

January 2017

Volume 24, Issue 2

Teaching Librarian

The Magazine of the Ontario School Library Association
ISSN 1188679X



SPECIAL ANNIVERSARY ISSUE

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THE Teaching Librarian

Volume 24, Issue 2 January 2017 ISSN 1188679X

TingL Fixtures

- 6** The Editor's Notebook
Diana Maliszewski
- 12** President's Report
Kate Johnson-McGregor
- 16** Book Buzz
Derrick Grose
- 20** Meet the Author:
A 25 Year Retrospective
Allison Hall
- 23** Professional Resources
Stefanie Cole
- 26** Ask Rita
Rita Resourceful
- 27** Connected Library
Brenda Roberts
- 29** Drawn to the Form
Scott Robins

TingL Features

- 8** Mail to the Chief
Past Editors of *The Teaching Librarian*
- 32** Our Destiny: The Future of Teacher-Librarians and the Learning Commons
Leslie Holwerda
- 36** A Milestone for Canada's Rock Concert for Reading
Meredith Tutching
- 38** 10 Years of the Festival of Trees in Photos



25 years @ your library

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Volume 24, Issue 2



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TingL mission

The Teaching Librarian

The Teaching Librarian (TingL) is the official magazine of the Ontario School Library Association (OSLA). It is published three times a year to support OSLA members in providing significant and effective library programs and services. *The Teaching Librarian* promotes library programs and curriculum development that furthers exemplary educational objectives. The magazine fosters effective collaboration within the school library community and provides a forum to share experience and expertise.

TingL references

The Teaching Librarian is a general magazine for OSLA members and not a scholarly journal. If your article does require citation of sources, please provide them within the text of your article or column with as much or as little bibliographic information as necessary for identification (e.g. book title, year). If you feel that the works you are citing require full identification, please provide a bibliography at the end of your piece, formatted according to the latest Chicago Manual of Style (16th edition) or APA Style.

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TingL guidelines

V. 24, issue 3	“Design & Inspiration @ your library” Deadline: January 23, 2017
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V. 25, issue 1	“Creatures @ your library” Deadline: May 27, 2017
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V. 25, issue 2	“Time @ your library” Deadline: September 30, 2017
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Articles of 150-250 words, 500 words, or 800-1,300 words are welcome. Articles, when approved, should be accompanied by good quality illustrations and/or pictures whenever possible. Text must be sent electronically, preferably in a Microsoft Word (or compatible) file. Pictures can be printed or digital (minimum size and quality are 4” x 6” and 300 dpi, approximately 700 MB and in .jpeg format, if electronic). With photos which contain a recognized individual, please secure the individual’s permission in writing for the use of the photo. Photos taken at public events or crowd shots taken in a public place do not require permission from the subjects. All submissions are subject to editing for consistency, length, content, and style. Journalistic style is preferred. Articles must include the working title, name of author, and email address in the body of the text. OSLA reserves the right to use pictures in other OSLA publications unless permission is limited or denied at the time of publishing.

When writers consent to having articles published in *The Teaching Librarian* magazine, permission is also granted to online distribution of the periodical through accessola.com and educational databases, without expectation of financial compensation. Ownership and copyright of the article is still retained by the original authors. Any questions about submissions should be directed to the Editor of *The Teaching Librarian*: TingLeditor@gmail.com.

TingL subscriptions

The Teaching Librarian is a benefit of OSLA membership. Non-members may subscribe for \$36 per year, plus HST. To become a member or subscriber, contact:

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The Editor's Notebook



Diana Maliszewski

HAPPY Anniversary

Milestones are great to celebrate – just ensure you’ve got the right one. A while back, I planned a surprise party for my mother’s 75th birthday and all was going well until I realized that she had already turned 75 the previous year without fanfare. I covered my boo-boo by claiming that she would have expected a big bash for her 75th but not one for her 75th+1. (She turned 80 on December 1, 2016.)

If my calculations are correct, 2017 is the 25th anniversary of *The Teaching Librarian* magazine. There have been six main editors of this award-winning publication since 1992: Judy Tye, Martha Summers, Sandra Hughes, Bobbie Henley, Brenda Dillon, and yours truly. The former editors gathered virtually to reminisce and you can read our reflections in the feature article “Mail to the Chief”. Other features commemorating this auspicious occasion include Leslie Holwerda’s piece on the future of teacher-librarianship and a different significant anniversary, written by the Director of the Forest of Reading, Meredith Tutching.

For my own 25th wedding anniversary, which will be July 5, 2022, my husband and I plan to travel to Hawaii. We won’t have anything that elaborate planned to celebrate *TingL*’s 25th, except for the quality writing and photos that appear here thanks to our volunteers and devoted OLA staff members. I’m not sure what the next 25 years will have in store, but I hope we’ll have reason to celebrate. ■



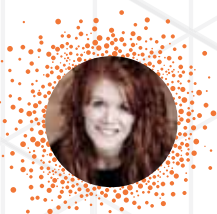
OLA WELCOMES OUR EDUCATORS TO CANADA'S LARGEST LIBRARY EVENT!

SCHOOL LIBRARIES SPOTLIGHT

Friday // 9:00 AM — 10:15 AM

Shannon Miller, The Library Voice

Shannon is the author of the award winning The Library Voice blog. In 2014, she was named a Library Journal Mover and Shaker. She served as the K-12 district teacher librarian at Van Meter Community School District in Iowa for 8 years. Shannon is now an international speaker and consultant who speaks about education, librarianship, technology, social media, and making a difference in education and the lives of others, especially children.



FEATURED SESSIONS FOR EDUCATORS:

WEDNESDAY

9:00 AM: Bring Your Own Cape: Using Novels and Non-Fiction Narratives to Further Themes of Diversity, Equity and Social Justice

10:30 AM: Taking it One Step Further: Transforming Our School as the Library Becomes Our Learning Hub

11:20 AM: Hosting a Makerfair in Your Library Learning Commons

1:00 PM: Infusing Aboriginal Perspectives Across the Curriculum for All Students

THURSDAY

10:45 AM: Cosplay Makerspaces

2:00 PM: Read & Play in the Forest

3:45 PM: Grow Your Professional Learning Network: Inside the TeachOntario Community

FRIDAY

10:30 AM: Middle School Students Read! Revisiting the Red Maple Program

11:20 AM: Chilling Out: Reinventing Library Space as an Oasis for Students with Anxiety

2:00 PM: Innovation Through Collaboration: Teacher-Librarians as Leaders of Tech and Maker-Rich Inquiry

EARLY BIRD REGISTRATION ENDS JAN. 6!

See full registration details at olasuperconference.ca.

Mail to the Chief

REFLECTIONS ON TIME AT THE HELM

Judy Tye

Editor #1, 1992-1996



After spending what I now recognize as the best eight years of my entire working life as Resources Coordinator at The Canadian Children's Book Centre (CCBC), I returned to teaching for my second go-round as a teacher-librarian. Luckily, I joined the East York Board of Education (at D.A. Morrison Jr. High), which,

in 1988, had an almost fully-automated school library system and an incredibly vibrant teacher-librarian association. I learned so much from our coordinator, Martha Pluskauscius, my fellow T-Ls and classroom teachers, such as Andrew Meles and Judy Chretien, who were so creative while implementing Partners in Action and ILEA, and who are still good friends, even after retirement!

I was so fortunate to have known and been mentored by great people, such as Fay Blostein, who retired as editor of *The Reviewing Librarian* after ten years. *The Teaching Librarian* was the successor to *TRL*, focusing more on curriculum and emerging technology than on book reviews. And I was the lucky person who was chosen to be its first editor, a position I took on in 1992, and held for close to five years.

There were so many wonderful, committed people who worked with me on producing *The Teaching Librarian* over that period. Linda Sheppard and Margo Beggs, whom I knew from working in the Canadian publishing industry while at the Canadian Children's Book Centre, were a great help as copy/managing editors, bringing their outstanding professional skills to the educational field. Working with people like Rose Dotten, Kathleen Turkington, Ralph Wintrob, Ricky Englander (co-founder of Kids Can Press), Jeanne Stoness, Sandra Hughes – just too difficult to fit in everyone's name – was such a rewarding learning experience.

Of course the person whose presence was so essential to *TingL*'s success throughout the entire time I was at the editor's desk was Jefferson Gilbert, my rock at the Ontario Library Association (OLA) office. Jeff was always there when a deadline crisis arose or a technology issue threatened, ready to pitch in and make it all work! His sense of humour and his

commitment to the success of OLA always made things seem to be his priority, even though I knew he had a million more things to do.

I think the camaraderie of working with so many skilled teacher-librarians, who were enthusiastic about and creative in their work with students and teachers in all grades, whether it was developing suggested reading lists or teaching inquiry-based research skills, was the best part of being the editor of *TingL*. Where else do you get to work with people who will just as easily put on an impromptu puppet play with an eraser as the lead character, as discuss the latest award-winning novel by a Canadian author?

After attending the Stratford Festival every summer for 20 years as a tourist, my husband and I agreed that Stratford was our first choice as a new home. We bought a house here in the summer before we retired, moved our belongings in on the weekend before the last day of school, and literally drove off into the sunset on the last day, headed for a new chapter in life.

Retirement lasts for about three weeks, and then every organization within a thirty-minute drive hears you are available, and wham! You become the latest community volunteer. I am now "attached" to the Stratford Symphony Orchestra (stratfordsymphonyorchestra.ca), Inner Chamber (innerchamber.ca, outstanding chamber music series), SpringWorks: indie theatre and arts festival (springworksfestival.ca), and the Retired Women Teachers of Ontario, Stratford Branch (rwto.org).

