

MSLA Journal

Volume 37, Number 2
Winter 2010



**MANITOBA SCHOOL
LIBRARY ASSOCIATION**



Inside this issue

Celebrations

Call for Nominations

MSLA

CASL

Christine Kilborne

FYI

Year-end Financial Report

MSLA Website Questionnaire

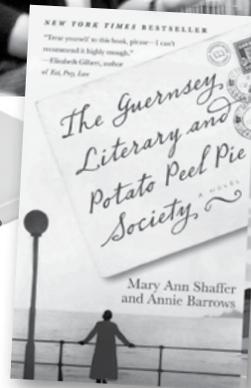
UofA Program: Protest and Response

LIT Forum

Good Reads

Mr. Pip

Readers' Advisory



Teacher-Librarianship by Distance Learning



MSLA Executive, 2009–2010

Executive

Past-President

Sherry Faller, sfaller@retsd.mb.ca
Joseph Teres School: 958-6860 (days 1,3,5)
Westview School: 958-6412 (days 2,4,6)

President

Jo-Anne Gibson, jagibson@peminatrails.ca
Acadia Junior High School: 269-6210

President-Elect

Vivianne Fogarty, vfogarty@peminatrails.ca
On leave 2009–10: use email fog73@mts.net

Secretary

Paulette Leclerc, pleclerc@retsd.mb.ca
SunValley School: 663-7664

Treasurer

Sherry Gibson, sgibson2@retsd.mb.ca
Wayoata School: 958-6840 (days 2,4,6)

SAG Registrar's Mailing Address:
605 Wayoata St. Wpg. MB R2C 1J8

Standing Committee Chairs

Publications

Lorie Battershill, lbattershill@retsd.mb.ca
Princess Margaret School: 663-5073 (days 2,4,6)

Membership

Sylvia Wiebe Mason, swiebe@mbsci.mb.ca
MBCI: 667-8210

Webmaster

Rhonda Morrissette, mikisew@shaw.ca

SAG Conference Chair

Nell Ududec, nududec@peminatrails.ca

Members-at-Large

Leanne Falconer, lfalconer@balmoralhall.com
Elizabeth Loewen, eloewen@retsd.mb.ca

Advocacy

Jo-Anne Gibson

Professional Development

Open

Public Relations/Publicity

Open

Liaison Officers

Canadian Association of School Libraries (CASL)

Cindy Matthews, cindy.matthews@tdsb.on.ca
Instructional Leader, K–8 WEST
Library and Learning Resources
3 Tippet Rd. Toronto M3H 2V1

Direction des Ressources Éducatives Françaises (DREF)

Nicole Masse, Library Coordinator, Nicole.Masse@gov.mb.ca

International Association of School Librarianship (IASL)

Gerald Brown, browner1@mts.net

Manitoba Library Association (MLA)

Betty Braaksma (tentative), bbraaksma@ms.umanitoba.ca

Manitoba Education, Citizenship & Youth (MECY)

John Tooth, John.Tooth@gov.mb.ca

Manitoba Library Consortium (MLC)

Laura Cowie, lcowie@wsd1.org

Manitoba Teachers' Society (MTS)

Terry Price, Staff Officer, tprice@mbteach.org

Julia McKay, Provincial Executive, jmckay@mbteach.org

Manitoba Young Readers Choice Award (MYRCA)

Monica Ball, mjball@mts.net

School Library Administrators of Manitoba (SLAM)

Kevin Mowat, kmowat@wsd1.org



Table of Contents

Regular Columns

President's Report
By Jo-Anne Gibson.....2

Editor's Message
By Lorie Battershill.....3

Book Talk: Mr. Pip
By Harriet Zaidman.....4

Articles

Podcasting in the Classroom
By Jo-Anne Gibson.....5

MYRCA Award-winning Author Christine Kilborne Visits Chancellor School
By Lori Bridges.....8

Reader's Advisory: Librarian's Book Club Edition
By Lorie Battershill.....9

MSLA News

Reflections on SAG 2009
Submitted by Ellen Donogh.....10

University of Alberta Teacher Librarianship by Distance Learning Changes, Our Protest and a Response.....11

L.I.T. Forum.....14

Website Questionnaire Report.....15

Financial Report.....16

Awards

MSLA Awards: a Call for Nominations.....22

CASL Awards Information.....24

FYI

Acronyms For You To Know
Compiled by G.R. Brown.....Back Cover

The MSLA Journal is the official publication of the Manitoba School Library Association and is published three times a year.

Membership to MSLA is \$25 and includes a subscription to the Journal. It may be obtained by sending a cheque or money order payable to MSLA to:

Information Management c/o The Manitoba Teachers' Society
191 Harcourt Street Winnipeg MB R3J 3H2

Portions of the Journal are also available on the MSLA Home Page at:

www.manitobaschoollibraries.com

The views expressed in this publication do not necessarily reflect the views of The Manitoba Teachers' Society, The Manitoba School Library Association or the editor.

Advertisements may be bought at the rate of \$100 per page or \$55 per half page or \$30 per quarter page.

Articles or correspondence can be addressed to the editor of the Journal:

Lorie Battershill, lbattershill@retsd.mb.ca

ISSN 1189-7163

The MSLA Journal is indexed in the Canadian Education Index.



President's Report

By Jo-Anne Gibson

AS I SIT AND WRITE THIS, IT'S AN UNUSUALLY warm Sunday afternoon in November. I suspect that by the time this goes to print, we'll be in the middle of an extended deep freeze, dreaming of warmer times to come. On those long winter nights, there's nothing I like doing more than wrapping myself in a cozy blanket, sipping hot chocolate and letting the words and illustrations of a good book wash over me.

Given the demands of our positions, we often don't get enough time to read for pleasure. That's one of the reasons why I'm so pleased that our wonderful journal editor, Lorie Battershill, has begun a new column in this edition of the MSLA Journal titled Reader's Advisory: Librarian's Book Club Edition. Many of you have been following a similar discussion about great books for adults, young adults and children on the MSLA website. If you haven't added your favourite books yet, I encourage you to visit our site and leave your thoughts on the Discussion Page.

I'm pleased to report that our 2009 SAG Conference was a resounding success. Once again, I'd like to thank the organizers of this conference—Kevin Mowat, Nell Ududec, Kathleen Atkin and Arlis Folkerts—for their dedication and commitment to ensuring that the Manitoba school library community had another quality professional development experience as part of the Manitoba Teachers' Association Special Area Group conferences. A special thank you to the library staff from the Louis Riel School Division and in particular, Charlotte Duggan from Glenlawn Collegiate for hosting the event. As well, thanks to all those who chose to attend the MSLA SAG event this year. This is a huge

endeavor and one that cannot be planned without the support from attendees.

Plans for the MSLA's L.I.T. Forum on Monday, February 22 are well underway. We will be bringing school libraries across Manitoba together using two social networking tools, Skype and Twitter. Come find out how these tools can be used to enhance professional development and student learning in your school and meet your fellow school librarians from locations such as Churchill, Thompson, Brandon and Carmen. For specific information on how to attend this exciting event (MSLA members are free), see the advertisement in this publication. We'd love to see you there!

One of the many ways the board of the MSLA has been working for you in the past few months has been as an advocate for print newspapers in schools.

As many of you know, the Winnipeg Free Press recently decided to stop the practice of giving free newspapers to schools. Whereas we understand the cost implications of this decision and appreciate the online access offered to schools for environmental reasons, teacher-librarians believe that this print resource is an important component in every child's literacy and social development. After our membership chair, Sylvia Wiebe Mason, wrote a letter to the editor the MSLA received a response from Bob Cox, the editor of the Winnipeg Free Press. In his response, he hoped to work out a compromise with schools by offering

them a reduced subscription rate. To date, this issue has not been fully resolved but we continue to lobby on your behalf and will let you know as soon as possible what transpires in this regard.

Many of you have also spoken to us about the proposed changes to the Teacher-Librarianship Distance Learning program at the University of Alberta. The MSLA wrote a letter to the director of this program, Dr. Jennifer Branch, in October outlining our membership's two primary concerns: 1) dropping the Diploma in Teacher-Librarianship resulting in fewer PD opportunities for our members who don't wish to take the full MEd program in teacher-librarian-



One of the many ways the board of the MSLA has been working for you in the past few months has been as an advocate for print newspapers in schools.

ianship; and 2) dropping the requirement to take any literature courses as part of the program. I'd like to thank Dr. Branch for responding to our concerns so promptly. You will find an article in this edition of the journal written by

Dr. Branch that addresses our concerns. Please do not hesitate to contact me if you have further questions about the Teacher-Librarianship Distance Learning program at the University of Alberta.

