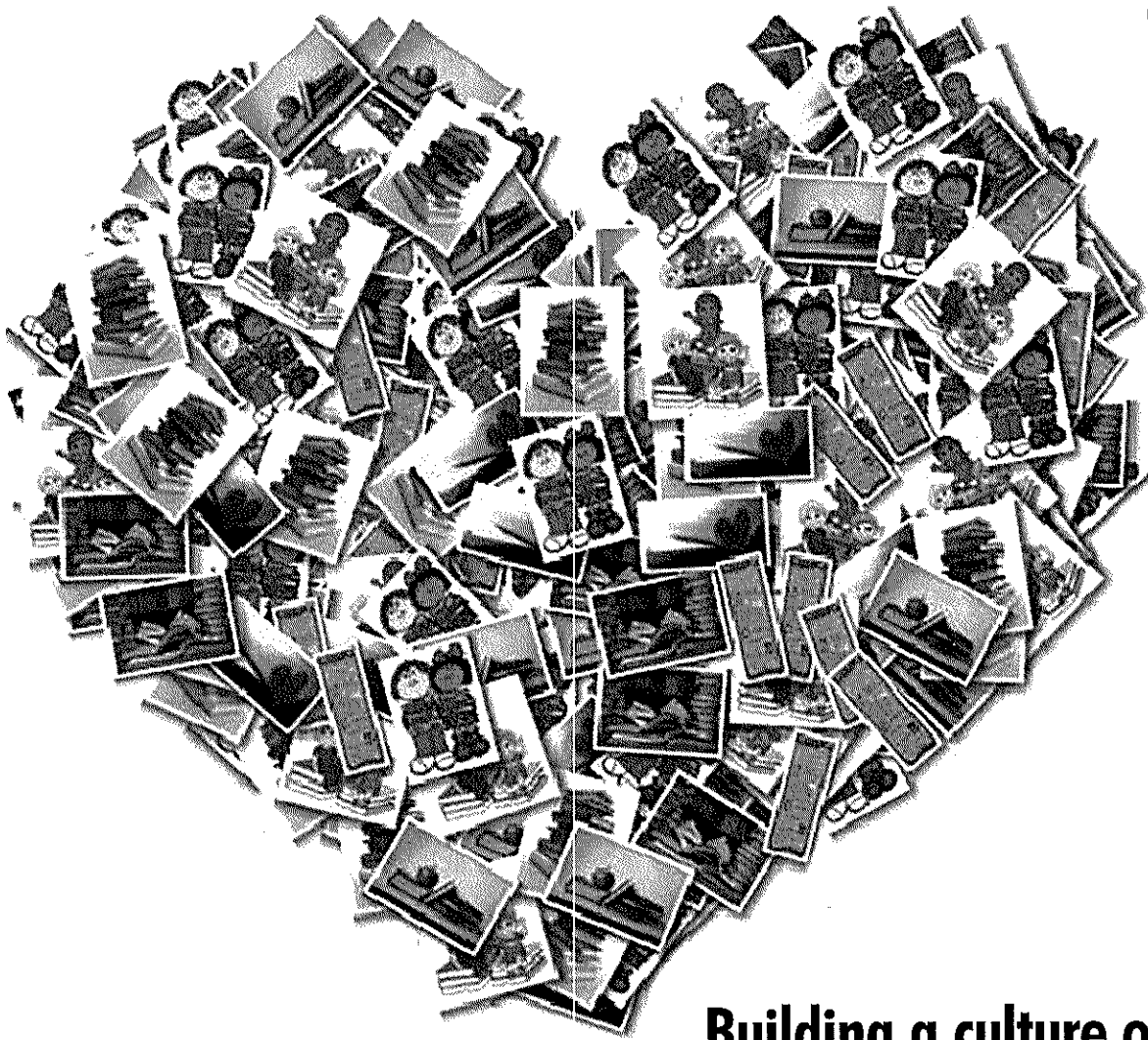


MSLA JOURNAL

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MANITOBA SCHOOL
LIBRARY ASSOCIATION



Building a culture of reading

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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 ala.org/aasl/
ALA	American Library Association www.ala.org/
ASLC	Alberta School Library Council aslc.ca/
BCLA	British Columbia Library Association 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 cla.ca
CIC	Canadian Images Canadiennes (Conferences)
CLA	Canadian Library Association cla.ca
CM	Canadian Materials: A Reviewing Journal of Canadian Materials for Young People umanitoba.ca/cm/
CSLA*	Canadian School Library Association (see CASL)
DREF	Direction des ressources éducatives françaises edu.gov.mb.ca/m12/biblio/
IASL	International Association of School Librarianship iasl-online.org/
IBBY	International Board for Books for Young People ibby-canada.org/
ILL	Interlibrary Loan
IMC	Instructional Media Centre
IRA	International Reading Association reading.org
IRU	Instructional Resources Unit (Manitoba Education) edu.gov.mb.ca/k12/iru
LAA	Library Association of Alberta laa.ca/
LwICT	Literacy with Information and Communication Technology
MALT	Manitoba Association of Library Technicians www.malt.mb.ca/

ManACE	Manitoba Association for Computing Educators www.manace.ca/
MASL*	Manitoba Association of School Libraries (see MSLA)
MECY*	Manitoba Education Citizenship and Youth: Now Manitoba Education
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
OSLA	Ontario School Library Association www.osla.on.ca
PEITLA	Prince Edward Island Teacher librarian Association
QASL	Quebec Association of School Librarians
QLA	Quebec Library Association abqla.qc.ca/
RCGW	Reading Council of Greater Winnipeg
SAGE	Special Area Groups
SLA	Saskatchewan Library Association
SLAM	School Library Administrators of Manitoba
SLIC	School Libraries in Canada 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 sites.google.com/site/wpgroundtable

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President's Report By Joyce Riddell

LET ME EXTEND A WARM WELCOME TO THE spring edition of the MSLA Journal! Enjoy the selection of articles brought together for you by our editor, Heather Eby, on the subject of *Building a Culture of Reading*.

2013 marks our 75th anniversary. The Schools' Library Section formed within the Manitoba Library Association in 1938. Library professionals began the work of bringing a library experience to schoolchildren in Manitoba. The first school library in the province opened at Robert H. Smith School in 1939 as part of a visionary experiment that grew into a movement.



As we celebrate the first 75 years of school libraries in Manitoba and as we gather to toast some of our most dynamic professionals, recipients of the MSLA Awards, I find myself wondering about the maintenance of our vision for school libraries.

Our students need to have access to a culture of reading to germinate and grow the love of reading. More than ever, they need access to instruction that helps them understand how to find and use information, so that as they enter post-secondary studies they are well equipped for the rigour required to succeed. They all need access to information that is reliable. School libraries provide these standards. We provide these essential services, born out of our vision. Whether our students are using books, or an electronic delivery system, we aim to maintain these standards. We undertake and live the vision.

I think about how many of our schools struggle to provide reading materials, library programs and access to information for their students. Equitable access to information is an enormous barrier for schools and school divisions whose finances are stretched to capacity. Something needs to be done to

help reduce the inequity. We need a "fix" to help ensure the vision for our libraries will continue for students into the future.

Students and teachers in other provinces have enjoyed access to online resources through an educational website provided by their departments of education. This powerful tool hosts a selection of digital subscriptions and online databases for all students and teachers to use. One result of this plan is that, through school library programs, students learn how to access and use information that enhances their immediate school experience. Another result is that students are better prepared for the expectations they will face in post-secondary settings.

We can build a tool that benefits every student and affects the quality of information available to all school disciplines. We can join our voices to call for Manitoba Education to co-ordinate and fund this initiative that will offer free access to a selection of digital resources and on-line databases for all Manitoba school children.

When we celebrate 75 years of school libraries in Manitoba, let us celebrate an on-going visionary experiment. Let us celebrate a movement that continues to promote information literacy and a culture of reading. Moreover, let us share in a vision that will take school libraries to 100 years and beyond.

Editor's Message By Heather Eby

WHAT DOES IT REALLY MEAN TO "BUILD A CULTURE OF READING" IN A SCHOOL OR SCHOOL LIBRARY?