Oh, and I also now own Judy Tye Arts Management (tye-arts.com). I represent a roster of outstanding Canadian musicians – which is about to expand – for whom I book concerts and other performances, including educational programming in schools!

Sending a big hello out to all of my fellow teacher-librarians, past and present. Your presence in schools is needed now more than ever. Keep advocating for school libraries!

Past Editors of *The Teaching Librarian*

Martha Summers

Editor #2, 1996-1997

(We were unable to contact Martha to collect her reflections. Martha, if you are out there, please write to us to let us know how you are doing!)

Sandra Hughes

Editor #3, 1997-2001



I worked for the Brant County Board of Education, later the Grand Erie District School Board and was editor from autumn 1997 to autumn 2001.

Larry Moore was executive director and Jefferson Gilbert the deputy director at the time. I followed Martha Summers as editor.

The editorial board included various people including Martha Summers, Tim Gauntley, Reg Deneau, Marlene Turkington, Jo-Anne Laforty, Mark Kaminski, Judith Gruarin and Cathi Gibson. Dianne Bedard did fairly regular columns on information technology as it took a growing role in teaching and learning.

Getting a pro-active and positive message about the professional dedication, expertise and energy of teacher-librarians in Ontario out to the educational thinkers of Ontario and Canada made the work feel important. The opportunity to keep teacher-librarians informed of what was happening in their field – trends, instructional strategies, resources, efforts of their colleagues – was rewarding.

Interacting with other teacher-librarians, who were making a difference for children's literacy and critical thinking across the province, was energizing. Having the expert, professional and efficient support of Larry Moore and his team at the office made the process of producing an excellent professional journal run smoothly.

All of the issues we produced gave me a sense of accomplishment. Responding to Diana's questions has had me reviewing a number of the issues I edited. I feel that, as a body of work, they offered teacher-librarians positive, professional support through a time of great change in the tools and resources for literacy and learning.

After retirement I pursued several interests. I started by taking on various roles in the Canadian School Library Association, concluding with the presidency. I edited the International School Library Association Newsletter. I was an adviser for Nipissing University for student teachers. Now, I continue my interest in school libraries and children's literacy through an informal local group of retired teacher-librarians and a community group called the Family Literacy Committee.

Family interests, various clubs and volunteer activities, hobbies such as cooking and gardening and travel, keep me busy these days.

Bobbie Henley

Editor #4, 2001-2004



I am retired from a long and satisfying career with the Grand Erie District School Board, made better and richer by my position as department head of library. I was editor-in-chief of *The Teaching Librarian* from autumn 2001, until winter 2004, when I accepted the position of vice-president of the OSLA.

My original team consisted of Dianne Clipsham, from the Ottawa Carleton District School Board, Brenda Dillon, Dufferin-Peel Catholic District School Board, Cheryl Dinnin, Thames Valley District School Board, Esther Rosenfeld, OSLA President, Toronto District School Board, Sue Tedesco, Thames Valley District School Board, Marilyn Willis, Peel District School Board, and Sya Van Geest, who was retired from the Peel District School Board. I believe Karen Smulevitch replaced Sue Tedesco in 2003.

We thoroughly enjoyed the process of putting together each issue. This is not to say there weren't frustrations and anxiety with deadlines and such, but I remember the OLA as being a thriving, creative space that energized and enthused all of us. Larry Moore was the executive director of the OLA during this time, and his creative genius kept me striving for issues that would appeal to everyone in the field of teacher-librarianship. I have fond memories of long discussions with him before and after each publication.

continued on page 10

...continued from page 9

I clearly recall the first issue with me as editor! We really wanted a new face to the magazine, and made changes that included the “It Worked For Me” column and practical curriculum pullouts. As well, each issue included regular columns on information technology, websites, and professional resources to fit that issue’s theme. We started our themes in 2002-3 with Literacy, Advocacy, and Leadership, and moved on to Management, Partnerships, Evidence, Coping With Crisis, ICT, and Ethics. In short, we made a concerted effort to provide readers with relevant and current content.

I would be hard pressed to single out one issue that I was most fond of. The issue on Advocacy (Volume 9, Issue 2) was a strong one; it was extremely timely and probably still very relevant today. I enjoyed putting together the issue on Partnerships (Volume 10, Issue 2), because it was exciting to realize the wide scope of possible library partnerships and to highlight them to our readers. But I think each and every issue represented a wide range of library programs and celebrated our achievements while at the same time challenged us to raise the bar.

Currently, I am thoroughly enjoying my retirement! I’ve completed several paintings, working mostly in oils, and some commissioned charcoal portraits. My husband has recently retired also, and together we delight in our 2½ year old granddaughter, Pearl. She and I have attended two local library programs each week since she was a baby, and of course, she loves her books. Tom and I are travelling a great deal and have plans for many more fabulous trips. I belong to two book clubs, one locally with friends, and one remotely with my five sisters and my father. For the last four years I have volunteered with newcomers to Brantford at an English Conversation Café, held in the Brantford Public Library. Life is pretty wonderful!

Brenda Dillon

Editor #5, 2004-2006



I am a teacher-librarian at Philip Pocock Catholic Secondary School, in the Dufferin-Peel Catholic District School Board. I was an editorial board member from 2001-2010 or 11. My notes go back to July 2001, so I think that was when I joined the editorial board. Bobbie had just been elected to OSLA Council and had to step down early as the editor-in-chief. I co-edited the following issue with Bobbie and took over as editor-in-chief at the August 2004 editorial board meeting. While it was supposed to be a three-year commitment, I had to resign after only a year due to health problems.

I still have an editorial board membership list from my early days as editor-in-chief and it includes:

- Roberta Henley
- Anita Brooks-Kirkland
- Susan Moroz
- Esther Rosenfeld
- Karen Smulevitch
- Sya Van Geest
- Marilyn Willis
- Martha Martin, Mary Lachapelle, and Sheryl Lavery, new to the board in 2004
- Lori Knowles, the managing editor
- Larry Moore, the layout and OLA contact

I enjoyed the collaborative nature of our work on the editorial board – it was a really good feeling to be part of the group. I remember the feeling of incredible satisfaction when each issue finally came together and was actually published. I also really enjoyed positive feedback from members/readers, and the knowledge that we were actually contributing in a very real way to Ontario’s teacher-librarians and their school libraries.

This might sound odd, but I don’t think I actually have a favourite issue or article. Although if I was forced to pick one, I suppose I’d choose my first issue as editor-in-chief – the fact that it got published at all was a major feat!

It was good to hear from Diana! I really do miss being on the board and, just generally, being more involved in OSLA. I miss the connections and the collegiality.

Diana Maliszewski

Editor #6, 2006-present



I am a teacher-librarian with the Toronto District School Board. I started as the editor-in-chief for *The Teaching Librarian* in 2006 because Peggy Thomas, the OSLA vice-president at the time, asked me. Since Peggy actually saved my life, how could I turn her down? Eleven years later, I'm still here!

It's been over a decade of work – thank goodness for archiving past issues! I started as the “head honcho” in Volume 14 Issue 1. Many people contributed to the creation of *The Teaching Librarian* during my tenure, and I didn't want to leave anyone out, so I made a chart.

Editorial Board Members	OSLA Council Presidents	OLA Magazine Liaisons
Rob Baxter	Sandra Ziemniak	Michael Rossettis
Wendy D'Angelo	Evelynne Bernstein	Peggy Thomas
Brenda Dillon	Leslie Holwerda	Lisa Radha Weaver
Derrick Grose	Lisa Hascal	Marilyn Willis
Peter Huang	Jennifer Goodhand	Ruth Hall
Martha Martin	Allison Hall	Roger Nevin
Sharon Mills	Brenda Roberts	Elizabeth Gordon
Janine Schaub	Caroline Freibauer	Isabelle Hobbs
Shelagh Straughan	Sarah Oesch	Deb Kitchener
Sya Van Geest	Angela Thompson	Jeanne Conte
Catherine Harris	Leslie Whidden	Kate Johnson-McGregor
Julie Millan		

Brainstorming sessions for upcoming volumes, especially when we worked in person with all the editors at OLA headquarters, were often filled with laughter and the creativity in the room was electric. It was thrilling to get a letter from LucasFilm granting us permission to use a comic that featured Yoda from Star Wars.

We updated the look of *The Teaching Librarian* a couple of times and I really like the sleek, modern appearance of the current version. I'm naturally very proud that we won the Communication Award of Excellence for Best Print Publication from the Canadian Society of Association Executives in 2015. Behind the scenes, I'm really pleased that we created an Operations Manual—originally called the “guidelines for joining-working-leaving”—and formalized the process for selecting new editorial board members.

Like many authors with their books, I don't have a favourite, although my favourite covers are from Volume 23 No. 2 (Numbers @ Your Library – it's so artistic!), Volume 19 No. 3 (Power @ Your Library – the toddler superhero was so cute and wasn't a stock photo!) and Volume 15 No. 3 (The World @ Your Library – we received special permission to use that illustration). I think the oddest cover was Volume 15 No. 1 – the theme was People @ Your Library and no people actually appear on the front!

