to know if she finds both comfortable mediums in which to read.



For the past two decades, copyright has become an increasingly discussed issue in the Canadian library, education and writing communities. The reasons are many. Initially, with the Canadian Copyright Act providing few benefits to users, most libraries and education institutions felt the need for copyright insurance which resulted in agreements and tariffs with CanCopy and its successor Access Copyright. Successive Canadian federal governments while promising to revise the Copyright Act did not, until 2012 when the Act was revised giving many user rights to education, libraries and citizens generally. The lobbying and education of members of Parliament and government officials by the Council of Ministers of Education, Canada (CMEC) Copyright Consortium, the Canadian Teachers' Federation (CFT) and the Canadian Library Association (CLA), to name but a few, were directed at the need for a balanced Copyright Act. And, with the Alberta Education v Access Copyright Supreme Court of Canada decision in 2012 that the copying of a short excerpt by teachers for students (this was not fair dealing according to Access Copyright) was no different than students copying for themselves (this was fair dealing according to Access Copyright), many said why do we need any ties to Access Copyright. All of Canada's Kindergarten through

Copyright Still Matters! *John Tooth, Bibliotecka Library and Education Consulting*

Grade 12 schools, except for those in Quebec under licence with Copibec, opted out as did many colleges and universities. These opted out institutions, with support from their associations and organizations, developed policies, procedures and expertise to address copyright compliance and to ensure that the rights of authors were respected.

Undeterred, Access Copyright continued with proposed tariffs before the Copyright Board of Canada and in the courts. Access Copyright's lawsuit against York University alleges the university copied without a copyright licence and without payment of royalties. In Quebec, Copibec has sued the Université Laval for copyright infringement. Recently, The Writers Union of Canada has been lobbying Canadian parliamentarians demanding pro-author changes to the Copyright Act. This is important because 2017 marks the 5th anniversary of the changes to the Copyright Act and the legislated requirement for a review of the Act. And, with chapter 18 of the Trans-Pacific Partnership (TPP) that was signed by Canada, and if this becomes law in our country, we will be extending our public domain from the life of the author plus 50 to 70 years greatly diminishing our right to access and preserve our knowledge and culture. So, stay tuned! All of these events will be unfolding during 2016, 2017 and 2018.

In response to these and other copyright events, Canadian library and education associations or organizations have over the past 20 years undertaken continuing copyright education through workshops and publications. For example, the CMEC Copyright Consortium published the 3rd edition of *Copyright Matters* in late 2012 by lawyers and barristers Wanda

Noel and Jordan Snel. This booklet was distributed in physical form to all school teachers in Canada and is freely available for use through the CMEC website, cmec.ca. The ABC Copyright group, some 380 members strong, shares information and questions on its listserv and has an annual conference, this year to be held May 26-27, in Halifax, sponsored by the Council of Atlantic University Libraries.

The CLA has had sessions on copyright at each of its conferences since the early 1980's and will continue to do so at the 2016 Forum, June 1-3, in Ottawa. Education and advocacy for copyright reform through its Copyright Committee continues and recently CLA has developed an unofficial copyright alliance with the Canadian Association of Research Libraries (CARL) and the Canadian Urban Libraries Council (CULC). The CLA Copyright Committee members have over past two years published some twelve articles in *Feliciter* and more recently the Ontario Library Association's *Open Access* online journal. In 2014, the CLA released Jean Dryden's revised *Demystifying Copyright* focussing on copyright and research in Canadian libraries and archives.

With CLA devolving and the Canadian Federation of Library Associations (CFLA) evolving, there is, of course, concern that copyright will continue in some manner to stay on the national agenda. Equally, concern needs to be raised regarding the representation of school libraries at the national level through either CFLA, a new national school library association which is under discussion now, or both.

If you want to know more on copyright, CLA has released its latest and last book, *Canadian Copyright in Schools and School Libraries: A Primer*, by John Tooth, long-

time member of the CLA Copyright Committee and the former Manitoba representative for the CMEC Copyright Consortium. This 77 page monograph is the product of some 40 years of copyright experience in school, special and university libraries. Based on thousands of questions asked and answered, the author lays out information in non-academic English and organized for ease of finding non-legal advice on specific copyright issues that arise daily in the Kindergarten to Grade 12 school system, and its staff in the school library and the district/division media centre, school teachers, and school administrators. The secondary audience for the book is anyone in the educational system generally, be it in colleges, community colleges and universities, both faculty and library staff. Based on the revised 2012 Act and the 2012 Supreme Court copyright decisions, the author outlines the resulting advantageous fair dealing interpretation and beneficial copyright clauses that provide users of copyright-protected works with many new rights. The book is also respectful of the rights of creators through information on the limitations to fair dealing and users' rights.

Canadian Copyright in Schools and School Libraries is available for \$39.95 by contacting Agnieszka, CLA office manager and executive assistant at info@cla.ca. The author can also be called upon to do copyright workshops for groups of school library staff and classroom teachers. Workshops for superintendents who have concerns for copyright liability at the school or district/division levels are also available.

A Turning Point

Mona-Lynne Ayotte & Heather Pauls, Institut collegial Vincent Massey Collegiate

*Louise Wallwein (Manchester, England) Workshop,
International Storytelling Festival 2015*

A half a year later in a hallway conversation with our Creative Writing teacher, Ms. H. Pauls, I learned how Louise's workshop visit to our school was the turning point in her class. Ms. Pauls from the beginning of her class had been employing Julia Cameron's technique of morning pages. As Louise adapted the idea of morning pages with the students from Creative Writing and the Writer's club, something shifted. A professional writer was validating Ms. Pauls' teaching techniques, and from that turning point student engagement shifted into a higher order to buy in and create innovative pieces.

A force to be reckoned with

Louise is a woman of power. She has a way of making you feel like you can fully express yourself in creative and dynamic ways. She dresses ordinarily yet the clothes she wears speak volumes as to her approach in working with new and emerging student writers. Having been the official writer-in-residence with the University of Manitoba's Centre for Creative Writing and Oral Culture, the cold winters didn't change her; instead she was inspired to imagine a story about the Polar Bear, a story she recently completed. In her own biographical introduction, students suddenly hear that she is a playwright troublemaker as writing literally saved her life.

Her life story of being 9 years in care, in thirteen different homes and foster placements one that pulls at your heart strings. Yet Louise clearly states she received a good education, is sociable and as evidenced with us in the room makes a stranger feel immediately like a friend.



She is resilient having had to struggle to survive, something she perceives as an advantage in her life. At 17, when she left care, she was a full-fledged DRAMA QUEEN. Success could be re-defined through Contact Theater over choosing the theater of a prison life. Fortunately, the director of this young people's theatre became one of her guides – Lawrence said: “You should write a play!” She responded: “I don't want to _____ (add the swearing) write a play!

Alone that Christmas, and needing to find a way to survive the holidays, she became inspired by the work of Caryl Churchill, the David Bowie playwright

of contemporary theatre. She decided upon a question and it was: “Who is my real mother?” She looked the term up in a dictionary, and finally found that writing allowed her to give herself another route and to ask further questions about how the homeless survive the world over and develop resiliency.

Louise is here to share her methods with the students and teachers! Here is one of her methods. Incidentally she brought British Magazines known as the Guardian Newspaper all the way from England which offered for the students quite a different perspective in gathering stories.

From the page to THE PAGE!

Activity #1: My inner writings

Choose a piece of music possibly without words or very gentle lyrics. Louise played music from Alabama Shakes entitled Sound and Color. (www.alabamashakes.com/)

- Play a piece of music, whereby, all you have to do is daydream.
 - Stare out at a window, or stare up at the ceiling.

- The music helps you to relax.
- When the music is over (about three minutes or so) do not speak.
- Pick up your paper and pen, start writing, up to 3 pages. Do not edit. Just write.
- Once finished, fold the paper in half.
 - Ask yourself: "Now how do you feel?"