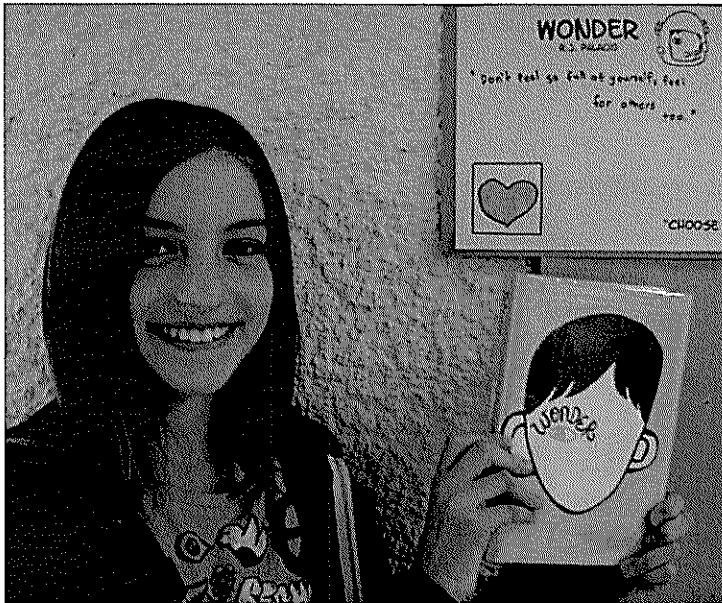
Is that not what all school librarians are trying to do all the time? Hopefully, the answer to that would be "yes"! As teacher librarians, one of our main goals is to provide an enriching environment in our libraries for readers to emerge, grow and flourish. We do this through our amazing collections, our interactions as reader advisors to our students,



through creative and inventive program ideas and most importantly by cultivating a love of reading and books within our school communities. This edition of the MSLA journal looks at the various ways that teacher librarians around Manitoba have been working to cultivate that love of library, books and reading, resulting in building their own unique culture of reading in their schools.

I am so thrilled with the contributions to the journal this spring. We have a teacher librarian promoting a reading program from Ontario that pulls in our young, emerging readers with picture books and novels. As well, we have a team of librarians working to bring eReaders into their school library to engage reluctant readers and those technology buffs out there. You will also find an article that might inspire your next "I love to read" theme and convince you of the power of social networking! Not to be forgotten, are the words of a young reader herself and the joy she found in the book, *Wonder!* Along with these great features, we share highlights of the fantastic work of the MSLA this year in their endeavour to advocate and support school libraries for both teacher librarians and students.

So, as you read through the journal, ask yourself, what can I do to improve the culture of reading in my school this month? Share your ideas on our Manitoba School Library Association Facebook page!



Wonder by R.J. Palacio

Reviewed by Ella Smith, Gr. 5 student, Linden Meadows

IF YOU WERE TO READ ONE BOOK this year, it should be *Wonder* by R.J. Palacio. I guarantee you that this book is exciting and fun to read because it is unlike any other book you've ever read!

Our class read the book together as a part of our ELA curriculum. The first thing that really catches your eye when you first see the book, is the cover. It is unique and stands out amongst other books. The picture that is put on the front is very intriguing and gives you just enough information about the book without giving too much of it away. If you were looking for the book, you probably wouldn't have much trouble finding it. But the most important part of the book is what is written inside.

The book is about a boy named August with a facial deformity, who goes to school for the first time in his life. At school, Au-

gust experiences the joy in having friends and valuable lessons in life. People soon realize how special August really is. In the end August turns out to be the most spectacular boy and really makes a difference in the whole school.

The main characters in the story are: August – the lover of Star wars, Via – August's caring older sister, Miranda – Via's best friend, Charlotte – a kind and friendly classmate, Jack – August's best friend, Summer – August's intelligent friend, and August's parents – the proud supporters of August.

I was so into it, that whenever our teacher had to stop reading, our class was begging for her to read more because she would always stop at a suspenseful part in the book.

My favourite part in the book is when recognition goes to someone who deserves it. My favourite

character in the story was Summer because without her, the book wouldn't be the same. My least favourite character is Julian because he bullies August and picks on him a lot and I didn't like that because no one deserves to be bullied.

R.J. Palacio split the book into different parts. What the author did was that each section of the book was from a different perspective of each character in the story. It really made the story more interesting when R.J. Palacio let you explore each character's personality and their point of view.

Throughout the story, our class did many projects that were based on *Wonder*. We made poems, word splashes, writing assignments and much more! I enjoyed making the poems because if you put a lot of work into it, it really looked awesome up on the bulletin board! Our class was so crazy about *Wonder* that we even started our own *Wonder* campaign. We wrote all kinds of precepts and later we put them up all around the school for everyone to see. The precepts are great because they teach kids lessons, just like the book *Wonder* did. It was a big success!

Wonder really deserves a lot of attention and honour because it truly is a really awesome book to read! If you rated it on a scale one to ten, it would always be at the top of the list! It is a fantastic book that everyone should read because it teaches a valuable lesson that everyone should value. So go out and read the book soon! Make a difference just like August did.

BOOK TALK



The School Library: A Perfect Environment for EAL Learners

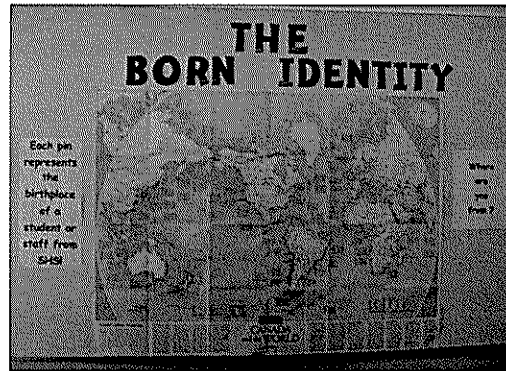
By Cathy Bilyk, Teacher librarian/EAL at Shaftesbury Highschool

IN THE PAST DECADE, MANITOBA HAS welcomed over 100,000 newcomers to the province through a successful immigration initiative program. The last four years has seen the greatest increase in this program with over 60,000 people immigrating to Manitoba since 2009. This number does not include temporary skilled workers or international students, who annually relocate to Manitoba for work and educational purposes. In 2011 alone, Manitoba registered 1,772 International Students and 3,222 temporary foreign workers. Of the 60,000 new immigrants, approximately 20,000 are between the ages of 0-24 years, placing the majority of these second language learners under the purview of the Manitoba Public School System. (immigratemanitoba.com)

It is the responsibility of every school to respond to the needs of their changing clientele and many schools in the province have already created programs to address the needs of their EAL population. These programs have become integral to their school plan. Other schools are only beginning to see the tipping point in the influx of students who require EAL support and are responding by creating systemic interventions.

EAL students are as diverse as any other student in the school system. Some have learning difficulties, gaps in their education, social /emotional concerns and motivational issues. Coupled with second language acquisition and the inherent cultural differences, addressing the needs of the EAL learner is a complex task. Although there is no such thing as a "typical" EAL student, there are definitive stages of language acquisition and a common understanding of the basic needs of any student who enters our school system. It is with these in mind, that you can begin to build a comprehensive support system.

The Manitoba Department of Education and Literacy, although still in its drafting stage, has provided an excellent framework in which to build a continuum of services for EAL students. This framework pro-

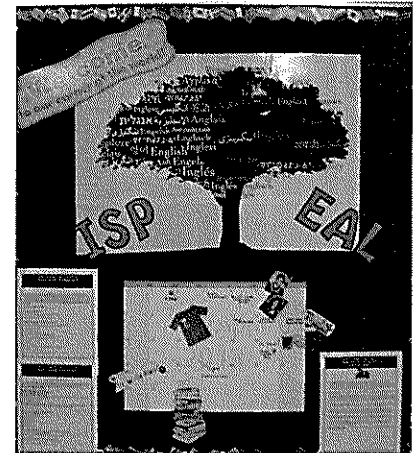


vides the stages of language development, adaptive strategies for the delivery of curricula and rubrics for authentic assessment.

To successfully create an inclusive, comprehensive and enduring program in any system, there needs to be a team approach. The needs of the EAL learner provide an excellent opportunity to extend and deepen the partnership between the teacher librarian and her or his colleagues. The teacher librarian can play a natural role in providing support and leadership in responding to the needs of both staff and students with regards to the EAL learner.