There are many “best things” about being the editor-in-chief – the leadership opportunities, the chance to network with talented library professionals beyond your own school board, the thrill of seeing a project from start to finish and having the printed results in your hands, and the ability to reach out to fellow school library staff members so they know they aren't alone. Thank you so much Ontario School Library Association and Ontario Library Association for supporting *The Teaching Librarian* for all these years! ■

President's Report

This issue celebrates the 25th anniversary of *The Teaching Librarian* magazine. I've been reflecting a great deal on what this means: a quarter of a century is a long time.

Cast your mind back to 1992 – if you are old enough to remember! In 1992, The Tragically Hip released *Fully Completely*, Michael Ondaatje published *The English Patient* and Dr. Roberta Bondar became the first Canadian woman in space. Brian Mulroney was our Prime Minister, in November Bill Clinton would be elected U.S. President, and Bob Rae was the premier of Ontario, though it would be another year until the austerity measure “Rae Days” would come into effect. The Somali conflict escalated as the United States became involved, in South Africa most of the laws supporting apartheid were repealed, and the U.S.S.R. had pretty much dissolved into union states. In the world of technology, Microsoft released Microsoft Works and the World Wide Web had just become publicly available, though the first iteration looked virtually nothing like our modern Internet.

In Ontario school libraries, it had been a decade since the Ontario Ministry of Education published the influential document, *Partners in Action: The Library Resource Centre in the School Curriculum*, which focused on “planned educational experiences that actively involve students in the meaningful use of a wide range of ... resources” (6). *Partners In Action* provided guidelines and detailed suggestions for implementation, but did not go so far as to mandate resource-based learning. The teacher-librarian's role was to encourage a team approach by leveraging his or her principal, teachers, students and school board support team, and provide instruction through team teaching and collaboration. This document was the seed that would grow into the vision document *Together for Learning* in 2010 and the Canadian Library Association's standards document, *Leading Learning* in 2014.

From its inception, *The Teaching Librarian's* mandate has been to “support OSLA members in providing significant and effective library programs and services.” During my last visit to the Ontario Library Association offices on Toronto Street, I rifled through the archived issues and unearthed the inaugural publication of *TingL*. I wondered: what could it possibly contain? What issues were school libraries struggling

with 25 years ago? How had our spaces and our roles changed in that time?

The plain black and white printed pages contained advertisements for card catalogue supplies and CD-ROMs. The articles were accompanied by images of students dressed in dated fashions and huge, clunky computers next to the stacks in school libraries. One of the feature articles struck me most prominently: *Teacher Prep Time and School Program*, by Kathleen Turkington. In her article, Turkington explores the issue of teachers' bargaining units struggling to negotiate precious “prep time minutes” so that teacher-librarians might run effective library programs within their schools. The column is accompanied by the request that readers with suggestions and potential solutions would be welcome to share their ideas in future issues. That this article could be a feature in the current issue of *The Teaching Librarian* was not lost on me. And that is both disheartening and inspiring.

Bad news: 25 years later, advocacy is still a huge priority. We continue to fight to establish/maintain meaningful programs and to be recognized as valuable contributors to student learning and achievement because stakeholders are reluctant to invest adequate time and money into properly staffing school libraries with qualified teacher-librarians and technicians.

Good news: 25 years later, advocacy is still a huge priority. Hurray! There are still enough teacher-librarians, technicians, and prep-time/library teachers in Ontario schools to create and run valuable programming in their Library Learning Commons, to encourage students to love reading, to promote and teach all of the literacies, to grow Makerspaces and create safe spaces, to connect to diverse communities, and to make learning meaningful to students and colleagues alike.

La plus ça change...

With that in mind, the OSLA Council continues to work diligently and optimistically toward supporting school library learning commons in Ontario. Twenty-five years on, we are still doing the great work described in the early issues of *The Teaching Librarian*. Here are a few examples:



Kate Johnson-McGregor

We advocate for school library learning commons!

Elementary Teachers' Federation of Ontario (ETFO):

Councillor Johanna Lawlor and Vice-President Melissa Jensen attended ETFO Annual General Meeting in August in hopes of having motions regarding school libraries put to the floor. Unfortunately, time ran out and their motions were not heard this year. Johanna continues to be a vocal advocate with ETFO and intends to put forward motions again next year. We encourage OSLA members to speak to their respective union representatives regarding issues around staffing and resources for school libraries in your district.

People For Education: OSLA President and representatives from Forest of Reading attended the *Making Connections 2016 Conference* on November 12, 2016. The conference was an opportunity to learn more about current research in the *Measuring What Matters* project and remind stakeholders of the impact of school library programs on student learning. For more information, see peopleforeducation.ca/measuring-what-matters.

Canadian School Libraries: Formerly Canadian Voices for School Libraries, Canadian School Libraries is a new organization interested in building connections between school libraries on a national level. OSLA supports this initiative. Please consider offering your support and visiting their website (canadianschoollibraries.ca). The CLA standards document, *Leading Learning* resides in its own site, connected to Canadian School Libraries (lsop.canadianschoollibraries.ca).

We promote a love of reading!

Forest of Reading: Registration opened October 1 and nominated titles were announced October 14! There is still plenty of time to register your school library or classroom. The cost is very reasonable and the value of the program is immeasurable. OSLA encourages schools to visit the OLA website to learn more about the Forest of Reading programs: accessola.com/forest.

School Library Day – October 24, 2016: Schools around the province held events to celebrate National School Library Day in October. From DEAR initiatives to Maker Faires, there are as many reasons to love our school library learning commons as there are school libraries. Share images and videos of the wonderful things happening in your school library on the new *Together For Learning* website (togetherforlearning.ca).

We provide PD to our colleagues!

Melissa Jensen and Diana Maliszewski taught an ETFO Summer Academy in Toronto. Over a dozen keen teacher-librarians enjoyed, connected and collaborated for three days in July, focusing on implementing *Leading Learning* and technologies in school libraries.

Alanna King and Kate Johnson-McGregor embarked on an Ontario Teachers' Federation (OTF) sponsored Summer Institute entitled *Journey to Canada: Canadian World Studies, a Learning Commons Approach* in Ottawa in August with nearly 20 teacher-librarians and teachers from around Ontario. The focus of the programming was on using *Together for Learning* and *Leading Learning* for collaboration, integration of technology and implementation of new curriculum.

We love to learn AND teach!

OLA Super Conference – February 1–4, 2017 at the Metro Toronto Convention Centre: The best PD you'll find for library programming and amazing opportunities to connect with the professionals across library divisions. The OSLA Annual General Meeting will be held on Thursday afternoon. Please join us! olasuperconference.ca

#BIT16Reads: Alanna King ran an online book club/teaching community through TeachOntario last summer, culminating in a presentation at BIT16 in November. OSLA has a significant presence online with TeachOntario and we encourage our members to take advantage of the amazing resources and ideas on their website. You require a current, active school board organizational email address to register: teachontario.ca.

continued on page 14

...continued from page 13

We create resources to share!

The September/Fall issue of *The Teaching Librarian* included a copy of the final product of a Ministry of Education collaborative writing project with TALCO (The Association of Library Coordinators and Consultants of Ontario) librarians and teachers. The focus of the Student Inquiry Process poster is K-8 inquiry, however, OSLA council agrees it is a great resource for use in any school library learning commons. Thanks and congratulations to the writing team – led by Melissa Jensen and Michelle Campbell – the poster is as useful as it is beautiful! It is also available in digital hyperlinked format on the OSLA Resources page on the OLA website: accessola.com/studentinquiry.

On a personal note, the first issue of *TingL* was published during the first year of my undergrad at the University of Guelph. In 1992, I would never have predicted that one day, I would be a high school teacher-librarian and would be granted the opportunity to serve as President of the Ontario School Library Association. Certainly, over the past two and a half decades, there have been significant changes in each of us, and on a grander scale – changes in politics, in education, in technology, and in libraries. However, I would assert that fundamentally, we remain the same. Like 2016 me compared to 1992 me, the back issues of *TingL* reflect the lines and scars that experiences and life and change create. In 25 years we have grown, adapted, tried new things, succeeded, failed, cried, rallied and celebrated. Most importantly, we have learned. Congratulations and many thanks to the hundreds of contributors to *The Teaching Librarian* over the years. Here's to the next quarter century of growing, teaching, advocating and leading learning together! ■

References

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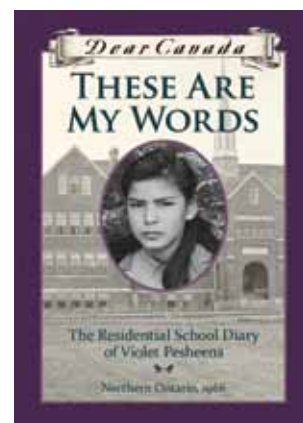
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Book and
Periodical
Council

Book Buzz

In a recent Troy Media article entitled, “Memorization, practise and critical thinking go hand-in-hand,” Michael Zwaagstra argued, “It’s unreasonable to assume that students can practise critical thinking without first acquiring substantial background knowledge.” It makes sense to acknowledge that some factual knowledge provides an important foundation for further learning and for day to day survival. Rote learning is not without value, but it is not enough. The power of the collaboration between the classroom teacher and the teacher-librarian in the learning commons is that it provides a subject-based context for building the literacy, research and critical thinking skills that give significant meaning to the resources available in the learning commons. The finding of facts is combined with critical analysis. This column will celebrate *The Teaching Librarian’s* 25 year celebration of collaboration by highlighting some recent titles that will help teacher-librarians and teachers to combine the teaching of skills and content with resources that students will find informative, engaging, entertaining and thought-provoking.



