

January 2018

Volume 25, Issue 2

# THE Teaching Librarian

The Magazine of the Ontario School Library Association

ISSN 1188679X



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# THE Teaching Librarian

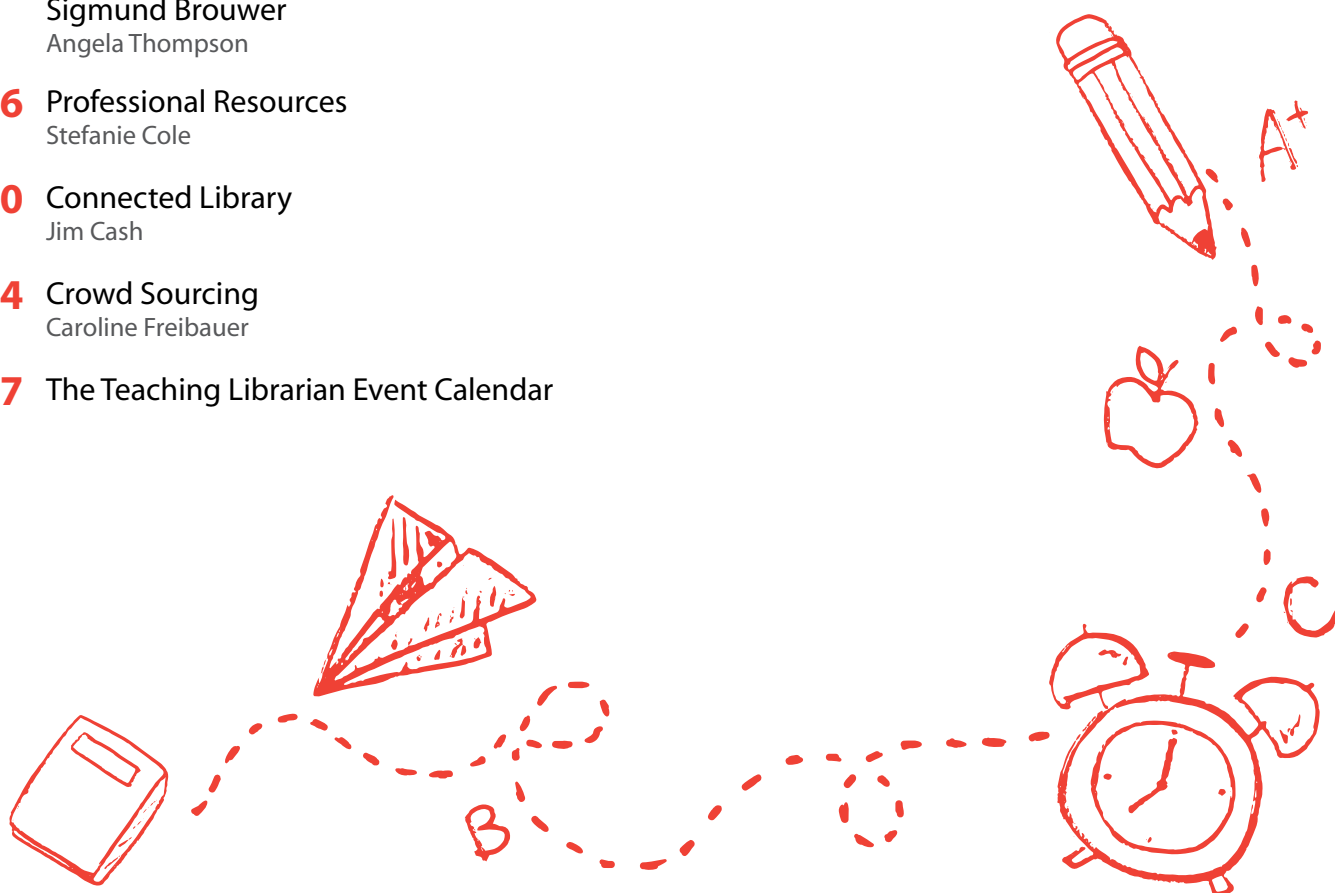
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Volume 25, Issue 2



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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 (16<sup>th</sup> edition) or APA Style.

## TingL Editorial Board

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## TingL Guidelines

|                |  |
|----------------|--|
| V. 25, issue 3 | “Mania @ your library”<br>Deadline: January 30, 2018               |
| V. 26, issue 1 | “Anxiety @ your library”<br>Deadline: May 27, 2018                 |
| V. 26, issue 2 | “Myths and Reality @ your library”<br>Deadline: September 30, 2018 |

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. Images or graphics can be printed or digital (minimum size and quality are 4” x 6” and 300 dpi, in .jpeg, .tiff, or .ai 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. *The Teaching Librarian* adheres to Canadian Press Style. 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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Ontario Library Association  
2 Toronto Street, 3<sup>rd</sup> Floor  
Toronto, Ont., M5C 2B6  
Tel: 416-363-3388 or 1-866-873-9867  
Fax: 416-941-9581 or 1-800-387-1181  
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# The Editor's Notebook



Diana Maliszewski

“

Until I am measured  
I am not known,  
Yet how you miss me  
When I have flown.  
What am I?  
Time.

– found at [geeknative.com/3031/ride-the-riddles](http://geeknative.com/3031/ride-the-riddles)

What is at the beginning of the  
end, the start of eternity, at the  
end of time and space, was in  
the middle of yesterday but is  
nowhere in tomorrow?  
What am I? The letter E.

– found at [riddles.fyi/riddles-about-time](http://riddles.fyi/riddles-about-time)

”

Time is valuable, elusive, fleeting, and precious. I want more of it but when I have it, I often don't use it in the best way I can. It reminds me of the famous story of filling a jar with rocks, pebbles, and sand. (You can read the story here: [developgoodhabits.com/rock-pebbles-sand](http://developgoodhabits.com/rock-pebbles-sand)) As the web version of this analogy says, if we fill up the jar of our life with sand first, that is, the small or insignificant things, then we will not have room for the pebbles (things that matter but you can live without) or the rocks (the most important things that give your life meaning). It's hard to distinguish the pebbles from the sand sometimes. I can't procrastinate on my collection weeding indefinitely so I chunk up the tasks by year. This season it's time for re-evaluating the fiction section; sneaking a 30-minute session here and there to tackle a shelf means that I'm half-way through the task. Despite the plans, there's never enough time to get to everything!

In this, Volume 25 Issue 2 of *The Teaching Librarian*, we are fortunate to have a cross-Canada perspective on the theme. Sandra Bebbington and Julian Taylor, from Quebec, describe one method of professional learning that respects and understands the time constrictions that school library professionals face daily. Jennifer Brown and Melanie Mulcaster share their experience attending Treasure Mountain Canada 5 in Manitoba with teacher-librarians from all over the country. Darren Pamayah provides a description of a time-efficient way to promote school library advocacy here in Ontario. Along with our regular fixtures, we hope you'll have the time to peruse them all. ■

## ***The Teaching Librarian* is looking for contributors!**

Are you interested in writing for *The Teaching Librarian*? Here are the themes and submission deadlines for upcoming issues:

“Mania @ your library”  
Deadline: January 30, 2018

“Anxiety @ your library”  
Deadline: May 27, 2018

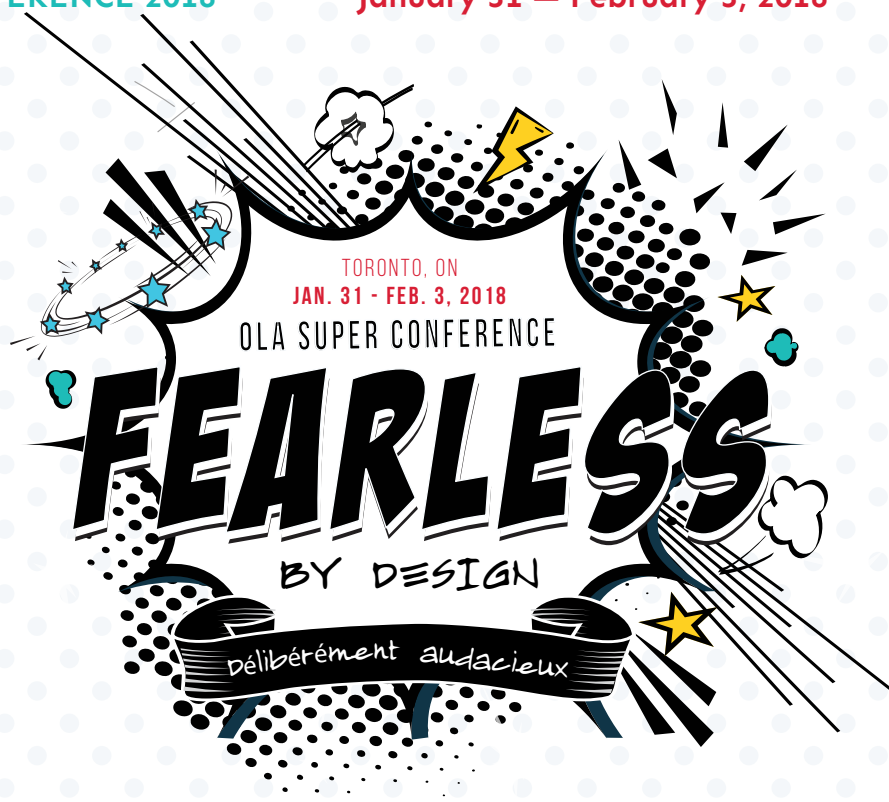
“Myths and Reality @ your library”  
Deadline: September 30, 2018

We are looking for articles of 150-250 words, 500 words, or 800-1,300 words with high-resolution images or illustrations.

Please see page 5 for more detailed information on submitting articles.

Please note that *The Teaching Librarian* adheres to Canadian Press Style.

We look forward to hearing from you!



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

The OLA Super Conference is the place you come when you want to find inspiration. This is where new ideas emerge through motivating, leading-edge speakers and where connections and relationships are sparked.

The conference has grown steadily since 1999 and is recognized as a leading event for professional development and networking on the continent.

We take risks. We endeavour to explore the unknown. We shed light on learning and technology, and we fight for the right to information, literacy, and education for all. As knowledge and research experts, we venture to serve our communities, schools, and more. We forecast needs and provide services, spaces, and places that support everyone.

