



B C T L A

Bookmark

W I N T E R 2 0 0 8 V O L 4 8 I S S U E I I

School Libraries AS CLASSROOMS

School libraries are essential educational agencies in communities across British Columbia. School libraries have capitalized on technological change to become a learning commons for the teaching and learning of competencies needed for success in the knowledge-based

society of the 21st-century. They provide a high-quality program and exemplary resources and services vital to improving the life chances of B.C.'s children.

School libraries are under the jurisdiction of Boards of Education in British

Columbia. Organization, resourcing, and staffing of school libraries differs from district to district. The professional in the school library is the teacher-librarian, a qualified and experienced teacher who has undertaken training in the program, resource, and service aspects of the school library. Teacher-librarians are directly supported in their role by their principal and vice-principal(s), by their teaching colleagues, by support staff including library technicians and library assistants, and most importantly by students and their families. The strength of these school-level partnerships is critical.

British Columbia's teacher-librarians believe in:

- providing the best possible programs, resources, and services for the teaching and learning of B.C.'s curriculum
- teaching and extending students' literacies
- developing independent learners
- intellectual freedom
- supporting pre-school, family, and adult literacy
- providing leadership around technological innovation
- involving the community



A SCHOOL LIBRARY-MORE THAN JUST BOOKS

THE DUAL ROLE OF THE SCHOOL LIBRARY

The school library has a dual role, which is evident even in the name. First and foremost, the school library is a classroom. The mandate of the teacher-librarian is the same as that of all teachers: to teach the British Columbia curriculum by providing instruction and support for students and their individual learning needs. To accomplish this mandate, teacher-librarians develop a teaching program in partnership with their teaching colleagues. ...see p.7

IN THIS *Issue*

- **PRESIDENT'S COLUMN**
Bonnie McComb2
Editor Angie-Welcome3
- **EXPERTS CORNER**
Haycock-Teacher Library.....17
Haycock-History VSB.....19
- **LETTERS**
Mumford / Mennie.....13
Letters to the Editor.....16
- **BOOK REVIEWS**
Apr.-Aug 2007.....47
- **CONTRIBUTORS**
Goldsmith-Wikipedia.....27
Savard-youth literature.....36
Greg Smith.....34

...School Libraries

DUAL ROLES

This is the school library program.

The school library also exists to support the need of students, staff, and families for access to suitable learning resources and information services. In providing suitable resources and services, *the school library is a library.*

Numerous studies through four decades have consistently shown that healthy school libraries are strongly correlated with high student achievement. “In schools with well-stocked, well-equipped school libraries, managed by qualified and motivated professional teacher-librarians working with support staff, one can expect:

- Capable and avid readers;
- Learners who are information literate;
- Teachers who are partnering with the teacher-librarian to create high-quality learning experiences.

Standardized scores tend to be 10 to 20% higher than in schools without this investment” (Haycock 2003, 10).

Numerous studies have also shown the critical nature of strong school-level partnerships to ensuring the success of the school library. Haycock notes that “collaboration between the teacher-librarian and classroom teacher is essential to maximize student achievement and school success” (Haycock 2003, 22).

Similarly, “the leadership role of the school administrator is critical to the implementation and continuing success” of the school library program (Ministry of Education 1991, 16).

THE SCHOOL LIBRARY PROGRAM

For students to succeed in an information-rich world, it is not enough for students only to find or be provided with information. In order to achieve



success now and in the future, students must have intellectual access to information. Students must be able to plan approaches, focus on, create, understand, evaluate, use, organize, reflect upon and critically apply information contained in or conveyed by any format or medium to situations which require problem-solving. Many different competencies are required in order to be able to intellectually access information that is contained in a certain source or that is being conveyed in a certain way. An adequate reading level, for example, is a basic competency students require in order to begin to be able to intellectually access information that is being conveyed via print.

School libraries and teacher-librarians, through school library programs, are well placed to keep pace with the changing needs of learners and to support students and teacher colleagues in acquiring the competencies to navigate new learning environments. While the foundations of traditional literacy remain important for students, it is no longer enough for students to be merely literate. The new or multiple literacies that students need include information literacy, visual literacy, critical literacy, media literacy, cultural literacy, and technological literacy. These expanding literacies are integrally tied to technology (ICT), include new formats like wikis and blogs, and are inclusive and social; they are reading and writing with real-world contexts and technologies.

