

MSLA JOURNAL

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Your membership in the MSLA allows us to maintain our status as a Special Area Group of the Manitoba Teachers' Society which, in turn, allows us to carry on the work of our organization as outlined in the "About" section of this website.

September-August

Yearly Membership: \$25.00

Student Membership is \$10.00

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President's Message

By Niki Card



I am honoured to share MSLA's co-president role with Sandy Welbergen this year. It is my pleasure to be able to share some of the same sentiments and encouragement here that I shared to kick off our successful 2024 MTS PD Day Conference in October, a day filled with inspiration, learning, and thought-provoking conversations.

As school library professionals, we know that our work extends far beyond the walls of our libraries. We are curators of information, facilitators of inquiry, champions of literacy, and advocates for intellectual freedom. Our conference touched on all these aspects and more, starting with our keynote session with David A Robertson, that addressed book challenges in Canada.

Book challenges and bans don't just affect our shelves; they impact our students, our communities, and the very core of our profession. I encourage you to reflect on

your role in protecting the right to access diverse voices and ideas. I know that many of us have already faced these challenges, and having these discussions provide valuable insights on how we can unite as a community to navigate them.

Of course, the conference was more than just one session and one topic. It was a chance to connect with peers, share best practices, and continue our own professional development. One of the greatest benefits of being a member of the MSLA is the wealth of resources available to you—resources that not only support your growth but also elevate our entire profession.

We just want to remind you that as a member of MSLA, you have access to journals that keep you informed of the latest trends and research in library sciences. We offer grants that can help fund innovative projects in your schools, and we celebrate excellence through our awards, recognizing those who are making an impact in school libraries across Manitoba. Our professional development opportunities, like our MTS PD Day Conference in October and our LIT Forum in March, provide invaluable learning experiences.

But the strength of MSLA lies in the involvement of its members. I encourage all of you to consider taking a more active role in our organization. Volunteering with

MSLA is not just a chance to give back; it's also an opportunity to develop leadership skills, build lasting connections with fellow library professionals, and have a voice in shaping the future of our association. Whether it's serving on a committee, helping organize events, or advocating for school libraries, your contributions are essential to our success.

While speaking of volunteering, I want to give a tremendous thank you to the conference planning committee, especially the chairs, Michelle Barclay and Lindsay Stewart, who labored with unwavering commitment to assemble our tremendous conference.

I hope you left the conference feeling inspired—not just by the discussions and the learning—but also by the opportunities to get involved and make a difference. MSLA is your organization, and together, we can continue to build a strong and supportive community that upholds the values of our profession.

Thank you for being a part of MSLA and for your ongoing dedication to our students and school libraries in Manitoba.

Regards,

Niki Card

Editor's Message

By Michelle Carlos



Manitoba School Library Day was held on October 28th, 2024, and the theme, “Speak Up for School Libraries,” was proclaimed by the Manitoba Government. Students across the province spent twenty minutes in Drop Everything and Read and then continued their regular school day. With a singular focus on reading, did we miss an opportunity to engage students and the community in active citizenship? What if we changed the lens to DEW? Drop Everything and Write?

As Manitoba Education launches the Framework for Learning with the Global Competencies of creativity, collaboration, citizenship, connection to self, critical thinking, and communication, the opportunities exist to engage with real-world issues and opportunities close to the heart of students. So, what are those issues? Students know. As the citizenship competency states, “it involves engaging and working toward a more equitable, compassionate and sustainable world.” Also, “Citizenship is fundamental to understanding who we are and how we have the capacity to make a difference and to make choices that contribute to our communities - for the well-being of all” (Manitoba Education and Early Childhood Learning, *Manitoba’s Global Competencies*, 2024).

In an article titled “Reflecting on 40

Years of Freedom to Read: Championing Free Expression in Canada School Libraries,” Arbuckle states,

The availability of reading material is fundamental to a democratic society. It equips students with critical thinking skills essential for navigating complex social, political, and personal landscapes. By nurturing a culture of reading and inquiry, we empower young minds to question, comprehend, and engage with the world around them (2024).

We know that reading and writing have a reciprocal nature - one driving the other.

We know that society benefits when libraries are healthy because “entering library doors is an act of participating in democracy, where people can freely learn from all points of view, make up their own minds and engage in their communities” (Urban Libraries Council, 2024).

Writing is a powerful tool for active citizenship and democracy. How can libraries lead in both reading and writing? What do students need for an educational experience that leads to democratic and active citizens? Are school libraries valuable to their learning and responsive to their needs? On a recent visit to a Winnipeg-based high school, I would say the answer is yes! With over 80 students accessing the library in a single class for research, pleasure reading, printing documents, group work, laptops, digital resource access, and social connections; the library is truly the centre. In Niigan’s Sinclair book, *Wînipêk*, he reflects on Winnipeg as the centre of “many things” (pg.7), as is the library to the educational landscape.

Later in this issue of the MSLA Journal, you will have a chance to “Speak Up

for School Libraries” with your pen or computer keyboard. I urge you to voice your value of school libraries as a supportive act for democracy and equity. As a model for your students, your children, and your community, and to show that collective voice, democratic action and citizenship still matter and hold great value.

Regards,

Michelle Carlos

References:

Arbuckle, Michelle. “Reflecting on 40 Years of Freedom to Read: Championing Free Expression in Canada School Libraries.” *Canadian School Libraries Journal*, vol. 8, no. 1, Winter 2024, <https://journal.canadianschoollibraries.ca/reflecting-on-40-years-of-freedom-to-read/>.

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Urban Libraries Council. Libraries as Cornerstones of Democracy. Urban Libraries Council, 2024, https://www.urbanlibraries.org/files/LibrariesasCornerstonesofDemocracy_6.28.pdf.

In Memoriam – Tribute to Alison Bodnar

By Jo-Anne Gibson



Retired Teacher-Librarian, Bairdmore School, Pembina Trails School Division

Our hearts are saddened by the news of the passing of recently retired teacher-librarian Alison Bodner. Alison was a dear friend and colleague to many in the Manitoba school and library community. She will be remembered with love by the countless students she has impacted over her illustrious teaching career, by the many teachers, teacher-librarians and library technicians, past and present, whom she guided and collaborated with across Pembina Trails School Division and beyond, by her never-say-no attitude to developing innovative programming, clubs and volunteering for whatever needed to get done, by her enthusiasm for great literature and reading, by her steadfast belief in the power of school libraries to change lives for the better, and by the joy she brought to her everyday life at school and the library community.