We are entrusted with holding the facts and evidence upon which a just society is based. As our society transforms, so do we.

We are Fearless by Design.

### SCHOOL LIBRARIES SPOTLIGHT

**Friday // 10:45 am — 12:00 pm**

Jael Richardson, Festival of Literary Diversity (FOLD)

As the Artistic Director for the FOLD, Jael Richardson travels across the country sharing why diverse books are essential in every community, city, and town, for people of all ages and walks of life. In this dynamic keynote address delivered by CBC's vibrant book columnist, discover three ways fearless educators and bold book lovers play a critical role in transforming lives through books.



### DON'T MISS THESE SESSIONS FOR EDUCATORS:

#### WEDNESDAY

**9:00 am:** Collaborative Writing in the Classroom: Creating Safe Spaces that Inspire Teamwork and Creativity

**9:00 am — 12:00 pm:** Indigenous Cultural Competency

**1:00 pm:** Safe Space: How Teacher-Librarians Can Support LGBTQ Students

**2:30 pm:** Risk-Takers Wanted: Exploring the Role of Makerspace and Maker Mindset in Igniting Your Library, Supporting Literacy and Engaging Your Community

#### THURSDAY

**9:00 am:** Jesse Wentz

**10:45 pm:** Off Screen: How to Win Over Students Without Technology

## EARLY BIRD REGISTRATION ENDS JAN. 4!

See full registration details at [olasuperconference.ca](http://olasuperconference.ca).

# President's Report



Kelly Maggiras

**H**ello, my name is Kelly Maggiras and I am delighted to be appointed the President of the Ontario School Library Association. I look forward to representing school libraries throughout Ontario. I would like to thank our past President, Melissa Jensen, for all her hard work and support throughout the last year and wish her all the best on her new adventures in Vietnam.

The Ontario School Library Association has been very busy! We continue to advocate for school libraries and our students through our supporting literacy and promoting a love of reading.

We are excited to share and applaud the recent resolution passed by the Elementary Teachers Federation of Ontario (ETFO) to amend the funding formula to specify proportional staffing of teacher-librarians based on student population, with a minimum allocation of a 1.0 full-time equivalent (FTE) teacher-librarian in each work site. We thank OSLA council member, Johanna Lawler, for all her hard work and commitment to playing such an integral role with her advocacy and passing of this resolution. Parents are often unaware that in many parts of the province, students no longer have access to a comprehensive school library program. We must continue to advocate that a resourced and staffed school library is provided to increase reading comprehension, EQAO test scores, and digital information literacy skills. We must return to properly resourced school libraries!

Our OSLA council members have been very busy advocating, presenting and supporting school libraries. Alanna King and Diana Maliszewski represented OSLA in October at Treasure Mountain 5 in Winnipeg, Manitoba. School librarians met

from all over Canada to discuss and share at this research symposium and think tank. The theme was, "Culturally Relevant and Responsive School Library Learning Commons." TMC5 was a partner with the Manitoba School Library Association Conference, whose theme was "Truth in our Stories: Seeking a Path to Reconciliation." The OSLA and Ontario School Libraries have been supporting indigenous education through different initiatives and advocacy, such as Orange Shirt Day, Treaty recognition week as well as working with the Ministry of Education Joint Implementation Working Group to revise social studies and history curriculum for Grades 4-10 to reflect the recommendations of the Truth and Reconciliation Commission.

On November 23, 2017, the Ontario Library Association participated in Library Day at Queen's Park, where OLA board members and FOPL (Friends of Public Libraries) representatives met with MPPs and various government officials to advocate and discuss the importance of libraries to Ontarians and the future of school libraries in Ontario.

I am happy to share that over the last several months, OSLA council has continued our partnership with TVO and Teach Ontario to support and run online professional learning book clubs. We are looking forward to our continued partnership with Teach Ontario and to offering meaningful and relevant professional development to our colleagues.

Finally, please remember to renew your membership to help support our school library initiatives and to take part in the wonderful incentives that OLA offers. We look forward to seeing everyone in January at the OLA Super Conference, where we will be fearless! ■



∴ ontario school library association

## Interested in Getting Involved?

Visit [bit.ly/olavolunteer2017](https://bit.ly/olavolunteer2017) to see current opportunities at OSLA!





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NEW THIS YEAR: Forest Fridays, new virtual author visits for all 2018 registrants.

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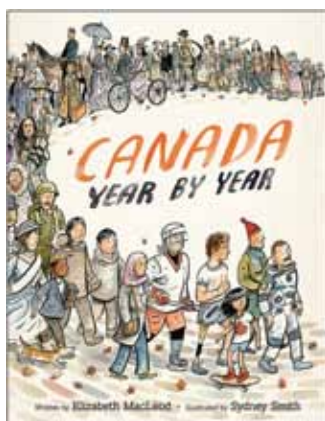
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# Book Buzz



**Canada Year by Year**  
by Elizabeth MacLeod  
Illustrated by Sydney Smith  
Toronto: Kids Can Press, 2016  
ISBN 9781771383974

It is time to celebrate Canada's 150<sup>th</sup> birthday and this illustrated book of historical trivia honours the occasion with a highlight from each year since Confederation. It reflects not only the politics, military conflicts and social and technological accomplishments that often mark our historical progress but also more neglected aspects such as the immigration of home children from Great Britain, the work of medical missionaries in China, the discovery of the Burgess Shale Fossils, Caribana, Lilith Fair and the foundation of Toronto FC. The book concludes with brief biographies of a sampling of "Great Canadians" ranging from businessman Max Aitken, jurist Louise Arbour and Inuit artist Pitseolak Ashoona, to hockey player Hayley Wickenheiser, artist Joyce Wieland, and sculptors Florence Wyle and Frances Loring. Sprinkled with surprises, this is an entertaining book reflecting Canada's diversity and inclusiveness.

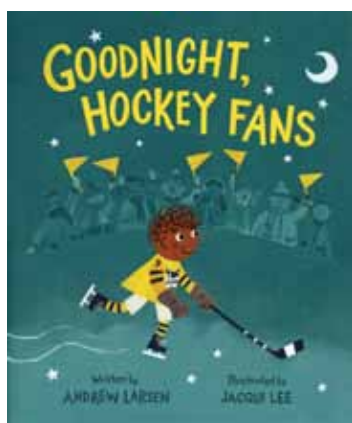


**The Endless Battle: The Fall of Hong Kong and Canadian POWs in Imperial Japan**  
by Andy Flanagan  
Fredericton: Goose Lane Editions, 2017  
ISBN 9781773100050

On November 16, 1941, Rifleman Andrew Flanagan of Jacquet River, New Brunswick arrived in Hong Kong. On August 20, 1945 the Japanese guards disappeared from the prisoner of war camp at Joban Coal mine where Flanagan had been imprisoned. Dates like these measure time. They mark beginnings and endings but, as the title of this biography implies, Flanagan's battle never ended. Being taken prisoner by the Japanese, he was inspired to live life to its fullest by fallen comrades who had been denied that chance, but he was also haunted in nightmares by his prison guards. This story provides vivid details about the lives of PoWs as slave labourers in Japan, the guards who tortured them and the Japanese civilians who, as fellow victims of war, sympathized with them. It will give students insights into the Canadians who volunteered to serve during the war and returned to rebuild their lives in a much-changed world.

**W**hen I first started thinking about books about "time" at your library one book that leapt to mind was a classic, H.G. Wells' *The Time Machine* (which students can obtain for free in text or audio format from Project Gutenberg: [gutenberg.org/ebooks/search/?query=Time+Machine](http://gutenberg.org/ebooks/search/?query=Time+Machine)). Next I thought about timelines reference books such as the *Smithsonian Timelines of History* that entertain the browser as much as they aid the researcher. Finally, I thought about Stephen Hawking's *A Brief History of Time* which has always intimidated me with the fundamental questions it addresses. Rather than making such books that are dated, obvious, or too challenging for me to review with confidence, I have taken these books as reminders of the broad parameters provided by the theme of time. Hopefully, you will find some useful and entertaining reading for your students within these parameters.





### **Goodnight, Hockey Fans**

by Andrew Larsen

Illustrated by Jacqui Lee

Toronto: Kids Can Press, 2017

ISBN 9781771381055

Bedtime can be a challenging time for parents and their children who do not want to give up their days' activities and favourite programs to surrender to sleep. This picture book, intended for an audience from pre-school to Grade 2, tells the story of a boy who is sent to bed before the end of the hockey game and who fears he will never fall asleep. He turns on the play by play of the game on the radio concealed under his pillow and drifts off into dreams of himself scoring a winning goal for his team. When his parents check in on their sleeping son, they note the smile on his face and the faint sound of the radio playing beneath his pillow. This is a good story to introduce discussions of favourite sports, hints for falling asleep, or dreams that put smiles on children's faces.



### **Minegoo Mniku: the Mi'kmaq Creation Story of Prince Edward Island**

Retold and Illustrated by Sandra L. Dodge

Translated by Georgina Francis

Charlottetown: Acorn Press, 2017

ISBN 9781927502853

This bilingual (Mi'kmaq/English) picture book endeavours to keep "the magic of the past alive" by sharing a story passed down through the ages beside warm fires on dark, cold winter nights. It takes its readers back to the beginning of time when the Great Spirit created the universe, his helper, Kluscap, the Mi'kmaq people and then the most beautiful place in the world, their island home. Comparing and contrasting this story with other creation stories would be a great exercise in critical thinking. Regardless of whether or not students engage in learning the Mi'kmaq language, its presence on the page demonstrates a respect for the cultural origins of the story and can serve as a launching point for discussions of respect, cultural appropriation and the nature and importance of oral history.



### **Once in a Blue Moon**

by Danielle Daniel

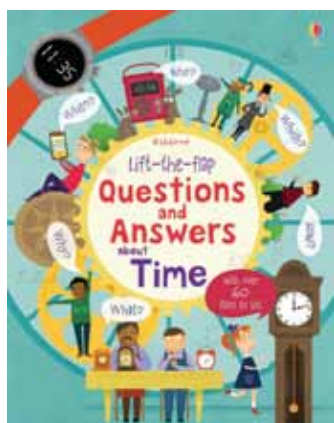
Toronto: Groundwood Books, 2017

ISBN 9781554989751

The "blue moon" is the second full moon in a calendar month and this phenomenon is seen approximately once every three years. Danielle Daniel's illustrated book of poetry for a young audience celebrates similar rare and often seemingly magical natural phenomena. Many students will relate to poems about seeing fireflies in the forest, finding a four-leaf clover in the grass or watching a ladybug on a leaf. Some poems evoke the excitement of spotting a turtle sunbathing or a family of ducks waddling across the road. Other poems will introduce readers to more novel experiences such as double rainbows, the Northern Lights and shooting stars. These poems will help students to understand poetry as a celebration of life rather than a collection of rhymes. As they read these poems they will be encouraged to observe the wonders around them and appreciate the natural world.