“Perhaps better than any other academic space, school libraries honour and accommodate multimodal multiliteracies—literacy practiced with multiple types of texts and formats in a wide range of ways in social environments” (Goodin 2006, 23).

The school library program is a B.C. curriculum-based, whole-school, multi-year program developed by the school’s teacher-librarian in partnership with teaching colleagues. The goal of the school library program is that by graduation, students will have become multiliterate, competent, independent, ethical users of information in any format (Ministry of Education 1991, 2).

Teaching in the school library is done in formal units focusing on inquiry-based and resource-based learning. The methods and materials are determined, taught, and evaluated through cooperative planning with teaching colleagues. This is done within the context of the B.C. curriculum. In any given unit, curricular learning outcomes and competencies related to the areas of the school library program are integrated to maximize learning.

The next several sections outline the areas of the school library program...

Information Literacy and Critical Thinking

This list shows a sampling of the wide-ranging information literacy and critical thinking competencies used and taught at each grade level of the school library program within the context of the B.C. curriculum. Visual and media literacy are included as components of information literacy.



Kindergarten and Grade 1 — Simple location skills; introduction of basic resources; distinguishing between fact and fiction; introduction of technology, such as computers and listening stations; simple sequencing and organizing; discussing and presenting ideas orally, visually, and in written format

Grades 2 and 3 — Introduction of encyclopedias, atlases, and dictionaries; use of simple search strategies to locate information such as searching successfully in the online catalogue by keyword; use and creation of multimedia; introduction to note-taking, citing (simple), and to The Research Quest; sequencing and organization of information by theme, sequence, or concept; presenting information in a variety of ways

Grades 4 and 5 — Continued use of the resources introduced in previous grades; use of simple and more complex search strategies, such as searching successfully in the online catalogue by author, title, and subject, and in online search engines by keyword; continued focus on note-taking, citing (simple), and The Research Quest; organizing and presenting information in a variety of ways; introduction to primary sources

Grades 6 and 7 — Continued use of the resources introduced in previous grades; use of more complex search strategies and practice in locating needed information independently; continued focus on note-taking, citing (with introduction to a “Works Cited” page), and to The Research Quest; introduction to the ethical use of information, discussing such issues as bias, credibility and point of view

Grades 8 to 10 — Continued use of The Research Quest and resources introduced in previous grades, with a focus on systematically searching for and selecting appropriate information; making summaries and recording information as notes in a variety of formats, including point form, two-column, mapping, charts, graphic organizers, webs, study guides, and outlines; recording information about sources used to produce in-text citations and a “Works Cited” page, presented in a complete and acceptable format (e.g.

MLA); using appropriate technological competencies; evaluating sources for credibility, currency, point of view, clarity of presentation, ease of use, omission, etc.; understanding the concepts of copyright and plagiarism

Grades 11 and 12 — Continued use of The Research Quest and resources introduced in previous grades; developing focused and/or independent inquiry questions and shaping the focus to suit purposes or audience; connecting personal ideas, beliefs, values, and cultural experiences to those reflected in literature and mass media; thinking critically and creatively about more complex problems, information, and sources, including interpretation of ambiguity and various positions on a single issue; developing criteria for evaluating accuracy, bias, balance, reliability, currency, and objectivity in a variety of sources, including mass media; creating a variety of communications products using appropriate information resources and information and communications technologies.

The School Library Program and Technology

Teacher-librarians are leaders in schools, districts, and communities in the adoption of technology as a transformative learning and teaching tool. Technology is integrated into all aspects of the school library program. Online databases, websites, streaming video, eBooks, wikis, blogs, and webquests are both sources of information and ways in which students can represent their learning. In many school library programs, students engage in the creation of digital objects such as video, audio, and animation in their learning. Teacher-librarians also support distributed learning students.

Reading Instruction and Promotion

Teacher-librarians have wide-ranging knowledge of children’s literature, and are expert in identifying and acquiring high-quality learning resources in any format or medium to support the curriculum and to enable reading instruction. As part of the school

library program, teacher-librarians use these resources to promote reading and to teach reading skills to students. Reading instruction and promotion in the school library involves areas such as the introduction and study of vocabulary, types of literature, genre and themes, elements of story structure, particular authors and works, and Canadian literature. Instructional and promotional strategies include but are not limited to ongoing small or large group reading instruction, literature circles, readers’ theatre, storytelling, author visits and book talks. The potential for success of the teacher-librarian as a reading teacher should not be underestimated. Research findings that have been consistently replicated over decades of studies across grade levels, socioeconomic areas, and regions show that student reading achievement is always “substantially higher in schools with libraries and teacher-librarians” (Haycock 2003, 26).