Alison began her teaching career in 1987 at Pacific Junction in the Assiniboine South School Division. From September 1991 until June 1997, Alison split her time between Pacific Junction and Beaumont schools. As a young teacher, her love for

school libraries continued to grow so she enrolled in and completed a post-baccalaureate in Library Studies at the University of Manitoba. Before embarking as teacher-librarian and gifted program teacher, this time exclusively at Pacific Junction School, Alison participated in a teacher exchange program and travelled to Geranium, Australia for a year where she became a half-time teacher-librarian and grades 5 to 7 classroom teacher. In 2007, Alison moved to Bairdmore School as a much-beloved teacher-librarian where she remained until her retirement in 2022.

Throughout her career, Alison willingly volunteered her time to strengthen various organizations and events dedicated to the work of school libraries. She volunteered on the Board of the Manitoba School Library Association where she held numerous positions including President-Elect, President, Past President, Webmaster and Membership Chair. She helped organize and promote several MSLA SAGE Conferences, the Manitoba Young Readers' Choice Awards, countless "I Love to Read" months, "Drop Everything and Read" and "I Read Canadian" events within her school and in the greater school library community. Early in her career, Alison worked with other teacher-librarians to bring the Canadian Images Canadienne Conference to life in Manitoba. In 2018, Alison was one of three teacher-librarians in Pembina Trails asked to share her knowledge at an Ignite session for the 2018 Interdivisional (Pembina Trails, Louis Riel, Winnipeg and River East Transcona) Learning Commons Day in Winnipeg. Her topic, the power of collaboration in the library learning commons, was well-received by all the teacher-librarians and library consultants in attendance.

Nationally, Alison served for three years as Manitoba's school library liaison with Canadian School Libraries. As provincial liaison, she worked with her school library colleagues throughout the country to strengthen school libraries across Canada.

As teacher-librarian, Alison was recognized for her outstanding contributions and leadership in the field of school libraries, school library learning commons, and teacher-librarianship across the division, province and country. In 2019, she was awarded the Manitoba School Library Association's "Outstanding Teacher-Librarian of the Year" award. In the following year, Alison received the Canadian School Libraries "Angela Thacker Award." It was a proud moment for Alison when she received her award at the Canadian School Libraries' Treasure Mountain Conference in Toronto in 2020. In the spring of 2024 at the MSLA AGM, Alison was awarded a MSLA Lifetime Membership for her dedication to school libraries in Manitoba.

Thank you, Alison, for all you have done for school libraries in Manitoba. Above all, we will miss your smile, your kindness and genuine love for all you have met, taught and worked with in our shared library spaces.

Lovingly remembered,

Jo-Anne Gibson

Retired Library Learning Commons Consultant and Teacher-Librarian, Pembina Trails School Division

MSLA Business

Teacher-Librarian recognized by Manitoba Council for International Cooperation

Congratulations to Kim Bryson, Linden Meadows Teacher-Librarian and MSLA's Member-at-Large for winning the Manitoba Council for International Cooperation's Global Citizenship Award, an initiative to recognize Manitoba teachers and administrators who have been leaders in promoting global citizenship.

Kim has accomplished a myriad of learning experiences centred around global citizenship. She consistently promoted sustainable development through her lessons. For "I Love to Read Month," her "Read the Land" theme focused on climate change awareness, including activities like breakout boxes, interconnected games, and read-alouds on sustainable themes. As the school's focus team lead for inquiry and STEM, Kim connected the curriculum to sustainability goals, leading projects like strawberry growing and using plant towers for sustainable food production. She procured various STEM materials related to sustainability, such as water testing kits and composters.

Kim helped plan outdoor activities on Wednesdays, set up related story walks, and mentored teachers on incorporating STEM and sustainability into their lessons. She played a key role in diverting hundreds of pounds of food waste by training classes on composting. Kim led the UNESCO team at school, working on projects like the Tall Grass Pollinator corridor and fast fashion material reclamation. She emphasized student voice, supported field trips focused on sustainability, and is completing her outdoor learning certification. Additionally, Kim contributed to Indigenous studies, led inquiries and promoted traditional arts, and led professional development sessions on land acknowledgements and provincial government documents.



Congrats Kim!

Meet Kim Bryson our new Member-at-Large!

Kim Bryson is a mom to three beautiful book-loving humans and an overly friendly goldendoodle, and wife to a spreadsheet sorcerer of an accountant. Outside of her professional life, when she isn't immersed in a good book, you can find her spending time with family and friends, enjoying a competitive board game, or passionately baking as if she were a contestant on the Great Canadian Baking show! She has found her happy place serving her school community, in the library, and as a Teacher Librarian, Kimberly understands full well that she is a rare and lucky unicorn and, as such, works tirelessly to champion this essential role. She dedicates herself to cultivating learning environments and experiences that inspire curiosity, creativity, and a love of reading and learning in students of all ages.

MSLA MTS PD Day FALL 2024



FALL CONFERENCE

MTS PD DAY: OCTOBER 25, 2024

LINDEN MEADOWS SCHOOL: 335 LINDENWOOD DR. E, WPG, MB

Offering learning for teacher-librarians, classroom teachers, & library technicians.

KEYNOTE SPEAKER DAVID ROBERTSON



Why are books being challenged?
What actions can be taken in schools,
libraries, and communities?
How can individuals respond when their
freedom to read is under threat?

Drawing on David's personal
experiences, this discussion will delve
into the problem of book bannings and
challenges, who is impacted, the
motivations behind these challenges,
and the measures that can be taken
when a book faces scrutiny.



The MSLA's Fall Conference was kickstarted with an awesome talk from David A. Robertson on book challenges. Here is David A. Robertson's advice on how educators and library staff can equip themselves in a time of frequent book challenges.

1. Stay Informed. Ask for information when you hear about a book challenge. A low percentage of challenges are actually known about. Read up on the issues across North America.
2. Attend workshops and seminars that address banned books.
3. Write letters to banned or challenged authors to keep them informed about what's happening and ask about the messages they want to share. Let them know their work is valued.
4. Organize a banned or challenged book week.
5. Spread the word by using social media using hashtags such as #BannedBooks or #BannedBookWeek.
6. Speak out by contacting local radio stations, talking to friends and colleagues, writing letters to the editor of the local newspaper, and calling your library director to voice your concerns.