*continued on page 12*

...continued from page 11



### Questions and Answers About Time

by Katie Daynes

London: Usborne Books, 2016

9780794537227

As the hands of the clock fade into history being replaced by digital displays, it is useful to have a child-friendly reference to introduce time pieces and time-keeping techniques that have been used in the past. The publisher's partnership in this publication with the Royal Greenwich Observatory lends authority to its information on topics such as time zones and the units used to measure time. In addition to serving these purposes, the thirteen heavy card pages of this book explore a wide range of other time-related trivia including the bed-time for bats, the size of the world's largest clock, the length of time it takes to train as a doctor, and why some clocks have letters rather than numbers. Over 60 colourfully illustrated flaps pop up to reveal the answers to the questions and add to the fun for an audience five years of age or older.



### Slug Days

by Sara Leach

Illustrated by Rebecca Bender

Toronto: Pajama Press, 2017

ISBN 9781772780222

Time is often a problem for Lauren who has Autism Spectrum Disorder (an umbrella term that includes Asperger Syndrome). After someone takes her seat on the bus, she hides rather than going in when the school bell rings. The supervisor tells her, "Stop wasting everyone's valuable time." When she takes time to perfect the bows in her shoes, she runs out of time for reading, one of her favourite activities. When she is working on crafts with her mother after dinner, bedtime comes too soon, and, on pizza night, she has to waste her time reading slowly to the baby. There are lots of slug days full of frustrations, but there are also butterfly days like the day she makes friends with a new student at school. This illustrated chapter book for seven to 10-year-olds provides interesting insights into how different people experience the world in different ways and the coping strategies used by them and the people around them.



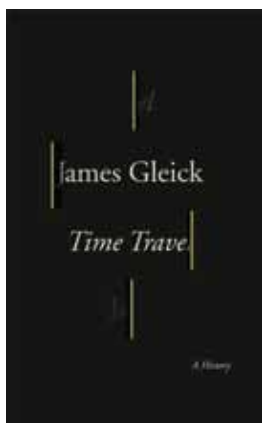
### Strangers

by David A. Robertson

Winnipeg: Highwater Press, 2017

ISBN 9781553796763

When Cole Harper returns to the Wounded Sky First Nation after a decade in Winnipeg, many things have changed but much feels "frozen in time." An elder explains, "That's just small-town life. Time feels like it moves slower out here. There isn't the rush." But for Cole there is a rush to discover why he has been lured "home" by the trickster Coyote and to uncover the mysteries behind an epidemic that has hit the community and a string of murders that coincide with Cole's arrival. This novel reveals enticing tidbits about an incident that traumatized both Cole and his community, driving the seven-year-old boy into exile in Winnipeg, but it leaves larger mysteries about human experiments and an abandoned research site for future investigation. This young-adult novel weaves together legends from the oral traditions of First Nations, crime fiction in the tradition of Sherlock Holmes and contemporary television crime while recognizing how strangely these worlds sometimes fit together.



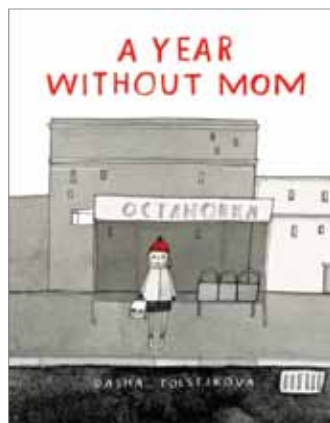
### **Time Travel: A History**

by James Gleick

New York: Pantheon Books, 2016

ISBN 9780307908797

Using H.G. Wells' novel *The Time Machine* as a launching point, James Gleick explores the concept of time. He traces the interaction of scientific understanding of time with popular culture in an interdisciplinary intellectual history that will draw teachers and senior students with an inclination towards science into literature, or those who are more engaged by the humanities into science. Gleick's study delves into the challenges faced by lexicographers in defining "time" without using words whose definitions use the word "time." It juxtaposes discussion of the invention of the "time capsule" in an effort to move through time with Stephen Hawking's "chronology protection agency" (an argument against the possibility of time travel), with references to classic works of literature, cinematography, history and philosophy. Gleick concludes that reflection on imaginative travel into the past and into future gives meaning to the lives we are living now.



### **A Year Without Mom**

by Dasha Tolstikova

Toronto: Groundwood Books, 2015

ISBN 9781554986927

A year is a long time for a child, especially for one who is separated from a parent. In this graphic novel targeted at 10 to 14 year-olds, Dasha is living in Moscow amidst the political turmoil as communism is collapsing. Her mother has taken refuge in America and Dasha has learned how to cope with her absence. When her mother sends for her to come and join her, her twelve-year-old daughter has to adjust to the prospect of a new life far from extended family, friends, a familiar school and routines to which she is attached. Children will identify with the fears and frustrations that are experienced as they are forced to adjust to changes forced upon them by circumstances beyond their control, and appreciate the importance of cultivating their own resilience. ■



# Meet the Author

## Sigmund Brouwer

**Sigmund Brouwer is an award-winning author. Among his accolades are an Arthur Ellis Award for his novel *Dead Man's Switch* and multiple Forest of Reading nominations for his young adult titles. Sigmund splits his time between Red Deer, Alberta and Tennessee.**

**TingL: I've lost count, what is the current number of books you've had published?**

S.B.: Twenty-seven novels for adults, many series at different levels for children, total 143 books.

**Was there a particular moment in your life, a time, that you decided you wanted to become an author?**

I remember in elementary school that I absolutely fell into the Hardy Boys series, and their over 100 titles at that time. I raced through all the books and that introduced me to the joys of reading story. It was only natural, at that point, I think, that I'd wanted to be an author.

**The breadth of your writing is so vast – from Justine McKeen to adult novels like *Saffire*. How do you decide what your next story is going to be?**

I read, read, read, and I let that reading lead me into following bunny trails. So if I find something of interest in a newspaper article, I'll explore that via the Internet, and from there, I'll follow further via books on the subject to immerse myself in it. All the time I'm exploring, I'll wonder what kind of fictional story might rise from it. If I believe there is a story worth writing, I'll ask myself if other authors have done it before and whether my approach is different enough to make it worth the reader's time. Lastly, I'll ask myself if it's something a publisher believes might have a wide enough audience to justify adding it to what's available.

*Innocent Heroes*, for example, began this way: an article on Vimy Ridge, then exploration of an overview on the Internet, then reading a couple dozen books on it. I hoped that my approach – linked stories about different war animals that help the



soldiers of a fictional platoon in the months leading up to the battle of Vimy Ridge – would be appealing to an audience that wanted to know more about the First World War and the battle itself.

**How do you set aside time to write?**

Deadlines are a wonderful spur! I try to set aside a couple of hours each day as I begin a project with a goal of a thousand words a day. As the story gains momentum, so do I. I like to edit and revise each previous chapter as I go, so that when I'm finished the first draft, it's reasonably close to completion.

**Why was it important to you to delve into historical fiction with *Thief of Glory*?**

## Angela Thompson



*Thief of Glory* is the novel that's closest to my heart, as it was inspired by my father's boyhood in a Second World War concentration camp in the Dutch East Indies, now Indonesia. He never talked much about it, so my research for the background was as wide as possible – from the culture of the Japanese Imperial Army to the Dutch colonization of the East Indies, from survivor accounts to the natural fauna of the islands. Armed with this, I was able to ask specific enough questions of my father to get him to open up about his time in the camp. I recorded some of those conversations and posted them at [thiefofglory.com](http://thiefofglory.com). I also convinced him to act out a part in the book trailer. His Dutch accent, I hope, adds impact to the video.

### How do you approach researching for your historical works?

Doing the research is my favourite part of a novel. I'd much rather read than write. I incorporate as much as possible into the research and, as I mentioned, follow any bunny trails. With *Saffire*, for example, I spent hours learning about Teddy Roosevelt, and that led me to complete books on Wall Street interactions in the building of the Panama Canal. The link seems strange, but it sure was fun, and aspects from each subject show up in the novel.

The most fun, however, was tracking down letters written by one of the historical figures who plays a major role in the novel – T.B. Miskimon, who served as the right-hand

person for the head of the Panama project. I went to Wichita University in Kansas to read a collection of letters, then to Georgetown University in Washington, D.C. to read the other collection of letters available to the public.

My research even led me to a cemetery in Harpers Ferry, West Virginia where I wanted to find Miskimon's grave site to learn what his initials stood for. When I found the answer, it was definitely a Twilight Zone moment for me, as I reveal in a video at [sigmundbrouwer.com/saffire](http://sigmundbrouwer.com/saffire).

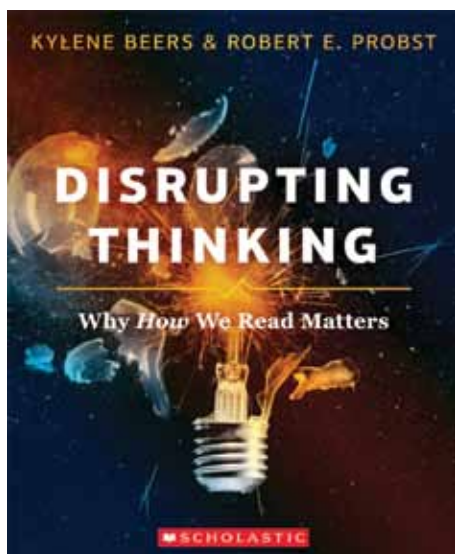
### Do you have any plans for any other historical explorations – either fiction or non-fiction?

Absolutely! Right now I'm immersed in learning all about the Apollo Eleven journey that allowed humans to first walk on the moon, and as I'm researching this, I'm also spending hours and hours reading about Sitting Bull and his years of exile in Canada. Did I mention that I'd rather research than write?