I have worked for many years as a literacy support teacher, which also included International Students and EAL learners. In the past several years, my literacy support merged with the role of teacher librarian. This has proven to be a very organic and natural fusion of two important support roles. Two years ago, I transferred to a different school as a High School teacher librarian and EAL teacher.

As with any teacher librarian, it is imperative to do an assessment of the school in order to direct their services in a responsive and targeted approach to the needs of the school community. It became obvious that there was a need to expand services and supports for the increasing numbers of EAL learners to the school. Not only was the school welcoming a larger number of ISP students, there was also an increase of recent landed immigrants entering the school system at a much older age.



Late entry students can be challenging because there is the expectation on their part to graduate in a timely fashion so they can go to university. As stated before, language acquisition follows stages of development and it is difficult to expedite these stages as they connect to natural brain development and do not correlate to intelligence, educational background or even hard work. It is a process that can take up to twelve years. Therefore, there was a whole educational piece that had to be addressed in order to shift the preconceived beliefs of the EAL students.

The school had already created a "Welcome Center" for newcomers to Canada. Stage 1 and 2 students were required to attend this class before assimilating into the general population. Fortunately, the newcomer class was located in a library seminar room, which helped facilitate a familiarity and connectedness to the library. The library was a perfect environment for the students to gravitate to and to feel welcomed and comfortable. The library became the hub.

Over the past two years, the school continues to evolve and respond to both the needs of the EAL students and the staff. Here is a snapshot of the evolution process the school has experienced as it creates academic, cultural and social emotional support systems for English Language Learners.



Create a Welcoming Environment

Belief: Everyone wants to feel connected and have a sense of belonging.

- Learn to say hello in a variety of languages.
- Post welcome signs in a variety of languages.
- Encourage students to keep their birth name so as not to lose their identity.
- Partner them up with another student.
- Create a welcome package that includes a map of the school with their classes highlighted, pictures and names of their teachers, translated rules and expectations of the school, bus routes, a school T shirt, pens etc. There are a myriad of possibilities.
- Take the student on a tour of the school. Introduce them to their teachers.
- Create a video in a variety of languages that introduces newcomers to the school with some insider info on how to be successful.
- Make a bulletin board with a map and encourage students to indicate where they were born by sticking a pin into the map. (we have over thirty countries represented on our map)
- Create a timetable of events for the EAL and ISP students. Post the daily announcements, highlighting important information. This can also include holidays and special events for each month. Be sure to include the holidays and celebrations of all cultures.
- Celebrate holidays. Have a “Christmas morning” breakfast in the library complete with Christmas tree, pancakes, sausages and even stockings for students with swag from the school. Don’t forget about Easter, Halloween, St. Patrick’s Day, Chinese New Year’s, Spring Festival, Diwali etcetera, etcetera. Heck, just celebrate and have fun.
- Have games available for lunch time activities. Make hot chocolate with marshmallows.
- Introduce them to clubs and sports teams that they can join. Get them involved in the school.
- Illicit the support of Student Council.

Collaborate, Collaborate, Collaborate

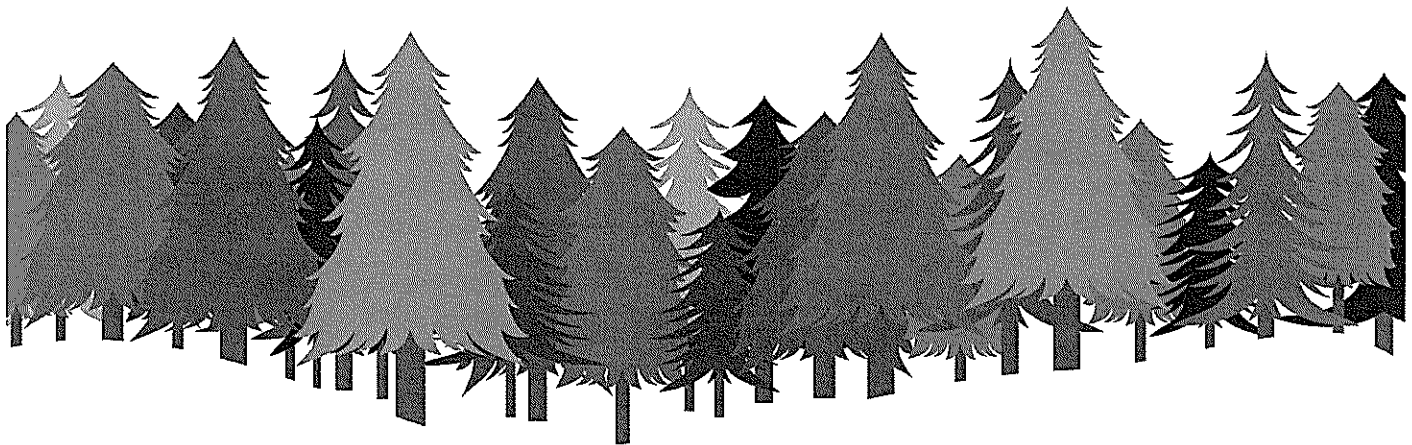
Belief: It takes a village. For a system of support to be successful, everyone in the school needs to invest. This is an evolutionary process in which you build allies and continue to grow and strengthen.

- Visit other schools and divisions to learn and share from their expertise. There are amazing school programs and initiatives in Winnipeg.
- Ask for support from the experts in your division. The Language Co-ordinator in Pembina Trails has been a great support for the schools and has been instrumental in providing invaluable in-service while introducing a computerized language acquisition program.
- Team with the staff in the Student Support Services of your school. This is a powerful connection as they have access to timetables, student records and can be the co-ordinator and go-to person for the staff for EAL students.
- Team teach. A collaboration with an experienced and excellent ELA teacher in the school who had 12 EAL students in a regular ELA class, resulted in the creation of four ELA E classes the following year.
- Provide parent information evenings.
- Be familiar with assessment tools for EAL students. Create an intake process for every new student to ascertain language stage and share the information with Student Support Services.
- Collaborate with the subject area leaders on how to assess students in various stages of language.
- Create opportunities to collaborate by applying for divisional funding for professional learning groups in areas of discussion, delivery of curricula, adaptations, assessment, and academic language.
- Share information with staff at staff meetings. For example, Manitoba EAL curriculum, Stages of Language, cultural beliefs etc. This is also an opportunity to advocate for understanding and empathy.
- Advertise in-service opportunities.

Resources

Belief: The school library should represent the needs of all students.

- Ensure that there are levelled books in the library for all students.
- Have books on tape, ebooks, tumblebooks, etc.
- Extend the library resources to the parents of these EAL students.
- Be familiar with the curricula at all grade levels to ensure that there are alternative texts and resources for the students.
- Compile a list of alternative resources for teachers related to their subject area.
- Provide information classes for new students to introduce them to the resources the library has to offer and how they can access them at home.
- Equip the library with picture dictionaries and dual language dictionaries.



Invite the Forest of Reading into Your Library!

By Vivianne Fogarty

IF YOU'VE EVER SEEN A HERD OF AVID READERS RUNNING TO THE library on a Friday afternoon for a chance to get some books for the weekend, you know you're on the right track with something! This is exactly what happened when I announced over the PA that I had some Silver Birch books left, that would love to be read over the weekend. As I walked into the library, about 40 Gr. 3 and 4 students were waiting anxiously at the circulation desk for those Silver Birch books.

Since 1994, the Ontario Library Association has been growing its reading program now called **The Forest of Reading**. It originally started with the Silver Birch reading program for grades 4 – 6, but has now grown to accommodate all ages and all types of reading. The different tree awards include the Blue Spruce, Silver Birch, Red Maple, White Pine, Evergreen, Golden Oak and two French awards – Le Prix Peuplier and Le Tamarac. For most of the awards you need to read five books to vote, with the exception of the Blue Spruce where you read or hear all ten books.