Canadian Landscapes, People, Places, and Values

An important aspect of the school library program is to provide an opportunity for Canadians to learn about one another (Haycock 2003, 31). The exploration of Canadian culture, particularly through the use of Canadian children’s literature, leads to the development of students’ understanding of and appreciation for their cultural heritages and develops in each a sense of national identity. Students learn that Canada is diverse, tolerant, and democratic.

In addition to furnishing students, staff, and families with the best in Canadian children’s literature, school libraries also have author visit programs. Through visits from Canadian authors, students learn that they are part of a nation of readers and writers. Reflecting on, understanding, appreciating, and creating literature is part of our national identity.

continued....



WHAT DOES THE SCHOOL LIBRARY PROGRAM LOOK LIKE?

Explorers (Marlborough Elementary School, Burnaby)

At Marlborough Elementary School, the teacher-librarian and Grade 4 teacher worked together to create two different activities about explorers designed to foster critical thinking. The first activity uses two pieces of text, each expressing an opposing point of view about the accomplishments of Christopher Columbus. After the students compare the two readings and discuss the bias of each piece they generate criteria to describe a “fair-minded” text. They then read a third article about Columbus and evaluate it for its “fair-mindedness”. For the second activity students are divided into two groups and read a description of Simon Fraser’s trip down the Fraser River. One group is asked to look for evidence of his bravery while the other group is asked to look for evidence of his foolhardiness. After a comparison of each group’s findings the students are asked to characterize Fraser and support their point of view with evidence. The unit addresses Social Studies learning outcomes, reading instruction, information literacy, critical thinking, and Canadian history, culture, and values.

First Nations Online Unit (Gladstone Secondary School, Vancouver)

At Gladstone Secondary School, Grade 9 Social Studies students studying First Nations in Canada use an online unit as a guide to prepare lessons that feature reading aloud to students in Grade 4. They read various picture books written by and about First Nations communities, they engage in research about the group depicted in the book, and they practice reading aloud. Then the Grade 9 students work with groups of Grade 4 students in Gladstone Secondary’s school library, engaging in lessons that include hearing read-aloud accounts of a First Nation and Canadian stories such as *Solomon’s Tree* by Andrea Spalding and *Caribou Song* by Tomson Highway. Students also receive historical, geographic, and cultural information and participate in activities to expand their understandings of the community depicted in the story. The

unit addresses Social Studies learning outcomes, reading instruction, information literacy, technology, social responsibility, and Canadian and First Nations landscapes, history, and culture.

“The World in a Cake” (Terrace Junior Secondary School)

Terrace Junior Secondary School’s teacher-librarian has developed a research unit for a Grade 9/10 Foods class. Students research a variety of cake ingredients (cooking oil, walnuts, salt, coconut, sugar, pineapple, raisins, cinnamon, and chocolate) with respect to the countries that grow/produce the products, a description of the plant involved (where applicable), the nutritional value of the ingredients, processing from raw form, and approximate distance of transportation from origin to Terrace. Students then research the labour and agricultural practices for these ingredients to obtain a human rights perspective. This is an excellent example of a cross-curricular research project as it involves curricular learning outcomes in Math (ratio and proportion to determine transportation distances), Social Studies and social responsibility (child labour), Science (biology, specifically botany), and information literacy (website evaluation, note-taking skills, bibliography writing). And, of course, students gain knowledge of the nutritional value of the ingredients and complete the unit by baking—and enjoying—the cake in their Foods class!

The United Nations Project (Kelowna Secondary School)

For the past 17 years, a model United Nations has been held at Kelowna Secondary School. Over a two-week period, all of the Social Studies 11 students (approximately 600) use the library resources and personnel to research a country for the United Nations Project. Four hours are set aside when all of the Grade 11 students, dressed in the native costume of their country, meet in the gymnasium to debate two resolutions. They must represent the views of their chosen country in the debate. Guest speakers from the community give background on the issues being discussed before the debate begins. The unit addresses Social Studies learning outcomes, global citizenship, information literacy, critical

thinking, technology, and presentation skills.