Dear Canada: These Are My Words: The Residential School Diary of Violet Pesheens

by Ruby Slipperjack

Toronto: Scholastic Canada, 2016

ISBN 9781443133180

It is 1966 and Violet Pesheens is a 12-year-old Anishnaabe girl who finds herself in a residential school designed to strip her of her culture and identity and assimilate her into the mainstream “white” culture. The school authorities have given her a number to replace her name. She feels threatened by Cree girls in the school. She misses her language, her culture and, most of all, her beloved grandmother. Violet records her experiences and feelings in this fictional journal by novelist Ruby Slipperjack who herself experienced life in a residential school. This new addition to the “Dear Canada” series will provide middle grade readers with insights into the residential school experiences of a student who was only slightly older than they are.



Everton Miles Is Stranger Than Me

by Philippa Dowding

Toronto: Dundurn Press, 2016

ISBN 9781459735279

The second book in Philippa Dowding's Night Flyer Handbook series follows the protagonist, Gwendolyn Golden, through her first year of high school. She faces everyday challenges (such as a bully in gym class and the awkwardness of a terrible kiss) and more profound ones like coming to terms with the death of her father. Ominously, she is being stalked by a rogue spirit flyer and could be sucked into the desolation of the hellish Shade at any moment. Given a choice, instead of retreating, Gwendolyn has the courage to confront her terror and embrace her gifts, knowing that she has family and friends to support her in escaping the darkness and making the most of life.



Feathered

by Deborah Kerbel

Toronto: Kids Can Press, 2016

ISBN 9781771383417

Deborah Kerbel's *Feathered* is an engaging pre-teen novel about coping with bullies and finding friends. It also explores the issue of international abductions. Finch's father and mother offer different explanations of how she got her name and there is a big gap between the clumsy kid she sees herself as being and the graceful dove she aspires to become. Realizing her potential will be a challenge when she is dealing with a mother who is coping poorly with the death of her husband, her brother's best friend who is bullying her, and a teacher who will not give her the smallest break. It is only when she finds a friend who needs her help that Finch discovers that she can fly to the rescue!



Hawk

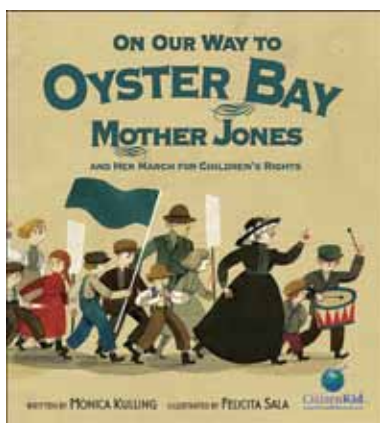
by Jennifer Dance

Toronto: Dundurn Press, 2016

ISBN 9781459731844

Adam, a First Nations teen who spent the first eight years of his life in Fort Chipewyan, has become a contender for the provincial cross-country running championships with the help of the jogging trails, indoor track and other amenities offered by his new home, Fort McMurray. When he rescues a fish-hawk from a tailings pond in Alberta's oil sands, he doesn't know that his own survival has been jeopardized by pollution from that same source of superficial prosperity. When he is diagnosed with leukemia, he turns to his friends and his heritage to find the strength to fight to protect the land, the creatures that inhabit it, and to save his own life. Visit jenniferdance.ca/hawk.html to read the author's account of her research into the oil sands.

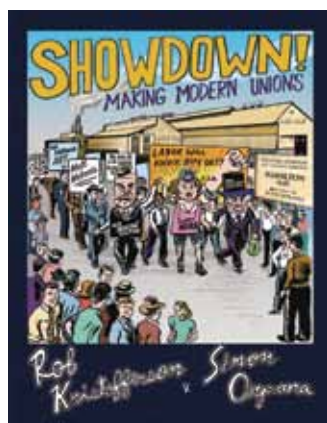
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On Our Way to Oyster Bay

by Monica Kulling,
Illustrated by Felicita Sala
Toronto: Kids Can Press, 2016
ISBN 9781771383257

In 1903 Mary Harris “Mother” Jones led a march from Philadelphia to Oyster Bay, New York to protest against the exploitation of child labour. In this book from the CitizenKid series, Monica Kulling tells the story of the march from the point of view of a boy and a girl who have left their work in a textile mill to join the protesters. The story and the illustrations give a sense of North American life at the turn of the century and of the role of protest in promoting political reform. Two pages at the end of the story provide factual background information on Mother Jones, the protest and child labour in the modern world as well as details about individuals and organizations promoting reform.



Showdown!: Making Modern Unions

by Rob Kristofferson and Simon Orpana
Toronto: Between the Lines Books, 2016
ISBN 9781771132725

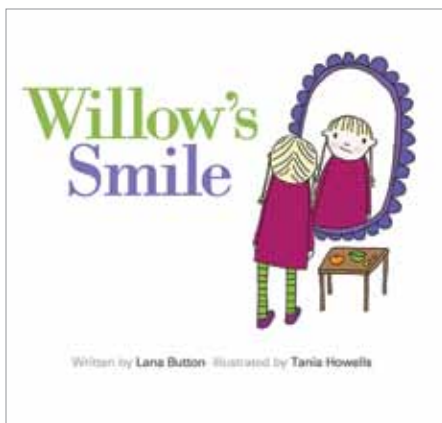
Why should anybody care about a strike that was resolved more than half a century ago? In *Showdown!: Making Modern Unions*, Rob Kristofferson and Simon Orpana describe the sacrifices made by individual human beings as part of a collective effort to ensure a decent living for working people. Focusing on Hamilton, this graphic narrative illustrates a common pattern of industrial, political and community development in urban Canada. It shows how workers have struggled to define their democratic rights in the past and how those struggles relate to contemporary movements such as “Idle No More.” A secondary school audience will engage in critical thinking about how history is written and who controls the process.



When The Rain Comes

by Alma Fullerton,
Illustrated by Kim La Fave
Toronto: Pajama Press, 2016
ISBN 9781772780123

With vibrant colours, Kim La Fave’s cover for *When the Rain Comes* depicts a small girl guiding a large animal that is pulling a cart as torrential rain pours down and waters rise above the small girl’s ankles. This provides an engaging hook for an inspiring story of a young Sri Lankan girl who struggles against her own fears (and the forces of nature) to save the rice seedlings on which her village’s prosperity depends. Amy Fullerton makes extensive use of repetition and onomatopoeia to draw her four to eight-year-old audience into this story of childhood experiences that may be different from their Canadian experiences but that may parallel those experiences.



Willow's Smile

by Lana Button,
Illustrated by Tania Howells
Toronto: KidsCan Press, 2016
ISBN 9781771385497

If children from pre-school to Grade Two are experiencing photo day anxiety, or if a teacher would like to warm them up for the event, Lana Button and Tania Howells have written and illustrated a picture book that will help students find their smiles when they need them. This picture book confronts the problem of the smile that flees when it is most needed by showing how a skillful photographer gets friends to help friends to put a smile on every face and make sure that everybody has a good photo day.



When We Were Alone

by David A. Robertson,
Illustrated by Julie Flett
Winnipeg: Highwater Press, 2017
ISBN 9781553796732

In a conversation with her grandmother, a young Cree girl learns about treasured aspects of her culture that Residential Schools attempted to strip away to make First Nations children “like everybody else.” The grandmother in David Robertson and Julie Flett’s picture book emphasizes how the students in the school struggled to hang on to aspects of their culture that were a source of joy and consolation in the isolation of their school lives; the former residential school student celebrates these same aspects of her culture as an adult survivor. Her positive approach and age-appropriate language help children empathize with the victims of residential schools and appreciate the resilience of both the people and the culture. ■

Meet the Author

A 25 Year Retrospective

Over the past 25 years,
The Teaching Librarian has published
38 different interviews with many
talented artists, authors, and illustrators.

Here are just a few of the highlights.

Issue 14.2:

Children's author Anita Daher, interviews fellow author Gail Sidonie about the books she remembers reading as a child:

Can you think of a book that was most meaningful to you as a younger reader? Why?

Fairy tales in the original versions because they are spooky and psychologically sophisticated (although as a kid I just liked the stories and the triumphs of the underdogs). Dr. Seuss, especially *Green Eggs and Ham*, because I was always a fan of poetry and rhyme. After about six, I remember reading everything. Books were given as rewards in my family, and were part of many, many shopping excursions. I guess that I'd have to say that Shakespeare captivated me in high school because of an exceptional teacher. I know that Shakespeare is a huge influence in my life.

Issue 15.1:

Rob Baxter poses some questions to author John Wilson about the use of technology in his writing:

Do you use a word processor in your writing, and if so, do you use a spell-check?

I do use a word processor and I do use spell-check, although with reservations. It's wonderful at picking up my bad typing habits such as putting "teh" for "the" and I use it to standardize US-British spelling since different publishers have different requirements. I wouldn't be caught dead using a grammar checker, though.

Issue 16.1:

Wendy D'Angelo discovers what YA author Vicki Grant thinks about the future of books:

What do you think books will look like in the future?

Books might look different than they do now but I think we'll always have books. I really hope we don't move entirely to e-books. Reading on a lit-up screen is hard on the eyes. You can't lie in the bath with a laptop. E-books would take all the coziness out of reading.

Issue 16.3:

Maria Martella learns what graphic novel author Kean Soo thinks about comics in the future:

Any predictions for the future of comics?