### What advice do you have for young people who dream of telling their own stories?

Don't worry about your voice or your writing. Find the stories you want to tell, and don't let anyone stop you from telling them. Humans are wired for story, and you'll find an audience for yours. ■

# Professional Resources



## **Disrupting Thinking: Why How We Read Matters**

by Kyleene Beers and Bob Probst  
Scholastic 2017

ISBN 978-1-338-13290-8

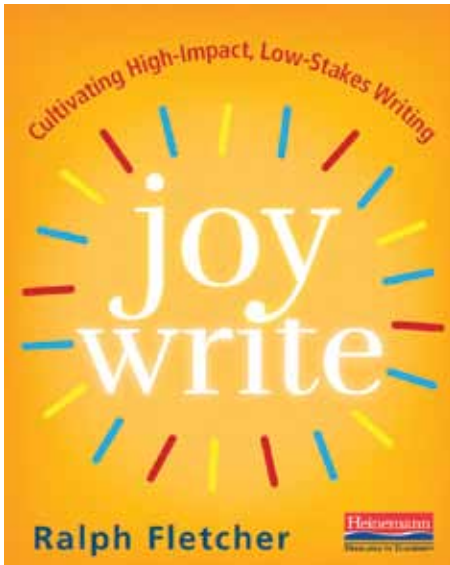
*Provides simple frameworks for teachers in all subjects who wish to engage students in the texts they read while developing an empathetic mind frame and global connections.*

Kyleene Beers and Bob Probst incorporate the necessity and trend of disruption in society and technology within the constructs of how we teach reading in our schools. In the face of the culture of testing and the tendencies of some teachers to rely on traditional practices, we face the potential of creating students who don't engage in, see a purpose for, or have the critical literacy skills necessary to approach a tough text. They fear we are creating readers who are only able to read to answer our questions. The authors argue that what we need are responsive, responsible and compassionate readers who use the books, articles, poems, and stories surrounding them to expand their thinking, gain deeper understandings and create solutions to the problems we face in this world. Beers and Probst believe reading should change the reader, and their ultimate goal is that students and teachers can answer, "How did your reading change who you are?"

The book is divided into three parts. "The Readers We Want" explains the purpose and necessity of the changes we must make to create responsive, responsible and compassionate readers. In "The Framework We Use," Beers and

Probst explain the impact of their Book, Head, Heart (BHH) framework and how it can be used across all grades. One of the joys of reading Beers and Probst is the simplicity of their structures. BHH can be paired with other critical literacy strategies like the Notice and Note Signposts, SWBS, Sketch to Stretch, Fix-Up Strategies and, ultimately, how it can lead to students implementing change in their lives and beyond the walls of their schools. Finally, in "The Changes We Must Embrace" they discuss the difficult questions teachers must face as they try to move forward. What are our best practices? How do we know? What do we want to do in our classes, but fear repercussions? References are provided to reinforce the need for both independent reading where students choose their books and teaching academic conversation skills within the classroom. The authors show how students who need the most receive the least and also provide the "9 Reasons to Read More" chart giving solid reasons to read as well as a professional reading list.

Beers and Probst are very aware of the practice of book clubs, within schools, at the board level and online in both Twitter and Facebook, as well as the individual desire of many teachers to improve. Not only does every chapter end with thoughtful questions to promote discussion, but videos from their online support websites, so you can feel part of the discussions that brought this book to life.



**Joy Write: Cultivating High-Impact, Low-Stakes Writing**

by Ralph Fletcher

Heinemann, 2017

ISBN 978-0-325-08880-8

*A resource for educators looking for manageable strategies to breathe life, energy, and engagement back into their writing programs.*

Joy and innovation should not be exclusively found in math, science, Kindergarten, and STEM, but must be factors in writing programs too. The simplest form of the Engineering Design Process indicates that we should Ask, Imagine, Plan, Create and Improve, and that's what Ralph Fletcher has done in *Joy Write*. He saw the problem of a lack of joy in writing and writer's workshops and wondered why. So, he asked teachers what created the energy necessary for writing programs to "defy gravity and lift into the air" (p. 9) and what caused them to sink. It seems that with the emphasis on testing and the Common Core, non-negotiables such as test preparation, rigid writing formats and an emphasis on persuasive writing, students are locked into a writing program with a lack of choice, ownership, audience, originality, voice and, ultimately, engagement. He asked teachers questions to confirm these ideas and the result...tales of students groaning when they hear the word essay or paragraph, so what has Ralph Fletcher imagined and planned?

The main high-impact, low-stakes strategies that Fletcher defines are what he calls "Greenbelt Writing." Like a physical greenbelt, he recommends that we save a place in our program for informal, exploratory writing where students can be personal, passionate, joyful, whimsical, playful and display the humour and

"quirkiness of childhood." Some of the strategies he explores are participating in The Slice of Life Challenge ([twowritingteachers.org/challenges](http://twowritingteachers.org/challenges)), Wonder Notebooks, Popcorn and Poetry Fridays, A Class Blog, Morning Pages, Impromptu Shares or Writing Workouts.

Another type of writing he sees as necessary is Feral Writing which, he and others admit, may "not be very good but is something students have chosen to work on because the idea of writing it gives them energy" (p. 64). Although this writing isn't marked or "official" kids love it. Fletcher believes the energy and purpose feral writing brings to a writing class makes it a worthwhile endeavour.

A major point of both types of writing is that they will not be assessed, graded or corrected but are written because a student wants to write. The freedom may be a hard concept for some, but the philosophy is that the greenbelt and feral writing will allow the school writing and the wild writing "to rub up against each other and cross-pollinate" (p. 93). The dream is that the freedom, creativity, and energy will start to appear in the school writing and the skills/strategies taught in the workshop will spill over into the wild writing. Interviews with many teachers who experimented with this format declared it to be the case.

But why should you trust what Ralph Fletcher recommends? Put a little Engineering Design Process into your class. Read the book. Try some of the strategies. Give your students a chance to create in a wild way and examine the results yourself. What could the impact be on your writing program!

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### **Teaching Math with Google Apps: 50 G Suite Activities**

by Alice Keeler and Diana Herrington  
Dave Burgess Consulting, Inc. 2017  
ISBN 978-1-946444-04-2

*For any teacher who wishes to integrate  
Google Applications in their math program  
to promote 21<sup>st</sup> Century Learning Skills.*

*Teaching Math with Google Apps* is a wealth of information regarding the creative, collaborative, exploratory processes involved in 21<sup>st</sup> Century math practices. The 50 G Suite activities promoted by the title are the basis of this book...and there is so much more.

Alice Keeler and Diana Herrington provide 50 different routines, pedagogies, processes, activities and tools that can increase critical thinking, independence, and collaboration while utilizing current tools like Google, YouTube and Wolfram Alpha. Some of these topics include Do a Math Problem Wrong, Create Geometry Constructions, Create Video Playlists, Hear From Everybody, Show Me You Know, Use Pixel Art, Students Write Guiding Questions, Crowdsourcing Information, as well as 42 more practical ideas.

For each topic, there is a short paragraph introducing the purpose and rationale followed by details for use with specific apps like Google Classroom, Drive, Slide, Sheets, Docs, Forms, Drawing, or Search. You'll want to have your computer next to you while you are reading to access the over 200 links to templates and activities or to try out the skills provided by the authors.

Depending on your exposure to Google Suite and current math practices, you may wish to read the end of the book first. The Google Tutorials will help you familiarize yourself with the various products, their primary structures and tips and tricks relating to the individual apps.

Herrington highlights and explains "the 4 C's, Mathematical Practices, the 5E Instructional Cycle, Polya's 4 Steps of Problem Solving and the DOK levels" to provide you with a deeper understanding of the pedagogy of a 21<sup>st</sup> Century math program before reviewing the 50 main activities.

As well as their resources, Alice Keeler and Diana Herrington have an Additional Resources section where they reference useful websites, books, blogs and people to follow on Twitter.

This engaging, highly visual and practical book should be in the hands of all math teachers who already are or wish to integrate Google Apps into their mathematical program. ■



# freedom to read week

february 25—march 3, 2018

Visit our Facebook page and  
join the conversation  
**@Freedom\_to\_Read**  
**@FTRWeek**