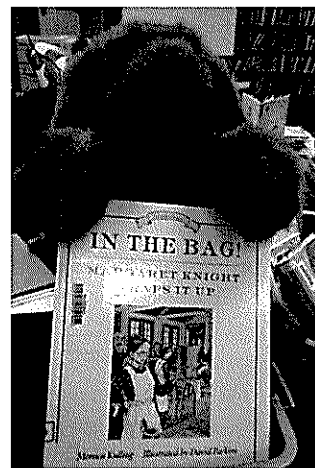
Over the years, we have all loved and enjoyed the MYRCA books for our grades five to eight students. Somehow I always felt that we weren't meeting the needs of our younger students in Kindergarten to Grade 4. As I attended the OLA Super conference in Toronto, I was always amazed how pervasive the **OLA Forest of Reading** presence was everywhere. The OLA bookstore was full of those great Canadian books that I would take home. I used to

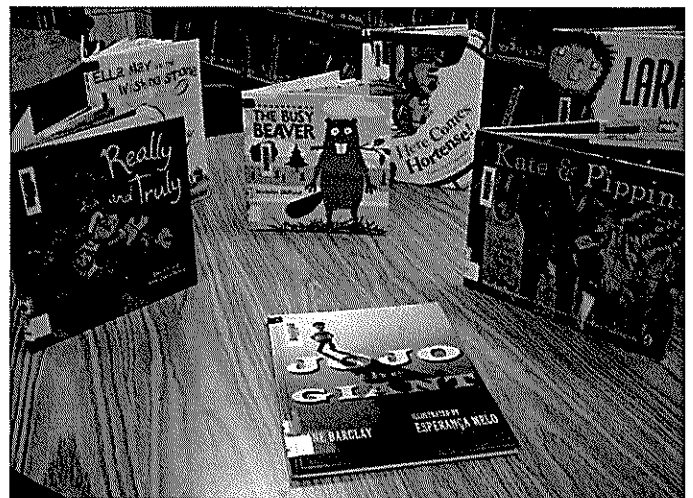
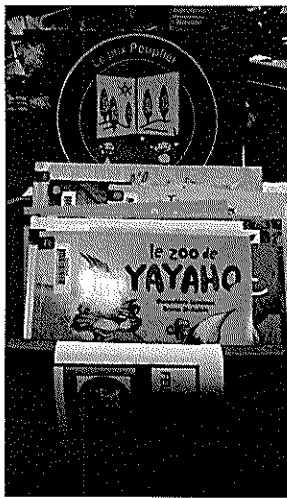
think it would be great to participate in those reading programs and go to those big author and reader celebrations. "Oh well, it's too bad I don't live in Ontario", I'd tell myself grudgingly.

Well, this year, I thought I'd check out their website more thoroughly and voilà – I discovered that other provinces could participate in these reading programs. Every province and territory was listed in the registration section. Luckily, our administration and staff were keen to help promote these books to our students. If there's something our school is keen about, it's having kids read. Having good quality Canadian literature to support our literacy goals made it even easier!

As a Kindergarten to Grade 6 school, the best fit for us were the Blue Spruce Award books (K – Gr. 2) and the Silver Birch – Express (Gr. 3–4 and EAL), Fiction and Non-Fiction (Gr. 5 – 6) books. This year, they also have a set of French picture books called Le Prix Peuplier. By chance, it turned out that we had had an author/illustrator team visit our grade one classes in the fall during the Thin Air Winnipeg International Writers' festival. This coincided with one of the Blue Spruce books, *Here Comes Hortense*. Georgia Graham (illustrator) and Heather Hart-Sussman had read to us and shown us how their picture book was born and developed. We even have some of Georgia Graham's beautiful artwork in our library.

Although we started our program somewhat late in the year and





well into March, we are having great success in circulating the books. Our younger students are very keen and feel great that they will get to vote like the older students doing MYRCA. Upon registration and payment, users have access to password protected sites with loads of resources and activities related to the books. Examples include vocabulary support, crosswords, drama activities, word searches and response journals or scrapbooks in varying formats allowing drawing and writing responses. A teacher's differentiated instruction dream come true!

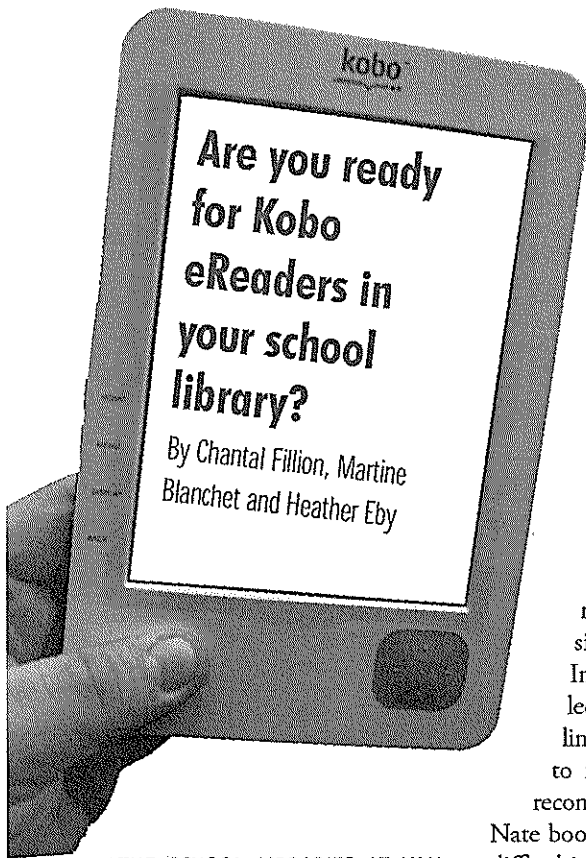
Students need to read or listen to 5 or 10 books in a single category to vote, depending on the category. Avid and voracious readers are being encouraged to read the books in more than one category. Although most of the French books will be somewhat difficult for students in Basic French, the French teacher and I will be reading them to some of our students. We may even pair up with a French immersion school to do some paired reading and conversations about the books.

According to the Ontario Library Association, there are only ten schools doing this program outside of Ontario. We are the only

school officially doing the program in Manitoba. Once you register for each program for a cost of about \$30, you have access to all the great password protected sites with all the resources. We did purchase our books from S&B and paid for our programs through the Manitoba Textbook Bureau. The actual registration of the programs however should be done online. Customer service and support from OLA has been prompt and efficient.

Overall, our students and staff are all quite thrilled with the program. One of our great Manitoba authors and former Chancellor School teacher, Larry Verstraete has his book *Case Files* in the Silver Birch non-fiction category. We are all anxious to vote at the end of April. The official voting day is April 22nd, but all votes need to be in to OLA by April 30th. The greatest thing about the Forest of Reading is that there is **something there for everyone – all ages, all reading levels, and all types of reading**. One recommendation would be to include more graphic novels. There is one in the Silver Birch, and I had 25 requests for that one before spring break.

Consider participating in the OLA Forest of Reading next year. I think you will enjoy the trees growing in your library!



THE SCHOOL LIBRARIES AT VAN Walleghem and Ecole Dieppe

have embraced the 21st century reader and continued to build their readership in their schools with Kobo eReaders. If you walk around a middle years classroom or library today, students are not just reading from the printed book anymore. Today's generation of readers have embraced their love of technology and the ease of downloading the latest book from their favorite series on an eReader, making it challenging for school libraries to keep up with the demands of our avid readers! However, eReaders do more than just provide the newest books; they often pull in that reluctant reader as they relish the opportunity to get their hands on the latest technological device.

Chantal Fillion, the school librarian at VanWalleghem and Martine Blanchet, the school librarian at Ecole Dieppe have been instrumental in the set up and implementation of the Kobo eReaders in their school

libraries. They have provided a list of tips to help anyone interested in taking on this endeavour in their school.

How to set up and implement a Kobo eReader into a School Library.

1. Create and account on the Kobo.com website. It is recommended to set-up a gmail generic account for your school. You can use your school address for the account. Make sure the username and password or not associated to you in any way. Ex: vwlibrary@gmail.com

2. In Kobo.com you can make purchases directly from the site or by browsing the Chapters/Indigo website. When making selections from Chapters/Indigo on line you will be redirected to Kobo to finalize the purchases. Kobo has recommended not to purchase Big Nate books at this time as they are having difficulties with them on the devices.

3. Please note that if you use a credit card of any kind to make purchases for your Kobo, that information stays active on the Kobo. Instead, it is recommended to purchase a gift card through Kobo.com (egift).