When you write this way you are tapping into your inner world making yourself a more truthful writer.

"These words associated with the object are like stepping stones across the river of your story."

— Louise Wallwein

Activity #2: Freestyling it!

Tell a story out loud based on magazine pictures you have torn out of a magazine or newspaper.

Supplies: Have on hand a number of magazines that provide a wide variety of stories. Louise carried with her all the way from Manchester British magazines known as The Guardian newspaper.

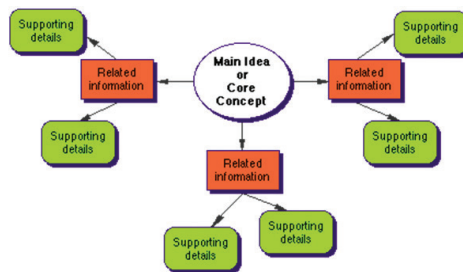
Step #1

For one minute tear out of the magazine five images. Do not think about the process. Simply flip through the magazine and when a picture calls to you, tear it out. Try to collect a minimum of five pictures.

- Now put the images in front of you in any order.
- From these images create a story with at least one main character.
- Now look at the images for about 30 seconds and move them around so they have a beginning, middle and end. Use the images to tell a story orally. Tie in your storyline to the magazine picture.
- Wrap up your story by returning to the first picture.
- **SHARING:** Everyone gets up with their five pictures and tells their story.

Step #2

Quick Minute. Take a piece of paper out, and write the five main points of your story. This takes the creativity point and condenses it so that you spend time really creating and writing.



- "Think of your main character or the one you wish to focus the story upon as you write out these five points."
- Give your character a name.
- Extending the time. If needed you can ask: Does anyone need another 30 seconds? Or 10 earthly seconds!

Some students wrote the storyline in a linear fashion, others numbered their points, and some choose to create a web to tie in the details.

Step #3

Now look back at the pictures and find an object that your character can't live without—perhaps it is an object that they use on a day to day basis or is symbolically significant. Draw a circle on your page with 12 lines, and quickly sketch or name that object.

Step #4

During this time, the pen doesn't leave the paper! Of your fingers don't leave the keyboard!

THE DAY MY LIFE CHANGED. Using all of these words, write a short piece including the object and all of the associated words, storylines, pictures, beginning, middle and end.

- A little extra writing incentive and hint: Imagine that you are standing at a bus stop with a stranger and randomly telling them this story...
- Let these point break your heart, make you angry and let them inspire you. Who would like to share their story? Students now read their story to the class.
- Louise responds to the short stories saying: **"YOU CAUGHT ME OUT!** (to show that someone has made a mistake or is not telling the truth especially by asking them questions!)
 - *You have me intrigued – what will happen next?*
 - *What did you like? I liked how you spoke with a lot of care and the story was relatable.*
 - *That's a killer ending! It is provocative. The addiction – that is so real!*
 - *Any other thoughts?*
 - *The ending leaves you with a question?*
 - *You could possibly explore the complexity of that relationship*
 - *Your writing is very useful.*

Pilgrims and Saints Dance – Romeo & Juliet

www.youtube.com/watch?v=AGWXofO-BEQ

This dance instructions have been re-written with the help of Mrs. Nancy Finlay, Dance & Musical Theater teacher (VMC) and exerted with permission from Shakespeare Set Free Teaching Romeo and Juliet Macbeth and A Midsummer Night's Dream by Peggy O'Brien. For a dance excerpt, please check out the YouTube video listed above.



Quick notes for Pilgrims and Saints Dance

- Circle
- Bow/Curtsy
- Doubles – in & out of circle. Hold hands.
- Circle clockwise
- Circle counterclockwise
- Right Palms
- Left Palms
- Gentlemen's Double
- Ladies's Double
- Alternating single & clap – scissor x3
- Bow/Curtsy

Dance Move	Action	Count
<p>Form a Circle</p> <p>Men Bow R L</p> <p>Ladies' Curtsy L R</p> <p>Honour your partner- Men R bow, Ladies L curtsy. Honour your corner – Men L bow, Ladies R curtsy.</p>	<p>Ladies next to Gentlemen Men: Right arm over stomach, left arm behind back. Bend forward. Turn. Ladies: Pretend to pick up your skirt with your thumb and middle fingers. Bend softly & slightly with weight on left foot – right foot slightly back. While bending dip & circle hands. Turn.</p>	<p>4 counts</p> <p>4 counts</p>
<p>Doubles in/out circle. Hold Hands</p> <p>R Forward, 3 steps, stop</p> <p>L Backwards, 3 steps, stop</p> <p>Repeat</p>	<p>Start on right foot. Walk forward three steps & bring left foot forward to meet right foot on fourth count. Start on Left Foot. Walk backwards three steps & bring right foot forward to meet left foot on fourth count.</p>	<p>4 counts</p> <p>4 counts</p> <p>Repeat 4 and 4 counts</p>
<p>Circle clockwise</p> <p>For slow music Weaving Step – go LEFT Step L Step behind L with R foot Step L Step in front of with R foot</p>	<p>Holding hands still Circle clockwise.</p> <p>Start on left foot. Step to the left, step behind left with right foot. Step to the left with left foot. Step in front of left foot with right foot. Bring right foot together with left at end of 8 count.</p>	<p>8 counts</p>
<p>Circle clockwise</p> <p>For fast music Slipping Step – go LEFT Step L Bring R foot towards Left, HOP Repeat for 8</p>	<p>Holding hands still Circle clockwise.</p> <p>Start on left foot. Step to the left, bring right foot towards left foot with a hop. Repeat.</p>	<p>8 counts</p>
<p>Circle Counterclockwise</p>	<p>Go opposite direction. Weaving or slipping step.</p>	<p>8 counts</p>
<p>Right Palms</p> <p>Face Partner Raise R hand – Palm to Palm Walk around circle</p>	<p>Face partner, raise right hand, and place hands together, palm to palm. As a pair walk around circle.</p>	<p>8 counts</p>
<p>Left Palms</p> <p>Face Partner Raise L hand – Palm to Palm Walk around circle</p>	<p>Face partner, raise left hand, and place hands together, palm to palm. As a pair walk around circle.</p>	<p>8 counts</p>
<p>Gentlemen's Double</p> <p>Men walk into circle Double back to ladies</p>	<p>Men walk forward into circle Double back to ladies</p>	<p>4 counts</p> <p>4 counts</p>
continued...		



Dance Move	Action	Count
Ladies' Double Ladies walk into circle Double back to men	Ladies walk forward into circle Double back to men	4 counts 4 counts
Alternating single Men – R, move into circle L meets R, clap The scissor Men – Single back. Clap on 4th. Women – Single Forward. Clap on 4th with men.	Start on R foot. Men step into circle, bring left foot forward to meet R foot on second count. Clap on second count. Men single back, clap on 4th count. Women single forward. Clap on 4th count too.	2 counts Clap on 4th count. Clap on 4th count with men.
Men – Single back. Clap on 6th. Women – Single Forward. Clap on 6th with men.	Men single back, clap on 6th count. Women single forward. Clap on 6th count too.	Clap on 6th count. Clap on 6th count with men.
Men – Single back. Clap on 8th. Women – Single Forward. Clap on 8th with men.	Men single back, clap on 8th count. Women single forward. Clap on 8th count too.	Clap on 8th count. Clap on 8th count with men.
Honour your partner Men R bow, Ladies L curtsy. Honour your corner Men L bow, Ladies R curtsy.	Men: Right arm over stomach, left arm behind back . Bend forward. Ladies: Pretend to pick up your skirt with your thumb and middle fingers. Bend softly & slightly with weight on left foot – right foot slightly back. While bending dip & circle hands.	4 counts 4 counts
— Rewritten & Adapted by M-L. Ayotte with the assistance of Nancy Finlay, Dance Teacher Teacher-Librarian, Dance Teacher, Vincent Massey Collegiate, Winnipeg, MB		

Suggested Music

The music originally suggested for this dance is no longer available. However some suggestions follow:

- Country Capers: Music from Playlord's The English Dancing Master. The New York Renaissance Band & Sally Logemann. January 1, 1994. Itunes.
- Round Dances for Eight: Newcastle/ The Fine Companion. Kettle Drum. The New York Renaissance Band & Sally Logemann. January 1, 1994. ITunes.
- Shakespeare's Musick Songs & Dances from Shakespeare's Plays. Musicians of the Globe: Philip Pickette. Philips Classics Productions. 1997. Germany. Amazon.ca
- Showers of Harmonie, Folger Consort, CD. www.folger.edu. No longer available.