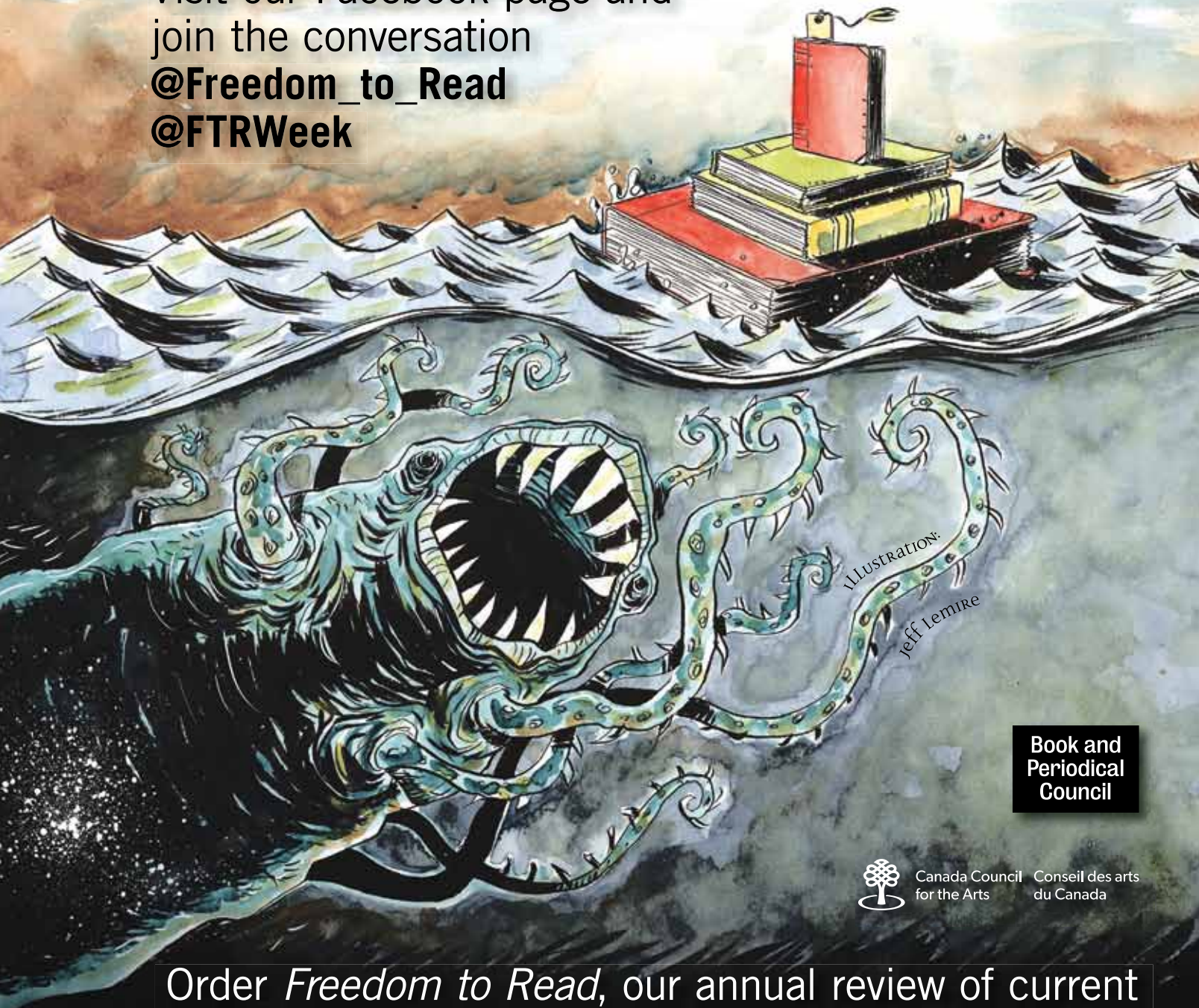


ILLUSTRATION:  
jeff lemare

Book and  
Periodical  
Council



Canada Council for the Arts  
Conseil des arts du Canada

Order *Freedom to Read*, our annual review of current  
censorship issues in Canada, and our 2018 poster at  
**freedomtoRead.ca**

# Connected Library

## It's About Time

I have used a variety of time-related tools with teachers and students in the course of our inquiries and project-based learning activities. What follows is an eclectic mix of resources and ideas that might be useful to teachers and students you support in your role as teacher-librarian.

### 1. Timelines

Timelines are often used within a historical context as a way of chronologically organizing past events. But the concept of a timeline can be applied to other domains. A timeline structure can be used in the analysis of social or physical phenomena that students might be studying such as plant or animal growth, biographies, visualizing demographic or statistical data, social justice and human rights events, and so forth. A timeline can provide structure for project planning or design-based thinking.

Probably one of the most powerful tools I have used recently is called **time.graphics** (and that's the URL, too). This is a free, web-based timeline creation tool that supports collaboration, embedding, and integration of other tools such as Google Sheets and YouTube. Be aware, though, that this tool takes a wiki approach by default: any timelines you create are publicly viewable and publicly editable by anyone. However, you can change the defaults and control the access (in a similar way to YouTube videos). Timelines can be public (viewable and editable), hidden (need to know the URL to view or edit) or fully private. Unlike YouTube, if someone else can access your timeline, they can edit it.



### 2. Slow-Motion Video Analysis

I was first inspired many years ago by an app called **Coach's Eye** to use slow-motion analysis but not in a sports related performance context. There are many physical phenomena that happen rapidly in our physical world and, to better understand them, apps that put students in control of video playback speed are useful. For example, students looking at everyday events such as a ball bouncing or an animal/person running can take control of such movements using apps like **Coach's Eye** (paid) or **Hudl Technique** (free, and formerly called Ubersense). Both of these apps work on iOS and Android.

For example, we borrowed a ladder from the school custodian and set it up outside next to a brick wall. A student managed to attach two metre sticks to the wall next to where I would be dropping a ball from standing on the ladder. Another student was ready with the Hudl Technique on her iPhone. It took about five attempts to record the basketball falling and bouncing several times in the same spot. The metre sticks also needed to be visible in the video (so we could take measurements). The result was that the students were able to create a table of values with two variables: time index (every 0.05 seconds) and height (in cm). This data was used to create a graph of the height of the ball over time as it bounced. We compared several kinds/sizes of balls, and their corresponding "bounce graphs" to see how they differed. We found patterns in the numbers and discussed all the factors that might be related to how a ball bounces. Then, we tried to describe some mathematical and/or computational method that would generate the patterns visible in the measurements. That was challenging but fun!

### 3. Time Lapse and Slow-Motion

The near ubiquitous availability of devices in and out of school makes for easy access to useful tools. Common school devices, such as iPads, come standard with a camera that has built-in slow-motion and time-lapse capabilities. This means that



events that happen too quickly to see what's happening or too slowly to see the changes can be captured in a way that is both educational and engaging.

For example, using the time-lapse feature built into iOS or Android (you can use free apps like **Lapse It**, too!), students have captured shadows moving across a classroom floor or wall (as the Earth rotates), cloud movements, heliotropism, oxidation of steel wool, insect movements, egg hatching, condensation forming, and so on. Using the slow-motion feature, students have captured butterflies and birds flying, ice breaking on pavement, structures breaking and collapsing under a load or in response to natural forces, water drops hitting a surface, wires glowing in response to electrical current applied, a vibrating tuning fork applied to water, waves of all kinds, and so on. These captures can be used as part of inquiries to generate more questions and provoke further inquiries.



## 4. Rotating Cook Timers + Camera

Time lapse capture techniques with small devices and cameras can be expanded with rotating **egg or cook timers**. The goal

is to tinker and modify the cook timer to hold securely a smartphone or small camera so that events that move position slowly over the course of an hour or two (such as tides, sunrise/set, shadow movements) or events where it would be helpful for the video to pan as the recording takes place. There are also commercially available products that make it easier to attach a camera or smartphone with spring loaded clamps or standard SLR mount bolts.

## 5. Stop-Motion Animation

Because devices such as iPads are relatively common in schools, free apps, such as Stop Motion Studio for iOS and Android, make it easy for students to experiment with stop motion.

In digital storytelling, the benefit of stop motion for students is that there is time to think and plan a story, and it can feel less threatening (than a live recording of a performance). The act of collaboratively planning and rehearsing, recording, and re-recording digital stories, using stop motion and other non-live strategies, offers time to discuss and experiment, improve and reflect. In turn, this offers teachers the ability to observe, converse and note what's going on during the pre-production sessions. Valuable context-based evidence can be gathered to help assess learning in language arts.

Stop-motion is also an effective strategy to assess concept development. Students can apply this technique to explore and/or demonstrate their understanding of various concepts such as plant growth, life-cycles, planetary orbits, Bernoulli's principle, differential gears, growing patterns, science experiments, and so on. These animations can directly model the physical or biological phenomena or they might use simple papercut and word card techniques to explain the phenomena, or hybrid of both. Again, the pre-production requirements of any stop-motion project allows for time to think, reflect, plan and discuss.

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## 6. Time Management

Sometimes there is a need, during the busy school day, for more precise allocations of time. It is often very helpful for students to be able to clearly see a countdown of time remaining (to the end of the period, the class, the day, etc.). Many teachers prefer using a simple numerical countdown display on the LCD projector; it creates a better climate than using constant verbal reminders of remaining time. Displaying a countdown timer also encourages students to monitor and organize their own time.

Many tools are available. Typing “timer” or “stopwatch” into Google will result in an ad-free, clean and simple **Google-based countdown timer** or stopwatch for measuring the duration of an event. This countdown timer can be set as high 99:99:99 and plays a simple beeping tone when reaching zero. The timer tool is very similar to most stopwatches and your smartphone timer; it records elapsed time in 100ths of a second.

The Google tools above, however, cannot be embedded into other online applications such as Slide shows. Sometimes, a sequence of activities that are described in a Google Slides document can be made more effective by adding a YouTube video that acts as a countdown timer. There are thousands of countdown timer videos on YouTube that you can use for this purpose. In YouTube search, type in something like “x minute countdown” where x is how long you want. Invariably, there will be a long list of matching videos to choose from. In fact, there are some channels (e.g., **Time Taker**) whose only focus is sharing countdown timer videos of varying lengths of time and for a wide variety of purposes, including sports. Be careful to review the full video before using with students as I have, on occasion, found one with advertising or other content showing up mid-video.

## 7. Modeling Time Concepts and Devices Using Scratch ([scratch.mit.edu](http://scratch.mit.edu))

Last year when co-teaching within a Grade 8 class, students were asked to start a project in Scratch so they could both explore geometric properties of circles and demonstrate their understanding and apply/connect it to the real world. A list of ideas was co-created and students could choose one or come

up with their own. One idea on the list was to create a Scratch project that modeled the movements of an analogue clock (as accurately as possible).

Scratch comes with many built-in variables. The one directly related to this project appears within the light blue “sensing” block: (current \_\_\_\_\_) where the blank could be second, minute, hour, and so forth. An example of how the clock challenge might look is here: [scratch.mit.edu/projects/86257187](http://scratch.mit.edu/projects/86257187).

It is important to note that this project is designed to be fairly open-ended; there are multiple ways to model an analogue clock and multiple levels of precision a student can attain. A number of different (computational and mathematical) concepts and skills need to be activated in order to accurately model an analogue clock in Scratch. It is also worth mentioning that I consistently observe all of the mathematical processes (noted in the Ontario Mathematics curriculum) in action over the course of authentic, project-based, **coding to learn** endeavours such as this one.



## 8. Ditch the (Paper-Based) Agenda / Calendar

There are many free calendar tools available for teachers and students who are looking to continue to organize their learning and collaboration but who are also looking to cut down on the use of paper. Here are two that are easy, effective and currently being used in classrooms.

**Google Classroom** comes with an integrated calendar within the tool. Students and teachers can see a full week display of all assignments or questions (as long as a due date was set initially) posted to all Google Classrooms they are a member of. I know several teachers who created a second, parallel Google Classroom to their main one but call it something like “Agenda” and make posts to it using the assignment option. These posts do not relate to projects or academic work; they are typical agenda type items like field-trip reminders, letters home (digital), forms, reminders, and so on. Students can see, in the Google Classroom calendar view, colour-coded posts from each of their Classrooms. It’s clean, simple and free.