4. If you are using a Chapters/Indigo Gift card, Kobo.com will not allow you to use the remainder of a gift card towards another purchase. Ex- \$10 gift card, ebook purchased is \$8.49. In order to use the remainder of that card; you must merge it with another card. (online or at a Chapters/Indigo Book Story)

5. Once you have purchased an ebook a blue box will appear that asks if you want to "Download as an Adobe DRM Epub. Click on this box. At the bottom of your screen,

you will be asked to open, save or download. Click Save. (Repeat this process for all the ebooks you download.)

6. Now it is time to Download Adobe Digital Editions. Go to the following website:

www.adobe.com/products/digitaleditions/

- a) You will need to create an account on Adobe but you can use the same email you created for Kobo to set this up.

- b) Once the account is created and the program is saved you are ready to set-up your Kobo readers.

7. Plug the Kobo into your computer.

8. Before loading any eBooks the Kobo will need to be charged. It will say; "Connected and charging." It may take a couple hours to charge the Kobo the first time.

9. Once the Kobo is fully charged it will need to be set-up. Leave the Kobo plugged into the computer. Go to www.kobosetup.com. You can also open the Kobo icon on your desktop; it was created when you created an account on Kobo.com.

10. A window will appear. Click on "Get Started".

11. It will sync your Kobo in 4 steps. You can skip the Facebook portion at the end.

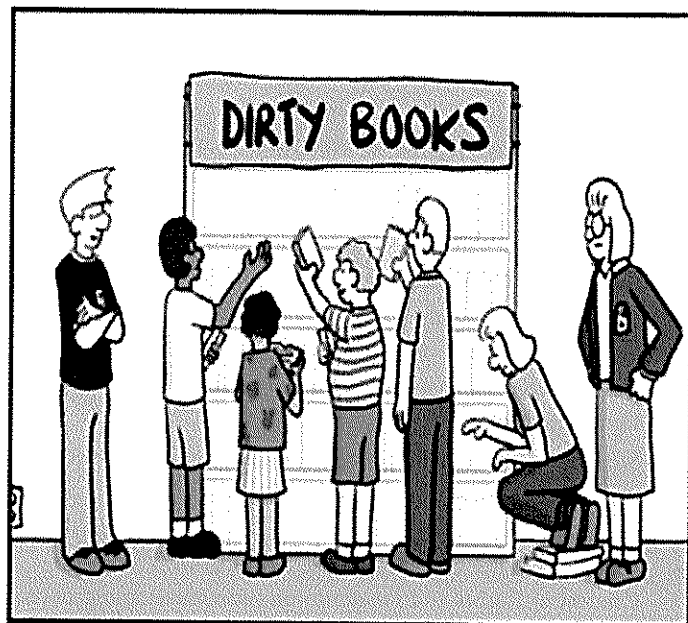
12. Disconnect the Kobo. It will indicate that it is Updating. At this

point it is loading ALL the books you have purchased onto the device.

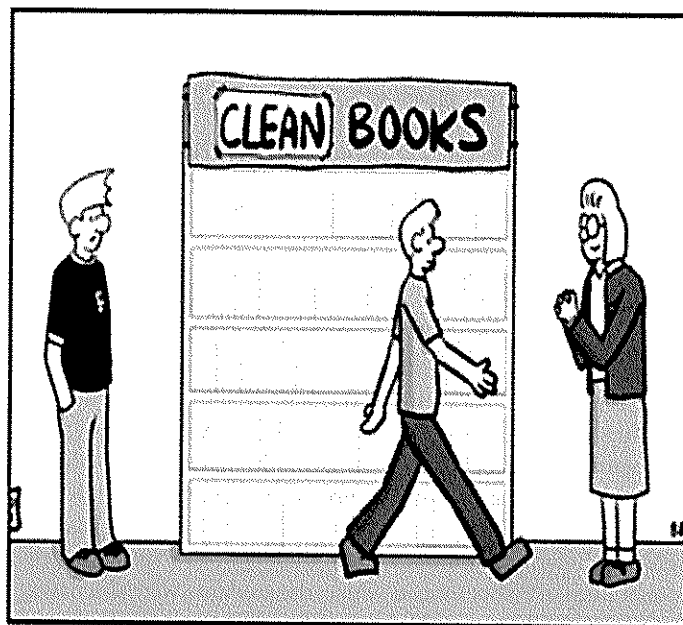
13. Once this is done, disconnect your Kobo. You will need to manually delete any purchased books that you do not want on that particular device. For example, we deleted Hunger Games on our Grade 2 and 3 Kobo.

14. You are now ready to circulate the device! Remember to have students get a permission form signed prior to signing this device out of the Library.

If you walk around a middle years classroom or library today, students are not just reading from the printed book anymore.



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YOU CAN'T! READ THAT!

By Jo-Anne Gibson, Teacher-Librarian, Acadia Jr. High School

LOOKING FOR A SURE-FIRE WAY TO GET YOUR YOUNG ADULT STUDENTS to read and teach them a valuable lesson in democracy at the same time? Just try telling them they can't read something and see what happens! Essentially, that is the premise of my all-time favourite grade 9 unit that I can't wait to teach every year. I take the concept of reverse psychology and use it to entice students into the nebulous world of banned, challenged and censored books and reading. It's the unit that gets most students reading and talking about a right we often take for granted in our Canadian society – our right to intellectual freedom.

When teaching this unit, I have five primary assumptions:

- 1) Engaging the minds of young readers today is no different than engaging the minds of young readers in the past; provide them with compelling stories that speak to them and capture their imaginations and they will read.
- 2) Getting past all the technology and mass media hype that young adults enjoy so much and get them to read, although difficult, isn't impossible; it just takes a few compelling ideas to draw students into reading.

- 3) Those students who "hate reading" or find reading "boring" just haven't found the right book yet.
- 4) Discussing the issues behind books that have been or are continuing to be challenged, censored or banned, and making at least some of these books available in a school or public library, are two ways of drawing students into the world of reading and engaging them as readers.
- 5) Students in a democracy like Canada need to understand the basic tenets of intellectual freedom as enshrined in the Canadian Charter of Rights and Freedoms; one day, it will be up to them to uphold these rights and pass them on to future generations.

So how can the issues behind books that have been or are continuing to be challenged, censored or banned be used to encourage students to read and help them change their perceptions of themselves as readers and at the same time, lead them to an understanding of the concept of intellectual freedom? To answer this question, I need to take you back to a time in my life where a near perfect storm of events led me to develop this unit.

It all began with a simple quote by an American journalist, Edward P. Morgan, which I had come across in a blog post, "A book is the only place in which you can examine a fragile thought without breaking it, or explore an explosive idea without fear it will go off in your face. It is one of the few havens remaining where a man's mind can get both provocation and privacy." www.talkbusiness-withhoward.com/business/the-benefits-of-reading/

Shortly thereafter, I received in the mail a poster created by the Book and Periodical Council of Canada which sponsors various Freedom to Read projects in Canada. Perhaps it was just a co-



My students...crave books that speak to them about new and challenging life experiences; these are the books that tell powerful stories...often from unfamiliar points of view.

incidence, but around this time, I was taking a teacher-librarian course at the University of Alberta and we just happened to be discussing the Canadian Library Association's Code of Ethics and Statement on Intellectual Freedom. During this same period, I was also involved with helping our school division draft guidelines for Reconsideration of Resources and Challenged Materials and I was collaborating with one of our grade 9 Social Studies teachers on a human rights unit in which the students were discussing the Canadian Charter of Rights and Freedoms and the Universal Declaration of Human Rights.

Lots of strong messages here but were all of these seemingly unrelated ideas and events actually related? At first, I didn't see a relationship between them but as the daily challenge of finding books for students that would get them excited about reading continued in my library, gradually, I began to see them in a whole new light. What were the books that got my students hooked on reading? What were the books that got me thoroughly hooked as a reader?

Sure enough, when I started checking on certain books in my library that students were eager to read, many of them had been challenged, censored or banned at one time in history. My students, like me, crave books that speak to them about new and challenging life experiences; these are the books that tell powerful stories using bold language and imagery and are often from unfamiliar points of view. They are precisely those books that some adults would not permit others to read. Finally, I had found the link I was looking for and I couldn't wait to start developing a unit that my students would not soon forget.