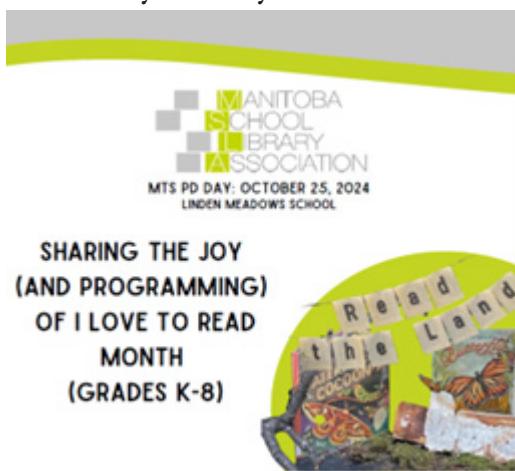
"Read whatever they're trying to keep out of your eyes and your brain, because that's exactly what you need to know."

- Stephen King

Check out the rest of what the day had to offer! Some highlights included:

Sharing The Joy of I Love to Read Month

Presented by: Kim Bryson



weebly.com or her Instagram @mrsbrysonreads.

References:

Sullivan, A., & Brown, M. (2013). Social inequalities in cognitive scores at age 16: *The role of reading*.
 Billington, J. (2015). *Reading between the lines: The benefits of reading for pleasure*. Quick Reads, University of Liverpool.

The presentation started with studies about reading. Studies have found that reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background (Sullivan & Brown, 2013). Reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities (Billington, 2015). Those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations. Reading for pleasure is also associated with better sleeping patterns (Billington, 2015). Focusing your I Love to Read program on reading for pleasure meets these research targets. Components of I Love to Read programming include themes, assemblies, interactive displays, guest readers, and contests and activities. Kim advocates for a one-stop shop – create your own website with all the components so teachers know where to go for all the information. A bit of work to set up, but then you have it for future years. Check out her Weebly at <https://lmlovestoread.weebly.com>.

The Joy of MYRCA

Presented by: Michelle Barclay

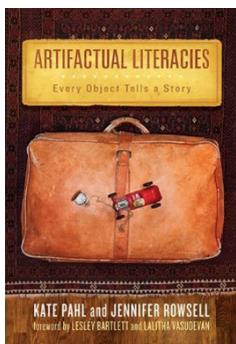
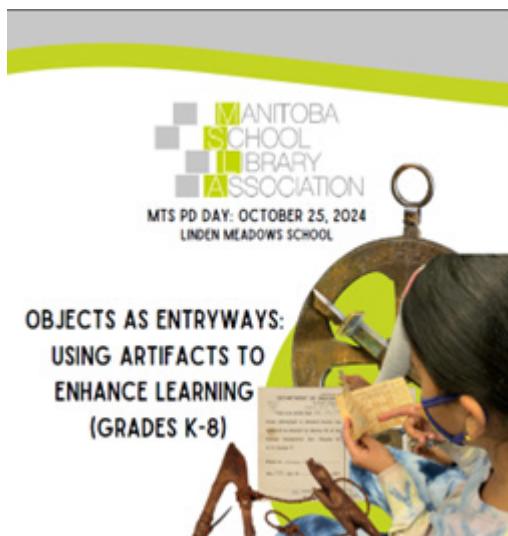


In the session we explored what MYRCA is, highlighted the books featured in this year's selection, and provided practical tips for starting your MYRCA club.

MYRCA was established in 1990. It aims to promote Canadian literature and encourage a love for reading among children and youth. Each year, young readers from grades 4 to 9 are invited to vote for their favourite nominated Canadian book. For more information on MYRCA, including how to vote and this year's books on the Sundogs and Northern Lights list, visit the official website: www.myrca.ca or Instagram @myrcaward. The site also features book trailers, educator resources, and information on upcoming MYRCA events. A great way to start is to host a book café to introduce the books in a fun and interactive way. Creative activity ideas were shared that can be used at each meeting to spark engagement and interest. Overall, the presentation highlighted the importance of the award in helping young readers feel more connected to books and to each other as part of their school and library or class.

Objects as Entryways: Using Artifacts to Enhance Learning

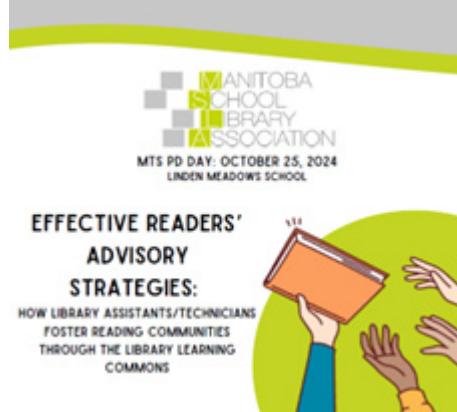
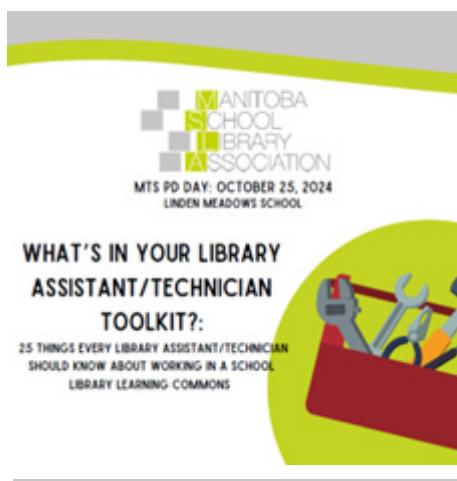
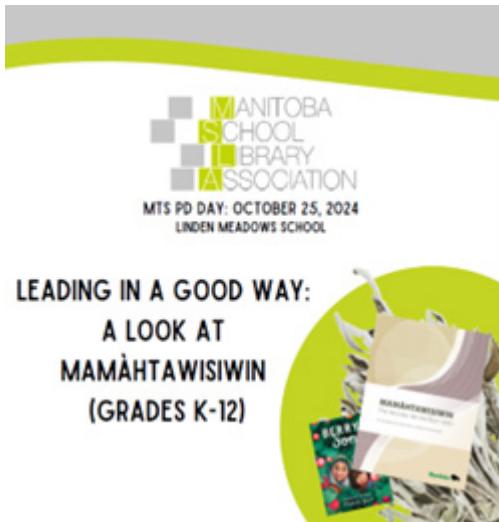
Presented by: Lindsay Stewart



Artifacts are an entry point for learning and engagement. As students access the world around them through exploration, artifacts tell multi-faceted stories that generate rich learning opportunities. By learning how to ask questions, take a different viewpoint, understand the past, and make connections, learning can extend outside the classroom walls to build community and personal identity. This session demonstrated how artifacts provide tangible ways to connect storytelling and curricular outcomes.