Another method actively being used by teachers who want to provide even more detail to parents is to use a portfolio app like **Seesaw**. The free version of the app allows for photos, videos, announcements, and so on to be posted to a Seesaw class. Posts can be tagged to individual students or the full class. Parents/guardians get invites to the Seesaw class and the teacher approves them. Once connected, the parent can only ever see posts tagged with their child’s name or with the “Everyone” tag which is the key tag used for reminders, field trip forms, letters home, and so on. Once the app is set up with a class of students, and parents are connected (they download a parent version of the app), it becomes very easy to communicate and share with parents and guardians of students. ■

# My School Library Rocks!

Darren Pamayah

## TIME TO HEAR DIRECTLY FROM STUDENTS!

**W**e all know that school libraries are amazing places, featuring outstanding literature to inspire learning and offering fantastic activities to captivate the interest of every student. However, when was the last time we heard directly from students about what their school libraries mean to them? That is the goal of the “My School Library Rocks” campaign—to highlight students’ opinions about the importance of school libraries.

The Ontario School Library Association has created an online space where students can share why their school libraries rock: [sites.google.com/view/myschoollibraryrocks](https://sites.google.com/view/myschoollibraryrocks). On this website, students can fill out a simple form with their first names, their grades and the names of their schools. There is also a space where students can explain why their school libraries rock.

So far, the response has been strong with submissions from Kindergarten all the way up to Grade 12. Students have shared their enthusiasm for vibrant library spaces with books, makerspaces, book clubs, art projects and technology. What also stands out is our students’ appreciation for the work of teacher-librarians and library technicians. “Our librarian is awesome! She always helps us to find the right books to read,” says a Grade 11 student.

The Ontario School Library Association hopes to highlight these student voices as they affirm the work of teacher-librarians and the importance of school libraries. The campaign runs through January 2018. Please direct your students to the website so they can contribute.





# Crowd Sourced

**T**eacher-librarians are talented time benders, often juggling several tasks at once or working to stretch quiet moments to think up ways to deliver programs, team teach or promote the library. They are busy people. So when I reached out to the members of the Association of Library Coordinators of Ontario (TALCO) for suggestions on managing time in the school library, it was no surprise that few members responded. They just don't have the time!

Luckily, I did receive a few responses to share:

**Kate Johnson-MacGregor**, teacher-librarian at Brantford Collegiate Institute in Brantford, Ont. and past president of the Ontario School Library Association, sent this reflection via email: "As TLs, our time is always in demand by someone: the teacher who wants to book time to bring in a class, the new student who needs help with the printer, the person who has forgotten their network login and password, or the one looking for 'a book. It's blue.' Sometimes I feel like I only write my to do list to remind myself that I'm never going to complete those tasks. The thing I've discovered over the past five years is those distractions are actually the MOST IMPORTANT part of the work I do. Balancing the budget, completing the paperwork, re-shelving the books — these are undoubtedly part of my job and cost minutes and hours of every day. But building relationships with students, staff and the community and being the person who can always be counted on to help? Priceless."

**Anna Szumilas**, teacher-librarian at Senator O'Connor College School in Toronto, Ont., provided two useful lists. First are the time savers: using databases to search for credible evidence, collaborating with classroom teachers to lessen the load and running a library club so students can help with daily tasks. Second are the time stretchers: readers who get "into" their books and forget where the time has gone, activities where students are in the zone – chess, board games and makerspaces – and meditation.

**Peter Graham**, teacher-librarian at St. John the Baptist School in Bolton, Ont., offered this confession of how he handles time-related stresses: "When I'm stretched in too many directions and don't have time to fulfil all of my commitments, I call Hermione and ask to borrow her time-turner! In all

seriousness, being a 'one thing at a time; kind of guy, I tend to make notes (stickies, on my phone – paper disappears on me!) about the projects I need to get done. Then I can focus on one a time. This way I can do the job with the focus that works for me, and (mostly) not forget the other tasks on hand."

Meanwhile, I was able to track down two teacher-librarians from the Toronto District School Board who have used technology and computer resources to manipulate time AND space.

**Julia Zwaan**, teacher-librarian at Birchmount Park Collegiate Institute, has brought into the school celebrated chef Jamie Oliver and humanitarian Rosemary McCarney, partnered with schools in Kawartha Pine Ridge District School to run White Pine book clubs and facilitated a real-time dance class with students in Ghana, Africa, through interactive video conferencing.

She began about 10 years ago at George S. Henry Academy, using a Boys Literacy Grant to purchase the necessary equipment to run a video conference. She estimated it cost about \$20,000 to purchase everything needed. But it was worth it because video conferencing brings subject curriculum to life by providing access to real-world experts. "It's all about building bridges of inclusion and taking students to places they wouldn't be able to go," said Zwaan. "Video conferencing opens window to the world."

When Zwaan moved from George S. Henry to Northview Heights Secondary School, she had to leave behind all the video-conferencing equipment. Undeterred, she was able to persuade two companies – AVI-SPL and Polycom Canada – to lend her the equipment that she needed. Now at Birchmount Park, she is starting over with a laptop. But she is determined to come up with a better solution because video-conferencing equipment allows everyone in the room to participate in the experience compared to a handful huddled around a laptop.

Usually, the video conferences were run out of the school library but when they connected with Jamie Oliver, the whole school participated by gathering in the cafeteria and the gym. When Rosemary McCarney came to the school,



## Caroline Freibauer

Zwaan was able to share the experience with students at East Northumberland Secondary School in Brighton, Ont. through video conferencing. The collaborative dance class with Ghana was a highlight for Zwaan. A teacher in Africa led a class involving students from both continents, and later, students in Canada were able to share their dances with their distant classmates.

“The technology opens our eyes to other communities and cultures,” said Zwaan. “It helps us become agents of change.”

Zwaan said the struggle and challenge of starting video conferencing are worth it. “My advice to teachers is to take risks to try out video-conferencing. It’s not going to always be pretty. I guarantee you it’s going to be messy sometimes! But that’s okay so long as we’re persistent and keep trying. We need to prepare our students for the world out there and taking risks using these technologies are real world skills and authentic learning experiences our students need to embrace.”

Zwaan’s enthusiasm for video conferencing is powerful. When I asked her to send some useful links for teachers wanting to try video conferencing, she also made some good connections to time.

“Video conferencing allows for that ability to interact and collaborate with real world experts in a two-way transmission (or even multiple site transmission) in real time and therefore provides for a deeper learning experience for everyone,” she wrote. “It’s also about giving our students a moment in time to have a voice on the global stage, and guiding them and empowering them to have a voice that makes positive change in their lives and in the lives of others around them. Video-conferencing opens a window of time to the world for our students to be agents of change, to achieve global competencies and to build bridges of inclusion.

“The other connection to time is that no time is wasted travelling long distances on the part of the expert or the students, therefore it saves time, money and travel costs by distributing live interactions between specialists and students and educators, with the added benefit that it brings the subject curriculum to life.”

Here are the links that Zwaan recommends to learn more about video-conferencing programming:

VROC: Virtual Researcher On Call (VROC) is an educational program that connects K-12 classrooms with Canadian subject matter experts for customized, interactive video calls. VROC is available to teachers across Canada at no cost ([vroc.ca/en/vroc](http://vroc.ca/en/vroc)).

CILC: Centre for Interactive Learning and Collaboration (CILC) supports and advances learning through video-conferencing and other collaborative technologies ([cilc.org](http://cilc.org)).

CAPspace is a social networking tool for educational video-conferencing ([projects.twice.cc](http://projects.twice.cc)).

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Although Toronto is a hub for film in Canada, many schools can’t make the time or afford the transportation to take advantage of the city’s film festivals. **Gina Thurston** solved the dual problems of time and travel by bringing the Hot Docs festival into her school.

“I love documentaries and film festivals,” said Thurston. “Hot Docs allows you to book the films to set up in your own school.”

Hot Docs is a documentary film festival that takes place at the Ted Rogers Cinema in Toronto every spring. A parallel festival called Hot Docs for Schools runs at about the same time, allowing educators to select films from the festival lineup and show them in their schools. Several years ago, as the teacher-librarian at the City Learning Centre (CALC) Secondary School, Thurston decided to give it a try.

As the teacher-librarian, Thurston felt that she was in the best position to handle the administrative side of selecting the films, providing curriculum materials and setting up the screenings. She experimented with different ways to make the films accessible. At first she would organize class, lunch-time and after school screenings in the library. Some of the challenges were that students would end up seeing the same films more than once and often the film run-times did not fit neatly into a class period.

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She eventually set up in the school auditorium where films were scheduled all day and teachers could sign up for whatever film they wanted. She also asked teachers with expertise related to the topic of the film to help with a question and answer at the screenings. The large, school-wide screenings prevented many of the problems associated with classroom and library viewings. Teachers were still able to sign out the DVDs for their classrooms. And it became an annual event at the high school.

“It was crazy successful,” she said. “Well over 1,500 people saw films that week.”