With that, I hope your winter term goes well and that you find time to enjoy a good book while you're busy planning a host of special events for "I Love to Read Month" in February. 



Editor's Message

By Lorie Battershill

A Recipe

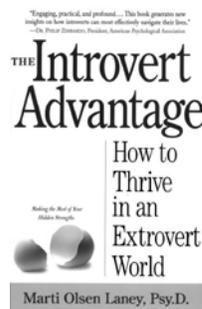
Take one part extrovert, one part introvert, one part compulsive organizer, one part easy-going pal, one part tech geek, one part humanitarian and one part actor...what have you got? Well if you mix it up just right this unlikely combination could possibly result in the perfect teacher librarian.

But look at the list...does it make any sense? So many of those parts are diametrically opposed. Introvert and extrovert? Compulsive and easy-going? How does this work?

The Introvert Advantage: Making the Most of your Inner Strengths (Marti Olsen Laney) is a book that has had a big impact on me during the past year. Although I am definitely not shy, I am also definitely an introvert. I find the "sales person" role to be the most difficult part of my job. I can organize an amazing library program and I can be

a creative whirlwind but when it comes time to bring others on board, I find that the well of courage and inspiration sometimes runs dry.

One of the reasons that I value MSLA so much is because it has introduced me to so many different types of teacher librarians. Some are amazing techies, others are fabled storytellers. Some are born leaders who effortlessly bring their entire school, sometimes their entire school division, into the fold of inquiry. Then there are those who really step up to the plate when a school needs someone to dive in and deal with outdated collections and inefficient organizational systems. MSLA provides an opportunity for me to observe and learn from all of you. I see how a fellow TL uses her



strengths to really sell the library program school-wide. She, on the other hand, depends on me for creative ideas and collection development tips. At most schools the teacher librarian is the only one working in that specific job and it can sometimes be an isolating experience. I hope that the Manitoba School Library Association and the MSLA Journal provide a professional community for you, helping you to make the most of your inner strengths and offering support and guidance in areas where you really need to work to succeed.

The MSLA Journal and website are key forums for dialogue, inspiration and support. Join in the conversation. Write and tell us about the great idea that worked so well in your library. Share a problem-solving tip. Submit your academic research paper for publication. Together we'll get the recipe just right. 📖

A smile for you from the good folks at Overdue Media:
www.unshelved.com

Reprinted with permission.

The MSLA Journal Shopping Channel

Most people know that a gift from me usually means a book. I believe that it is possible to find just the right book for almost anyone. You, devoted Journal reader, probably feel the same way. During the past Christmas season, however, I found a new source for gifts that I would love to give. The good folks at Unshelved, who generously allow us to reprint their comics in our Journal, have a terrific online store. Besides collections of their comic strips, there are clothing items, bumper stickers and book



bags with terrific sayings. Examples?

- What happens in the library stays in the library.
- What would Dewey do?
- Intellectual Freedom Fighter
- Will work for books
- Bibliovore
- Read irresponsibly

A new favourite for me is a spin on the

green movement—Renew, Reread, Return. I could use a T-shirt with that on it to wear to work every day. So if you are looking for year-end library volunteer gifts, check out their website at www.unshelved.com/store.aspx. 📖



ONE OF THE CHOICES FOR MY BOOK CLUB THIS YEAR IS MR. *Pip*, by New Zealand writer Lloyd Jones. I had heard about this book, that it was awarded the Commonwealth Writers' Prize and was nominated for the Man Booker Prize as well. The reviews sounded positive, so I was glad to have a reason to pick it up.

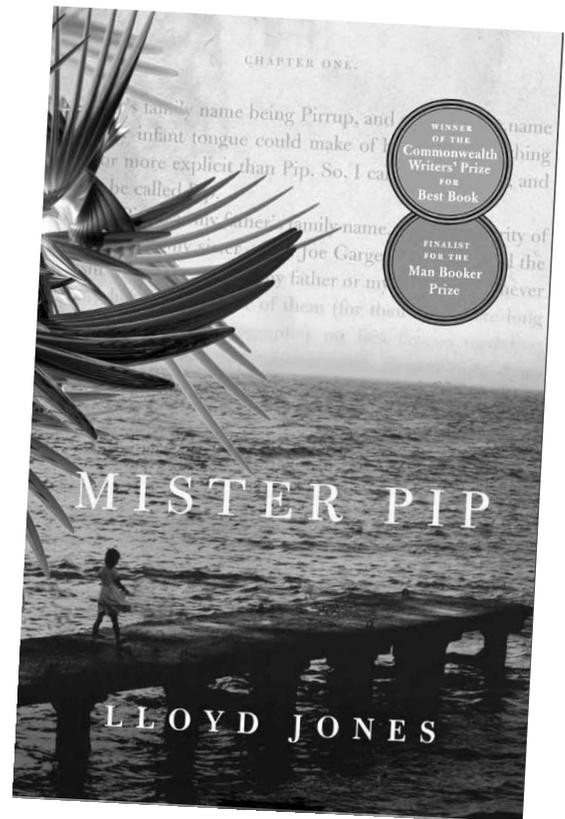
Once I did I couldn't put it down, not only because of the interesting story, but because I was learning about an event that took place between 1990–96 of which I was never aware—the blockade of the island of Bougainville in the Solomon Islands by Papua New Guinea. The conflict was the result of long-simmering demands of the 175,000 people of Bougainville for autonomy and control of its rich copper resources. Reading up on it, I learned that the Papua New Guinea Defence Forces invaded the island to put the movement down. The PPNGDF was well-supplied with helicopters and guns by the government of Australia and private mining interests. Numbers vary, but as many as 20,000 people were raped or died from combat, starvation or from lack of medical care over the years.

By Harriet Zaidman

Jones took a unique way to address this tragedy in *Mr. Pip*. The narrator is a young teenager, Matilda, the daughter of a religious woman whose husband has supposedly left the family to work in Australia. But Matilda knows that her parents will never reunite.

When the PPNG blockade begins, all the white people, save one, flee the impending carnage. Mr. Watts is the lone white, married to a local woman who is apparently crazy. Each day he dons a red clown nose and pulls her in a wagon through the tiny village, to the puzzlement and amusement of the children. He agrees to become their teacher so that the school can reopen and the children can have a sense of normalcy in an uncertain situation.

But Mr. Watts doesn't know how to teach. Instead, he reads *Great Expectations* to the children, discussing the characters and the issues the book raises. In time, most of the children are involved in deep discussions about social problems, right and wrong and Mr. Watts applies the conclusions they reach to the events that surround them. News of Mr. Watts' unorthodox approach to education reaches the parents. They are suspicious of him and several of the mothers are livid that he questions their unquestioning religious beliefs. Mathilda's Bible-thumping mother sees her authority over her daughter being eroded and sets out to undermine Mr. Watts.



At the same time, the village is attacked by 'redskin' (PPNG) troops as well as the rebels.

Mathilda relates these events to the experiences of Pip in Dickens's story. Jones draws parallels between the two stories through the eyes of two children—Mathilda and Pip.

Despite the difficult circumstances, Mr. Watt teaches the children to look beyond the horizon. That's what Mathilda sees on a daily basis as she searches the horizon to be saved from their predicament and for a future beyond the confines of her mother and the island. The imagery of the paradise that is Bougainville and the brutality of the conflict is a constant irony.

After a protracted struggle, the PPNGDF ended their siege in 1996. Twenty years after the struggle began the copper mine is this year set to reopen, on terms favourable to the islanders. Rising sea waters are their next enemy, threatening to bring an end to Paradise, once and for all.

I recommend *Mr. Pip*—to remind us what happens when governments and financial interests view ordinary people into objects, what they will do when people get in the way of their profits, and how some people keep their eye on the horizon. 📖

Podcasting in the Classroom

by Jo-Anne Gibson

ONE OF MY SON'S FAVOURITE BOOKS WHEN he was younger was Gordon Korman's *Radio Fifth Grade*. First read to him by his grade 5 teacher, my son insisted we buy the book so he could read it again...and again...and again... well, you know how kids are when they find a great book! There must have been something very intriguing to him about a boy his age being able to star in his own radio show.