THE SCHOOL LIBRARY’S RESOURCES AND SERVICES

The role of *the school library as a library* emphasizes physical access to suitable learning resources and information services. These resources and services are designed and evaluated by the teacher-librarian in partnership with staff, students, and parents to support, enrich, and implement the teaching and learning of the B.C. curriculum, and to support the unique needs of the school community. School library resources and services have particular depth for learning because of the long-term relationship between the teacher-librarian and students, and because of the ability of the teacher-librarian to link resources and services with the teaching and learning of the curriculum. Because of the focus on supporting the unique needs of school communities, the type and availability of certain school library resources and services may vary from school to school. The next several sections outline school library resources and services.

The School Library Collection

School libraries are filled with thousands of reading, viewing, and listening learning resources selected to meet students’ interests and engage their curiosity, to answer their questions and explain their world. To support the teaching needs of educators and the learning needs of students, the school library collection is skillfully developed through professional selection, acquisition, organization, and maintenance by the teacher-librarian with emphasis on currency, accuracy, age-appropriateness, student needs and interests, and relevance to the curriculum. Wherever possible, British Columbian and Canadian fiction, non-fiction, and digital resources are used. When information literacy is being taught and when students are engaged in reading instruction and recreational reading, British Columbian and Canadian landscapes, people, places, and values are being transmitted to the next generation. Within the collection, special consideration is given

to Aboriginal, French-language, and English as a Second Language learners. There is also specific attention given to the needs of struggling readers.

Listening, Viewing, and Reading Guidance and the Circulation of Resources

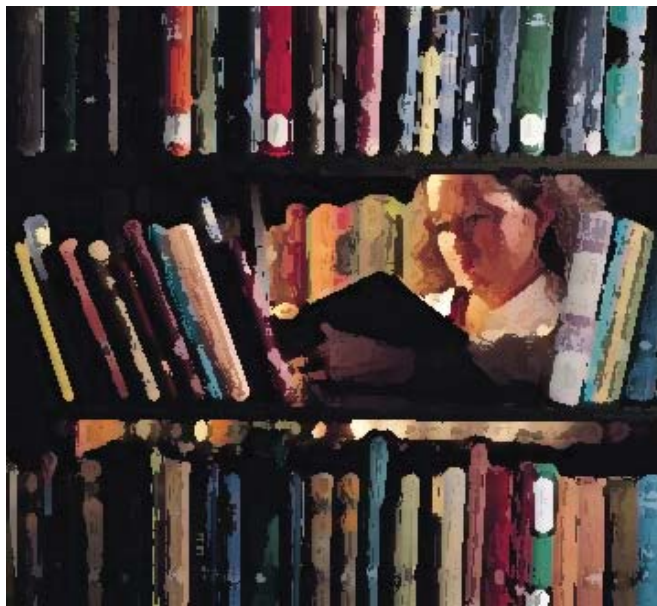
School libraries are a primary source of listening, viewing, and reading materials for children in British Columbia, circulating millions of learning resources each year. Teacher-librarians work to develop an optimal learning environment and foster in each student through individual reading guidance a lifelong love of reading. This work—fostering student engagement with learning resources—is one of the most important aspects of the role of the teacher-librarian.

During the years of a student's enrolment in a school, a teacher-librarian comes to know each student as an individual, with differing interests and abilities from other students. This knowledge of students as individuals, together with teacher-librarians' experience and training in areas such as reading instruction, visual literacy, and children's literature, enables teacher-librarians to work to extend the breadth and level of students' literacy. Teacher-librarians also work with families. By inviting families into the library, and by extending resources, services and support to them, teacher-librarians honour the importance of the family in ensuring students' success.

Reference Services

Reference services are information services offered to students, staff, and families. These services utilize the skill of the teacher-librarian in locating information to meet specific needs. For students, reference services might involve teacher-librarians aiding in selecting research topics or presentation tools, or could involve directing students in locating or evaluating information intended to answer the students' questions. For staff, teacher-librarians might pre-select resources for units of

study or locate instructional materials or current teaching research both within and beyond the school's own resources. Services to staff may also include staff development and the creation of district



and provincial-level resources such as “The Research Quest” (2001) and “The Ethics of Information Use: A Teachers' Guide” (2001). For families, reference services could include locating information to answer specific needs, or the development and recommendation of learning resources or guides for learning at home. School library reference services may be offered in a face-to-face format or may utilize technologies.