There were hardly any comics in school libraries when I was growing up. Now I see boys and girls reading manga all the time. I'm looking forward to seeing what some of them will do, comics-wise, in the next ten years. This generation is going to grow up much more "comics literate." I think they're going to understand and wield the language better than we ever will.

Issue 18.3:

Two young fans, Parth Shah and Jesegan Jeganathan interview author Susin Nielson with hilarious results:

Where did you get your honesty and your humour from?

That's a really good question. I think I've gotten a bit braver the older I get. But also I do think that I've probably always been somebody who speaks my mind for better or for worse. Sometimes it gets me into trouble, sometimes I don't think before I speak. And then my humour...You know when I was a teenager, everything I wrote was very maudlin; very very depressing. So I think the humour developed over time, and I guess I just think that when I look back at being your age, it was really hard sometimes, right? But there's also a lot of humour too. I personally think that there's a lot of books out there for young people that have no humour at all, and then there are books that are sort of just straight-on humour. I really wanted to work in that world where you could do a bit of both. Where some of the stuff that happens to Ambrose, you just, you really feel for the guy, but life is also funny, right? So I like to be funny, and I like to look at life in a funny way.

We searched on the Internet and we found out you're optimistic, your ice cream flavour is cookie dough, and yeah, lots of things.

And I like a good fart joke.

continued on page 22

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Issue 20.1:

Diane Cipollone prompts Helaine Becker to expand on her love of school libraries:

You wrote a fabulous letter to the *National Post* in support of teacher-librarians and the work they do. [Editor's Note: a version of this letter appeared in OLA's *Access* magazine.] In the letter you mentioned "it was in a school library [you] first fell in love with books." What experience(s) in your school library were most impactful for you?

I think I read every single book in my elementary school library. What a resource, especially for kids who don't have books at home, or who don't have a public library card or can't get to a public library! It was through those books that the world opened to me — a world of fantasy and fact, which varied from day to day and from mood to mood. As a school supplier (in my previous, pre-writing life) I had the opportunity to deal with school librarians on a regular basis and could see directly the impact they had on the quality of the school. As a result, my long-held love of libraries became not merely personal, but political. I think a functioning democratic society needs functioning public school libraries. Full stop. I've also seen, from my earlier career, how school libraries have been chipped away at by various governments and organizations. It's criminal that we talk about "we support literacy" out of one side of our mouths and cut school libraries at the same time.

Issue 21.2:

Evelynne Bernstein finds out why Kevin Sylvester likes school visits so much:

You have visited a number of schools. What do you find most rewarding when you meet the youngsters who are reading your books?

I think my favourite moments are when the teachers come up to me and tell me that my books are popular with the more "tentative" readers in their classes. I remember one student, years ago, who had trouble reading, but loved my book so much that he'd read it over and over (this was one of my Weird sports books). He even drew me a cartoon based on his favourite stories from the book. I mean, for someone who believes that reading is a pathway to the larger world, that was a true WOW moment for me. It's one of the reasons I always include pictures in my books. Some readers need that (I also think pictures add to the enjoyment of any book. I mean, Dickens was illustrated, for crying out loud!) I'm also moved when they have questions that arise from the books. What do I like to cook? How much money does an author make? Did Marco Polo really visit all those places? And I always include a "cartooning class", and then the kids show me pictures they've drawn. There are some amazing artists out there, and I always tell them the most important thing is to keep working hard.

Our *Teaching Librarian* magazine has featured many great interviews over the years and you can be assured, there are plenty more to come in the future! ■

Professional Resources

Stefanie Cole

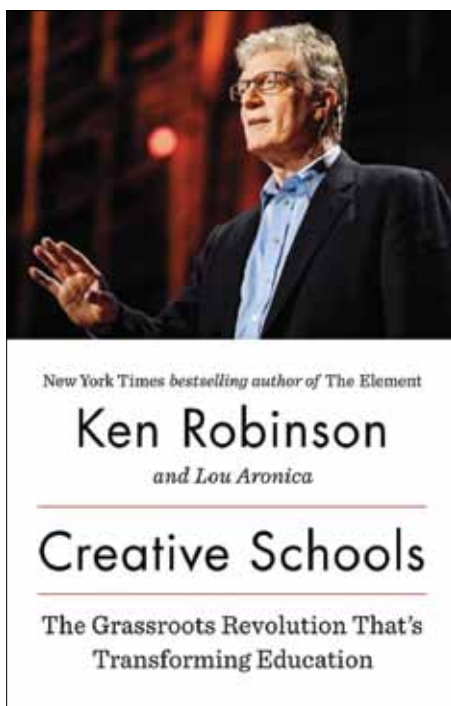
Creative Schools: The Grassroots Revolution That's Transforming Education

by Ken Robinson and Lou Aronica
Penguin Books, 2015
ISBN 978-0-14-31806

An exploration of various educational trends and leaders promoting creativity, engagement, and possibility versus a stagnant educational system based on outdated economics.

Creative Schools: The Grassroots Revolution That's Transforming Education is the perfect title for Sir Ken Robinson's open invitation to explore the current trends rising in opposition to concerns in education. His thorough research shows us the history behind our education system as well as, facts and figures that demonstrate the difficulties of advancing education. Many inspiring examples of schools that have risen above the "factory-production view" (p. 258) to provide a more "rigorous, personalized and engaged education" (p. 257) are provided, inspiring the reader with a broad range of available possibilities.

As we read through *Creative Schools*, we come across explorations of prevailing ideologies that support creative thinking. We see examples and explanations of the philosophies behind such trends as inquiry, play-based learning, flipped classrooms, design process, integration of curriculum and recognition of the importance of the arts. We meet educational leaders who have used these strategies with great success to reinforce wonder and allow the exploration of personalized interests to engage students. These inspiring stories give us a glimpse into



the personal journeys of these leaders and how they successfully implemented change.

Robinson also shows us the side of teaching that maintains the status quo and is the most powerful catalyst in the resistance to change. Testing. Not only is an entire chapter, *Testing, Testing, Testing*, dedicated to this topic, but there are many references throughout the book to the effects of testing on education. Many questions and some answers around assessment will come to mind while reading *Creative Schools*. What effects do standardized tests have on teachers, students and learning? How does testing affect student mindset? What are the different forms of assessment available to teachers? Why and when should we use them? We know it is much easier

to test what students know, so how do we assess students in a world that "pays you for what you can do with what you know" (p. 168)? Robinson even explores the trend of assessment without grades, referencing Canadian teacher, Joe Bower, "who abolished all grades in his classroom and delivered the report card grade only after asking his students to assess their work and recommend the grade they should receive" (p. 172). There is a lot of food for thought about how testing affects the system and this invites a personal exploration of individual beliefs.

Using engaging examples of creative endeavours in education from around the world, Sir Ken Robinson demonstrates to teachers, principals and policy makers how to take the revolution into their hands. He shows where the work is needed to create a system that will engage and encourage students to become curious, creative, compassionate citizens, who can communicate and collaborate in a world which needs them more than ever.

The Journey Is Everything: Teaching Essays That Students Want to Write for People Who Want to Read Them

by Katherine Bomer
Heinemann, 2016
ISBN 978-0-325-06158-0

For anyone who is tired of reading the same old student essays and wants to open up student research and exploration in a way that is enjoyable for all involved.

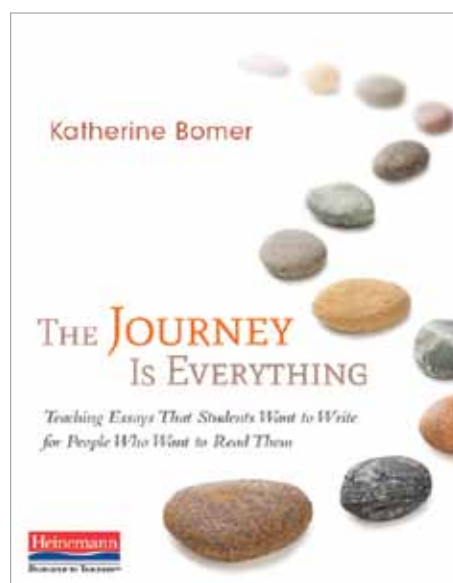
Katherine Bomer argues that our narrow teaching of the essay has taken us away from what an essay truly is. She

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sees it as an open exploration students can undergo when making sense of big topics in the context of literature, history, science, and their lives. She doesn't negate specific formats, such as "literary analyses, summaries, critiques, reviews, editorials, (and) research papers," (p. 16). She simply argues that developing a more open concept of "essay" filled with the "untidiness of inquiry" (p. xi) where students are given time to use "writing to discover ... solve problems ... figure things out," (p. xi-xii) and are allowed to speak personally about their journey with the use of the forbidden word, I, will provide our students with the freedom to develop their ideas and writing craft. This is a freedom that the five paragraph format with its thesis statement, proof and re-statement just doesn't allow.