My Freedom to Read Unit includes two "big ideas:"

- 1) Everyone should have the freedom to read the books or any other forms of written expression that they want.
- 2) No one has the right to tell another person what they can or can't read.

By the end of the unit, students should be able to answer the following questions:

- 1) What is the difference between a challenged book, a censored book and a banned book?
- 2) What does the term "intellectual freedom" mean and whose job is it to protect it in a democratic society?
- 3) What document in Canada protects a citizen's right to intellectual freedom? What "world" document outlines this similar right?

- 4) Who should decide what you read?
- 5) What book from this unit do you want to read next?

These questions coincide with the following Grade 9 ELA and Social Studies outcomes:

ELA

- » 1.1.2 Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints
- » 1.2.2 Review and refine personal viewpoints through reflection, feedback and self-assessment
- » 1.2.4 Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding
- » 5.2.1 Recognize that differing perspectives and unique reactions enrich understanding
- » 5.1.1 Recognize the importance of affective communication in working with others

Social Studies

- » 9-KC-002 Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups
- » 9-KP-043 Give examples of diverse approaches to conflict resolution
- » 0-KP-014 Value non-violent resolutions to conflicts
- » 9-KP-021 Describe ways in which identity, diversity and culture are protected in Canada
- » 9-KP-004 Be willing to consider diverse social and cultural perspectives
- » 9-VC-002 Value their democratic responsibilities and rights
- » 9-VP-011 Identify ways in which democratic ideals have shaped contemporary Canadian society
- » 9-VP-001 Appreciate democratic ideals in Canadian society

I chose to develop this unit for my grade 9 students, in particular, because in my many years of teaching students at the junior high level, I have observed that this age group is ready and eager to tackle controversial issues. For some, this might be the first time that they have been faced with controversial issues and it is my belief, which is backed by my school division's policy that students need to be exposed to issues with varying viewpoints and that as librarians we need to purchase resources from a variety of perspectives, that our students need to learn how to deal with differences of opinion in a democracy. Students at this age love to think that they're taking part in "risky" activities and yet they are also keen to learn about and uphold the basic values of the society in which they live. It's no mistake that in Manitoba, these topics are embedded throughout the Grade 9 Social Studies curriculum.

On day one of the unit, I play a guessing game with my students. They are asked to identify, as a class, the common element (no, not that they all have authors, titles, words, cover, etc.) between all the books that I have in a box (approximately 25). The box contains books from my library that have all been challenged or censored at some point in time. It includes such books as *Harry Potter and the Philosopher's Stone*, *The Perks of Being a Wallflower*, *Forever*, *The Face on the Milk Carton*, *Go Ask Alice*, *The Absolutely True Diary*



FREEDOM TO READ WEEK



of a *Part-time Indian*, *James and the Giant Peach*, *Who is Frances Rain?*, *The Giver*, *The Outsiders*, *Of Mice and Men*, *The Bible*, *The Chocolate War*, *Lord of the Flies*, *In the Heat of the Night*, *A Light in the Attic*, *Scary Stories in the Dark*, *Bridge to Terabithia*, *The Golden Compass*, *Twilight*, and *Fallen Angels*.

Rarely does anyone guess the common element between the books so next I direct the students' attention to a selection of picture books that have also been challenged. I divide the students into groups of three or four and they read picture books such as *Mummy Laid an Egg*, *Asha's Mums*, *Guess What*, *Who's in Maxine's Tree*, *Dadda Poppa and Me*, *Momma Mommy and Me*, *Daddy's Roommate*, *And Tango Makes Three*, *King and King*, *The Dirty Cowboy*, *Uncle Bobby's Wedding*, and *In Our Mother's House*. The students are asked to link the picture books they have read to the books in the box. Similar to the first guessing game, rarely do the students figure out the connection and once the time is up, I have great fun revealing the common element. Once the connection is revealed, the students can't wait to know why each picture book or book in the box was challenged or censored so we take some talking about each book. This usually takes an entire class period.

In the next lesson, we begin to discuss the definitions, ideas and history behind books being banned, censored or challenged. For this part of the lesson, I suggest you purchase a book called, *You Can't Read This! Why Books Get Banned* by Pamela Dell which contains a brief examination of book banning and gives a context to many of the books we examined in the first lesson. It is at this point that I introduce the concept of intellectual freedom to my students and show them how it is linked to The Canadian Charter of Rights and Freedoms, The Universal Declaration of Human Rights and the Canadian Library Association's Position Statement on Code of Ethics.

From there, we discuss what happens when books are challenged in schools and libraries. We examine our school division's policies on teaching controversial issues, purchasing materials for schools and guidelines for reconsideration of resources. This part of the discussion comes alive for the students as I have three books, from three local area schools, that show my students first hand, how prevalent book challenges are in schools. One of the books has a page about same sex families removed (Todd Parr's, *The Family*

Book); another is a book that has the "offending parts" underlined (*Hauntings: Ghosts and Ghouls from Around the World* by Margaret Hodges); and the third book is Maurice Sendak's, *In the Night Kitchen* in which someone has drawn underwear on the boy in the book who appears naked in some of the pictures.

The third lesson of the unit is my favourite lesson all year. It has students participating in mock, online library board meetings in which each board has to decide whether a picture book that has been challenged in their school library should stay on their shelves or be removed. Students are broken into five different boards, all with different book challenges. The students are divided in such a way that ensures that they do not know who is on their board. Unfortunately, the board members are too busy to meet face-to-face so they have to use a real-time sharing tool called Primary Pad to hold their meetings. (Note: I use Primary Pad for this discussion so that all members of the group have an equal say into whether their book goes or stays). There is no talking allowed in the class once the board meeting has begun. By the end of the twenty minute time limit, every board has to have made a decision and be ready to discuss their reasons why they came to that decision. I am always truly amazed by the amount and quality of these online discussions. The students are incredibly thoughtful when making their decisions given all they have learned about censorship and intellectual freedom from previous lessons.

In the last class of the unit, the students complete a self-evaluation to see whether their thinking about book banning has changed as a result of the unit. In all cases, students are quite moved by the topic and are genuinely shocked that so many book challenges have occurred and are still occurring today. I also find that my students complete the unit with a sense of wanting to uphold the principles of intellectual freedom. In every class, there is always one student who makes the statement, "Couldn't every book in our library be challenged?" Yup, they got the point loud and clear! After their reflections, the students get to choose which challenged book from the box of books I first showed them that they would like to read. By that point, they can't wait to start reading, and best of all, once they've read one great book, it doesn't take much to keep them reading another....

You may be interested to know that according to YALSA, "54%



of all challenges to books have been initiated by parents, and nearly 70% have been in schools.” yalsa.ala.org/thehub/2012/10/01/the-next-big-thing-in-banned-books

Although the number of challenges has declined in the past ten years, the number of challenges in the U.S. is over 400 per year. Yalsa reports that the top five most prevalent reasons for challenges, in descending order are: sexually explicit material, offensive language, books unsuited to age group, “other,” and excessive violence.

In Canada, the CLA Advisory Committee on Intellectual Freedom reported that 101 challenges were made in 2011, 93 to materials and 8 to library policies. The authors of this report, Donna Bowman and Alvin M. Schrader (2012, p. 5), also remind us that the American Library Association has found that for every challenge reported, it is estimated that four or five challenges go unreported. Consider this: “A book with a controversial reputation tends to be quietly dropped from reading lists and curricula. This interference can be most insidious—quiet acquiescence to the kind of scare tactics that would-be censors know how to employ... Censorship studies usually show that most library challenges go

unreported and undocumented.” freedomtoread.ca/censorship-in-canada/challenged-works

As an educator, librarian and Canadian citizen, I believe that it is my duty to give my students the knowledge and power to speak up when their right to intellectual freedom is compromised. Not just in reading, but in all forms of human expression, we need to give them the knowledge and tools to speak out when their basic democratic rights are being challenged. After all, it will be up to them to one day to carry on our Canadian democratic ideals.