Dance Instructions have been adapted from:

O'Brien, Peggy. Shakespeare Set Free Teaching Romeo and Juliet Macbeth and A Midsummer Night's Dream. Edited by Peggy O'Brien, Director of Education at the Folger Shakespeare Library. 2006, Paperback, pg. 137-138. Romeo and Juliet Costume Pictures. Reprinted with permission from http://romeoandjulietcentral.com/?page_id=21

Graduate Research in Education

*U of M Faculty of Education. 17th Annual Graduate Student Research Symposium
March 4-5th, 2016*

Compiled by Gerald R. Brown

Sixteen (16) Ph. D and M. Ed students presented their research results to one of the largest crowds in several years. WOW !! The Knowledge, Enthusiasm and Passion that was expressed by these young teachers and leaders is very encouraging for the profession.

The sessions were divided into (1) Responsible Governance; (2) Creative Research Approaches (3) Approaches to Decolonization; (4) Promoting Quality in Post-Secondary Education; and (5) Healthy Communities.

1. Responsible Governance

Duane Brothers' dissertation is entitled *Complex Poverty and Education Systems: An Inquiry into the Work of Superintendents Informed by Critical Theory*. His research shows that the challenges of racism and poverty are large in our systems, and that they demand different thinking and different work. Schools can reproduce inequalities, but they can also be sites of struggles in which poverty and the consequences of poverty can be mitigated. He reminded us that learning about the causes and effects of complex poverty, building trust and framing the nature of organizational learning can be important to help educational leaders to focus on these issues. It is vital that the nurturing of an ethic of care, an ethic of critique, and an ethic of social justice be managed so professional and community environments can be characterized by trust, critically informed professional learning, and coalition building.

Jean-Vianney Auclair reported on his *Analysis of a Horizontal Public Policy Approach to Involving Education*. His research is on-going at the doctoral level,

and is an investigation of ways in which ten (10) government departments are working together (or not) to implement Healthy Child Manitoba (2000) policy. A qualitative case study methodology will be used to investigate policy, factors external to the educational system, public administrative responses to issues, and the management of highly tenacious social issues. The results could be very important for changes in implementing HCM more widely.

Heather Krepski is an M.ED student investigating *Evidence-based Decision Making in Manitoba Schools: A Critical Race Theory Perspective*. She deals with the issue of educational data used to inform the decision-making process. The question is based in a belief that empirical evidence is an efficient indicator of knowledge and learning. A qualitative collective case study approach is being used to gain insight into individual and school level processes involving educational data. The results of study are pending.

Nadine Bartlett reported on *The Wrap-around Approach in the Context of a Community School (for children with emotional and behavioural disorders [EBD])*. The presentation was stimulating and encouraging. The research supported the integration of services for EBD children & youth. Results that were noted include: (1) structure of the community school; (2) climate in the school; (3) resources available in the school, and in the community; (4) continuum of collaborative support integrated at the team, organizational and support level. The leadership in the school was also a key factor, in the continuation of the supports for EBD students within the Healthy Child Manitoba protocols.

The reception break for supper came at a good time. These papers generated lots of questions to be taken to the individuals directly. The food was great too. The sharing was impressive.

2. Creative Research Approaches

Zane Zalis is a very dynamic music teacher at Miles McDonnell Collegiate (RETSO). He is working towards a Ph.D based on *Arts-Based Educational Research Study of "i believe: A Modern Oratorio for Empathic Learning."* Zane brought his choral ensemble Prodigy to demonstrate various parts of the oratorio which he has researched and written. They were very effective in relaying the emotions in the piece based on the Holocaust. His thesis examines "knowing and knowledge at the intersection of feeling and reason". This oratorio is an ABER study of genocide, human rights, hatred, and hope in an attempt to vicariously "walk in the shoes of others" to gain deeper understanding human "beings". The following websites give more information and examples.

- <http://www.ibelieveproject.org>
- <http://www.zanezalis.com>

Gail Cormier submitted a research proposal (on the way to a Ph. D program) entitled *An Ethical Approach to Cross-Language Research*. Her work will be focused on French education in Manitoba. For this session, she presented several issues and suggested solutions for interviewing children and families whose first language might be different from the interviewer. She dealt with issues such as fluency, ethics, respectfulness, and code shifting for emotional issues or for ease of discussion. There were several questions from individuals who are working in other languages



in their research at the moment. The roundtable format worked well for this presentation.

Alison Wells-Dyck is also a Ph. D candidate. She shared her experiences in The Adventures of Collaborative Action Research as one of the roundtable sessions. Her research is purposed to assess a guided inquiry model (Kulthau), coupled with collaboratively developing and implementing a new, inclusive pedagogical planner. She recognizes the problems faced by teachers who are trying to implement a mandated curriculum, and including students with special education needs in their classroom. Her aim is to help teachers participate actively in their own professional development as they work through issues as a team of colleagues.

Jordan Laidlaw is in the M. Ed program, and is working on Fostering Creativity via Music Composition: An Action Research Study on the Implementation

of the Baritone Ukulele in SOSD. The roundtable format encouraged important discussion of the value of having students compose two pieces of music (a) a textual /rhythmic composition, and (b) a melodic/harmonic composition. Feedback from the students has been particularly helpful to the researcher for helping the students transfer to the guitar and other instruments. This thesis will be defended in April.

Saturday a.m. with a rise and shine breakfast, was followed by an address by Frank Deer, Director of Indigenous Initiatives UoM, whose experiences were helpful in seeing First Nations perspectives on current education programs. This presentation provided an interesting framework of the next session.

3. Approaches to Decolonization

Ben Akoh explored Understanding Adaptive Orienteering Using Mobile

Technologies in First National Communities as prelude to his Ph. D research. He hopes to show how technology might become a mediator to benefit their ability to transition from one cognitive world to another and back again. He is particularly interested in working with First Nations Adult Learners, and assisting them to engage with policy makers on policies on educational technologies. Ben is working particularly with the Oxford House Community "Bunibonibee" to look at the challenges faced by this community, to examine the First Nations School Net system, and to consider the issues that are unique to Manitoba, as compared to his previous experiences with technology in Africa.

Orest Kinasevych introduced his working Ph. D. study title as Technology as a tool of colonization in Indian Residential Schools. He is focusing specifically on how photography was used as a colonization tool, and the views that it projected



and perpetrated in the hands of the colonial culture for the purpose of justifying residential schools. He used a wide range of photographs to illustrate how photography could be a benefit to the consumer, or could have commercial value. Then there was the inappropriate or unethical use, as well as editing being done. This will be a very interesting study, and may have significance in the Truth and Reconciliation Commission implementation.