Leading In a Good Way: A Look at Mamâhtawisiwin

Presented By: Kim Bryson, Colleen Nelson and Kara Dueck



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Manitoba School Library Association's Kevin Mowat Memorial Seed Grants



In memory of Mr. Kevin Mowat, the Manitoba School Library Association is pleased to offer three \$500.00 seed grants to school libraries in Manitoba requesting funds to improve their programs and collections.

The grants are intended to address inequities in school library funding and to encourage school library staff to increase the innovation of their programs and/or the diversity of their collections. All grant applications are due January 17th, 2025 and must be a minimum of 500 words. Applicants must be members of MSLA.

For more information please visit: <https://www.manitobaschoollibraries.ca/grants>



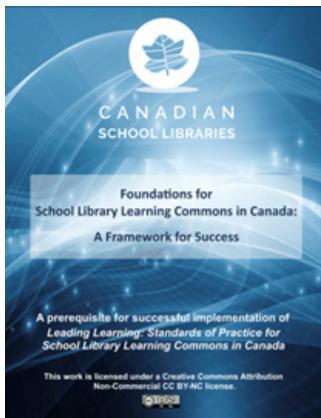
Save the Date

MLSA'S LIT FORUM

March 11, 2025

Leading Learning

Canadian School Libraries Updates their Foundations for School Library Learning Commons in Canada by creating A Framework for Success



About 10 years ago, the Canadian School Library Association came out with the Leading Learning: Standards of Practice for School Library Learning Commons in Canada. Though still a very relevant document, since its release, school libraries in Canada have seen major changes like budget cuts, censorship issues, and changing educational demands. The new foundations document is meant to serve as a prerequisite and a framework for those looking to successfully implement The Leading Learning document. It touches upon the importance of strong policy, robust funding and equity of access while laying out a path for success targeted at all library stakeholders. If you are a teacher-librarian be sure to review this document and share it with all the staff invested in supporting your library!

Foundation for School Library Learning Commons: A Framework for Success - https://www.canadianschoollibraries.ca/wp-content/uploads/2023/11/CSL_Foundations-Frameworks_FINAL_Nov2023.pdf



Minecraft EDU Community: Learn from the Past, Build the Future!

By Michelle Carlos, Pembina Trail School Division

The latest Winnipeg Minecraft World Season 2 has just been released, and students from across the province are excited to build, explore, and create in their local community. In 2024, Winnipeg marks 150 years as a city. It is an opportunity to reflect on the past and look ahead to the future.

The prompt for this year's challenge encourages students from K-12 to envision and create a design that explores the essence of community as Winnipeg celebrates its 150th Anniversary. Students are invited to reflect on past, present, and future connections in this challenge. The task will be to develop an equitable and sustainable design in the community of Winnipeg.

In Season 2, students will learn about the past by visiting three Learn Plates: The Thunderbird House, The Cube in Old Market Square, and The Legislative Building. After learning and exploring, students will be transported to the Build Plate at the Canadian Museum for Human Rights located at the Forks. The Forks, where the Red and Assiniboine rivers join, has been an important meeting place for Indigenous peoples for at least 6,000 years, as both oral history and archaeological evidence show. This will be the Build Plate, where students can explore and celebrate the rich history of the place we now call Winnipeg.

Some students will share their learning in Minecraft Education, while others will build the future with cardboard & boxes or design a map using graph paper, symbols and a legend. A few classes will make a video or a podcast or use a 3D printer to document their learning. The ideas are endless, and with no final deadline, teachers can tailor the learning and the sharing to the needs of their students.



Newest Trend in School Libraries: eSports Clubs

By Lisa Bova, Winnipeg School Division

Libraries have long been places of knowledge, culture, and community engagement. As society evolves, so do school libraries, continuously adapting to meet the needs and interests of their students. One of the most intriguing developments is the incorporation of eSports into school library culture, bridging the gap between curricular learning and student interest.

On November 23, 2024 Daniel McIntyre Collegiate Institute hosted the Manitoba School Esports Associations Provincial Championships. Middle School and High School teams from across the province came to compete in Rocket League and Super Smash Bros competitions. Around 250 students were spread out around the school, the place was buzzing with excitement and engagement, not just from students but parents who came to support and cheer their children on. There were even student commentators live streaming on Twitch, following their peers every move, as screens shone with bouncing soccer balls and intense brawls.

Not to go unnoticed, were the teams represented by teacher-librarians from River East Transcona School Division, who mentioned that though the world of eSports was new to them, the library was the perfect place to host a club. Many libraries are equipped with access to the internet and either computers or laptops making set up easy. These clubs are not just about playing games; but fostering a sense of community. By hosting clubs in school libraries it can become a hub where gamers can meet, compete, and socialize in a safe and inclusive environment.



Not only does it foster a sense of community but there is ample opportunity for curricular tie-ins and incorporation of Manitoba's new Framework for Learning. Games often require strategic thinking, problem-solving, and quick decision-making—skills that are invaluable in both academic and real-world settings. As digital literacy becomes increasingly important in our tech-driven world, teacher-librarians play a crucial role in ensuring students have the necessary skills to navigate digital landscapes. eSports clubs can be a gateway to broader digital literacy initiatives, teaching students about internet safety, digital citizenship, and the ethical use of technology.

As witnessed on November 23rd, eSports are more than just games, they are a powerful tool for engagement, education, and community building.

School libraries that embrace this trend are not only staying relevant but are also opening new doors for learning and connection in the digital age.

Interested in starting your own eSports club? Check out the Manitoba School Esports Associations website, <https://www.msea.ca/>



*Rocket League Middle Years Division
Champions, Bernie Wolfe*

Thank-you to all the schools who spoke up for school libraries on October 28th!