Fast forward to 2009, twenty years after *Radio Fifth Grade* was first published. It appears that the desire to write and produce radio shows has not disappeared. In fact, self-produced radio shows known as "podcasts" have become so popular that in 2005, the *New Oxford American Dictionary* named "podcasting" the "Word of the Year." Today, there are actually more podcasts created than radio programs (Podcasting in the classroom, p. 7). Eash, in "Podcasting 101 for K-12 librarians" refers to podcasting as a "communication revolution" since prior to 2005, only twenty-four results would have resulted in a Google search of the word "podcast" (p. 1).

But would the students of today such as those from Willowdale Elementary School (<http://mps.wes.schoolfusion.us/modules/cms/pages.phtml?pageid=101919&sessionid=df16def445eee510253b7d486fd00d9e&sessionid=df16def445eee510253b7d486fd00d9e>) or the Madrid Young Learners Club (<http://mylcpodcasts.blogspot.com/>) who have their own delightful and informative "radio" shows have to worry about being taken off the air like those from Centennial Park School in *Radio Fifth Grade*? Certainly not. What has changed in audio broadcasting in the past twenty years has been who can write,

produce, share and hear such "podcasts."

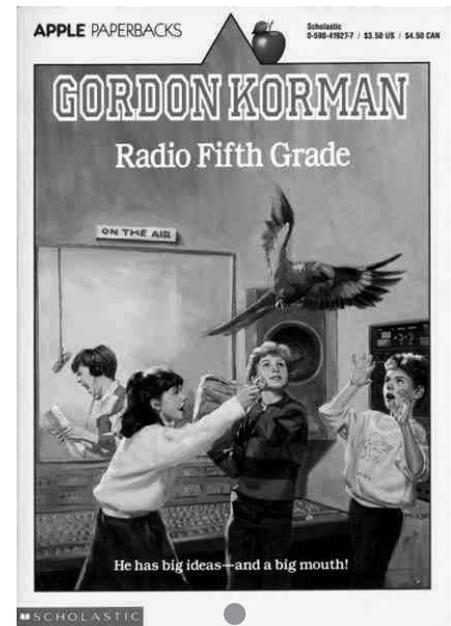
Instead of the air waves being controlled by a select few, new and relatively inexpensive technology has emerged that enables anyone with a computer, microphone and Internet connection to create their own digital recordings and share them with the world. When podcasts are combined with RSS feeds, consumers no longer have to wait for a specific time of day to hear a specific show. Now they can subscribe to their favourite podcasts using their favourite aggregator and automatically download them to their computer or MP3 player so they can listen to them when they're ready (Doe, p. 27).

It is this sharing with others, at a time convenient for them, that sets radio shows or audiocasts from the past apart from the podcasts of today. As early as 2004, Doc Searls of IT Garage predicted that "Podcasting will shift much of our time away from an old medium where we wait for what we might want to hear to a new medium where we choose what we want to hear, when we want to hear it, and how we want to give everybody else the option to listen to it (p. 1).

Students as Podcasters

If *Radio Fifth Grade* had been written today, not only would the students write and star in their own audio show, they would also record, produce, and host it right in their classroom. No longer would they be beholden to an outside business to produce their work. Students today are now able to record themselves using their iPods or other digital recording devices such as the free computer software program, Audacity (<http://audacity.sourceforge.net>).

Image used by permission of publisher, Scholastic Canada



If Radio Fifth Grade had been written today, not only would the students write and star in their own audio show, they would also record, produce, and host it right in their classroom.

To make their recordings even more authentic, Audacity also enables its users to edit and enhance their podcasts with music and special effects (for a complete list of podcasting products see: "The podcasting phenomenon," p. 27-30). These audio files can then be shared with others on classroom or individual blogs using numerous free podcasting sharing sites such as podomatic.com (<http://www.podomatic.com/> featured).

What better way to get students thinking creatively and writing authentic pieces



than to challenge them to come up with their own weekly audio show? I can't imagine any student not "having a ball" mixing music and special effects into their podcasts and then sharing their creations with others. With a potential audience of millions worldwide, or simply Mom or Dad at home, students are motivated to put their best work forward. Such weekly podcasts could highlight class or school events, include interviews, discussions of concepts learned or include a section on "What's Coming Up" in the class.

Don't have time to produce a weekly podcast? Then consider using podcasts on a more limited yet effective learning basis. For example, students could create their own personal histories, learning or reading logs. They could use podcasts to share their stories and poems or to keep them on task during literature circle discussions. They could demonstrate their learning on virtually any topic by responding orally to questions about a lesson or concept or put into their own words what specific lessons meant to them. Podcasts would also be an ideal assessment tool for students who do not perform well on written tests (Gordon, p. 16).

However you chose to use podcasts in your classroom, just remember that while students are having fun making their podcasts, a number of 21st century information literacy skills are being reinforced. These skills include research, writing, editing, public speaking, communication, collaboration, time management and problem-solving skills which are all general learning outcomes in numerous subject areas (Podcasting in the classroom, p. 8 & Borja, p. 2).

Teachers as Podcasters

In *Podcasting For Schools—The Basics*, author Jimmy Leach writes that podcasts offer teachers "the chance to provide lessons and learning opportunities in a way more likely to engage students than more

traditional methods." Not only can podcasts help to capture the interest of students, teachers could also record their lessons for those who have missed class(es) or for those who need additional support. The best part is that students can hear these podcasts over and over again at home for further reinforcement of specific learning concepts.

Also consider the learning potential inherent in podcasts in courses that teach a second language. In Blogs, wikis, podcasts, and other powerful web tools for classrooms, Will Richardson writes how language teachers could record and publish their daily lessons so that students could listen to them at home as many times as they wish (p. 117). Since many students have MP3 players, this might be a fairly easy task to accomplish. Check out ESL-teachertalk.com for more ideas on how to use podcasts in EAL classes.

Don't have time to create your own podcasts? No problem. According to Rhea Borja in "Podcasting craze comes to K-12 schools," "podcasts exist on just about any subject under the

sun" (p. 2). So rather than teachers creating their own podcasts, they can look for a variety of educational podcasts in iTunes, Podcast Alley, Podcast Central, Odeo, The Education Podcast Network or The Podcast Network and play these for their students.

My First and Subsequent Podcasting Experiences

Inspired by the site, "Just One More Book" (www.justonemorebook.com/), I decided that my first podcast from my school library should focus on a specific book or author. But with so many authors and books to choose from, I wondered where to start.

As luck would have it, my dilemma over which author to choose was quickly resolved since we were expecting young adult author, Eric Walters, to arrive at our school a few days before I was set to record. It just seemed to make sense, therefore, to make Mr. Walters the focus of my maiden podcasting experience.

To prepare my students for Eric Walters visit, I created a lesson that focused on his life as an author and the various books he's written. It was this lesson that formed the basis of my podcast. It was my intention to interview Mr. Walters as part of the podcast but unfortunately, the fire alarm went off just as I was about to begin my interview and I ran out of time. How disappointing!

To record my podcast, I used Audacity which I found simple and easy to use. In order to enhance the quality of the recording, I decided to splurge on a USB microphone suited for podcasting (I purchased this at my local music store). I found the actual recording of the podcast the easiest. This surprised me because I thought I was going to feel

nervous and awkward throughout the recording session but I got over this quite quickly. The key for me (as I suggest it should be for your students) was coming to the recording session well prepared—I knew what I wanted to say and how I wanted to say it before I started recording and I tested the software before the actual recording session.

Despite this preparation, I decided not to write a script for my podcast. Although there needs to be an overall plan, I think that the little "slips" that occur during a "live" production are part of the charm of all podcasts and besides, it's easy to cut out your really big slips using your recording

Self-produced radio shows known as "podcasts" have become so popular that in 2005, the New Oxford American Dictionary named 'podcasting' the 'Word of the Year.'

software. I had a blast finding and attaching music to my podcast (I used <http://freeplaymusic.com/> to find copyright-free music) and creating my final product. To host my podcast, I used podomatic.com. and then linked the podcast to my library wiki for all to hear.

Since my first foray into the podcasting world, as part of I Love to Read Month, I recorded several of my students discussing their favourite books. We had fun talking about our choices of books and authors and then sharing them with our fellow students, teachers and parents. A sampling of these podcasts can be found on the Acadia Library Wiki at: <http://acadialibrary.pbworks.com/>

In the end, the sky's the limit as to what you can do with podcasting in the classroom. Let your imagination go wild and let the learning begin. 📖

References

Anonymous. (Mar., 2008). Podcasting in the classroom. *Techniques*, 83(3), 7–8. Retrieved Oct. 9, 2008, from the Proquest Database.