Nora Murdock has been working on her Ph. D Exploring the Work of Manitoba First Nations Directors of Education. Hers is a qualitative study examining selected aspects of their experiences, perspectives, preparation and training, among twelve (12) FN Directors of Education. She has observed that their work is influenced by many factors including underfunding, lack of resources, high teacher turnover and the on-going impact of the residential schools and colonialism. She indicated a concern that several of the people interviewed felt that their focus has been on managerial and political functions, rather than on educational leadership. She provided some specific areas that need to be addressed in the training for Directors for them to be effective in evolving a curriculum and pedagogy that is important to the FN Schools.

4. Promoting Quality in Post-Secondary Education

Joanne Struch is also a Ph. D candidate. Her topic is Considerations of Feedback on Academic Writing in Post-Secondary Settings.

The author plans to investigate students' perceptions of feedback on their academic writing and the assumptions about knowledge that are reflect in instructor

feedback on this writing. She presents the point that in second language writing errors may not necessarily be barriers to good writing, but a way of negotiating language in a globalized, post-colonial world. Discussion ranged over the issues instructors felt when they appreciate that students need to be helped to negotiate the high-stakes, power laden, processes of academic writing.

Stephanie Crook presented a paper that she hopes to continue in her M. Ed studies entitled Moving Beyond Transgressions: Viewing Patchwriting Simply as Writing. The considerations included: plagiarism, definitions, controversies, and implications. It became clear that issues such as institutional attitudes, complexities of rhetoric, different requirements among disciplines, acquiring a new language, new discourses vs cultural frameworks, linguistic competence, linguistic legitimacy, and inferior power positions. There are significance differences in the issues between first language students and second language students that must be addressed too. We ran out of discussion time in this roundtable.

5. Healthy Communities

Barbara Borges is a Ph. D student from Brazil. She is doing a comparative study of Promoting Health for Older Adults Through Education [in Campo Grande, Brazil and in urban Manitoba]. Her comparison of demographics was informative. Her review of the programs offered was exciting, and will present many alternatives to what we currently have at U of M and U of W. Considering the changing age issues in our population, the concepts of successful aging, health promotion, and education opportunities sound very exciting. It will be interesting to hear the

results from her interviews and field work with 32 participants.

Crystal Lynch, an M. Ed student is embarking on a very broad topic in A Global Perspective: Investigating Human Rights Education in Higher Education Institutes. Using semi-structured interviews she hopes to contact HEI around the world to get a picture of what is currently being done to integrate HRE across their curricula, based on accessibility, acceptability and adaptability.

Kazutoshi Yoshino presented a powerful case for The Pursuit of Sustainability through the Self-Transformation and the Collective Well-being. This Ph. D. student gave an outstanding presentation on sustainability, attaining oneness with nature, transforming self, and collective well-being. He concluded it with a pedagogy for the sustainable self, including: inner virtues and collective actions; awareness of nature; practical applications of collective well-being, and transforming self from problems to solutions.

Lauren Norquay gave a spirited presentation on the M. Ed research she is undertaking during her sabbatical leave from SJASD. Her topic is Experiences of Manitoba Science Teachers in French Immersion and Francophone Programs. In this study she will investigate the dropout rate for teachers in French programs, the workloads for these teachers, the lack of instructional materials, as well as teacher knowledge in the science field in bilingual and unilingual French schools. She will focus particularly on the Grade 10 Science curriculum in her semi-structured interviews. Her energy at the end of the symposium was quite inspiring.

This academic forum gave opportunity to share the research, and for the public to react and ask questions. For more information about the forum, check out www.umanitoba.ca/education Abstracts for this year will be posted shortly. You can also read the abstracts for many previous years. Heartiest congratulations to the presenters and the organizers. I look forward to attending again next year.

Toward a New National School Library Association in Canada: Voices for School Libraries: The Case, Considerations, and Potential Models

Anita Kirkland



Over the past decade, there have been ever increasing challenges in sustaining a cohesive school library network across Canada. We arrive in 2016 at a point where what remains may cease to exist entirely, with the proposed and indeed probable dissolution of the Canadian Library Association (CLA). Informal discussions amongst school library leaders from across Canada demonstrate considerable interest in establishing a new national school library association.

The dissolution of the CLA poses an immediate and real threat to the continued publication of its online journal, *School Libraries in Canada*. It presents at the very least a weakened base of support for initiatives related to *Leading Learning: Standards of Practice for School Library Learn-*

ing Commons in Canada (CLA, 2014). *Voices for School Libraries*, a network that exists under the auspices of the CLA will lose its home base, and a national home base for our research symposium, *Treasure Mountain Canada*, ceases to be a possibility. While the proposed new Federation of Canadian Library Associations, which will most likely replace CLA, will have advocacy as its focus, the voice of the school library sector may be weakened even further as a consequence of the new association's proposed structure.

While the risks of not establishing a new national school library association are huge, the risks inherent in creating a new association are very real, too. It is one thing to have compelling reasons for moving for-

ward, but without careful consideration of the practicalities involved, any attempt may be doomed to failure.

The purpose of this paper is to explore the goals that might frame the creation of a new association, explore philosophical and practical considerations, and suggest an action plan for moving forward. This is an "eyes wide open" approach. Good will and enthusiasm can take us so far, but it is extremely important to explore the strengths and weaknesses of various organizational approaches. The opportunities for advancing school libraries that might be realized by a new national association may be significant, but the external factors that might put those opportunities at risk also need to be clearly understood.



A Recent History of Canada's National School Library Associations

With education being a provincial jurisdiction in the Canadian context, it is logical that provincial school library associations are most active in serving their constituent communities. Indeed there are successful school library associations in jurisdictions across the country. The direct relevance of provincial associations to their respective K-12 education sectors provides excellent value for their members in terms of professional learning opportunities and services. The advocacy voice of each association can focus on locally-relevant concerns. There has always been an awareness of the unique value of a national association, nevertheless. Despite our disparate contexts, we share common concerns. A national association can help develop a national voice and represent the sector to relevant national organizations that influence education practice, such as the Council of Ministers of Education, Canada (CMEC) and the Canadian Education Association (CEA).

At one time there were two such national organizations, the independent Association for Teacher-Librarianship in Canada (ATLC) and the Canadian School Library Association (CSLA), a division of the Canadian Library Association. The two associations were amalgamated in 2004. Marlene Asselin, the 2004 CSLA president, described the move as part of the revitalization of the school library community. The unification was proposed to reduce membership fees and facilitate conference planning. The move also confirmed the new unified association as a full division of CLA, with all of the inherent benefits to the voice of school libraries.

I am confident that CLA fully understands the critical place of school libraries in the larger library and information community; in the nation's educational goals; and in the country's social, political, and personal future. The active commitment by CLA executive to facilitating the joining of Canada's two school library associations, and the voice of teacher librarians in

CLA heralds a new era. Both associations are pleased with the prospect of working together as part of a dynamically reconceptualized CLA. The promise of a new future has generated optimism and energy amongst the provincial and national leaders. (Asselin, 2004)

The new, amalgamated association was the Canadian Association for School Libraries (CASL), which remained a division of the CLA. There is little doubt that the unification of these two associations was the right move at the time. Its strengths clearly outweighed any perceived risks. However, the external threat to CASL's continued existence quickly became apparent with the emerging financial constraints under which CLA found itself. An early attempt to address this led to the dissolution of all CLA divisions in 2010. The high hopes that characterized the creation of CASL a mere six years previously were dashed with this move.

The CLA retained its School Libraries Advisory Committee, and under its new structure supported the informal network, Voices for School Libraries. As with all CLA networks, Voices for School Libraries has no formal role in, nor influence on the work the overall association.

The dissolution of the divisions of CLA was a major blow to the school library sector, which, unlike other library sectors, had no other sector-specific national association, and considerable variances in the structure of provincial associations. The School Libraries Advisory Committee continued to liaise as best as possible with the CLA council and administration. The first ever Treasure Mountain Canada (TMC), a research symposium into school library learning commons practice, took place the same year as the dissolution of the divisions. TMC symposia held then and since have energized the school library community, and this momentum has been largely responsible for the successful publication of *Leading Learning*. The *Leading Learning* project re-invigorated the leadership role of the advisory committee and Voices for School Librar-

ies, who helped to coordinate input into the new standards from the school library and broader education community from every province and territory in Canada.