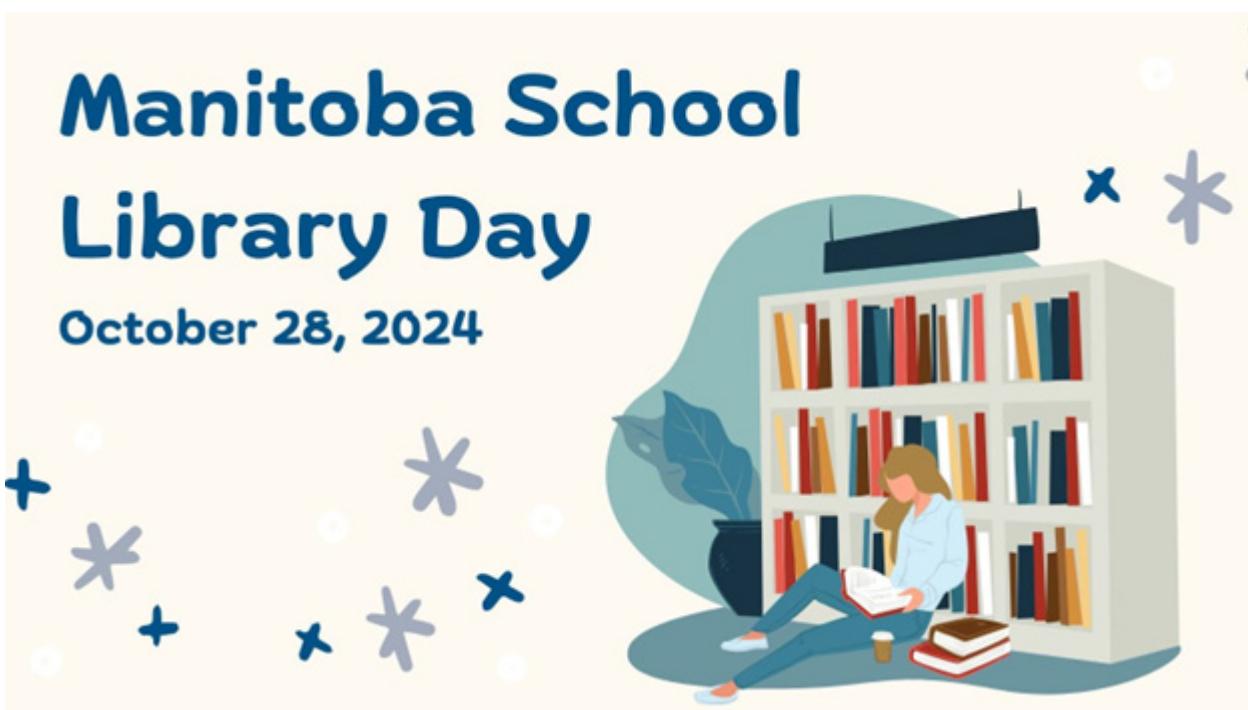


Image via Brandon School Division

THE FACTS ON EDUCATION

How can teachers integrate AI within schools? Five steps to follow

AI: The elephant in our schools

Artificial intelligence (AI) technologies, such as ChatGPT, have burst onto the scene and present formidable challenges to classroom-based assessment. Secondary students can now generate essays in seconds by typing in simple prompts to chatbots. It is inevitable that students will be using these technologies to help them complete school assignments. Educators need to adapt their approach to teaching and assessment in order to integrate AI in a manner that is both ethically and educationally defensible. To do otherwise would be to ignore the elephant in our schools.

From low- to higher-order thinking: A five-step strategy

A five-step strategy for teachers to meaningfully integrate AI into their classroom begins with helping students understand the limitations of AI technologies. It is important for students and teachers to know what AI cannot do in order to emphasize its potential uses. For example, far from being a panacea that miraculously generates A+ essays, AI applications are prone to factual errors, with writing that often suggests a “surface” level of understanding. AI is useful to itemize and organize facts or arguments, typically lower-level cognitive activities. The teacher plays a critical role in helping a student produce a final essay (or other product) that reflects higher-order thinking.

5 Steps to Meaningful Integration of AI in Teaching, Learning, and Assessment

| | |
|--|--|
| 1. Know the limits and possible uses of AI and be explicit about the role of AI in assignments. | This requires a frank discussion with students on what portion, if any, of the final essay or product can be AI generated. Although the check software is not 100 percent accurate, new versions of GPT are being developed to help teachers make this determination. |
| 2. Collaboratively establish assignment criteria with students that explicitly acknowledges the integration of AI technologies in the grading criteria. | For example, one criterion on an analytic rubric could have the highest descriptor requiring students to provide four iterations from the original to the final product that gradually demonstrate higher-order thinking. |
| 3. Engage in feedback cycles that require peer, self, and teacher feedback. | Students can be one another’s “fact-checkers” for AI-generated text. Fact-checking undoubtedly improves students’ research literacy skills, an important outcome in a world where social media and other popular media sources can be inaccurate or entirely misleading. Additional feedback cycles could focus on argument structure, synthesis of ideas, and critical/creative/higher-order connections. |
| 4. Supplement traditional essay assignments with “Other Evidence.” | This step aligns with a UbD/Backward Design approach, widely used in Canadian classrooms. Students could present their traditional essay in class via a presentation, video, or other artistic avenue. The use of alternative assessments provides teachers with more reliable and valid information about student learning, serving as an additional verification of students’ understandings of the topic. |
| 5. Use both traditional and authentic assessments as an opportunity to further develop students’ application of knowledge across contexts. | Authentic assessments invite students to establish real-world connections and build community relationships in their learning. Moving assessment into authentic and community spaces reduces reliance on AI. |

The agentic student

These five strategies outlined above align with best practice literature and provide teachers with general guidelines to help direct their classroom instruction. Although AI may supplement some of the foundational aspects of an assignment or task, these strategies support learning and assessment processes illustrative of higher-order and critical thinking. Taken together, these strategies not only make clear the role of AI in teaching, learning, and assessment, but also encourage students to take more agency in the learning and assessment process.

For online resources and references please visit:
www.edcan.ca/facts-on-education

Authors,
**Dr. Louis Volante, Dr. Chris DeLuca,
and Dr. Don A. Klinger**

**Minister of Education and Early Childhood Learning**

Legislative Building, Winnipeg, Manitoba R3C 0V8 CANADA

To: Superintendents of School Divisions
Directors of First Nations Education Authorities
Principals of Funded Independent Schools
Student Services Administrators
Manitoba School for the Deaf

Dear Colleagues:

I am pleased to proclaim October 28, 2024, as Manitoba School Library Day. The theme of the day is "Speak Up for School Libraries".

School libraries in Manitoba provide important library collections that support and reflect the diversity of school communities. They create safe, accessible, and inclusive spaces where students are encouraged to explore, question, learn and grow. These dynamic learning centres support literacy, inquiry, collaboration, critical and creative thinking, and research, and also help students develop the knowledge and skills to be active, caring citizens. Through instruction and access to traditional and digital resources they enhance student learning and achievement, support curriculum implementation, and help to create a lifelong love of learning.

Manitoba School Library Day is an opportunity for schools to participate in the "Drop Everything and Read" challenge sponsored by the Manitoba School Library Association. This association, which is dedicated to promoting the importance of school libraries in Manitoba, is challenging all students and educators to read for twenty minutes at 11 a.m. on October 28, 2024. I encourage all schools to join in this reading challenge. For more information, please go to www.manitobaschoollibraries.ca.