Technological Resources and Services

Teacher-librarians use technology as a means of offering resources and services. Online resources created by teacher-librarians, such as curricular guides for courses or subject areas, bring together in one location professionally selected resources for use by students. School library websites (virtual school libraries) provide access to licensed databases specifically designed for K-12 students and to curricular learning resources. In addition to the creation and utilization of online resources, school libraries offer services such as the organization and preservation of digital learning content (electronic learning resources, examples, videos, etc.).

WHAT DO SCHOOL LIBRARY RESOURCES AND SERVICES LOOK LIKE?

*Family Literacy Program
(Moberly Elementary School,
Vancouver)*

Moberly Elementary School's teacher-librarian co-ordinates a vibrant Family Literacy program. Preschoolers and adult family members read in the library together every morning. Families have library cards and borrow First Language Kits that include dual language books in five different languages. Each kit includes a book and a response journal where families share (child draws, parent writes in first language) what meaning the story has for them.

*Reading Week Celebration
(Bayside Middle School, Brentwood Bay)*

For the past eleven years, the teacher-librarian at Bayside Middle School has organized an annual week-long celebration of writing and reading. Over the course of the week, the library hosts a lineup of authors, illustrators, artists, storytellers, poets, newspaper columnists and editors that have included such well-known speakers as Robert Bateman, Roy Henry Vickers, Julie Lawson, Eric Wilson, David Bouchard, Ian Wallace, Sarah Ellis, Deborah Ellis, Susan Juby, Niki Tate, Sheree Fitch, and Diane Swanson. Each of the eight hundred students in the school has an opportunity to hear at least one and sometimes two or three of the speakers share their work and answer questions following the presentations. Some students have the opportunity to attend writing workshops with the authors or art workshops with the illustrators or artists. Prior to the event, the teacher-librarian prepares and gives each staff member a red “Reading Week” folder containing biographical information about each speaker, tickets which are distributed to students during daily silent reading for free book draw prizes from the library, and suggested pre- and post-activities. One of the school's traditions is that Wednesday of Reading Week is “Wear Red for



School Library Manifesto

IFLA UNESCO

Reading” day, and the class that wears the most red wins a prize.

Virtual School Libraries

As a service and resource to students, colleagues, and families, teacher-librarians across B.C. have developed exemplary virtual school libraries, of which the following are examples.

The virtual library of Heritage Woods Secondary School in Port Moody has been designed with professionally selected links to online databases and resources <<http://www.heritagewoods.sd43.bc.ca/library/index.htm>>

The virtual school library of Mount Baker Secondary School in Cranbrook makes similar resources available to students, colleagues, and families <<http://www.mbakerm.com/library/index.html>>

Prince of Wales Secondary School’s library in Vancouver offers a nationally award-winning subject guide of websites which is popular world-wide. <<http://pw.vsb.bc.ca/library/>>

Courtenay Middle School’s teacher-librarian also has created a subject guide of websites, and for each website has indicated the reading level of the text in order to provide additional information for students, teachers, and families in choosing websites for use. <http://web.sd71.bc.ca/courtenay_middle/?q=node/6>

The LiterateOwl, the virtual library of Kelowna Secondary School is available in English and French and offers services such as online databases, online help and KSS Reads! <<http://www.kss.sd23.bc.ca/rc/>>

Last but not least, Dr. Charles Best Secondary School in Coquitlam offers similar resources in addition to a comprehensive list of web services of interest to teachers and guides exploring the use of primary sources and digital technologies.

WORKS CITED

Goodin, Susie. 2006. Multiliteracies and the school library. *CSLA Journal* 30, no. 1 (Fall): 23-25.

Haycock, Ken. 2003. *The crisis in Canada’s school libraries: The case for reform and re-investment*. Toronto: The Association of Canadian Publishers.
International Federation of Library Associations and Institutions and United Nations Educational, Scientific and Cultural Organization. 1999. IFLA/UNESCO school library manifesto. In IFLANET School Libraries and Resource Centres Section. Available from <<http://www.ifla.org/VII/s11/pubs/manifest.htm>> (20 April 2007).