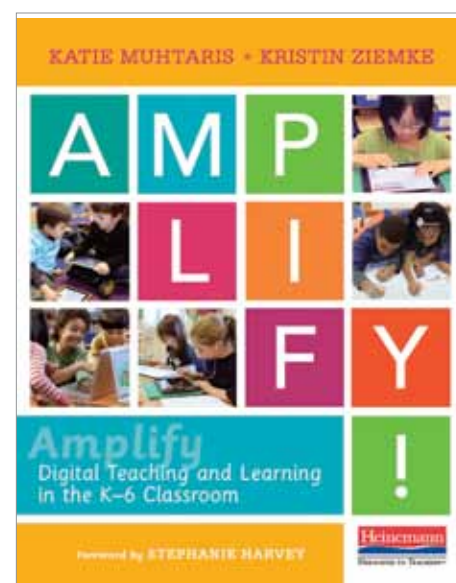
Katherine Bomer introduces us to the history of the essay with a small section on Michel de Montaigne, who retired to read and write in 1571. She tells us that at that point "the kind of writing Montaigne was doing — personal, observational, exploratory, and divergent — was not available as a named genre of writing," (p. 27) so he called it "essaying, which in French means trying" (p. 27). Once we understand that definition of an essay as an attempt to develop and connect ideas, the noun, essay, opens up, and we can begin to imagine it as a creative genre for students.

She makes sure we understand her view by providing us with high-quality examples of essays to use with students. These essays touch hearts and take us on a journey of understanding with



authors such as Georgia Heard, Lester Laminack, Brian Doyle and Katie Wood Ray on diverse, accessible topics. She also references authors such as Barbara Kingsolver and the yearly publication of *Best American Essays*, edited by Robert Atwar, in case you wish to extend your exploration of essays.

The structure of the book is a journey as well. Bomer teaches us how to closely read an essay, use notebooks with students to help them learn how to write to think, gather information which they could potentially explore, and choose topics. She explores various structures essayists use when writing, providing format options to fit the function of the piece. Prompts are interspersed throughout the book to help teachers and students respond to each other in ways that will further their thinking. She provides craft moves that would be beneficial to writers in any genre and even dives into the co-creation of



success criteria with students focusing on necessary elements, craft moves and revision strategies students would have observed, explored and developed through mentor texts.

At the end of this book, you may want to go back and create a checklist of further resources to explore, essayists to read, and lessons (or whole units of study) to develop. Katherine Bomer's book is as good as its title and is a journey exploring improved reading and writing. This book is a gem that has the potential to bring optimism to teachers diving into stacks of unmarked student writing.

Amplify: Digital Teaching and Learning in the K-6 Classroom
by Katie Muhtaris and Kristin Ziemke
Heinemann, 2015

ISBN 978-0-325-07473

For any teacher who wishes to integrate technology into their class in a way that promotes student success and teacher sanity.

Unlike other books of the same genre, Katie Muhtaris and Kristin Ziemke's *Amplify* doesn't promote new and trendy tools to transform your classroom. These two colleagues, who have learned from each other and many others while at the Burley School in Chicago, show how to integrate technology into the classroom from any point on your individual learning continuum. Their goal is to help teachers to find technological tools that promote student learning and engagement within a strong pedagogical framework.

Based on many resources and partnerships Muhtaris and Ziemke have explored over the years, they've decided on a few basic requirements for educational technology: it should emphasize student ownership and creativity, be heavily tied to literacy, use a balance of gradual release and play

models during introductions, and keep an empowered teacher, who makes decisions based on student needs, at the centre of the class (p. xiv-xv).

They want you to look at your practice and find digital tools that will support your learning goals. Do you have an inquiry focus? Do you wish to build a community of learners? Do you want to connect your students with the outside world? Do your students need to develop digital literacy skills? Do you need simple routines to support your device use? Do you want to capture responses and reflections that assist with assessment? The choice is yours. Recognize your individual needs and use their knowledge and support to move along your learning continuum.

We all know good professional development motivates you to go back

to your classroom and try something new. *Amplify* builds on this notion. Once you have decided your goal, choose a chapter and dive into the structures, strategies, anchor charts and links offered. Then follow up with suggestions from "Three Things to Try Tomorrow" which conclude most chapters. These sections have three quick, relevant ideas supported with links, images and even QR codes to take you to Heinemann's website where you can watch teachers and students experimenting in their classrooms before you try out ideas yourself.

Like the pencil, technology is a tool found everywhere. We should all know by now, "it's not the tool that counts; it's what we do with it" (p. 13) that makes it effective. *Amplify* is here to help you make choices relevant to your classroom needs and student learning. ■

Tell Us How Your School Library Matters!

Create a multimedia presentation and enter it in the OSLA's School Libraries Matter Multimedia Contest.

You and your students could win free registration in the Forest of Reading and a selection of Forest of Reading books (\$150 value including shipping).

Contest is open until January 1, 2017

Submit your entry online at bit.ly/oslacontest2016 and use the hashtag #MySchoolLibraryMatters on Facebook or Twitter

#MySchoolLibraryMatters



Ask Rita Resourceful



We welcome any questions you may have for Rita Resourceful. To protect Rita's identity, please email them to TingLeditor@gmail.com, with the subject Ask Rita, and we'll be sure to pass them along!

I have decided to shift paradigms for our Anniversary issue. Rather than printing answers to your questions, I will be posing questions that you may or may not have considered in your role as a teacher-librarian.

In a future issue, we hope to share some new and interesting ideas from the answers our readers provide to these questions:

1. How do you advocate for a real 21st century Learning Commons in your school?
2. How do you submit an effective budget proposal to your school administration in September? Do you have any tips for others to help them "get what they really want?"
3. With so much technology at our fingertips – have you changed your September orientation to something new and interactive? Please share and tell me how.
4. When you accessed the interactive version of the Student Inquiry Poster from our previous issue, how did you use the links? (View it online at accessola.com/studentinquiry)
5. How do you make your library available 24/7 for your students and colleagues?
6. How do you make your timetable flexible enough to meet the changing needs of your learners and readers?
7. How do you get your students excited about reading?
8. How do you share your expertise with staff and students?
9. What are some of the latest technologies or apps that you are using or promoting as a teacher-librarian?
10. How does your collection reflect the diversity of your school as well as the world?
11. What is your understanding of the Truth and Reconciliation Commission's connection to education?
12. Who is a member of your Personal Learning Network and how do you connect?
13. How do you uphold and promote intellectual freedom?
14. Are you happy in your role as a Teacher-Librarian?

Editor's note: The questions are online. Please use the Google Form to share your answers at bit.ly/ritasurvey2016. We will select a variety of responses to publish. ■

Connected Library

Brenda Roberts

ARE YOU A TECH TRAILBLAZER?

Twenty-five years ago some of us had already embarked on our teaching careers, while others were still experiencing the technology revolution as students. Buboltz and Ling-Louie (1991) observed reactions when “the first Apple IIc models were installed in the library” (para. 1). While they mention “recent” advances in library technology such as automated systems and CD-ROM players, what caught my attention was their understanding that “as more computer-related technology becomes available, the library is the ideal place for it” (para. 8). They also realized that teacher-librarians “are in a unique position to be the leaders on the trail” (para. 15).

For the past 25 years we’ve been subjected to many titles and labels: media specialist, information technology leader, instructional technology coach. Have you embraced these labels? Or do you duck when the principal is seeking to introduce new technology to the staff? How much of a technophile are you? Take a stroll down memory lane as you fill in our technology survey (with a nod to *Cosmopolitan* who mastered the reader survey years ago!)

1. Your favourite piece of technology is...
- a.



b.



c.



2. When your students are seeking information...
- a. you direct them to your coveted print encyclopaedia.
- b. you send them to the correct Dewey location in the stacks for their topic.
- c. you teach them how to use your e-library search engine and encourage them to use both print and digital sources.

3. When cataloguing new material...

- a. you wish you still had to type full MARC records on your old manual typewriter.
- b. you were thrilled when technology made linking possible.
- c. you find that technology has made cataloguing very easy, you follow your district’s standards and watch with anticipation as The Library of Congress tests BIBFRAME, a new system for expressing and

TAKE THE SURVEY @
bit.ly/tingltechsury

connecting bibliographic data.
(Go to loc.gov/bibframe for more information)

4. When a teacher seeks to collaborate...
- a. you explain that your timetable is fixed and you have no time for collaboration.
- b. you suggest a face-to-face meeting and grab your calendar to book them in.
- c. you share your willingness to work together, agree to meet and explain that you’ll open a Google Doc so you can begin sharing ideas back and forth.
5. When students come to the library, you...
- a. remind them to be quiet, quickly exchange their books, and scan their material for them.
- b. encourage them to use your e-library program, select material that they will enjoy, and support them in checking out their own material.
- c. welcome them to explore the many centres and resources that are available to them.
6. When your principal asks you to provide PD on the SAMR model you...
- a. wonder who Sam R. is?
- b. look for apps that will replace teacher worksheets and activities.
- c. provide open ended tasks that provide choice and encourage higher level thinking. (Go to <http://www.schrockguide.net/samr.html> for more information)

...continued from page 27

7. Your personal, professional learning network includes...

- your old teaching partners.
- your old teaching partners, a library mentor and your local librarian association.
- your old teaching partners, library mentors, local and provincial associations, and a wide variety of bloggers, Twitter users, and educators from around the world.

8. When you view this technology you are most comfortable using...



b. 

c. 

9. When people enter your library learning commons they see...

- many bookshelves and as little technology as you can get away with.
- many bookshelves and a mini-lab of desktops, laptops or tablets.
- bookshelves, and a variety of desktops, tablets, laptops, e-readers, a makerspace, robotics kits, a 3D printer, and a green screen.

10. You feel very comfortable teaching students to...

- use online encyclopedias and Wikipedia.
- use digital resources and web 2.0 tools to create content. e.g. blogs, podcasts
- use digital resources, web 2.0 tools to create content, social networks, apps, QR codes, coding, and augmented reality.