The celebration of Manitoba School Library Day provides teachers, students and parents with an opportunity to acknowledge the important role school libraries play in the academic and cultural lives of our students.

Please share this proclamation throughout your school community and help us to celebrate and support school libraries in Manitoba.

Sincerely,

Original signed by

Nello Altomare

Attachment

c. Board Chairs, School Divisions
Independent and International Education Unit



PROVINCE OF MANITOBA

PROCLAMATION

MANITOBA SCHOOL LIBRARY DAY

WHEREAS the fourth Monday in October will be celebrated annually as Manitoba School Library Day;

WHEREAS "Speak Up for School Libraries" is the theme for the 2024 Manitoba School Library Day;

WHEREAS school libraries in Manitoba are active learning centres that support literacy, inquiry, diversity education, critical and creative thinking, collaboration and research;

WHEREAS school libraries in Manitoba foster safe and inclusive spaces for students to explore, question, learn, and grow; and

WHEREAS school libraries in Manitoba function as information-rich centres that provide instruction and access to a wide range of resources that enhance student learning and achievement, support curriculum implementation, and help create a lifelong love of learning.

NOW THEREFORE BE IT KNOWN THAT I, Tracy Schmidt, acting Minister of Education and Early Childhood Learning for the Province of Manitoba, do hereby proclaim Monday, October 28, 2024, as

MANITOBA SCHOOL LIBRARY DAY

in Manitoba and commend its thoughtful observances to all citizens in our province.



Tracy Schmidt
Acting Minister
Education and
Early Childhood Learning

Literacy

Educational Technology Reviews

Artificial Intelligence Tool: Notebook LM

Ready to hear about the latest AI tool? Want to hear about it in podcast form? Then this AI tech tool, Notebook LM, is for you! It creates podcasts that sound real from the information that you drop in. For example, you can paste text or drop in website links and PDF files about any topic you need to learn about. As someone who remembers more via audio, listening to lots of content in a podcast format is a great option. Notebook LM requires a personal Gmail account and is not part of Microsoft, so be sure to check the privacy policy and what your division allows for students. Integrating a quick podcast into a meeting or PD session could be an interesting way to cover content. As with any AI tool, avoid inputting student work and confidential information. When used responsibly, technology can support student success in new and innovative ways!

Reviewed by: Susan Hill, Technology Education Consultant, Pembina Trails School Division

Tale-Bots



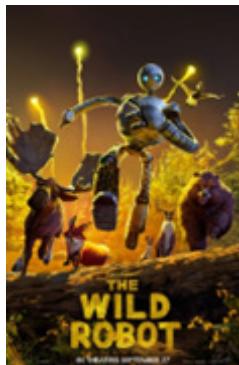
The Tale-Bot Pro Classroom Set is designed for classroom use and has six units that can be charged with a USB port. The easy-to-use buttons are durable and perfect for students in K-5. Children can enhance their speaking and storytelling abilities through engaging, game-based activities while developing creativity, logical thinking, and computational thinking skills. The Tale-Bots are perfect for teaching commands, sequences and loops in the interactive learning maps. The options are limitless when students discover the drawing extension, LEGO adapter, and six languages of instruction. After programming the Tale-Bots, a grade five student recently said, "These robots are ridiculously fun!"

Reviewed by: Susan Hill, Education Technology Consultant, Pembina Trails School Division



Book Reviews

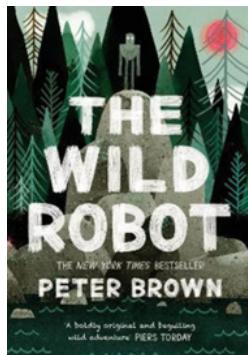
The Wild Robot: Book and Movie Comparative Review



The Movie is Better

It's so good to read books, and I also like reading books, but for The Wild Robot...No, I don't think so! I liked the movie more than the book because I fell in love with Roz!!! She looked so beautiful in the movie, but in the book...just a square with a circle above it and sticks for hands and legs! The whole world knows that movies are different and not like the story, like this one. I liked the story of the movie more than the book. The quality of the movie was also better than the book. Whatever, I liked the movie. No, that's not what I meant. I meant - LOVE!

By Kiana



The Book is Better

The book is better, and I will tell you why! Reason one is that there are more animals than in the movie. I like books with animals but they were not in the movie. Reason two is that the drawing in the book is simple. I like simple drawings. My conclusion: now go read the book!!

By Seohyun

 laidlawlibrary



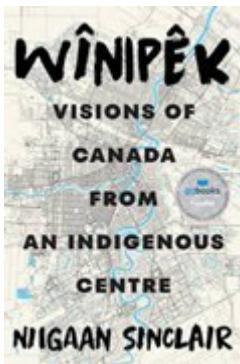
The Movie is Better

I will show you why the movie is better. There is more colour in the movie. There is a lot more colour and brightness against boring old black and grey (book illustrations). Also, you get to relax more in the movie. In the book, you have to listen a lot more. In the movie, you get to relax and watch. Now you can go and see the movie.

By Chase

Reviewed by: Students at Laidlaw School with support from Kim McGregor, Teacher-Librarian

Publisher: Little, Brown Books for Young Readers | Publication Year: 2016 | ISBN: 9780316381994 | 282 pgs.



Wînipêk Visions of Canada from an Indigenous Centre

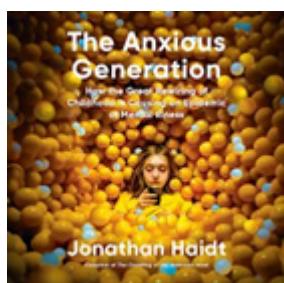
Niigaan Sinclair

The book dedication sums up the theme of “Wînipêk” written by Niigan Sinclair, an Anishinaabe writer, editor, professor, and activist who grew up in Treaty One. His words, “May you grow to love this place,” ring with hope and, at the same time, acknowledge the complexities of this place. The book is divided into four parts that follow the seasons, all pointing to Winnipeg as a place where Canada begins and a place where the issues of Canada are most clearly seen. Winner of the 2024 Governor General’s Literary Award winner for nonfiction, the essays and stories are drawn from Sinclair’s columns, research, and personal experiences. The words in “Wînipêk” present truth to the reader, spoken from a friend, unswervingly focused on walking in a good way. This is an essential story for all who live in this place - the centre of many things - past, present, and future.

Reviewed by: Jill Fast, Indigenous Student Success Teacher, Pembina Trails School Division and Michelle Carlos, Library Learning Commons Consultant, Pembina Trails School Division

Publisher: Penguin Random House Canada | Publication Year: 2024 | ISBN: 9780771099175 | 384 pgs.