This unit has been designed to both stimulate the conversation about our basic rights as Canadians in regard to intellectual freedom and to introduce students to some great books to stimulate their interest in reading. For a full description and resource list for my Freedom to Read Unit including my school division’s Resources Selection Policies, Teaching Controversial/Sensitive Issues Policies, Guidelines for Reconsideration of Resources and Challenged Materials Suggested Procedure, go to the Acadia Library Learning Commons website at: acadialibrary.pbworks.com/w/page/1282353/Grade%209%20Links

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Exploring Human Libraries at the MSLA LIT Forum 2013

By Heather Eby

ON FEBRUARY 26, THE ST. BONIFACE

Public library was host to our Manitoba School Library Association’s annual LIT Forum. This year, the forum was centered around the latest trend in libraries, exploring the “human experience” as book! With 15 people in attendance, we were all inspired and motivated by the presentations on human libraries. Kathleen Williams from the Winnipeg Public Library shared her reflections on their recent project at the Millenium library showcasing a human library. She went through the organizational aspects, the struggles and of course the successes! Charlotte Duggan (the teacher librarian from Glenlawn Collegiate) also presented the process of put-



ting together a human library with high-school students. The students at Glenlawn took out “human books” that shared their aboriginal heritage, aligning with the gr.11 history curriculum outcomes. The success of Glenlawn’s Human Library experience was both inspiring and heart-wrenching.

To truly understand the human library experience, the participants at the forum were able to “take out” 4 human books that evening. In the short time allotted, most of us were able to converse with at least 2 of our volunteers who shared their unique stories. Many thanks to Val, Ken, Doris and Monique for taking the time to be our “books” for the evening and open up themselves to the group.

In the words of a participant, Jeff Anderson, “The human library experience was both poignant and touching. I felt changed.”

For more information regarding human libraries, check out our MSLA fall journal online with Charlotte’s in-depth article!



"I Love to Read" month provides some "Food For Thought"

Liz Loewen, RETSD

'I LOVE TO READ' IS A GREAT TIME TO SHOWCASE THE LIBRARY! Planning fun activities can be time consuming to say the least. Every teacher librarian is busy planning weeks before the big event. We form committees, delegate, anticipate and then cross our fingers and hope that it all goes off as planned!



This year, quite by accident and through a little social networking I had the chance to build a great theme with my fellow teacher librarian, Heather Eby. I work in River East Transcona School Division, and Heather is in Pembina Trails. Our paths cross often, but we are miles apart.

Heather mentioned that she is planning a food-themed I Love to Read/Write. Through Facebook, Twitter and Pinterest we communicated and planned bulletin board ideas, menus, celebrity readers, bookmarks, games, activities, and more! We did everything from reading in our Book Bistro under muted lights and jazzy music to guessing books related to specific foods in the stories. No child was left hungry for books after a month in our schools!

For the unit plan and more pictures go to: msloewen.wikispaces.com/I+Love+To+Read

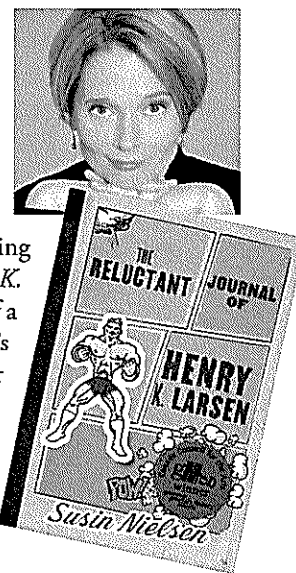
Or check out the line up of activities at www.slideshare.net/heby/reading-is-mmm-good

GG Award Winner Praises Teachers and Libraries

By Jo-Anne Gibson, Teacher-Librarian, Acadia Jr. High School

IN HER ACCEPTANCE SPEECH FOR THE 2012 GOVERNOR GENERAL'S Award for Children's Text, author Susin Nielsen recalls her fond memories of the neighbourhood Bookmobile and visits to her school library. She tells of her best find, a provocative novel for a girl in grade 6, *Go Ask Alice* by "Anonymous." This book provided wonderful reading material until "an observant adult discovered the content and it mysteriously disappeared."

Now, as an adult whose books are found on the shelves of public and school libraries throughout the world (her novels have been translated into many different languages), Ms. Nielsen acknowledged the efforts of Canadian teachers and librarians who were responsible for instilling the love of reading in herself and who continue to instill this same love of reading in young readers today.



Susin Nielsen's latest award-winning novel, *The Reluctant Journal of Henry K. Larsen*, tells the heart-wrenching story of a boy whose life is shattered when Henry's older brother shoots his bully tormentor at his local high school and then turns the gun on himself. At this year's Manitoba Young Readers Choice Award ceremony where, after receiving her second readers' choice award for her second young adult novel, *Dear George Clooney, Please Marry My Mom*, Ms. Nielsen

revealed to an enraptured audience that she got the idea for writing her latest book after reading about other similar incidents of violence in schools and thinking about what it would be like to be the sibling of someone who has committed such a heinous crime.

Readers of Ms. Nielsen's previous works will recognize the reappearance of Ambrose and his tormentors from her first widely acclaimed novel, *Word Nerd*. In a writing style that Susin's young audiences have come to expect, Ms. Nielsen takes a troubling topic like bullying and writes it in a way that young readers can relate. Writes the Governor General's committee in their citation of the award, *The Reluctant Journal of Henry K. Larsen* is "Thought-provoking and relevant, it addresses the effects of bullying in a realistic, compelling and compassionate way. Henry's journey is moving and weirdly, wildly funny."

As are all Susin Nielsen's novels, *The Reluctant Journal of Henry K. Larsen* is a must read for all middle school readers. She is currently writing her fourth novel for young readers.



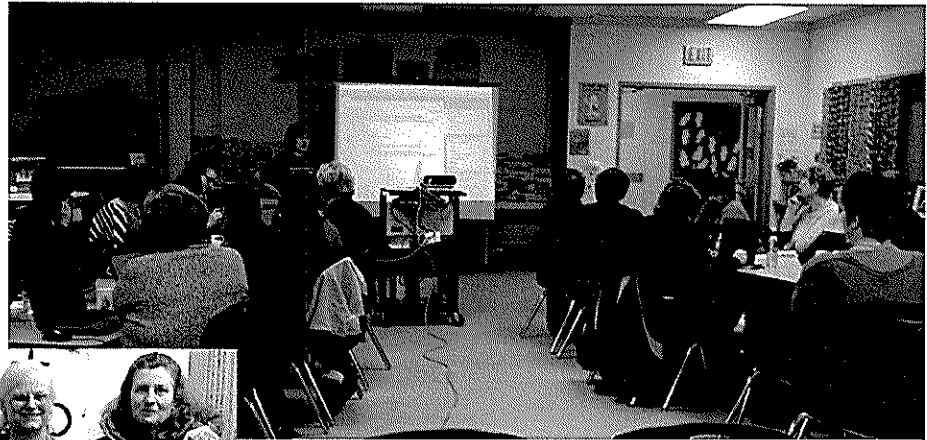
A priceless day of learning in Rural Manitoba

By Carole Kentner, Boissevain School Librarian

ON FEBRUARY 4TH, TWENTY FIVE FULL-TIME AND part-time librarians from South Western Manitoba came to Boissevain School Library for an in-service presented by Jo-Anne Gibson, Rhonda Morrissette and Edna Johnson of Winnipeg. Librarians came from Turtle Mountain, South-West Horizons, Fort la Bosse, Beautiful Plains and Prairie Spirit School Division; encompassing an area from the Manitoba-Saskatchewan border (Reston and Elkhorn) to St. Claude and Manitou on the east and Carberry to the north. The numbers indicate a need for local in-servicing in the rural areas that address 21st century library tools and advancements.



Jo-Anne Gibson is a teacher-librarian at Acadia Junior High and is an executive member of MSLA. Edna Johnson is a library technician and also works at Acadia Junior High. Rhonda Morrissette is the head librarian for Winnipeg Adult Learning Center. All three shared their expertises in using forms of e-books in their libraries. Jo-Anne and Edna



with Winnipeg Public Library.

The main topics covered during their sessions were operating systems for e-books, the use of Twitter and Facebook for personal learning networks, and how to use Animoto for public relations and making movies. We also learned how to make use of webinars for in-house in-servicing.

discussed their use of Destiny Quest from Follett and Rhonda shared her experience using Overdrive in order to be compatible

Everyone came away with the hands-on experience of using social media—specifically setting up Twitter accounts. All seemed to be excited to try different ideas. This hands-on session was an amazing opportunity as many rural librarians do not always find time to experiment with different methods.