Borja, R.R. (2005). Podcasting craze comes to K–12 schools. *Education Week*, 25(14), 8. Retrieved Oct. 9, 2008, from the Ebscohost Database.

Doe, C. (Nov./Dec., 2007). The podcasting phenomenon. *MultiMedia & Internet@Schools*. Medford: 14(6), 27. Retrieved Oct. 9, 2008, from the Proquest Database.

Eash, E.K. (2006). Podcasting 101 for K–12 librarians. Retrieved Oct. 8, 2008, from www.infotoday.com/cilmag/apr06/Eash.shtml.

Gordon, A-M. (Sept., 2007). Sound Off! The Possibilities of Podcasting. *Book Links*, 17(1), 16. Retrieved Oct. 9, 2008, from the Proquest Database.

Korman, G. (1989). *Radio fifth grade*. New York: Scholastic.

Leach, J. Podcasting for schools—the basics. Retrieved Nov. 8, 2009, from <http://education.guardian.co.uk/appleeducation/story/0,,1682639,00.html>

Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. California: Corwin Press.

Searls, D. (Sept. 28, 2004). DIY radio with PODcasting. Doc Searls' IT Garage. Retrieved Oct. 8, 2008, from www.itgarage.com/node/462.



Kindergarten students from Ecole Dieppe in Winnipeg (Pembina Trails School Division) read to their bears to celebrate Manitoba School Library Day, October 26, 2009.

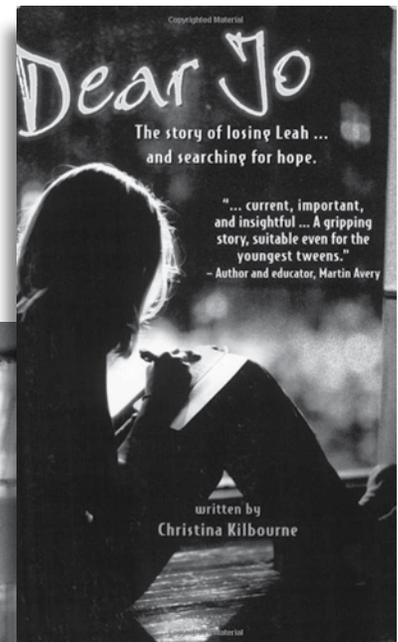


MYRCA Award-winning Author Visits Chancellor School

By Lori Bridges

THIS FALL, CHANCELLOR ELEMENTARY SCHOOL was very fortunate to have the 2009 MYRCA award winning author, Christina Kilbourne come to the school to speak to the Grade 5 and 6 classes. Christina's book, *Dear Joe*, deals with the timely topics of chat lines and internet safety. As part of their library skills and information literacy classes, the students have been studying the book *Dear Jo* and discussing cyber-safety and being safe while online. It was a real treat to have this author come and share the process of writing and publishing a book, along with many practical tips for internet safety. Christina was an excellent and engaging speaker and the students walked away from the presentation with "real-life" examples of the perils and pitfalls of being online, along with how to conduct themselves safely while online.

Christina also presented at a parent information evening for the parents of Chancellor, Bonnycastle and Arthur A. Leach, along with representatives from the Winnipeg Police and Kids in the Know. Parents were given many practical ways to promote internet safety at home, such as "net nanny" programs and keeping your computer in a busy spot in the home. 📖



Reader's Advisory

Librarian's Book Club Edition

ONE OF THE BEST BENEFITS OF BEING A LIBRARIAN ARE THE CONVERSATIONS that happen when a desperate friend turns to me for a fail-proof suggestion when it's her turn to recommend a title for her book club. I usually have a few ideas that would work for any mix of personalities. I especially love hearing about the outcome of my suggestions, the conversation that was generated and the new fans that discovered one of my favourite authors.

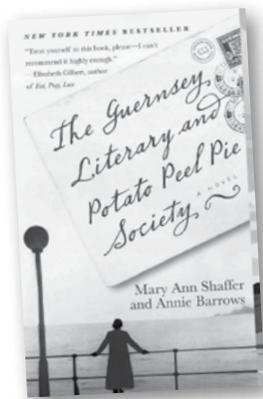
MSLA meetings often have book club conversations at coffee break and we thought it would be fitting to use the MSLA Journal to share some of our favourites. We also REALLY hope that you'll pick up the cue and send some of your book club suggestions our way.

The Guernsey Literary and Potato Peel Pie Society

The Guernsey Literary and Potato Peel Pie Society by Mary Ann Shafer and Annie Barrows. This was a #1 book club (or should I say literary society) suggestion for quite a few MSLA members. Personally I've recommended this book more often than any other title I can remember. It never fails to be a hit. I've taken to offering a no-fail guarantee.

Synopsis

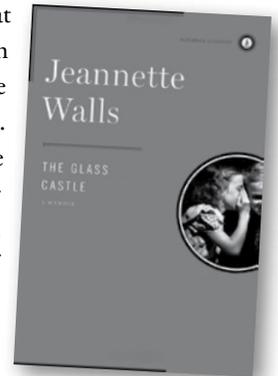
Set in post-war England this novel introduces a host of characters through notes and letters. Our heroine, Juliet Ashton, wrote a sunny-side-of-war newspaper column that has been published as a book. Searching for an idea for a possible second book she goes to the Isle of Guernsey to meet the people she's been introduced to through a chance correspondence with Guernsey farmer Dawsey Adams. You and your book club members will learn a great deal about the geography and history in a novel that will charm you with its style. When I closed the cover I sighed with regret, knowing that I would probably never read a more enchanting novel.



The Glass Castle: a Memoir

The Glass Castle: a Memoir by Jeanette Walls (Recommended by MSLA Executive member Liz Loewen) I found this book to

be compelling, honest and shocking at times. I couldn't put the book down because I wondered how Jeanette came out of all that "life experience" normal. It was amazing to me to read how she overcame the obstacles thrown in her way. Leading your own life can mean different things to different people. If your group enjoys the book, you can check out the short "Glass Castle" video on YouTube.



Synopsis

This memoir tells the story of a wildly dysfunctional American family. Jeanette's family lives life largely on the run, escaping the chaos that results from the erratic behaviour of very eccentric parents. One by one the four siblings escape the family and, amazingly, most of them go on to succeed in the big world.

We hope that you'll send some of your book club suggestions our way. Email to lbattershill@retsd.mb.ca.

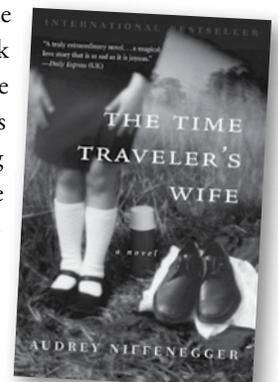
The Time Traveler's Wife

The Time Traveler's Wife by Audrey Niffenegger (Recommended by MSLA President Jo-Anne Gibson) Normally I don't like to see a

movie based on a book before I read it but in this case I was glad I did. It helped me to visualize what was happening as the main character traveled through time. Talk about a brilliant book. This is a book that needs to be read at least twice. There is so much in it that reading it once just isn't enough.

Synopsis

A romantic story with a librarian as the male love interest. How could any book club resist this one? Librarian Henry De Tamble has a problem. He sometimes disappears without warning, passing through time, never knowing where he'll land. Things get really complicated when he falls in love and marries. A book with something for everyone and now you can wrap things up with a book club movie night. 📺





Reflections on MSLA SAG 2009

Submitted by Ellen Donogh

THE IMPORTANCE OF THE ANNUAL SAG CONFERENCE is difficult to explain to someone who has had a bad experience attending one conducted by an organization they had never before been engaged with on either a personal interest or curricular basis. What is alarming is the number of schools who allow teachers to dictate or sway other teachers into thinking that organizations based on theory and knowledge of a subject don't meet classroom needs. Let's skip SAG this year and stay at school. Sigh! It does happen, in the staff rooms of many schools in a variety of Manitoba school divisions. Why? What do they come looking for on a one-day mission? Actively supporting an interest group would allow the teachers in question to grow within an interest or curricular organization. It would give them a place or forum to question and share (either by executive or membership status) ideas, plan with colleagues at regular meetings or, by using a variety of web-based software, connect before the next year to find new projects for tomorrow's grade five research project. In a perfect world we could attract the right people to grow bigger and better attendance in all SAG organizations.