Treadgold, Kay, Joan Eaton, Sharon Bede, and Bonnie Cooke. 2001. “The ethics of information use: A teachers’ guide”. *School Libraries in Canada* 20, no. 4.

wider library and information network in accord with the principles in the UNESCO Public Library Manifesto. The library staff support the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic, both on-site and remote. The materials complement and enrich textbooks, teaching materials and methodologies. It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills.

School library services must be provided equally to all members of the school community, regardless of age, race, gender, religion, nationality, language, professional or social status. Specific services and materials must be provided for those who are unable to use mainstream

www.ifla.org/VII/s11/pubs/manifest.htm

IFLA/UNESCO SCHOOL LIBRARY MANIFESTO

The School Library in Teaching and Learning for All

The school library provides information and ideas that are fundamental to functioning successfully in today’s information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens.

The Mission of the School Library

The school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School Libraries link to the

library services and materials.

Access to services and collections should be based on the United Nations Universal Declaration of Human Rights and Freedoms, and should not be subject to any form of ideological, political or religious censorship, or to commercial pressures.

Funding legislation and networks

The school library is essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development. As the responsibility of local, regional and national authorities, it must be supported by specific legislation and policies. School libraries must have adequate and sustained funding for trained staff, materials, technologies and facilities. They must be free of charge. The school library is an essential partner in the local, regional and national

library and information network.

Where the school library shares facilities and/or resources with another type of library, such as a public library, the unique aims of the school library must be acknowledged and maintained.

Goals of the school library

The school library is integral to the educational process. The following are essential to the development of literacy, information literacy, teaching, learning and culture and are core school library services:

- supporting and enhancing educational goals as outlined in the school's mission and curriculum;
 - developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
 - offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;
 - supporting all students in learning and practising skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community;
 - providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions;
 - organizing activities that encourage cultural and social awareness and sensitivity;
 - working with students, teachers, administrators and parents to achieve the mission of the school;
 - proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy;
 - promoting reading and the resources and services of the school library to the whole school community and beyond.
- The school library fulfils these functions by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff.

Staffing

The teacher-librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by as adequate staffing as possible, working together with all members of the school community, and liaising with the public library and others.

The role of teacher-librarians will vary according to the budget and the curriculum and teaching methodology of the schools, within the national legal and financial framework. Within specific contexts, there are general areas of knowledge that are vital if teacher-librarians are to develop and operate effective school library services: resource, library, and information management and teaching.

In an increasingly networked environment, teacher-librarians must be competent in planning and teaching different information-handling skills to both teachers and students. Therefore they must continue their professional training and development.

Operation and Management

To ensure effective and accountable operations:

- the policy on school library services must be formulated to define goals, priorities and services in relation to the school's curriculum;
- the school library must be organized and maintained according to professional standards;
- services must be accessible to all members of the school community and operate within the context of the local community;
- co-operation with teachers, senior school management, administrators, parents, librarians and information professionals, and community groups must be encouraged.

Implementing the Manifesto

Governments, through their ministries responsible for education, are urged to develop strategies, policies and plans which implement the principles of this Manifesto. Plans should include the dissemination of the Manifesto to initial and continuing training programmes for librarians and teachers.



KALEIDOSCOPE
DÉFI VIDÉO / REAL WORLD VIDEO CHALLENGE

KALEIDOSCOPE gives youth ages 8 - 12 and 13 - 18 the opportunity to say what they think about the most important global issues affecting our world. To participate, youth are invited to submit a short video (under 5 min). There will be one winner in each age category in BC.

WIN A VIDEO CAMERA!

CONTEST DEADLINE
MARCH 31 2008

HAVE YOUR SAY

Visit www.videochallenge.ca
for contest guidelines, video and other resources.
FOR MORE INFORMATION: info@bccic.ca

A PROJECT OF THE BC COUNCIL FOR INTERNATIONAL COOPERATION AND ITS SISTER COUNCILS ACROSS CANADA

ACGC CACI AOOCI BCCIC MCIC
CCIC SCIC
Kaleidoscope is undertaken with the financial support of the Government of Canada provided through the Canadian International Development Agency (CIDA)
Canadian International Development Agency Agence canadienne de développement international