Scoring: If most of your answers are...

- Your time was 25 years ago and you need to locate a time machine soon.
- You're heading in the right direction. Visit a few library learning commons to get ideas on what to try next and develop an online Personal Learning Network.
- You are a techno-geek! Remember to extend a welcome to other TLs who may be inspired by your vision and share it online.

And, if you really are a techno-geek, head to bit.ly/tingltechsury and complete this quiz in true 21st century style

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DRAWN TO THE FORM

Scott Robins

It is truly astounding to see how much has changed in the world of comic books and graphic novels in 25 years. Picture this – the year is 1991 and Marvel and DC dominate the industry with a glut of superhero comics aimed mainly at men aged 18 to 45, many of whom purchase comic books because of their potential value in the future. This speculator fire is fueled by the debut of *Wizard Magazine*, a monthly publication featuring comics news, interviews and a price guide so fans could see what their comic collection was “worth.” *X-Men Volume 2* was released with the first issue featuring five different covers and fans had to have every single one. With 8.1 million copies pre-ordered it is still the bestselling comic book of all time. Only a handful of comic book conventions existed and today’s largest, San Diego Comic-Con had 15,000 people attend compared to the 167,000 that attended in 2015. Also, a young man named Jeff Smith decided take a risk and self-publish a comic book called *Bone*, which arguably was the seed for all the changes we see today.

Comics have always been a huge part of my life – first as a fan growing up (still to this day!) and then through my various professional activities and careers. I worked at Scholastic when Jeff Smith’s *Bone* was acquired, promoted Ashley Spires’ *Binky the Space Cat* and Scott Chantler’s *Three Thieves* series while at Kids Can Press. I spoke on numerous panels, wrote articles, reviews and blog entries. I eventually became a public librarian and developed comics-related programs and booklists. I co-wrote a book called *A Parent’s Guide to the Best Kids Comics* with Snow Wildsmith. I did all this because I believed that comics and graphic novels would get kids excited about reading, like it did for me growing up. At last year’s Toronto Comics Arts Festival, I was hanging out with Raina Telgemeier and both of us has this realization that all of us creators, librarians and comics cheerleaders were part of something that changed comics and graphic novels forever.

Now, 25 years later, kids don’t have to find a dingy comic book shop in a scary part of town to get their comics fix. They can head to their school or public library, get recommendations from

their librarian (who probably also loves reading them, too!).

Here’s how comics and graphic novels have changed in the past 25 years to benefit librarians and their collections:

Graphic Novels Targeted to Specific Age Groups

In 1991 there were two kinds of comics: superhero comics written for devoted superhero fans, usually young to middle aged men and comics deemed “For Mature Readers” read by the same young to middle aged men. Comics that had appeal to younger readers were called “All Ages” and were still read by the same young to middle aged men. Many of today’s graphic novels are specifically written for children, teens and adults, expanding the availability of material appropriate for the age group.

Graphic Novels For All Age Ranges

When the idea of graphic novels for kids started to take hold, publishers focused on acquiring books for junior grades, 8-12 age range. As acceptance grew and graphic novels were selling, other publishers like Toon Books began publishing graphic novels for beginning readers and series like Jennifer and Matthew Holm’s *Babymouse* filled the gap in the early chapter book category. New offerings for readers of all ages continue to be published – Jennifer and Matthew Holm just released two board book graphic novels in the My First Comics line published by Random House.

Graphic Novels That Appeal To Girls

Two major factors opened up the world of graphic novels to young female readers: Japanese manga – with its appealing artwork and diverse storylines, and the books of Raina Telgemeier – *Smile*, *Drama*, *Sisters* and now *Ghosts*. These books not only provided something for girls to read and enjoy but Telgemeier has also inspired an entire generation of young female cartoonists. On the flip side Telgemeier’s work has given boys the freedom to read and enjoy more character driven, emotional works as well.

continued on page 30

...continued from page 29

Non-Fiction Graphic Novels

School librarians enhance the teachers by making book recommendations which support curriculum. Graphic novels as learning tools to be are perfect for illustrating complex ideas and use narrative to convey information. From biographies to memoirs and great early learning books like Kevin McCloskey's *We Dig Worms* and the new Science Comics series published by First Second, these books encourage engaging learning with kids.

Higher Quality Adaptations of Classic and Popular Children's Books

Graphic novels are often seen as gateways into reading especially for reluctant readers. An easy way to entice a child is to offer something familiar. In the past, the comic adaptations of movies or prose novels often resulted in poor quality, but recently, greater attention has been made in getting top notch creators to deliver higher quality adaptations of classic or popular works. Recent stand-outs include the various adaptations of the books of Rick Riordan and Hope Larson's adaptation of *A Wrinkle in Time*.

Graphic Novels in Wide Variety of Genres

In 1991 superheroes dominated comic books, but the variety of genres in graphic novels for children and teens covers a wide spectrum of stories and will often mash-up genres (a narrative technique I believe comics and graphic novels made popular). For something fresh and exciting, action, adventure, mystery, horror, supernatural, slice of life – graphic novels cover it all!

Reclaiming Superheroes

Typically superhero comics are not written with a younger audience in mind. Recently, however, an effort has been made to offer something for younger readers, especially with the greater recognition of superheroes in popular culture through movies, television shows, cartoons and merchandise. Marvel and DC have published a small number of books appropriate for young readers usually based on their kids' cartoons. Superheroes can now be increasingly found in many other formats including picture books, beginning readers, chapter books and juvenile fiction.

Comic Books to Graphic Novel Book Format

This change seems obvious, but it took a long time for comic book publishers to understand the importance of providing a format that would be durable and useful for libraries. Traditional comic books can be found in libraries, but their shelf life is short unless librarians have the time and energy to make ongoing repairs. An actual book with a spine is important for shelving, labelling and access.

Increased Number of Children's Book Publishers Publishing Graphic Novels

Scholastic launched their graphic novel imprint Graphix in 2005 with *Bone* published in full colour, introducing this seminal series to a brand new audience. Since then, other major publishers have created their own dedicated graphic novel imprints like First Second or simply added the publishing of graphic novels to their program. Smaller Canadian publishers like Kids Can Press, Groundwood Books and others have also published graphic novels with great success. With major publishers on board with graphic novels, it has become far easier to learn about, select, and purchase these titles for library collections.

Graphic Novels As A Major Part of Scholastic Book Clubs and Book Fairs

With Graphix, Scholastic firmly placed themselves in this new world of graphic novels and began offering these books in their book clubs and fairs. These two distribution methods connected directly with school librarians and kids and provided an opportunity to get graphic novels out there in a big way. Scholastic's tried-and-true seal of approval also helped to convince parents and teachers that graphic novels were valid forms of reading.

Recognition of the Quality of Graphic Novels Through Awards

Awards celebrate and honor the work of authors and illustrators, but they are also tools that help librarians with collection development. The increased number of award wins and nominations, especially in the past few years, has provided legitimacy and convinced naysayers that graphic novels are not "junk" literature but rather quality literary works that deserve to be in collections. From Canadian awards like the Governor General's Award, the TD Book Awards, and the Forest of

Reading Awards to major ALA awards like the Newbery, Caldecott and more, graphic novels are being hailed for their high quality stories and illustration.

Changed General Perception of Graphic Novels and Comic Books

For decades, comic books had two major roadblocks – a general view leftover from the 1960s that comics were nothing but disposable entertainment with no educational or literary value and a perception that the people who read comic books were social outcasts or nerds. Growing up, I rarely admitted to reading comic books and almost never read them in public. Luckily this is no longer the case and comics and graphic

novels are now celebrated by fans – young and old and highly valued by the academic, educational, and library communities.

Now that we're finally in a world where comics and graphic novels are loved and accepted and libraries are on board with amassing large collections to satisfy all readers – what's next? Graphic novels will continue to expand with more opportunities to tell stories with diverse characters and viewpoints. As well, by making these stories available for kids to read, children will be inspired to become the next generation of graphic novelists. It's our job as librarians to keep them nourished, encouraged, and supported to create their own characters and worlds. ■

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Leslie Holwerda

Our Destiny

THE FUTURE OF TEACHER-LIBRARIANS AND THE LEARNING COMMONS

Her Excellency, the Right Honourable Adrienne Clarkson, Governor General of Canada stated in a speech presented at the Regina Public Library in 2005 that, “Our links to the past, our bonds with the present, our path to a civilized tomorrow are all maintained by libraries” (Clarkson, 2005). Each of us in our position as a teacher-librarian assists students to access the past, to assess their place in the present, and to learn how to navigate the path to their future.

What Does This Future Look Like?

There are many sources of predictions for the future of libraries and school libraries. Frey (2006) identified trends and made recommendations, two which resonate with our role.

We should “embrace new information technologies” and “experiment with creative spaces.”

Ten years later Palmer, in his article *Four Predictions for Students’ Tomorrows* (Palmer, 2016) suggests based on his own predictions that our focus in schools should be more relevant to the future. Students will need the ability to evaluate online information critically and recognize and understand how an argument is formed. In addition, students will need to be aware of the impact of the “mix of words, sounds, music and images” in all forms of media. Palmer also recognizes the importance of the ability to speak clearly and communicate our ideas to others in a variety of face-to-face and online experiences.