Disgruntled attendees have never been a problem for MSLA. Each year there are a variety of activities planned around a common theme. Some of these are participatory; some of them are discussion-based, yet others are presentations by experts in the field eager to share their new found knowledge. At the displays are vendors who have current materials and posters for give away, and bookmarks that will spark a reminder of fantastic resources once we are back in the library/classroom or computer lab. This year's keynote by Dr. Marlene Asselin served to remind us that as a community

MSLA has a greater need to connect our libraries and literacy with expanding world literacy. Technology, now more than ever, allows students globally to hear each other. The writing of children is powerful beyond measure when shared with another group of children interested in the same issues or research. In her workshop after the keynote presentation, Dr. Asselin shared many affiliations:

- Fan Fiction writing <http://fanfiction.net>
- Social network sites
 - World Readers <http://worldreaders.ning.com> and <http://worldreaders.org/main.html>
 - Shelfari www.shelfari.com
 - 1514542027
- She encouraged creative expressions by links to:
 - <http://collection.eliterature.org/1/> or http://collection.eliterature.org/1works/ezzatlkestarsinaclear-night_sky/index.htm.
- She recommended looking at Mash-ups <http://animoto.com/education/> Fan Art or Machinema.
- She encouraged problem solving with games for social change/"serious games" at www.gamesforchange.org and www.rezed.org.

Dr. Asselin's session(s) allowed teaching librarians to become part of the biggest picture possible, one that repaints itself every day. Her final presentation slide read "we should be revising instruction to move towards equity of opportunity to participate in today's networked society and economy." Those who attended these workshops were pleased to have become part of her message.

Many of the workshops offered by MSLA fuelled a need for creative expression. Some offered a place to start anew or catch up on where to find the latest information for connecting students with research subject matter or how to use the presentation tools for displaying their information. These topics gave the attendees many suggestions for Monday morning coffee in the staff room... "You should have joined me at MSLA, their SAG was wonderful!"

Respectfully submitted by Ellen Donogh, who fully appreciates the gargantuan efforts necessary to produce a SAG conference and offers congratulations to the committees who did such an outstanding job this year!

Many of the workshops offered by MSLA fuelled a need for creative expression. Some offered a place to start anew or catch up on where to find the latest information for connecting students with research subject matter or how to use the presentation tools for displaying their information.

Changes at the University of Alberta: MSLA Voices its Concern



IN OUR FALL ISSUE WE PUBLISHED AN ARTICLE from the University of Alberta that outlined upcoming changes to their Teacher Librarianship Through Distance Learning program. MSLA members are affected by these changes and many of you expressed

your concerns. In response we drafted a letter to let the UofA know about how we felt. We received a detailed response from Dr. Jennifer Branch. Following is our letter of concern and Dr. Branch's response.

We hope that we've spoken well for our membership. We'd love to hear how you feel about the MSLA letter and the response we received. Send an email to our president Jo-Anne Gibson. Her email address can be found on the inside of the front cover.

Dear Dr. Branch,

On behalf of the Manitoba School Library Association (MSLA), we are writing to voice our concerns regarding your proposed changes to the TL-DL program. Our two primary concerns with your intended changes deal with the elimination of the diploma program and the elimination of all literature courses from the program.

According to your article found in the MSLA Journal Volume 36, Number 1, Winter 2009, you surveyed your recent Master of Education in Teacher Librarianship graduates who stated that their education from this program had prepared them well for their roles now and in the future as teacher-librarians. We were surprised to learn from this article that the diploma students were not surveyed as part of your examination of the TL-DL programs. In our opinion, this would have provided a more balanced perspective about the program as it currently exists.

In Manitoba we have teacher librarians who have graduated from both of your programs. We have found that both programs have adequately prepared teacher-librarians in our province for their roles as educational leaders in their respective schools. By offering both programs, the TL-DL program fulfilled a variety of professional development needs for the TIs in our province. As you are aware, teachers come with a variety of backgrounds and experience. The

TL-DL program as it existed gave our members the opportunity to tailor their professional development as needed.

As the professional organization that represents teacher librarians in the province of Manitoba, the MSLA wants to do everything possible to encourage its members to continually upgrade their skills. We have fears that only having a Masters program may deter teachers from seeking professional qualifications altogether.

Our second concern with the proposed changes to the TL-DL program is your removal of all requirements for literature courses. We commend the program for its quality educational technology courses. However, we believe that the quantity of these course compromises the literature component of your program.

We question why you would contemplate discarding courses that relate to the most traditional and respected role of a teacher librarian—that of a literacy advocate. Literature promotion is at the heart of our role and our *raison d'être*.

At the MSLA, we wonder how teacher librarians will be able to select quality literature without adequate exposure and training in this area. Although we are aware that most teacher librarians love to read, this does not necessarily mean that they have the exposure and knowledge of literature that we feel such courses provide.

We believe that literature courses expose teacher librarians to a wide variety of materials that will enable them to improve their collections. A quality collection paired with a passion for promoting reading will increase the likelihood that students will be turned onto reading, the most important skill students need to become successful lifelong learners.

In conclusion, we feel that the proposed changes to your current programs are detrimental to the professional training of teacher-librarians. The diploma program offered a degree of training that was beneficial and adequate for many teachers' needs. The lack of literature courses leads to an imbalance in programming and does not fully prepare teacher librarians for the variety of roles they fulfill as educational leaders.

The MSLA sincerely hopes that you and your colleagues will carefully consider our concerns about the proposed changes to the University of Alberta's TL-DL program. We would appreciate feedback to our concerns at your earliest convenience.

Yours truly,

Jo-Anne Gibson
President, MSLA

Vivianne Fogarty
President-Elect, MSLA

cc Dr. Dianne Oberg, Chair of the Department of Elementary Education



Changes at the University of Alberta: Dr. Branch Addresses Our Concerns

Further Education and Professional Development for Teacher-Librarians in the 21st Century

By Jennifer Branch, University of Alberta

ONE YEAR AGO, AFTER A VERY SUCCESSFUL experience with our Fulbright Senior Specialist, Dr. Marcia Mardis, articles were published in several provincial school library journals in Canada describing our new plans for the Master of Education in Teacher-Librarianship at the University of Alberta. We shared our happy news with teacher-librarians in all of the Western provinces and also in Ontario.

The Manitoba School Library Association had some questions for us and I am happy to answer them here and also to provide more information about our decision-making processes before Dr. Mardis' visit and since. First let me provide some background information about the further education and professional development landscape in Canada for teachers and teacher-librarians. There are currently three universities in the country that have full-time, tenured faculty members teaching, researching and doing service in the area of school libraries. Not only are we colleagues, we are all friends and keep in close contact to ensure we are doing the best we can to meet needs of teachers and teacher-librarians.

At the University of British Columbia, Dr. Marlene Asselin works in the areas of literacy and school libraries. UBC offers diploma-level education for teacher-librarians in a variety of formats including online, face-to-face and cohort models. Courses are taught at the senior undergraduate

level. UBC also offers a variety of other graduate programs that could support further education and professional development in a face-to-face model for those who are already teacher-librarians.

At the University of Prince Edward Island, Dr. Ray Doiron works in the areas of literacy and school libraries. A large cohort of teacher-librarians from PEI just completed their Master of Education degrees in a combined face-to-face and online model. At this point, there isn't a plan for another cohort.

The University of Alberta is fortunate to have two tenured faculty members. Dr. Dianne Oberg is currently the Chair of the Department of Elementary Education and a full-time administrator. I coordinate the Teacher-Librarian by Distance Learning program, teach in the program and work with our wonderful instructors.

It is expected that two of the four tenured faculty members in Canada will retire within the next two years. Unfortunately, there is no guarantee that these positions will be filled with other tenured or tenure-track faculty researching and teaching in the area of school libraries and teacher-librarianship. Some of our decisions for the new program were based on this "inside information" to ensure that there continues to be a variety of further education

and professional development options for teachers and teacher-librarians in the country.

With this information, we began our work at the University of Alberta to plan a new program that would prepare teacher-librarians for work in the 21st century.

As we said in our previous article, we strongly believe that the right degree for teacher-librarians in the 21st century is the Master of Education (MEd) in Teacher-Librarianship. The MEd is the degree that other school leaders pursue – in

Educational Administration, Educational Policy, Educational Psychology, Language and Literacy, Curriculum Studies and Educational Technology, for example.