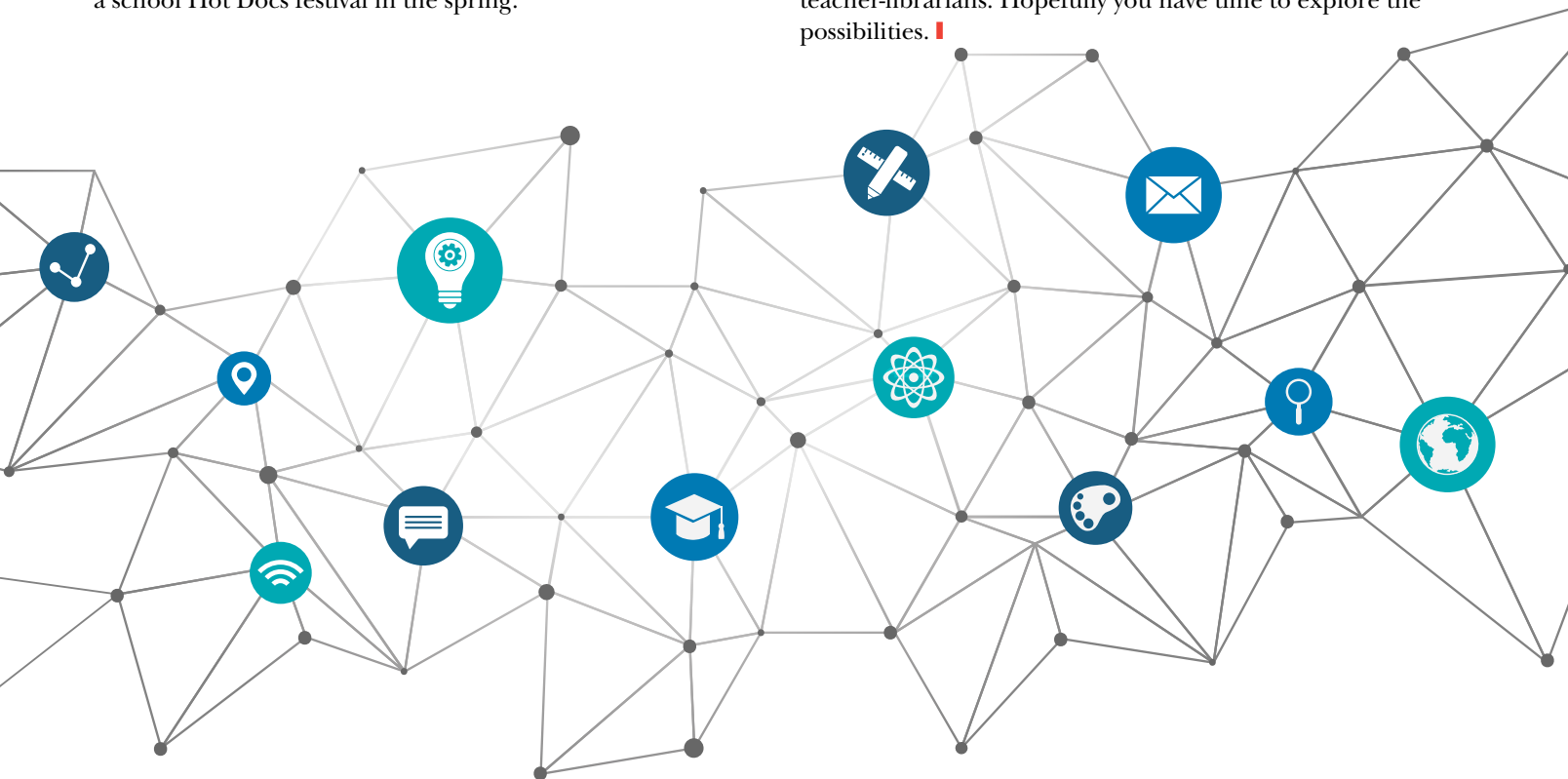
Building on that success, Thurston started recruiting student helpers to assist with various jobs. “It’s a lot of work. It’s great to have more student involvement.”

A few years ago she left CALC to go to another school, but she is now back in a different role. She hopes to be able to mount a school Hot Docs festival in the spring.

Here are some tips from Thurston for those planning their own festival:

1. Go to Docs for Schools at [hotdocs.ca/youth](http://hotdocs.ca/youth) to get on their mailing list. When the list comes out in the spring, it is important to get your picks in as quickly as possible.
2. Consult department heads to match films with courses. Consult the curriculum resources at the Hot Docs website.
3. Make preview DVDs available for teachers. The quality is not consistent and some may have sensitive content. You can provide space for smaller screenings with a more intimate Q and A if the material is more mature.
4. Prepare school announcements and give teachers frequent reminders to attend.

These are some wonderful ideas from a group of talented teacher-librarians. Hopefully you have time to explore the possibilities. ■



# THE Teaching Librarian Event Calendar

For more information on OLA events and programs, visit [accessola.com/events](http://accessola.com/events)

## JANUARY

**23**  
Festival of Trees  
Tickets Go on Sale  
for Toronto (English  
and French) and  
Satellite Festivals

**31**  
Ontario Library  
Association Super  
Conference,  
Toronto, Ont.

## FEBRUARY

**1**  
Ontario Library  
Association Super  
Conference,  
Toronto, Ont.

**3**  
Ontario Library  
Association Super  
Conference,  
Toronto, Ont.

**3**  
Ontario Library  
Association Super  
Conference,  
Toronto, Ont.

## MARCH

**12—16**  
March Break

## APRIL

**ALL MONTH**  
Voting for Forest of Reading® school-aged  
award programs

**20**  
OPLA's RA in a Day

## *The Teaching Librarian* is Looking for New Editorial Board Members!

**Want to be more involved in the Ontario School Library Association?  
Want to be a part of an award-winning publication? We're looking for you!**

The editorial board plans the upcoming issues. Board members contact potential writers for upcoming issues and develop content, ideas, articles, and short features that match the chosen theme. Board members also edit submissions. Members of the editorial board meet once a year — either at the OLA office or over teleconference.

Editorial board members of *The Teaching Librarian* sit for a three-year period of time, decided by the individual member and/or the editor-in-chief, but this is negotiable. Members are expected to come to the majority of meetings, make an active contribution, and meet deadlines on time.

A more detailed list of expectations and duties is available upon request.

Interested? Send an email to [TingLeditor@gmail.com](mailto:TingLeditor@gmail.com) by **February 28, 2018**, which states your name, school board, and phone/email contact information, and a few sentences suggesting why you would be a good addition to the team (this is not a resume, so please be brief and informal)

If you have any questions, please contact current members of the editorial board.

# Time To Make Room

Jennifer Brown and Melanie Mulcaster



“Our role is to  
make room.”

**T**his message was repeated over and over again at Treasure Mountain Canada 5 (TMC5) and was echoed in the theme of this year’s papers: Culturally Relevant and Responsive School Library Learning Commons.

An initiative of the Canadian School Libraries (CSL) organization, TMC is described as:

...a biennial research symposium and think tank. TMC invites researchers, school library practitioners, educational leaders and policy-makers to move forward together and collaboratively explore ideas, inspire each other and build collective knowledge of the learning commons approach as part of sustainable school improvement ([sites.google.com/site/treasuremountaincanada5/introduction](https://sites.google.com/site/treasuremountaincanada5/introduction)).

This gathering offered both virtual and in-person opportunities for school library professionals all over Canada to share their knowledge and experiences in creating thriving and culturally relevant library learning commons in their schools and districts.

The fifth iteration was held this year in Winnipeg, Manitoba; we both had the honour of submitting papers and attending the Treasure Mountain Canada 5 in person.

Each paper is published virtually prior to the event so that participants can read, reflect and comment on the submissions. The event itself on Saturday October 21, 2017 was a gathering of about 40 people. The format of the day offered the chance to hear a variety of keynote-style messages and to gather in small table talks to discuss the work of those who contributed submissions. Some contributors participated virtually as well, which offered the entire group the chance to ask questions and provide additional feedback.

You can explore the many fabulous submissions at [sites.google.com/site/treasuremountaincanada5/home](https://sites.google.com/site/treasuremountaincanada5/home), but, we wanted to share some of our biggest “takeaways” from the experience.

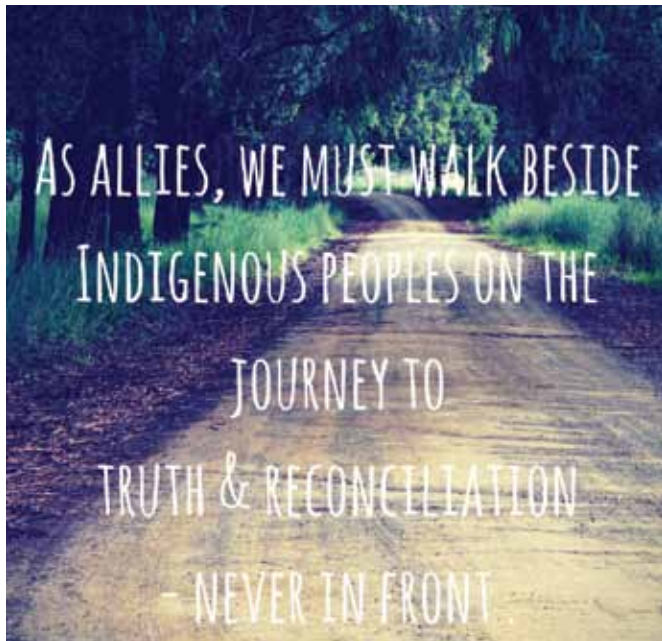


## The Keynotes

### Honouring Our Path to Reconciliation

Camille Callison is a Librarian, Archivist, and Anthropologist who lives in Winnipeg and spoke with attendees about the work of the Canadian Federation of Library Association's Truth and Reconciliation Report: [cfla-fcab.ca/en/indigenous/trc\\_report](http://cfla-fcab.ca/en/indigenous/trc_report). Camille is from Tsesk iye (Crow) Clan of the Tahltan First Nation located in Northern B.C., Yukon, and Alaska. You learn more about Camille and her work on Twitter @CamilleCallison.

#### Mel's Big Take Away



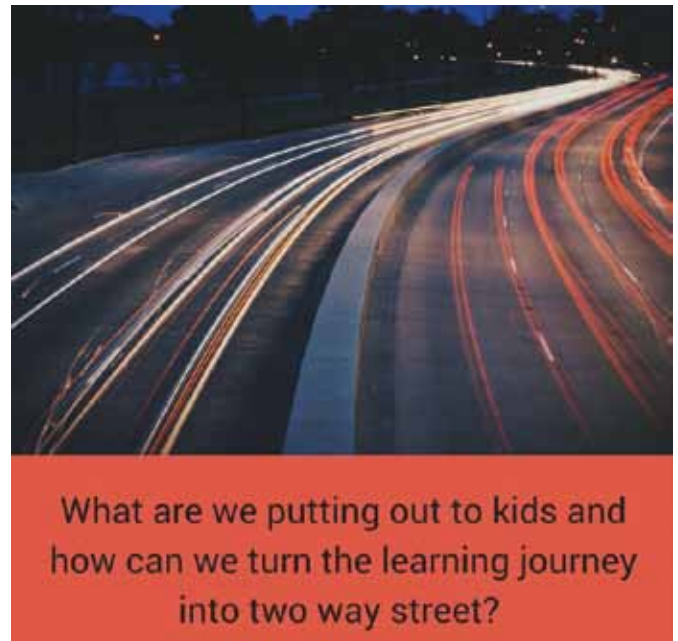
#### Jenn's Big Take Away



### Virtual Learning Commons

David Loertscher and Carol Koechlin are experienced educators and renowned experts in the fields of school library learning commons, information literacy, and instructional design. Their key message addressed how physical learning commons spaces can be further supported and complemented with collaborative and interactive virtual environments. You can learn more about David's and Carol's visions of future forward school library learning commons by accessing [schoollearningcommons.info](http://schoollearningcommons.info).