The same core leadership group who saw *Leading Learning* through to publication has continued to take leadership with promoting the new standards and encouraging their implementation in school districts across the country. Despite mounting organizational and fiscal challenges, the CLA invested in the publication of *Leading Learning* in 2014. These same constraints have inhibited the CLA's ability to support the desired web interface for the document. Nevertheless, CLA has entered into an advantageous agreement with the Ontario Library Association for marketing and selling the print version of the standards through the OLA Marketplace (formerly the OLA Store). Most recently the CLA has uncovered a funding line dedicated to school libraries, and is using it to finance the translation of *Leading Learning* into French. School library leaders are quite elated by this move, as it makes the standards a truly national document.

CLA Dissolution: Specific Concerns

Some very significant loose ends remain, however, and it is uncertain that these can be resolved satisfactorily through the CLA dissolution process.

Leading Learning: The CLA's investment in this document has been truly appreciated. The Future Federation Working Group revised proposal of October 2015 suggested that a potential deliverable of the new federation of Canadian library associations might be the curation of existing CLA competencies, standards and statements. It is unclear what is meant by curation in the case of *Leading Learning*. These standards require further development, including the creation of web platform, continuous renewal of the exemplars attached to standards and growth indicators, active advocacy for implementation, and active support for provincial associations, ministries of education and school

districts as they implement the standards within their discreet contexts.

Leading Learning has received significant recognition nationally and internationally. These standards can be a "catalyst for igniting change" in schools across the country (Brooks Kirkland & Koechlin, 2015), but there is much work yet to be done to fully realize this potential. The dissolution of the CLA and the uncertain future of the *Leading Learning* project is a huge concern.

School Libraries in Canada (SLiC): This indexed journal has a long and honourable history as the only national publication for the school library sector. Once a print journal, it is now fully online and hosted by the CLA. That SLiC survived the dissolution of the CLA divisions is further evidence of the tenacity of the school sector, and most particularly the journal's editor, Derrick Grose. SLiC is now run on a shoestring. The interface is outdated. There is no editorial board. Yet loss of this publication would constitute a huge blow to school librarianship in Canada. Despite the huge constraints under which it continues to exist, SLiC publishes editions rich in articles relevant to research and practice, and because it is indexed this work is widely available internationally. In the absence of a web-based interface for *Leading Learning*, SLiC has also provided a means for linking the standard's abstracts and exemplars via the PDF version. Innovation in the face of constraints, to be sure.

Voices for School Libraries: *Voices* currently exists as a loose and informal network of concerned school library leaders and practitioners who communicate through email, and who reach out to the broader community through its Twitter feed (@CdnSchoolLibrar) and a Facebook group. The fact that *Voices* was a CLA network was a factor in the success of the *Leading Learning* project. With no home base, this network will inevitably become more difficult to sustain. The name of the network has inspired some thinking about the vision, mission, membership and

structure of a new national association, as will be discussed further in this paper.

Treasure Mountain Canada: *Treasure Mountain Canada (TMC)* is an extension of a research retreat project in the United States called *Treasure Mountain*. *Treasure Mountain* was developed by Dr. David Loertscher in 1989, and Dr. Loertscher has worked with Canadian planners Carol Koechlin and Liz Kerr to bring this construct to Canada. TMC retreats in 2010, 2012 and 2014 were aligned with CLA conferences in Edmonton, Ottawa and Victoria respectively, and the TMC planners received some organizational assistance from CLA. Alignment with the CLA conference encouraged national participation, and helped give it a national profile. TMC has been a resounding success in fostering Canadian research into school librarianship, and particularly encouraging teacher-librarians to incorporate action research into their own practice. It was out of TMC that the need for new national standards was identified, and from which the massive collaborative effort that built the new document evolved.

As an understanding emerged that aligning with a CLA conference was ceasing to be an option, the TMC organizing committee pursued the idea of partnering with provincial associations for forthcoming symposia. The first such partnership is with the Ontario Library Association (OLA) Super Conference 2016. The OLA has provided outstanding support in every aspect of event planning and promotion. It is hoped that the committee can negotiate a partnership with another provincial association for the next symposium in 2018, and OLA has offered to share its experience with future hosts.

Despite the successful partnership between the OLA Super Conference and *Treasure Mountain Canada*, TMC faces an uncertain future. The two lead Canadian organizers have long and distinguished careers, and are looking to "pass the torch" onto others. With no formal sponsorship for TMC, its future continues to be in the hands of dedicated volunteers,

unsupported by a home organization.

Advocacy: The role of a national association in school library advocacy is perhaps not intuitive. Education is a provincial jurisdiction, and decisions with a direct impact on policy, curriculum and staffing are made at the provincial, district and school level. Nevertheless, we deal with issues of common concern. Advocacy that is local and provincial only can be fragmented, and there is no doubt that this fragmentation contributes to general lack of awareness of school library issues. Advocacy at the national level can also be directed at national organizations with significant influence on education policy. The Royal Society of Canada's (RSC) expert panel report on the future of Canada's libraries and archives recommended that the Council of Ministers of Education Canada (CMEC) frame a national policy consensus on school library learning commons (Demers, Beaudry et al, 2014). The power of this report is that it comes from a respected national institution from outside of libraries and K-12 education. This report presented a national advocacy opportunity that has largely been lost. Local or provincial organizations may express their concerns to their own provincial minister of education, but representation from a national library organization might have bourn some weight with the CMEC. It was unrealistic to expect that CLA take up this cause considering its own recent organizational concerns. This only emphasizes the vacuum that exists in a cohesive, national approach to school library advocacy.

The proposal for a new federation of library associations (Future Federation Working Group, 2015) identifies advocacy as the primary function of the new federation. "We need a single organization that can speak with authority and confidence to the significant national and international issues and events that impact the provision of library services, Canadians' access to information, and the ability of Canadians to engage with knowledge and information. These are not activities

that can be undertaken or coordinated in an ad-hoc manner: we need to be dedicated, agile, and strategic. And we must be unified." Clearly libraries from all sectors, including K-12 education will benefit from this strategic priority. There remains a high level of concern, however, that significant issues of national relevance to the school sector may remain unrecognized by the new federation. Only two of the multi-sector provincial associations who are probable members of the new federation have school library divisions, and unlike other sectors, school libraries have no national association comparable to the Canadian Urban Libraries Council (CULC) or the Canadian Association of Research Libraries (CARL) who are likely to join the federation.

Moving Forward with Eyes Wide Open

The impending dissolution of the Canadian Library Association leaves the school library sector in a particularly disadvantaged situation. A mere twelve years ago we had two national associations. Their decision to amalgamate was very wise, unifying their voices and reducing duplication of efforts. That the new association was also a division of the CLA was a further advantage, strengthening ties with other sectors to work together on issues of common concern. That CLA was an established national association also meant that it had a stable administrative and technological infrastructure. In 2004 the association leadership had good reason to herald a new era in CLA, and be so optimistic about the consequent promise of a strengthened voice of teacher-librarians (Asselin, 2004). It is fair to say that the risks of unification seemed minimal at the time, yet a mere six years later, with the dissolution of CLA's divisions, the amalgamated school library association ceased to exist entirely.

There are very compelling reasons for creating a new association, and a great opportunity for a new and fresh approach. Since the demise of CASL and despite sig-

nificant odds school library leaders have continued to strengthen the national glue of common concerns through innovation, most notably with the work of Treasure Mountain Canada and the Leading Learning project. Formalizing these efforts with a new national association is the logical next step.