However, we recognize that not all teachers want to do the MEd degree. That is why we made sure that those who wanted a diploma program had an online option through UBC. Another piece of "insider information" that we had was that the Faculty of Graduate Studies and Research at the University of Alberta was going to support Certificates in Advanced Studies. These certificates will provide opportunities for teacher-librarians to pursue further professional development in areas such as 21st Century Skills, Multiple Literacies, and Information and Communication

The Manitoba School Library Association had some questions for us and I am happy to answer them here.

Technologies. These certificates will also support students who have completed either a diploma or MEd in the last few years and want to take some of our new and revised courses.

When we wrote the article last year, we were still working on the content and titles of our new courses. We provided the best information that we had at the time. Course titles and course descriptions don't always provide a real sense of the course content and we try to keep our descriptions quite generic so we can adapt to the changes in our field.

What is new? The biggest change is that all of the courses in the new program are required. Although many of our current and former students selected courses that provided them with experiences in inquiry, information and communication technologies (ICT), literacies and resources, not all did. It was possible for students to take many courses in one area and none in another. Dr. Mardis referred to this as the "choose your own adventure model" and it meant that some students had gaps in their knowledge, skills and attitudes.

One other challenge was that as the courses changed and morphed over time with different instructors pieces of the TL-DL program "disappeared." It was time to go back to the core competencies for teacher-librarians and make sure we were providing students with opportunities and experiences to help prepare them for leadership roles in 21st century school libraries.

To that end, we will offer seven courses in the new program (course numbers, titles and descriptions are still in flux as we make changes):

- EDES 540 provides opportunities to look at the issues and trends in teacher-librarianship as well as exploring the roles of the teacher-librarian in 21st century schools
- EDES 541 provides opportunities to explore how to organize and manage

diverse resources in schools and school libraries.

- EDES 542 provides opportunities to explore inquiry-based instruction and to examine ways of building a culture of inquiry in schools
- EDES 543 provides opportunities for students to learn about contemporary theories and practices of reading
- EDES 544 provides opportunities to explore new and emerging ICT
- EDES 545 provides opportunities to look at issues, research and professional development around the integration of ICT into teaching and learning
- EDES 546 provides opportunities to learn how to select and evaluate children and young adult literature as well as other print and non-print resources to support the curriculum

We now are like most other programs in North America in that we have REQUIRED courses in all core competency areas. In the new program, it is also an expectation that students are developing personal and professional learning networks using networked media. (For more on some of this see <http://www.schoollibraryjournal.com/article/CA6699357.html>) You might also be interested in helping to develop our wiki – tld.pbworks.com – a place for information about teacher-librarianship and our courses.

I strongly believe that this is an exciting time to be a teacher-librarian and that our new MEd program (and in the future, Certificates of Advanced Studies) will provide wonderful learning opportunities for teachers and teacher-librarians.

Here is a sample of some of the current required and recommended readings for those of you interested in doing some personal professional development. Students in the new program will read many of these works.

Bishop, K. (2007). *The collection program in schools: Concepts, practices and information sources* (4th edition). Westport, CT: Libraries Unlimited.

Davies, J., & Merchant, G. (2009). *Web 2.0 for schools*. New York: Peter Lang.

Hughes-Hassell, S., & Harada, V. (2007). *School reform and the school library media specialist*. Westport, CT: Libraries Unlimited.

Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2007). *Guided inquiry: Learning in the 21st century*. Westport, CT: Libraries Unlimited.

Lerner, F. (2009). *The story of libraries: From the invention of writing to the computer age* (2nd ed.). New York: Continuum.

Richardson, W. (2009). *Blogs, wikis, podcasts and other powerful web tools for classrooms* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Rosenfeld, E., & Loertscher, D. V. (Eds.) (2007). *Toward a 21st century school library media program*. Lanham, MD: Scarecrow Press.

Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. San Francisco: Jossey-Bass.

Vardell, S. (2008). *Children's literature in action: A librarian's guide*. Westport, CT: Libraries Unlimited.

Warlick, D. (2009). *Redefining literacy 2.0* (2nd ed.). Columbus, OH: Linworth.

Woolls, B. (2008). *The school library media manager* (4th ed.). Westport, CT: Libraries Unlimited.

Zmuda, A., & Harada, V. (2008). *Librarians as learning specialists: Meeting the learning imperative for the 21st century*. Westport, CT: Libraries Unlimited. 



L.I.T. Forum

Networking with School Libraries Across Manitoba

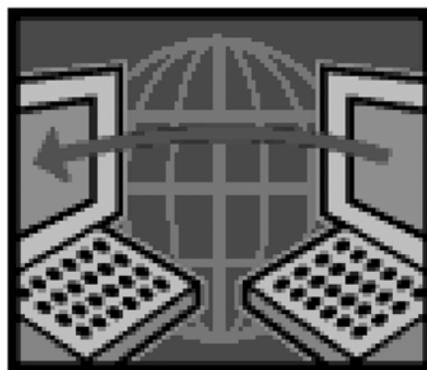
Come hear what other teacher-librarians are doing across Manitoba using the latest social networking tools, Skype and Twitter

Monday, February 22nd, 2010

7:00pm - 9:00pm

St. James Professional Development Centre

150 Moray Street



Admission is free for MSLA members and \$5.00 for non-members (payable at the door). Bring a friend or a colleague. Refreshments served.

Please register by February 15th to pleclerc@retsd.mb.ca.

Report on the MSLA Website Questionnaire

September 2009

Submitted by Jo-Anne Gibson and Rhonda Morrissette

IN AN EFFORT TO MEET THE EVER-CHANGING needs of its membership, the executive of the MSLA recently conducted a short questionnaire for its members about the MSLA website: www.manitobaschoollibraries.com. The board wishes to thank all members who took time to answer the MSLA's questions.

Overall the executive was pleased with the results of the survey. It is evident that the membership finds the MSLA site useful and that the discussion forum should be maintained. In the next few months, the executive will be working toward improving the website based on the feedback it received. Among immediate changes will be tabs added for "Teaching Ideas" and "Archives," the discussion forum will no longer be password protected and an email will be sent to all members when a new "thread" is started on the discussion forum.

Below is a summary of the results of the questionnaire:

1. Which sections do you find valuable?

- About MSLA: 56.5%
- Membership: 34.8%
- Awards: 26.1%
- Journal: 52.2%
- Professional Development: 82.6%
- Advocacy: 26.1%
- School Libraries: 65.2%
- Book Awards: 65.2%
- Links: 43.5%

2. Please list ideas and suggestions for improving the website?

- List of novels studied in the International Baccalaureate program
- More product reviews
- Ideas that work in school libraries
- Make the discussion forum easy to participate
- Audio links to presentations made at various library-related PD sessions in the city

3. Do you find that the discussion forum should be included in the MSLA website?

- Yes: 81%
- No: 19%

4. Could you see yourself using the discussion site in the future?

- Yes: 76.2%
- No: 23.8%

5. How might you use the discussion forum?

- To exchange ideas and share resources with colleagues
- To get ideas for units that are more difficult to plan
- To discuss new, intriguing or award-winning books for young adults and children
- To discuss technology ideas
- To discuss programme ideas for senior high school libraries teaching information literacy

- To discuss tips about running clubs or sharing ideas about working with students and catching their interest
- To discuss visiting authors and special events
- To exchange topic ideas and how to deal with problems
- To discuss cataloguing concerns and bulletin board suggestions
- To get ideas from others including good websites
- To have professional conversations with the membership endemic to successful school library communities
- To discuss new assessments of inquiry research and creative writing skills
- To ask questions of the MSLA and other teacher-librarians
- To discuss day-to-day library practice
- To discuss new multiple literacies

6. General Comments:

- MSLA is doing a great job with this website. It covers most everything school library personnel could need. Keep up the good work!
- Well designed and well conceived site!
- (Various) pages give lots of information to those visiting for the first time
- The website is wonderful! 



HARRY A. SKENE CMA

227 Parkville Bay · Winnipeg, Manitoba R2M 2J6 · (204) 256-6176

AUDITORS' REPORT

To the members of:
Manitoba School Library Association Inc.

I have examined the statement of financial position of the Manitoba School Library Association Inc. as at August 31, 2009 and the statements of operations and changes in fund balances and cash flows for the year then ended. These financial statements are the responsibility of the association's management. My responsibility is to express an opinion on these financial statements based on my audit.

Except as explained in the following paragraph, I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In common with many not for profit organisations, the association derives revenue from conferences held by the association the completeness of which is not susceptible of satisfactory audit verification. Accordingly, my verification of these revenues was limited to the amounts recorded in the records of the association and I was not able to determine whether any adjustments might be necessary to SAG revenues, excess of revenues over expenses, current assets and fund balances.