Jill Fast is an Indigenous Student Success Teacher in the Pembina Trails School Division. She works with a team of four Indigenous Student Success Teachers (ISST) to collaborate with classroom teachers to support student learning by infusing Indigenous knowledge and perspectives. The team works to ensure that schools are safe spaces that reflect the cultures of First Nations, Inuit and Métis students, families, and communities. Students access cultural support and learn alongside Elders and Knowledge Keepers with their guidance. The book, “Wînipêk”, has been chosen as a book study with over 40 teachers and teacher-librarians for the 2024-2025 school year.



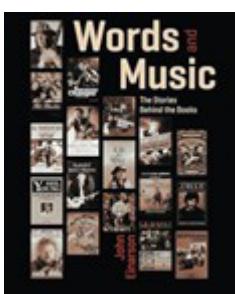
The Anxious Generation

Jonathan Haidt

The release of Jonathan Haidt’s book could not have come at a better time for Manitoba educators as it supports actions like the government’s sweeping cell phone ban for students Kindergarten to Grade 12. Haidt thoroughly researches how our society has come to this point and why youth are the most anxious generation in history. Haidt argues that the brains of the current generation have gone through a great rewiring caused by the introduction of a phone-based childhood introduced in the 2010’s replacing the play-based childhoods of the past. Full of disheartening statistics and stories, this book may leave the reader feeling hopeless by the middle of the book. Do not be discouraged! Haidt makes sure to follow up with robust chapters outlining decisive actions for all educators, parents, and governments who want to ensure the mental wellness of youth going forward. This book is not only for educators but all adults seeking to understand why youth are feeling the way they are.

Reviewed by: Lisa Bova, Service Director of Library Support Services, Winnipeg School Division

Publisher: Penguin Press | Year: 2024 | ISBN: 978-0593655030 | 400 pgs.



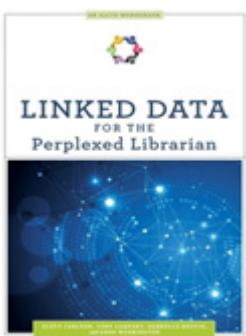
New Winnipeg Book Alert!

Words and Music: The Stories Behind the Books

John Einarson

The latest book from John Einarson takes readers behind the scenes of some of the most celebrated artists and bands in rock history, including many Manitoban performers. He reveals the fascinating stories and creative journeys behind the music.

Publisher: John Einarson | Year: 2024 | ISBN 978-1777952518 | 344 pgs.



Linked Data for the Perplexed Librarian

Scott Carlson, Cory Lampert, Darnelle Melvin, and Anne Washington

Back in 2002, Roy Tennant proclaimed that MARCMust Die, and I'm sure I'm not the only one who chuckled at the publication of his follow-up, Marc Must Die: 15 Years On (and I admit to full-on belly laughing at the publication of Bibframe Must Die in 2023 by Jeff Edmunds and his anti-RDA Toolkit response in 2024). Whether you side with Tennant or prefer Edmunds' sick dis tracks, library folks have to accept that linked data is going to become a reality of our library work. The Library of Congress is continuing to push ahead with Bibframe, and we're starting to see the influence of linked data trickling into the back end of our ILSs.

Library folks seem to either love or hate linked data - except for those among us who say wait, what is that? If you fall into the latter group, you may want to read *Linked Data for the Perplexed Librarian* by Scott Carlson, Cory Lampert, Darnelle Melvin, and Anne Washington.

The book provides an introduction to linked data and the Semantic Web (what they are and a brief history of their development); describes MARC's weaknesses and compares them to the benefits of linked data; explores RDF (explains the concepts of triples and gives examples of RDF serializations), URIs, and ontologies; provides real-world examples of linked data (DBpedia, Wikidata, etc.); explains why linked data would benefit libraries; recommends activities to practice your new linked data knowledge; and concludes by discussing how linked data has not been quickly adopted by libraries. It includes a helpful glossary and illustrations that help clarify the examples discussed in the book. The book uses Parliament's album *Mothership Connection* to explain linked data and the kinds of relationships it's meant to represent.

The book's introduction lays out the intention for this book to serve as an introduction to linked data for those who do not have an overly technical background, but admits that the book will, by necessity, become increasingly complex as it progresses. I absolutely agree with this description. The book does an excellent job of explaining the history and development of linked data, as well as its more basic concepts, but readers may become overwhelmed when Turtle and JSON-LD rear their heads. Readers may need to do additional research to understand the later chapters of this book.

What the book fails to do is actually sell me on the benefits of linked data. I fully admit to being biased; I strongly believe that libraries and other cultural institutions will do the linked data heavy lifting, with private industry reaping the benefits. I feel like in a school library environment in particular, linked data is a tough sell. Chapter 7 gives a number of example projects the curious librarian can try out to explore their new-found linked data knowledge... but none of them would realistically be done in a school library. I also feel like it's unreasonable that humans are being expected to do a very large amount of work to make things easier for machines; isn't that the opposite of how things are supposed to work? I also feel that the greatest issue with MARC lies with our ILSs, and I have no confidence that won't be the case with linked data. This book did nothing to ease my concerns or sell me on the benefits of linked data for libraries.

I would recommend this book to library staff looking for an introduction to linked data, with a warning that you will likely need to do research at certain points to be able to fully understand the book. However, if you're on Team Edmunds, this book isn't going to do anything to sell you on linked data!

Reviewed by: Michelle Rondeau, Systems and Cataloguing Technician, Winnipeg School Division

Publisher: ALA Editions Publication | Year: 2020 | ISBN: 9780838947463 | 176 pgs.