It is extremely important to consider this possibility with our eyes wide open, not only considering how this move might strengthen our community and provide new opportunities, but also the risks inherent in creating an effective organization, and the potential for unanticipated external threats to undermine our efforts. To this end, we continue by making the case for a new national school library association and then considering variety of organizational and strategic factors for their advantages and disadvantages to long-term health of such an organization.

The Case for a New National School Library Association

A new national school library association might, then, include amongst its primary goals and deliverables:

Leading Learning

- Ongoing curation of the document, particularly continuous updating of the exemplars
- Creation of a web interface
- Maintaining strategic partnerships for marketing and dissemination of the print document, including the new French version
- Collaborating with provincial associations to match Leading Learning standards to provincial goals and facilitate the implementation of existing support documents
- Seeking out opportunities to work with provincial and local associations and The Partnership's Education Institute for professional learning opportunities related to the implementation of the standards

School Libraries in Canada

- Refresh the publication as the journal of the new national association
- Invest in the technologies necessary to update the journal's interface and functionality
- Invest in the editorial structure of the journal, including the creation of an editorial board
- Raise the profile of the journal nationally and internationally, and its visibility in the broader education literature

Voices for School Libraries

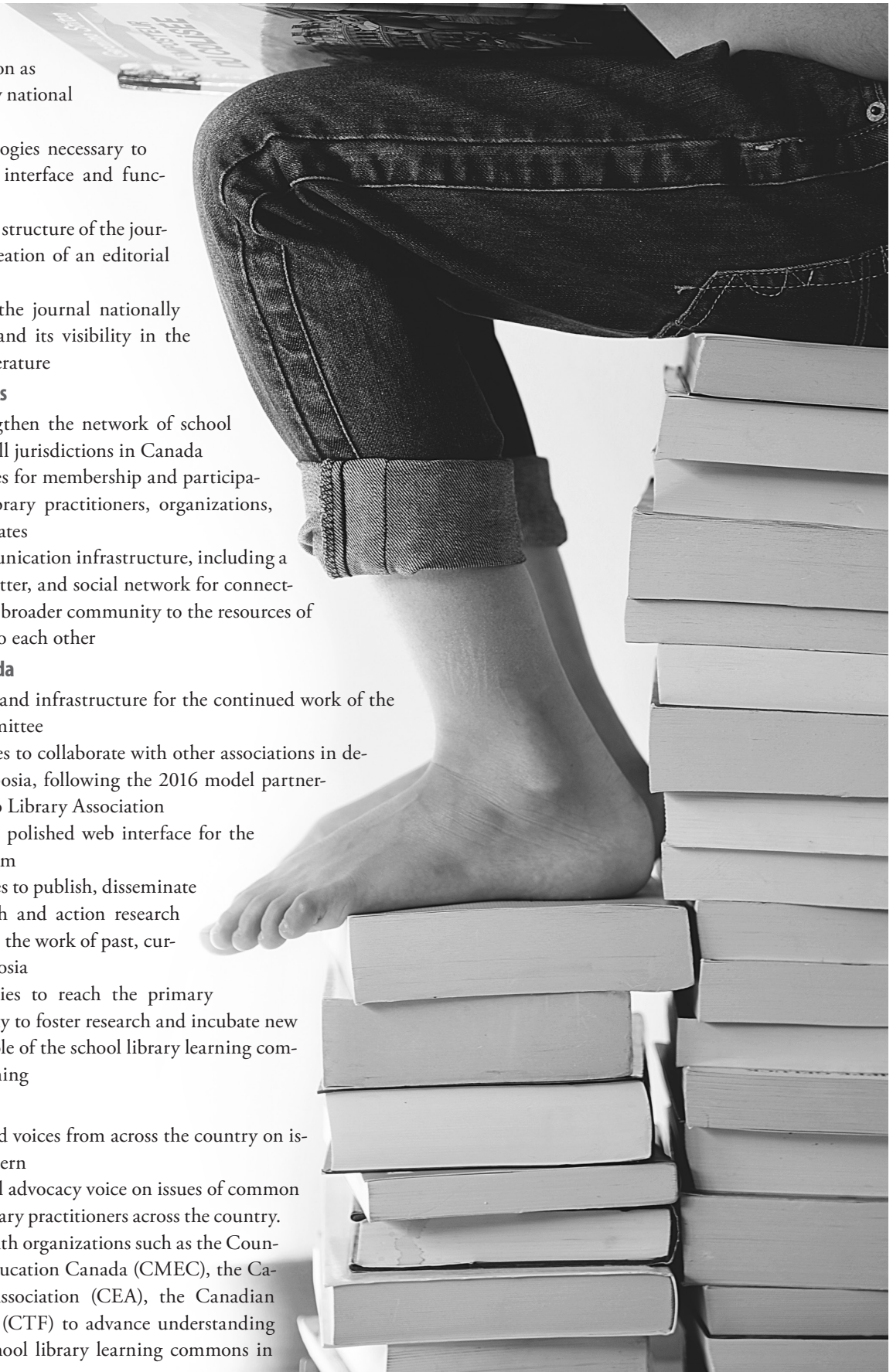
- Formalize and strengthen the network of school library leaders from all jurisdictions in Canada
- Broaden opportunities for membership and participation to all school library practitioners, organizations, supporters and advocates
- Build a robust communication infrastructure, including a website, email newsletter, and social network for connecting members and the broader community to the resources of the association, and to each other

Treasure Mountain Canada

- Provide a home base and infrastructure for the continued work of the TMC planning committee
- Seek out opportunities to collaborate with other associations in developing future symposia, following the 2016 model partnership with the Ontario Library Association
- Provide a robust and polished web interface for the work of the symposium
- Seek out opportunities to publish, disseminate and promote research and action research papers that constitute the work of past, current and future symposia
- Cultivate opportunities to reach the primary goals of TMC, namely to foster research and incubate new thinking about the role of the school library learning commons in student learning

Advocacy

- Unite associations and voices from across the country on issues of common concern
- Be a cohesive national advocacy voice on issues of common concern to school library practitioners across the country. Build relationships with organizations such as the Council of Ministers of Education Canada (CMEC), the Canadian Education Association (CEA), the Canadian Teachers' Federation (CTF) to advance understanding of the role of the school library learning commons in



educational improvement.

- Work with the new federation of library associations in their coordinated advocacy on issues of common concern to the broader library community

It is extremely important that the new association finds its unique role and develop a clear mission. Focusing on unique deliverables, cultivating networks, collaborating with other organizations and avoiding duplication of efforts should ground the philosophy of the new association.

New Association, New Opportunities

A new association presents new opportunities. Fresh thinking about the membership and governance structure may create opportunities to:

- Raise awareness and talk about the possibilities of the new school library learning commons beyond the constraints of local organizational structures: As-

sociations closely affiliated with ministries of education and/or teachers' federations may have some internal influence, but may also have to deal with constraints inherent in complying with expectations of their principal affiliated organization.

- Be inclusive of all who work in school libraries, seeking out ways to vest professional and support staff in a common cause.
- Broaden the membership base to include those with an interest in promoting the role of the school library learning commons, such as authors, vendors, publishers, teachers and education administrators, and librarians from other sectors.
- Participate as a full member of the new federation of library associations as a single sector national association.
- Represent the school library sector in Canada with international organiza-

tions such as the International Association of School Librarianship (IASL) and the school libraries section of the International Federation of Library Associations (IFLA), the latter potentially as part of membership in the new Canadian federated library association.

Considerations: Strengths, Weaknesses, Opportunities and Threats

It is easy to get caught up in the enthusiasm of possibilities considered, but in the spirit of entering this venture with eyes wide open, there are many considerations to help clarify issues, understand risks, and make informed decisions.