In my opinion, except for the effect of adjustments, if any, which I might have determined necessary had I been able to satisfy myself concerning the completeness of the revenue referred to in the preceding paragraph, these financial statements present fairly, in all material respects, the financial position of the association as at August 31, 2009 and the results of its operations and cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Harry A. Skene
Certified Management Accountant

October 12, 2009
Winnipeg, Manitoba.



MANITOBA SCHOOL LIBRARY ASSOCIATION INC.
STATEMENT OF FINANCIAL POSITION

		<u>As At August 31</u>	
		2009	2008
	Notes		
Assets			
Current			
Cash		\$ 26,988	\$ 34,748
Prepaid Expense		729	1,209
Other	3	10	10
		<u>27,727</u>	<u>35,967</u>
		<u>\$ 27,727</u>	<u>\$ 35,967</u>
Liabilities and Fund Balance			
Current			
Accounts Payable		<u>\$ 739</u>	<u>\$ 456</u>
Deferred Contributions			
Membership Fees	4		<u>125</u>
			<u>125</u>
Fund Balance			
Unrestricted	2	<u>26,988</u>	<u>35,386</u>
		<u>\$ 27,727</u>	<u>\$ 35,967</u>

Approved by the Committee of Management

Member *E. Gibson* Treasurer

Member *S. Folks* Past President



MANITOBA SCHOOL LIBRARY ASSOCIATION INC.
STATEMENT OF OPERATIONS AND
CHANGES IN FUND BALANCE

		<u>Year Ended August 31</u>	
		2009	2008
	Notes		
Revenues			
SAG Revenues		\$ 9,975	\$ 6,100
SAG Expenditures		<u>(11,078)</u>	<u>(6,569)</u>
		<u>(1,103)</u>	(469)
Membership Fees		4,725	3,125
MTS Contributions	5	1,148	1,189
Grants	6	1,400	1,400
Interest		<u>407</u>	<u>1,343</u>
		<u>6,577</u>	<u>6,588</u>
Expenses			
Administrative & Office		600	613
Conferences		2,051	1,806
Donations & Gifts		2,579	
Executive & Annual Meetings		1,662	424
Insurance		400	400
Journal		863	767
L.I.T. Forum		208	479
M.Y.R.C.A.	7	600	600
Memberships & Dues		419	144
Professional Fees		482	428
Public Relations		3,508	3,040
Anniversary Lunch	8	<u>1,603</u>	
		<u>14,975</u>	<u>8,701</u>
Excess (Deficiency) of			
Revenues over Expenses		(8,398)	(2,113)
Fund Balance, Beginning		35,386	37,499
Fund Balance, Ending		\$ 26,988	\$ 35,386

**MANITOBA SCHOOL LIBRARY ASSOCIATION INC.****STATEMENT OF CASH FLOWS**

	Year Ended August 31	
	2009	2008
Operating Activities		
Excess (Deficiency)		
Revenues over Expenses	\$ (8,398)	\$ (2,113)
Adjusted for:		
(Increase) Decrease in Prepaid Expense	480	(834)
Increase (Decrease) in Accounts Payable	283	(59)
Increase (Decrease) in Deferred Revenue	(125)	125
Provided (Used) by Operating Activities	<u>(7,760)</u>	<u>(2,881)</u>
Increase (Decrease) in Cash	(7,760)	(2,881)
Cash Position, Beginning of Year	34,748	37,629
Cash Position, End of Year	\$ 26,988	\$ 34,748



MANITOBA SCHOOL LIBRARY ASSOCIATION INC.

NOTES TO FINANCIAL STATEMENTS

August 31, 2009

1. Incorporation and Purpose

The Manitoba School Library Association Inc. (MSLA) was incorporated on December 2, 1985 as a non profit organisation under The Corporations Act of Manitoba.

The association is exempt from income taxes under section 149 (1) (l) of the Income Tax Act.

The objectives of the association are to promote school libraries by providing professional growth opportunities, encouraging qualification improvements and promoting high standards in educational programs that use a variety of information sources and technologies.

MSLA is affiliated with the Manitoba Teachers' Society (MTS) as a Special Area Group (SAG) to provide a cooperative approach to issues affecting both MTS and MSLA. The terms of affiliation provide that MTS approves the constitution of MSLA and requires MSLA to provide financial and other reports to MTS. In return MSLA receives a financial contribution based on membership levels, certain services at MTS cost and use of MTS facilities.

2. Significant Accounting Policies

Fund Accounting

The association maintains its accounts on a fund accounting basis as follows:

Operating Fund

The Operating Fund is used for the general operations of the association.

Capital Asset Acquisitions

The policy of the association is to charge capital asset acquisitions to expense at the time of purchase. No capital assets were acquired in either the current or previous fiscal years.

Revenue Recognition

MSLA follows the deferred method of accounting for contributions. Restricted contributions are recognised as revenue in the year in which the related expenses are incurred. Unrestricted contributions are recognised as revenue when received or receivable

Fair Value of Financial Instruments

Fair value amounts represent estimates of the consideration that would currently be agreed upon between knowledgeable, willing parties who are under no compulsion to act and is best evidenced by a quoted market price.

The carrying values of cash, accounts receivable, accounts payable and accrued liabilities approximate their fair value due to the relatively short periods to maturity of the instruments.



MSLA Awards: A Call For Nominations

MSLA School Administrator Award for Distinguished Service

Criteria

Introduction

The Manitoba School Library Association, a Special Area Group of the Manitoba Teachers' Society, honours school administrators who have direct responsibility for a school and who have made an outstanding and sustained contribution toward establishing, developing and maintaining an effective school library program in a school or schools under their administration. This award is made each year.

Purpose

MSLA has two purposes in presenting the School Administrator Award for Distinguished Service to Manitoba School Libraries.

- To recognize the responsible and influential role that school administrators perform in the development and maintenance of successful school library programs.
- To honour those school administrators who, through their leadership and sustained effort, have made an outstanding contribution to the implementation of effective school library programs and to the role that these programs play in the total learning environment.

Eligibility

- A candidate for this award must be nominated by one or more members of the Manitoba School Library Association.
- A candidate must be a Principal or Vice-Principal who is directly responsible for a Manitoba school at the elementary or secondary level.

- A candidate must be in administrative office at the time of the nomination of the award.

Guidelines for Nominations

Nominations should include:

- Personal data form filled with required information on the nominee and nominator.
- Biographical data: academic qualifications, honours/awards, administrative experience, publications.
- A statement outlining the nominee's outstanding and sustained contributions to the development of school library programs as an essential component of the instructional process. Supportive data must be included in this statement.
- Supplementary material may be included with the application form. Those could include supporting letters, printed matter, photographs of press clippings.
- Four copies of the application are required. These become the property of the Manitoba School Library Association by the specified deadline.

Criteria for Judging

In judging nominees, the awards jury will evaluate the outstanding and sustained contribution of each nominee in furthering the development of effective school library programs. The application should provide evidence that the nominee has:

- Provided leadership in formulating and implementing school library policies and programs which have made a significant contribution to the educational

program of a school;

- Actively promoted the school library program through work with teacher-librarian(s), teachers, students and the community.
- Outstanding contributions should be highlighted, discussing those areas where the nominee has gone beyond normal expectations to develop, support, promote or maintain school library programs that have made a significant difference to the educational effectiveness of the school.

Presentation of the Award

- Candidates will be notified of the decision of the Awards Jury in early March.
- In accepting the award, the winner agrees to the use of her/his name and picture as well as a brief description of his/her accomplishments in any publicity related to the award which may be disseminated by the Manitoba School Library Association.
- The award will be presented at the Annual General Meeting in May.
- If, in any year, no worthy candidate is identified, no award will be made.
- The award will be a plaque with appropriate inscription.

Nomination Deadline

The last day in February of the given year.

Mail Nomination to:

The Past-President



MSLA Distinguished Service Award

Criteria

Introduction

The Manitoba School Library Association (MSLA) recognizes the efforts of individuals who have made outstanding contributions in support of effective school libraries in Manitoba.

Criteria

This award may be presented annually by MSLA for outstanding service by an individual who helps teacher-librarians to deliver their programs more effectively. The contribution made by the recipient should be:

- Outstanding in its own field
- Altruistic
- Significant in terms of the continuing history of school library service.