Advocacy

Advocacy Stamps: Worth the Cost

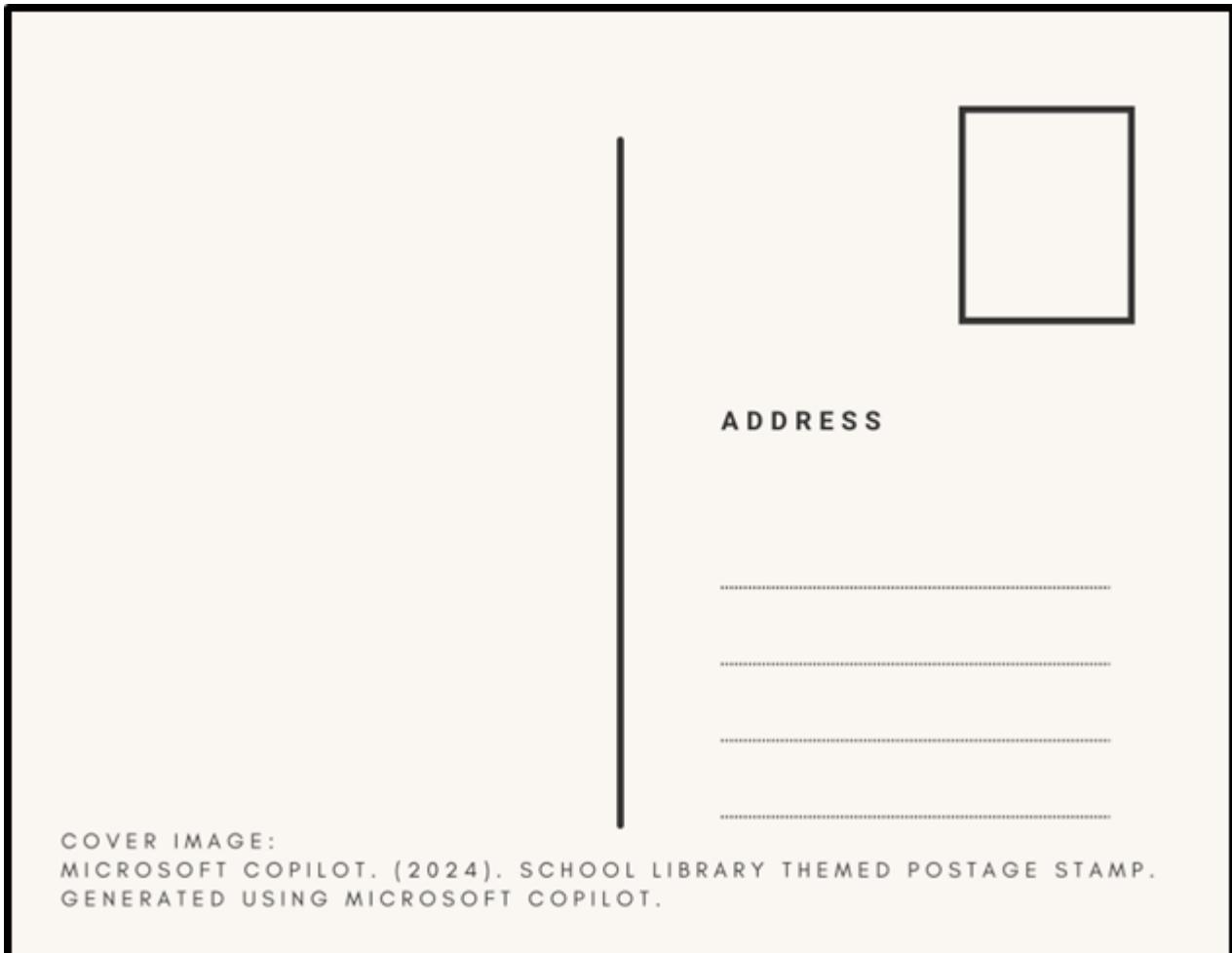
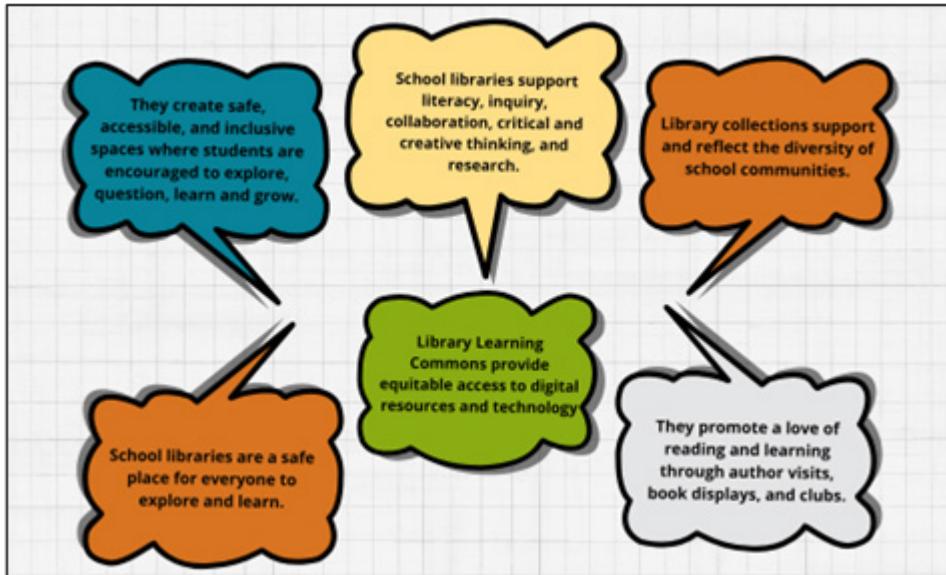
By Michelle Carlos

This time of year, you may be thinking about mailing greeting cards or family photos to inform relatives and friends of the latest news from the past year. Please consider composing a short but impactful note on behalf of school libraries to inform and educate those who make policy and budget decisions in the months ahead. Advocacy can take many forms, and collective action to raise awareness of the role that professional library staff hold in a school community is a vital part of this work. As resources are reviewed and staffing allocations tweaked, the community's voice can raise awareness and change minds. When hundreds of emails of support for library staff and library learning commons programs come pouring into an office, it makes an impact.

So, as you prepare for the festivities of the holiday season, take a quick advocacy minute to jot down a friendly greeting to the decision-makers who support and fund school libraries in your neighbourhood. The slogan on the postcard's front cover image is **Manitoba School Libraries: For Every Student, Every School**. That is the equitable solution we would love to see in Manitoba, and what a beautiful gift to students that would forever impact their learning and success.



Advocacy one-liners you could use on your postcard:



“Ode to a Library Date Stamp”

In the quiet corners of the library's embrace,
Where whispers of knowledge find their place,
 A humble tool, with ink and grace,
 Marks the passage of time, a silent trace.

Oh, date stamp, with your rhythmic beat,
You chronicled journeys, discreet and neat.
 Each thud a promise, each mark a vow,
 To return the wisdom borrowed now.

You danced on pages, crisp and white,
In the morning's glow or the evening's light.
 A guardian of order, a keeper of time,
 In the world of books, you were sublime.

From ancient tomes to tales anew,
You touched them all, both old and true.
 A silent witness to countless hands,
 That seek the stories of distant lands.

So here's to you, dear date stamp friend,
 Your duty noble, at journey end.
In the library's heart, you played your part,
 A timeless echo, a work of art