#### Mel's Big Take Away



#### Jenn's Big Take Away

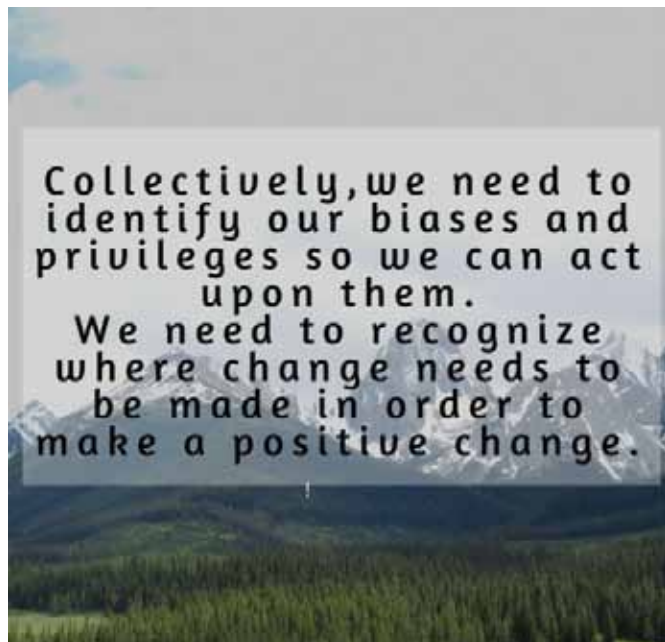


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## Theoretical Frameworks for Thinking about The Work Ahead

Dianne Oberg is a PhD Professor Emerita at the University of Alberta. After many years as classroom teacher and teacher-librarian, Dianne became a mentor to teacher-librarians across the country (including many of those attending the TMC event) as a team leader in the development of the university's Teacher-Librarianship by Distance Learning program.

### Mel's Big Take Away



### Jenn's Big Take Away



## Our Biggest Takeaways from the Entire TMC5 Experience

It is time to make room for everyone's voices in our learning commons.

It is time to recognize whose voice is present and whose voice is missing.

It is time to address the gaps in our collections in a way that respects and honours the contributions of all.

It is time create collections where students and staff can both see themselves reflected and gain a window into the lived experiences of others.

It is time to reflect honestly about our own beliefs and experiences around privilege and bias.

It is time to take a moment reflect on privilege: who has it and who does not in our learning environments?

It is time to examine our current practices in the learning commons.

It is time we catalogue texts in a manner that students and staff can access them using language regardless of their cultures.

It is time to have difficult conversations.

It is time to have these conversations in our classrooms, our staff rooms, our board meetings—anywhere and everywhere—virtually or face to face, in order to push learning forward.

It is time that we know and share our true history in order to understand our present and give us direction for the future.

The time to make room is now. ■





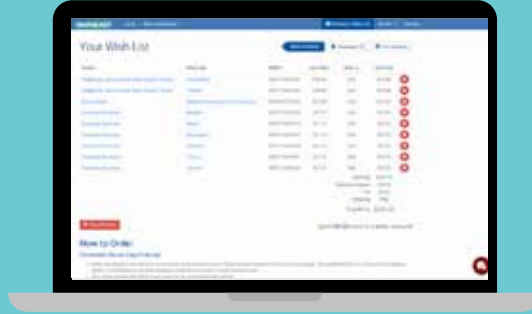
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# Librarians Learning Online

As librarians and often educators, staying informed and up to date on important library trends, new teaching and learning strategies, and technology can be time consuming and often overwhelming. Finding professional development opportunities that fit into your life — on a relevant topic and at a convenient time — sounds impossible. But there are many different learning opportunities now available online, including a healthy assortment for those working in school libraries. Two such programs were created by educational teams in Quebec: The Quebec School Librarian's Network (QSLiN) and The Digital Citizenship Initiative.

QSLiN is a committee of Quebec School Librarians from the English public and private sector that advocates and supports school libraries through a number of initiatives.



The Digital Citizenship Initiative is a collaborative team of educators, consultants and librarians working for the Quebec Ministry of Education, who promote and support the teaching of digital citizenship as well as information literacy and critical thinking skills. They are also the people behind Learn and Lead.

## Professional Development

Professional development is so important for school librarians. It is essential we continue to learn more about our users and their needs. It is vital we create inviting flexible spaces conducive to learning, that encourage literacy in all its forms, and be informed about how we can support the curriculum and the staff that teach it. In many cases, largely due to budgetary constraints, we are often put into the position of

having to defend our role in the school. In order to be able to make our school libraries engaging and relevant for all of our users, it is vital that we continue to educate ourselves. Part of the mandate of both QSLiN and the DCI is to facilitate professional development in the educational community. The common members from both groups, who were already interested in gamification, thought why not try using badges to increase participation and motivation when it comes to professional development? Developing an online professional development digital badge program allows users to work on their learning at a time that is convenient for them; it allows for individual or collaborative work, and provides choice so participants can learn about topics that interest them. Creating an online digital badge program also helped both groups reach out to those in the community who live and work further away.



When the Canadian Library Association published *Leading Learning - Standards of Practice for School Library Learning Commons in Canada* (now owned by Canadian School Libraries), we thought it was a great opportunity to take this publication to a whole other level of learning! *Leading Learning* is an excellent resource for those wanting to transform their libraries into a learning commons, but we found, in our community, many did not know where to start, especially where school library staff are not librarians. Similarly, the Digital Citizenship Initiative was seeking new ways to reach out to the educational community and provide a solid basis for understanding digital citizenship while also showing concrete examples of best classroom practices. For both badge programs, it was important that participants also had the opportunity to evaluate themselves throughout the learning



## Sandra Bebbington and Julian Taylor

process and develop activities and plans that worked for their unique situation.

Each badge program was mapped out and the content was divided into levels and categories. A variety of technological tools were selected to address different learning styles, such as ThingLink, Powtoon, Piktochart, videos, and Google Forms. Elements of gamification were incorporated into both programs such as: providing choices, levelling up, immediate feedback, awarding points, showing progress, offering short and long term goals, onboarding (learning by doing) and incorporating collaboration, competition and community. Lower level badges auto-award to the user after they successfully complete a quiz. Higher level badges are reviewed by actual humans (not robots!), who then provide feedback and award the badge if they feel the users have fully satisfied the badge requirements.

The Leading Learning badges (found on the QSLiN website) were developed using the same five categories found in Leading Learning, such as Fostering Literacies or Designing Learning Environments. Badges found in each of these categories are divided into three levels: Bronze, Silver and Gold, which coincide to a certain extent with Leading Learning's concepts of exploring, emerging, evolving, establishing and leading. The Bronze level gives participants an overview of the subject and additional bonus points can be earned if participants want to delve deeper into a certain topic. At the Silver level, participants are then prompted to submit a plan of action for their library. The system prompts the user with a series of questions of how they would implement change, which provides them with a structured plan on how to move forward. The Gold level is a culminating activity where the user is given the opportunity to show how they have implemented the changes they planned out in the Silver level. To encourage personalized learning and self-expression, participants can use whatever method they would like; traditional written report, Powtoon videos, Prezi, Podcast, etc., to properly convey how their library has transformed. At the gold level, the submission is reviewed by other librarians and then awarded.

The digital citizenship badges (found at the Learn and Lead website) were developed using a framework of three principles

(Respect, Protect and Educate) and nine themes (e.g. digital footprint, online safety, and information literacy). These principles and themes build on the research and framework developed by Ribble and Bailey. Each themed badge has three levels of achievement as well — Bronze, Silver and Gold. As with the Leading Learning badges, there was importance given to broadening the repertoire of different online tools and addressing different learning styles. As a result, at the Bronze level, general overview of the theme is explored using a variety of resources such as presentations, podcasts, videos and articles. Similarly to the LL badges, the Silver level badges have participants explore the concepts in greater detail with a pedagogical context, with examples of best practices and ideas for classroom use. In order to receive their badge, participants must submit a classroom activity, lesson or other product that demonstrates their understanding. At the Gold level, a product that demonstrates digital citizenship in action in the library or classroom is required in order to achieve this boss badge.

**Badge Infrastructure: What tech tools were used?**

There are several different online digital badging programs available. We decided to go with BadgeOS for WordPress. For us, the reasoning was simple: the QSLiN website was already using WordPress and many of us already had experience with it. The BadgeOS plugin just added another functionality to the website and allowed users to use one login to access the regular website and to complete the badges. As well, the Digital Citizenship badges are available in both English and French; WordPress allowed us to have a multilingual website for our users. Lastly, BadgeOS was created to be completely compatible with Credly Open Badges that allow users to collect all of their earned badges from different websites and share them with the rest of the world, for instance on social media websites like Facebook or LinkedIn.

### Results and Reflections

Both digital badge websites were launched in 2015 and were well received. We have since added simplified digital badges on Digital Citizenship for parents, which have also been well received. Many have mentioned how they felt they knew a badge theme very well but then went through the steps only to be surprised by how much they had learned.

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Users really appreciated the flexibility of being able to work on their PD when they wanted. Getting instant results from the online quizzes allowed them to move forward at their own pace without having to wait for their learning to be evaluated.

For the Leading Learning badges, we had a number of librarians earn different badges and offer us feedback. Similarly, we have also had educators and parents complete the Digital Citizenship badges and provide us with feedback. This feedback is now being reviewed and some badges are presently being revised. As well, since the badges were created, we have accumulated additional resources that may prove to be more relevant — many are Canadian so would offer a more familiar context versus, for example, a video from the US. As part of the feedback, we also have had a number of requests for student badges. While we recognize the value in having student badges, budgetary restraints may prevent this from being developed.

Between both websites, there are presently 320 participants in various stages of badge completion. As we continue to receive feedback and as teaching, learning and technology continue to evolve, we strive to keep both programs as up to date and relevant as possible, incorporating new tools and resources. We also award badges at workshops, conferences and our annual symposium.

Our goal remains to support educators and librarians, as they grow and evolve, develop new skills and acquire new knowledge, whenever and wherever that may be. ■

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