Consideration will be given to projects that have been completed in the previous year, or to a continuum of activities extending over a longer period. The activities must

have had and continue to have, a positive impact on school library service at the individual school, divisional, provincial or national level.

Guidelines for Nominations

- Any member of good standing of MSLA may nominate a person for this award.
- The nominator will identify the nominee, giving full name, home address, phone number, position held, work address and phone number.
- The nominator will describe the project or continuum of activities for which the nominee is to be recognized. Letters of support from colleagues, supervisors or other significant supporters of the nominee may be included with the nomination.
- Nominations will be considered for only the year in which they are received.

Presentation of the award

- Candidates will be notified of the decision of the Awards Jury in early March.
- In accepting the award, the winner agrees to the use of her/his name and picture as well as a brief description of his/her accomplishments in any publicity related to the award which may be disseminated by the Manitoba School Library Association.
- The award will be presented at the Annual General Meeting in May.
- If, in any year, no worthy candidate is identified, no award will be made.
- The award will be a plaque with appropriate inscription.

Nomination deadline

The last day in February of the given year.

Mail nomination to:

The Past-President

MSLA Outstanding Teacher-Librarian of the Year Award

Criteria

Introduction

The Manitoba School Library Association (MSLA), a Special Area Group of The Manitoba Teachers' Society, honours practicing teacher-librarians who are making an outstanding contribution to school librarianship in Manitoba. The award is made each year.

Eligibility

- The MSLA Outstanding Teacher-Librarian of the Year Award is open to all practicing school level teacher-librarians in Manitoba.
- Nominees must be personal members of the Manitoba School Library Association.

- Anyone involved with Kindergarten through Senior 4 may nominate a candidate for the award.

Criteria

School Library Instructional Program

- Individuals nominated for the award should demonstrate the planning and



implementation of a school library program during the given school year of such exemplary quality that it serves as a model for others.

Professional Activity Involvement

- Individuals nominated should also be involved in one of the following areas during the given school year:
- Contributing to the profession through MSLA and/or related organizations.
- Sharing of ideas and resources through such means as workshops and publications.
- Providing instructional leadership through involvement at his/her school and/or division/district.

Guidelines for nomination

Nominations should include:

- Name of the nominee, title, school, division/district, work/home addresses,

work/home phone and fax numbers, email address.

- Name of the nominator, title, mailing address, work/home fax/phone numbers, signed and dated.
- Biographical data on the nominee (such as education, teaching/school library experience, honours/awards and publications)
- Nominee's exemplary school library program during the given school year. (describe in detail)
- Nominee's professional activity involvement during the given school year.
- Four copies of the application are required and they become the property of the MSLA.
- Nominations shall be considered for only the year in which they are received.

Presentation of the award

- Candidates will be notified of the decision of the Awards Jury in early March.

- In accepting the award, the winner agrees to the use of her/his name and picture as well as a brief description of his/her accomplishments in any publicity related to the award which may be disseminated by the Manitoba School Library Association.
- The award will be presented at the Annual General Meeting in May.
- If, in any year, no worthy candidate is identified, no award will be made.
- The award will be a plaque with appropriate inscription.

Nomination deadline

The last day in February of the given year.

Mail nomination to:

The Past-President

Call For Awards Nominations

By Mrs. Dianne Leong-Fortier, Awards Councillor, CASL, a division of the Canadian Library Association

CASL, A DIVISION OF THE CANADIAN LIBRARY Association honors professionals in educational institutions at the K–12 level who have made notable contributions to topics relevant to teacher-librarian and teacher collaboration, enriched information literacy across curricular areas, and innovation in teaching, learning and technology that supports 21st century learning and school libraries.

To all educators, administrators and parents...you are invited to nominate a teacher-librarian professional who has made outstanding contributions in a K–12 school community.

Deadline for nominations is February 28, 2010.

Click on each award link to view the awards details, also the nomination form

is on each page. Successful award winners for the following rewards will be awarded during an awards night at the upcoming CLA/ACB 2010 National Conference and Trade Show in Edmonton, Alberta : Shaw Conference Centre : June 2–5, 2010.

Angela Thacker Memorial Award: This Award honours teacher-librarians who have made contributions to the profession through publications, productions or professional development activities that deal with topics relevant to teacher-librarianship and/or information literacy.

Chancellor Group Conference Grant: The Chancellor Group Conference Grant provides a \$500.00 travel grant to support attendance of newly qualified teacher-librarians at the next conference of the Canadian

Association for School Libraries (CASL).

Margaret B. Scott Award of Merit: The Margaret B. Scott Award of Merit honours an individual who has made an outstanding contribution to Canadian school librarianship at the national level. Nominees do not need to be members of CASL

The Follett International Teacher Librarian of the Year Award: The Canadian Association for School Libraries honours, through this award, a school-based teacher-librarian who has made an outstanding contribution to school librarianship within Canada through planning and implementing school library programs, based on a collaborative model which integrates library and classroom programs. Nominees do not need to be members of CASL. 

Acronyms of Interest to School Library Media Personnel

Compiled by G.R. Brown

*No longer operational/combined with another group

AASL	American Association of School Librarians www.ala.org/ala/mgrps/divs/aasl/index.cfm
ALA	American Library Association www.ala.org/
ASLC	Alberta School Library Council aslc.teachers.ab.ca/Pages/Welcome.aspx
BCLA	British Columbia Library Association www.bcla.bc.ca/
BCTLA	British Columbia Teacher-Librarians' Association (of the British Columbia Teachers' Association bctf.ca/bctla/)
CACL	Canadian Association for Children's Literature (of CLA)
CASL	Canadian School Library Association www.cla.ca/AM/Template.cfm?Section=CASL2
CIC	Canadian Images Canadienè (Conferences)
CLA	Canadian Library Association www.cla.ca/AM/Template.cfm?Section=Home
CM	Canadian Materials: A Reviewing Journal of Canadian Materials for Young People www.umanitoba.ca/cm/
CSLA*	Canadian School Library Association (see CASL)
DREF	Direction des ressources éducatives françaises www.edu.gov.mb.ca/m12/biblio/index.html
IASL	International Association of School Librarianship www.iasl-online.org/
IBBY	International Board for Books for Young People www.ibby-canada.org/
ILL	Interlibrary Loan
IMC	Instructional Media Centre
IRA	International Reading Association www.reading.org/General/Default.aspx
IRU	Instructional Resources Unit (Manitoba Education) www.edu.gov.mb.ca/k12/iru/index.html
LAA	Library Association of Alberta www.laa.ca/
LwICT	Literacy with Information and Communication Technology www.edu.gov.mb.ca/k12/tech/lict
MALT	Manitoba Association of Library Technicians www.malt.mb.ca/
ManACE	Manitoba Association for Computers in Education www.manace.ca/

MASL*	Manitoba Association of School Libraries (see MSLA)
MECY*	Manitoba Education Citizenship and Youth www.edu.gov.mb.ca/k12/
MLA	Manitoba Library Association www.mla.mb.ca/
MLC	Manitoba Library Consortium
MLTA	Manitoba Library Trustees Association mla.mb.ca/mlta
MSLA	Manitoba School Library Association www.manitobaschoollibraries.com/
MSLAVA*	Manitoba School Library Audio Visual Association (see MSLA)
MYRCA	Manitoba Young Readers' Choice Award www.myrca.ca/
NBSLA	New Brunswick School Library Association
NSSLA	Nova Scotia School Library Associations
OLA	Ontario Library Association www.accessola.com/ola/bins/index.asp
OSLA	Ontario School Library Association www.osla.on.ca
PEITLA	Prince Edward Island Teacher-Librarian Association www.edu.pe.ca/peitla/about.htm
QASL	Quebec Association of School Librarians
QLA	Quebec Library Association www.abqla.qc.ca/
RCGW	Reading Council of Greater Winnipeg www.readingmanitoba.org/pdf_files/0708/RCGWAbout.pdf
SAG	Special Area Groups
SLA	Saskatchewan Library Association www.lib.sk.ca/sla/
SLAM	School Library Administrators of Manitoba
SLIC	School Libraries in Canada www.clatoolbox.ca/casl/slic/
SLiP	School Libraries Information Portal (of National Library) www.cla.ca/slip/advocacy.htm
SLJ	School Library Journal (US) www.schoollibraryjournal.com/
SSLA	Saskatchewan School Library Association www.ssla.ca/
WCLR	Winnipeg Children's Literature Roundtable home.merlin.mb.ca/~wclr/index.html