Our schools are changing and the place of the school library/school library learning commons is changing too. The future demands we move beyond the purchasing and shelving of books to a new role. The learning commons may seem like a fad, but if we look toward the future as educators and what teaching should be, we need to redefine ourselves as teacher-librarians and the role we play in our schools. It isn’t such a big leap when you consider the steps some of our colleagues are already taking.

In my view, these trends, recommendations, and predictions figure most significantly in the following areas:

New Technology

Access to the Internet is essential and is available in schools everywhere. Our students (and colleagues) know how to play all of the latest games and access social media, but will rely on the same old tools every time unless they are introduced to something new. We may not consider ourselves to be geeks or even tech savvy but our role must include being aware of and ready to try new online tools, new apps, and devices. We must also embrace opportunities to use technology in new ways. I jumped at the chance to be part of the Connected North program using Cisco TelePresence technology and creating a video link connecting classes in our library to schools in the north and Nunavut, but FaceTime or Skype will work too. Opportunities to share with a wider audience will encourage the use of technology in new ways. Play with new apps. Follow educators on Twitter and Facebook to see what

is being used in other schools and school libraries. Use your connections with your Personal Learning Network (PLN) and experts in your school board to bring your school into the future. Advocate for new technology in the library where every student will have access.

Creative Spaces

Yes! Our school library is experimenting with a new room intended for creativity and it might be called a “makerspace”. I admit to being hesitant to move in this direction, but Twitter images of students at a library Lego Wall, video of my PLN finger-knitting, the purchase of a green screen and stand, requests for a space to record audio in our library and a more than positive reception from my administrator gave me the push I needed. Even if you are limited in space, tables and computers designated for creation can be set aside. Quiet corners will offer students a place to record podcasts and voiceovers for screencasts. The addition of a green wall and a tripod brings video recording possibilities to the library. A box of Lego or a K-Nex building set will offer low tech options. Imagine if your library could offer a MaKey MaKey kit or robotics for tech enthusiasts to experiment with. Computers with special software, or lists of links to coding, blogging, or video creation sites brings students in. Links to Language, Math and Science are just the beginning. Everything can be linked to curriculum. Your school library might hold the key for the next big invention.

Assessing Information Critically

Every year the content on the Internet is doubling and our students have access to it all. Imagine how much will be available in the next decade. As teacher-librarians we already recognize the issue of website credibility and try to encourage

evaluation of sources by our students. Palmer (2016) identifies a number of skills as necessary for future internet literacy:

- Using intelligent search techniques: Boolean searches
- Using different search engines for different things: SweetSearch, KidRex, InstaGrok, Google Scholar
- Using search terms which limit results: prefixes (site, edu) domains (.on.ca, .gc.ca, .org, .com)
- Recognizing that search engine algorithms rank results
- Evaluating the credibility and bias of the content, author or website creator
- Evaluating the information based on its purpose (entertain, sell, educate?)

I use the CRAAP test to teach students to look closely at a source before continuing their inquiry. Focussing on critically assessing a website’s currency, relevance, authority, accuracy and purpose, a skill which I am hoping leads to more internet literate students.

Media Literacy

The predictions that “salespeople will still exist” and “listening will be important” add credence and recommend an extension to media literacy in our curriculum. Palmer (2016) suggests there is a need to prepare students who even now are being overwhelmed by advertising to deal with online sales. Think about those pop-up ads on your tablet. Evaluating an advertisement or argument and an ability to persuade will be essential as our students enter the workforce and become more active consumers. The skill to critically assess a sales pitch and to determine if the evidence provided is actually proof of value can be part of preparing students for their future.

continued on page 34

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Students need to develop better skills in listening to and assessing the many aspects of audio messages. Palmer (2016) talks about the “elaborate mix of words, sounds, music and images” and how we need to teach how these work together to present a specific message as well as how each can be used to significantly alter how a message is received. Using technology to understand existing media and to create effective arguments in many formats is essential to every teacher’s and teacher-librarian’s role.

Verbal Communication

How often have you chosen FaceTime, Skype, or Snapchat to convey a message rather than text or email someone, or been part of a video conference or online webinar? We are asking students to prepare voiceovers for screenshots, videos and podcasts. Will your students be able to communicate effectively when traditional forms of written communication have evolved? Voice to text tools give students an opportunity to create text which can be added to any presentation or communication. Standard written English has always been an expectation for student assignments and we are moving into a time where an added focus may be the use of standard spoken English. Students working together need to communicate effectively and must be able to clearly articulate their ideas in groups and individually. This isn’t a new idea but the emphasis increases when we put the lessons into the context of preparing learners for the next 25 years.

Again I refer to Palmer (2016) as he identifies skills in addition to standard Speech day presentations.

- Know your audience
- Openings, transitions and closings
- Effective visuals
- Personal appearance

A focus on preparing learners to communicate verbally using any format is a life lesson worth spending time on.

Advocate for your students. Work with your colleagues to enhance the education of our learners and prepare them for a time when they move beyond traditional schooling. Teacher-Librarians have opportunities in the library to facilitate the learning necessary to give our students the skills required for the future. Provide new technology, introduce a creative space, teach how to assess information, how to deal with media effectively and how to communicate capably.

What becomes important is the central role we play as a facilitator of change. We are helping students to navigate the future. ■

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A Milestone for Canada's Rock Concert for Reading

Meredith Tutching

The buses line up for half a dozen city blocks! In the first years, the roar from the stage was so loud, there were noise complaints. Watching from above, thousands of kids pour out of buses...not for Justin Bieber or Demi Lovato. They are coming in droves to meet their favourite authors. As kids get off the bus, they scream with excitement about their plan once they get onsite.

The Forest of Reading's Festival of Trees is celebrating a big milestone this year and one we are extremely proud of. The 10th Anniversary of Canada's largest children's literary Festival will take place this year on May 16, 17, and 18, 2017. But how has the Festival changed and what makes this one of the most exciting events in Canada for young readers and the nominees alike?

The Festival began in 2007. It was a smaller affair where 3,000 people came to celebrate the best in Canadian children and young adult fiction and non-fiction. The Festival has now grown to be a three-day event with close to 11,000 in attendance. Attendees come from as far as North Bay, Ottawa, Kingston, and the Niagara region to attend a fun-filled day of ceremonies, author workshops and engaging entertainment celebrating all of our school-aged programs in both English and French.

Previous to 2007, the individual trees in the Forest of Reading celebrated small separate celebrations. As each of those grew independently it was decided to make the Festival a larger event where we could develop one large event for kids that have fallen in love with reading.

Dubbed by some authors as the best event in Children's Lit (and THE rock concert of reading) because it is one of the few awards where the children and teens pick the winner. This is not an award where adult jurors, who are passionate about books, select the winner. This is an event where young readers across Ontario and Canada vote in their schools, public libraries and even at home, giving them a voice far ahead of when they can vote legally in Canada.

So where does the Festival to continue to grow? The Ontario Library Association (OLA) is looking to reach communities that it hasn't. Do you have a local organizing committee? If you approach OLA, maybe a Festival can come to your community. Have authors meet your readers face-to-face and get them engaged in recreational reading.

HIGHLIGHTS OF THE FESTIVAL

2007

Started with one-day festival and 13 workshops.

First time all school-aged awards were handed out in one place.



2008

Festival moves to a two-day event separating Silver Birch out to be on its own day.

First Festival reception held hosting all nominees, their guests and committee members. This has grown to an event for close to 300 since 2008.

2010

First French Awards ceremony happened at the Festival.



2012

First satellite Festivals in Thunder Bay and Ottawa began.

10th Anniversary of Blue Spruce brings the largest exhibit of illustrators work to the Festival of over 60 pieces (later to be shown at the Canadian National Exhibition).

2013

First Festival in Parry Sound and North Bay.

2014

Began a full French Festival within the Festival that gave French-language and French-immersion students a full day of programming.

First Festival in London began.

20th Anniversary of Silver Birch announces the ultimate Silver Birch Book – *Hana's Suitcase* by Karen Levine.

2015

TVO Partners to host all ceremonies for Toronto (Silver Birch), Thunder Bay and London Festivals.

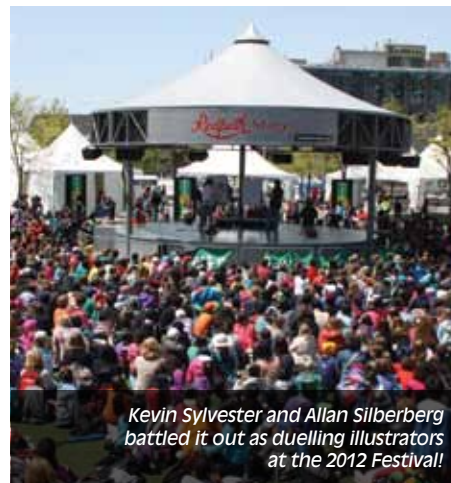
2016

Moved to a 3-day Festival with 58 workshops.

First Festival in Sault Ste. Marie began.

First major television network – Global News – participates in the Festival.

10 Years of Festival of Trees





The first French Festival in 2014 awarded Raymond Parent the Tamarac Express Award in front of his fellow nominees.



2015 Red Maple Fiction Nominee, Vicki Van Sickle, posed with one of her favourite fans.



Indigenous Dancers entertained the crowds at the Festival in 2016.



The crowd was fired up for the Prix Peuplier Ceremony. This was part of the first ever French Festival that had its own dedicated day in 2016.



Rh a Dufresne was speechless after being awarded the 2016 Tamarac Award.



The Festival of Trees volunteers are the reason for our Festivals success!

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