The World of Associations

The proposal to create a new national school library association is in part the product of the proposed dissolution of the Canadian Library Association and

Jurisdiction	School Library Association	Principal Affiliation
British Columbia	BCTLA British Columbia Teacher-Librarians' Association	Alberta Teachers' Association
Saskatchewan	SSLA Saskatchewan School Library Association	Saskatchewan Teachers' Federation
Manitoba	MSLA Manitoba School Library Association	The Manitoba Teachers' Society
Ontario	OSLA Ontario School Library Association	Ontario Library Association
Ontario	The Association of Library Consultants and Coordinators of Ontario	School Districts as represented by TALCO members
Québec	ABQLA ABQLA School Libraries Section	L'Association des bibliothécaire du Québec / Quebec Library Association
Québec	APSDS Association pour la Promotion des Services Documentaires Scolaires	No formal affiliation.
New Brunswick	No association. Leading Learning contacts from the Ministry of Education.	
Nova Scotia	No association. Leading Learning project contact from Mount St. Vincent University.	
Prince Edward Island	PEITLA Prince Edward Island Teacher-Librarians' Association	
Newfoundland	Teacher-Librarians Newfoundland & Labrador Special Interest Council	Newfoundland and Labrador Teachers' Association
Yukon	YTLA Yukon Teacher-Librarians' Subject Association	Yukon Teachers' Association
Northwest Territories	No association. Leading Learning project contact from the Yellowknife Catholic School Board.	
Nunavut	No association. Leading Learning project contact from the Curriculum Services department of the Nunavut territorial government.	

the creation of a new federation of library associations. Many of the proposed goals of the new school library association may involve transfer of ownership of CLA assets and services, and clearly this must be properly negotiated. It is also very important to clarify understandings about the school library sector alluded to in the Future Federation Working Group's revised proposal (October 2015).

Clearly the working group expresses its understanding that the concerns of school libraries need to inform the advocacy efforts of the new federation. That good will is certainly appreciated, but there is genuine concern about the federation's ability to follow through on this promise. With no national school library association at the table, and with only two provincial multi-sector associations having school library divisions, it may be difficult for the new federation to hear and consider the voice of school libraries.

The working group's proposal described school libraries as a "difficult sector to engage". This statement is far from reality when it comes to passion about the profession, but definitely true when speaking in the context of the world of associations. School library associations exist in most jurisdictions in the country, but their organizational frameworks and particularly their principal affiliations vary by jurisdiction. In Ontario, being part of the Ontario Library Association has been a definite asset for the school library sector, and helped the sector realize perhaps otherwise unachievable goals. It has also promoted understanding of common purpose with other library sectors.

There has been some suggestion that getting all provincial school library associations to negotiate becoming divisions of their provincial multi-sector library associations would strengthen the overall voice of the sector in the new federation. This is indeed emerging as a potential reality in Manitoba, where discussions are underway for a merger of several associations under the umbrella of the Manitoba Library Association (Stefanko, 2015).

Similar mergers may be desirable and attainable in some jurisdictions, but it is improbable that this would be universally accepted, and in any case would take years to accomplish. The case for doing this would have to be significantly stronger than providing higher profile in the new federation. In some jurisdictions, moving from an affiliation with a teachers' federation to a provincial library association might involve losing representation of the sector's interests at the collective bargaining table, for example. The working group made a strong case for speaking with one voice. "These are not activities that can be undertaken or coordinated in an ad-hoc manner: we need to be dedicated, agile, and strategic. And we must be unified." (Future Federation Working Group, 2015). Including school librarians in that unified voice may be impossible without some hope of similar coordination within the school sector.

Another concern of the working group is the proliferation of library associations. We may, therefore, receive some push-back to the idea of creating yet another association. "The astounding number of associations dedicated to the library and information sector are all competing for membership and, although each association is clearly working to represent their constituents, the overall effect is a dilution of advocacy efforts in promoting library values and the value of libraries in Canada." (Future Federation Working Group, 2015). The proposal to create a new national school library association arguably fills a void rather than duplicating efforts, and goes some way to ensuring that advocacy for the common interests of all librarians includes the school sector.

Competing for membership and membership fees is a very significant and serious issue, however, and one that could make or break any effort to create a new school library association. Some associations are concerned that if a federated model is preferred for a school library association that they could be hit twice, by the school sector and with the federation of associa-

tions. If the new school library association chooses an individual membership model then there is an understandable concern about competing for members in a very limited market. It is important then, that the proposed new association clearly articulate its goals and deliverables, assuring the wider community of its unique value proposition, and avoiding duplication of services. The new national school library association's primary purpose should be to foster collaboration amongst associations to advance our common goals. It is hoped that partnership rather than competition will characterize the activities of the new association.

The Future Federation Working Group recognized the challenges of engaging the school sector financially in the proposed federation of library associations. "Informal networks like the CLA school network or Treasure Mountain Canada will help galvanize the community. However, school library funding is often determined by individual boards or even individual schools. While the Task Group believes the willingness to contribute exists, managing the actual receipt of funds may be difficult."

The report goes on to suggest a "direct approach" for financial contributions from the school sector.

This suggestion has created some significant confusion amongst school library leaders. TALCO was given as an example of an organization that might be approached. As a network of school district consultants and coordinators in Ontario, TALCO has a very small budget derived exclusively from modest membership fees and designated almost exclusively to meeting expenses. Other provincial library associations who are not part of multi-sector provincial library associations might be willing to contribute, but surely would have concerns about an ask that does not include membership in the federation. A direct ask to individual school boards or schools may predictably be ineffectual. Contributing to an advocacy organization may even be perceived as disrespecting the

leadership and priorities of school districts with compromised library program, support and staffing models, and/or provincial policies that allow these conditions to exist.

A new national school library association's ability to contribute financially may be quite limited during its first years, but clearly that association needs to make full contribution in the new federation a priority, including contributing its fair share financially. Making this a strategic priority and working without the constraints of other organizations in the sector may eventually increase the school sector's ability to share responsibility for the new federation's success.

Membership Model and Fee Structure

There are many potential models for building membership in a new association. These models need to be considered through the lens of building capacity and profile, adding value and not entering into direct competition for membership with other organizations. A few models to consider might be:

Federation of Associations: This is the model proposed for new Federation of Canadian Library Associations. Members are qualifying associations. There are no individual members. Individuals participate as volunteers through their respective member association. Fees are paid by member associations, and are calculated as percentage of annual budget. Governance is based on region and size of participating associations.

Within the complex school library association world, a federated model stands a good chance of failure. The fee structure is a big deterrent to small associations with a limited membership base. Associations that are already part of multi-sector provincial organizations would already be contributing to the new federation, and may be concerned about being hit twice for federation participation on top of yet more fees for another national organization. Aside from membership and

financial concerns, such a model does not leverage the passion of individuals who have dedicated themselves to some level of national cohesion in the school library world.

Individual Membership: Another option is to offer individual memberships only. Of course, a big question is who would qualify for membership. Would such membership be restricted to school library practitioners or open for everyone? Would there be different categories of membership, and how would they be defined?

There are some significant problems with pursuing an individual membership model. It puts the new association in potential competition for membership with existing organizations. This belies the spirit of forming a new association, and on a practical level the new national association is likely to lose in the competition for membership. As compelling as its mission might be, that mission may be less tangible for practitioners looking for practical learning and support in their daily work, and advocacy more specific to needs in their own jurisdictions. Quite frankly, the competition for individual memberships was one of the problems that compromised the CLA's sustainability.

One potential advantage of the individual membership model is using it to broaden the horizons of the association by actively seeking out friends and supporters as members, and not restricting it to practitioners. The membership might then include those with an interest in promoting the role of the school library learning commons, such as authors, vendors, publishers, teachers and education administrators, and librarians from other sectors.

Individual & Group Memberships: A new association may choose to offer membership options for individuals and groups such as other associations or organizations. Eligible groups might include provincial or territorial associations at the larger end of the scale and local school board teacher-librarians' associations at the other. Groups from outside the sector

might also choose to join. L'Association pour la Promotion des Services Documentaires Scolaires (APSDS) in Québec uses a blended membership model, with categories for anyone, individually or as part of a group, interested in promoting school libraries and media resource centres (APSDS, n.d.).

While a blended individual/group membership model appears to broaden horizons, it has the potential to complicate matters. Would individuals bother joining if their local association had also joined? How would a governance structure work? Would member group/associations dominate the board? How would the fee structure work? A blended model has the same challenges for member groups and associations as does the federated model in terms of cost.

No Membership – Donation-Based: This model is drastically different from all of the other possibilities, and presents a very fresh approach to addressing associated concerns. The new association could be completely donation-based, with no membership offer. One of the most successful education research and advocacy voices in Canada, People for Education, uses this funding model (People for Education, 2016). People for Education's mission statement focuses on leading the conversation about public education, leading an alliance to broaden the public's definition of school success and engaging a broader constituency of advocates (People for Education, 2016). This mission translated to the school library program context bears some similarity to the goals for a new school library association. The work of People for Education is also similar to the proposed goals for our new association, fostering research, disseminating information and liaising with decision-makers.

A donation-based model releases us from the concern of competing for membership. Indeed it opens up huge potential for engaging people from a much broader base, including that previously-stated body of people interested in broadening support for school libraries. This model

When starting an association, the first step is to identify a core group of leaders to serve as the organizing committee. These men and women should be chosen with care because they will probably become the new association's first officers and board members. It is particularly important that you identify recognized community leaders, because an effort spearheaded by such luminaries will gain immediate notice and credibility, and help to ensure an immediate following during this important start-up period.

It is also wise, however, to see that the core group represents all factions of the constituency the new organization will serve, not just a few leaders or a well-established clique. You'll need broad support to get the new group off the ground, and you won't get it unless all facets feel they have representation among the decision-makers.

captures the spirit and brand of our existing network, Voices for School Libraries, and indeed inspires a potential name for the new association: Voices for School Libraries or Canadian Voices for School Libraries or Voices for School Libraries in Canada or some variation thereof.

Because this model varies from any precedence in Canada's school library associations further research into governance and administrative models is clearly called for, and would constitute part of the mandate of any working group should this be the preferred model. Another question that arises is whether this donation-based association would qualify for membership in the new Canadian Federation of Library Associations. This is a crucial question and should be clarified as early as possible, in consultation with the Future Federation Working Group.

Member and/or Donation Partnerships: Competition for membership or member dollars is a persistent concern, no matter the model that is proposed. Whether a member or a donation model is preferred, the possibility of working with existing associations to build complementary membership options or opportunities to donate should be explored. Members of a provincial association might be offered a discounted membership fee in the national association, for example. That

provincial association might agree to offer this option on their membership form in lieu of paying an organizational membership fee. If a donation-based model is preferred, a provincial association might show similar goodwill by offering a donation option that includes some contribution to the national association.

Non-Profit and Charitable Status

The new association would need to incorporate as a non-profit organization. The Future Federation Working Group has recommended that that new association choose not to register for charitable status, arguing that the primary mission of the new federation is advocacy. Registered charities face significant constraints to how much budget can be dedicated to advocacy. Since the primary goal of the new federation is advocacy, not registering as a charity is a wise choice.

Because the work of the new school library association as proposed in this paper would be broader than advocacy, it is advisable to register as a charitable organization. In the donation-based model as proposed, this would be critical to the organization's success.

Financial Sustainability

Membership fees alone do not sustain the work of an association, and relying on

fees alone promotes the vision of members as a resource to be drawn on rather than an audience to serve. If a member-based model is chosen that should not preclude consideration of other funding options, such as donations, pursuing grants for specific projects, and revenue from publications and events, etcetera.

There are bound to be significant start-up costs, including fees for a name search and incorporation, and obtaining charitable status. Because these costs will be incurred before charitable status has been approved, this may require some initial investment from individuals or organizations, without a tax benefit should that be in the form of a donation.

Ongoing costs that need to be considered include setting up administrative services, a technological infrastructure, meetings, and membership fees in other national or international organizations. The old Canadian Association for School Libraries (CASL) had the benefit of being a division of the larger CLA, using their infrastructure and staff support. A new association today would mean starting from scratch and creating that infrastructure.

Governance and Administration

The governance and administrative structure of a new association must be sympathetic to the chosen model and be considered most effective for fulfilling the goals of the organization. It is also very important to conform to all of the requirements of the Not for Profit Act and to qualify as registered charity, if that is the chosen option. Links to useful information from the relevant government agencies are included as additional resources to this paper.

The American Society of Association Executives (ASAE) offers excellent advice for starting an association through its Center for Association Leadership (ASAE, 2006). They present several management options for associations in their infancy, including management by all volunteers, volunteers with a skeletal staff, or using an association management company. While

start-up organizations frequently choose the all-volunteer route because it is clearly the least expensive, the Center advises against this route, suggesting that volunteers working with a skeletal staff, usually drawn from the profession or retired members of the profession is preferable for consistency, continuity and accountability. Choosing the best management option for start-up depends entirely on available resources, but the default need not be all-volunteer purely because other options had not been considered.

Moving Forward

The notion of a new national school library association has clearly engaged the group of leaders who have worked so hard to leverage the gains achieved with the publication of *Leading Learning* and the success of *Treasure Mountain Canada*. The notion can only morph into a fully-fledged proposal through broader consultation, and with support from the broader community of potential supporters or members.

To this end, this paper will ground a stakeholder discussion to take place during and following the *Treasure Mountain Canada* symposium, taking place at the end of January 2016. Stakeholders from across the country will participate in preliminary discussions, which will test the waters for the idea. If the consensus is to move forward with investigating the proposal the hope is that a working group will emerge from this discussion to refine a proposal and lead broader consultations.

If a decision is indeed made to develop a formal proposal for a new association, it will be absolutely necessary for the working group to work closely with CLA and with the Future Federation Working Group, as many of the goals of the new association would involve some transfer of responsibility for projects previously spearheaded by the CLA. Clearly the CLA and the working group are already considering the future of these projects, but may not have fully considered the involvement of a new school library association.

It is hoped that the new association, should it indeed emerge, will value collaboration above all else, within the school library association world and the broader world of multi-sector library associations. Discussions with The Partnership may reveal opportunities for this broader collaboration.

Finally, the working group needs to consult with the provincial and territorial school library associations upon whose support a new association will depend. With a clear and purposeful mission and assurance of cooperation, it is hoped that the best possible solution will emerge to advance the voice of school libraries in Canada.

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Additional Resources

- Canada Revenue Agency: Charities and Giving <http://www.cra-arc.gc.ca/chrts-gvng/menu-eng.html> Provides information about applying for charitable registration and associated procedures and requirements.
- Innovation, Science and Economic Development Canada: Corporations Canada – Not-for-Profit Corporations http://corporationscanada.ic.gc.ca/eic/site/cd-dgc.nsf/eng/h_cs03925.html A guide for not-for-profit corporations, including instructions and requirements for creating such a corporation.

About the Author

As a writer, presenter and consultant, Anita Brooks Kirkland specializes in the areas of information and digital literacy and the role of the school library learning commons. She draws on her extensive experience as a teacher educator, both as an instructor in school librarianship for the Ontario Institute for Studies in Education (OISE), University of Toronto, and in her previous role as the Consultant for K-12 Libraries at the Waterloo Region District School Board. Anita is very active in professional organizations, having served as the 2005 president of the Ontario School Library Association (OSLA) and co-chair of The Association of Library Consultants and Coordinators of Ontario (TALCO) from 2011 to 2013. Most recently, Anita served as the 2014 president of the Ontario Library Association (OLA).

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