Many thanks to Jo-Anne, Rhonda and Edna for their help and taking the time to deliver such informative sessions so far from home. Special thanks to Alma and Dave Reimer of Ninga Country Corner Café for a delicious lunch (which, by the way, included five different kinds of homemade pie!!!) It was a valuable day!

MSLA attends the Ultimate Library Experience

The OLA Super Conference in Toronto 2013

By Jeff Anderson, MSLA President Elect

MEMBERS OF THE EXECUTIVE OF THE MSLA HAD A GREAT OPPORTUNITY TO attend the largest library conference in Canada this past January. The Ontario Library Association annual conference is a must see. There are literally hundreds of sessions, many well-known speakers performing plenary talks and a myriad of sponsors and exhibitors. Despite labour unrest in the Ontario schools due to enforced back-to-work legislation, Ontario school libraries were well represented. The conference theme this year was *Entertain, Educate, and Empower*.

The Conference opened with a preconference bus tour of school

and public libraries. The school tour took participants to a high school, J. Clarke Richardson Collegiate and an elementary school, Terry Fox School, both in the Durham School District in Ajax, Ontario. The theme of the tour was *Together for Learning: School Libraries and the Emergence of a Learning Commons, A vision for the 21st Century*. Both schools had dynamic libraries that embraced the tenants of a learning commons: physical and virtual space, equitable access, learning partnerships, etc. The tour was informative and to some degree confirming; school libraries in Manitoba are

solidly on the right path and in many ways beyond the curve.

The first plenary speaker was Michael Urslan, the originator of the film version of Batman. His story of developing his love of comic books as a child into a business of epic proportions is truly inspirational. He succeeded in creating the first university course in comics and helped bring the graphic novel genre into the mainstream.

There were many wonderful informal conversations and more formal plenary speeches over the four-day conference, but a few stand out as excellent. Miriam Toews, author and Manitoba gem, spoke about her new novel, her life experience and how she came to see writing as a way to order a confused and hectic life. Her plenary was inspirational and in a way her vulnerability gave the audience a greater understanding of what it takes to write and to write well.

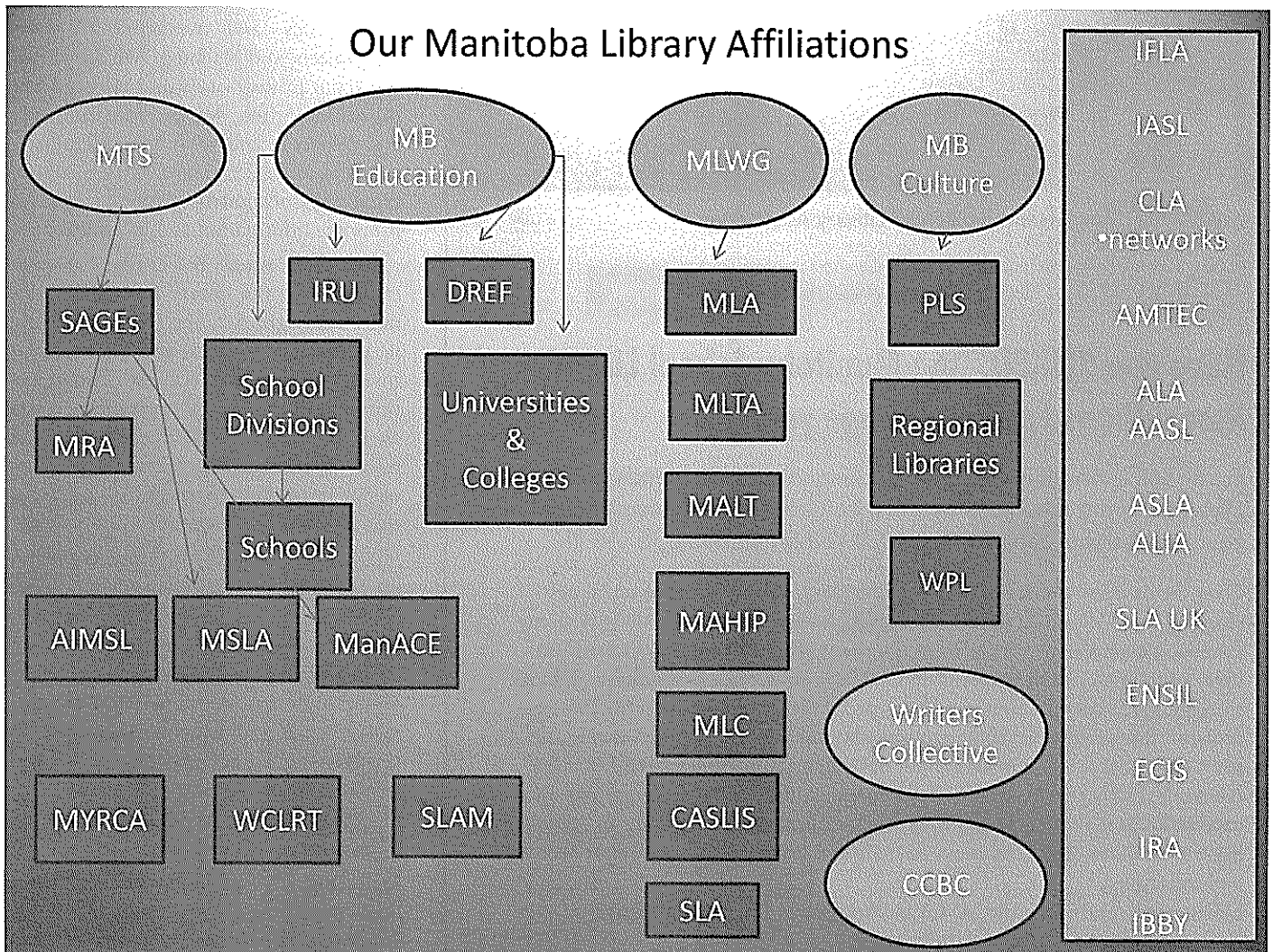
Interspersed between these excellent talks were diverse sessions pertinent to the three types of libraries represented: academic, public and schools. Our own Jo-Anne Gibson gave a well-received session on engaging reluctant readers using banned and censored books. There were poster and art exhibitions from various libraries and an

Expo with hundreds of authors doing book signings. Publishers and distributors from around the country were well represented.

Many awards were given out during the conference, but none as significant as the award given to The Toronto Public Library Local 4948, who won for standing up to city hall budget cuts and being awarded an increase in funding instead. When the mayor's brother commented in the paper that he wouldn't know Margret Atwood if she bumped into him on the street, Margret Atwood began tweeting her support for public libraries. Some 40,000 followers later, city hall caved to the pressure of literate Torontonians who value libraries and their public programming. Here is a great lesson for all libraries facing political opportunism; stand up and be counted!

The penultimate event before the Super Saturday Lunch featuring singer, songwriter Steven Page was the early morning featuring Chantel Hebert of journalism fame. Her discussion on bilingualism, Quebec and Canadian culture was entertaining, enlightening and poignant. The conference was a great success and a wonderful learning experience for attendees.

Our Manitoba Library Affiliations





Introducing SAGE 2013...Connecting Through Literacy

By Jonine Bergen, MSLA SAGE committee chair

A MONTH AGO, I INTERVIEWED ABOUT TWENTY high school seniors in three different schools about their digital diet for a paper I was writing. The premise of my paper was that librarians need to be aware of how teens are accessing digital content, what that content involves, and what digital services are supplying the content. I argued that we need to be current in these matters because our students' habits can and

should impact how we deliver our classes and resources and how we interact with them online.

Now, admittedly, my survey was small and consisted of students from only three schools but all the students I interviewed had a cell phone, an iPod or MP3 player, and some type of computer – either personal or shared with their family. My small research project validated a quote by Coco

Conn, found in Tapscott's book, *Grown Up Digital*, "Parents don't talk about pencils, they talk about writing. And kids don't talk about technology – they talk about playing, building a Web site, and writing a friend about the rain forest" (p.19).

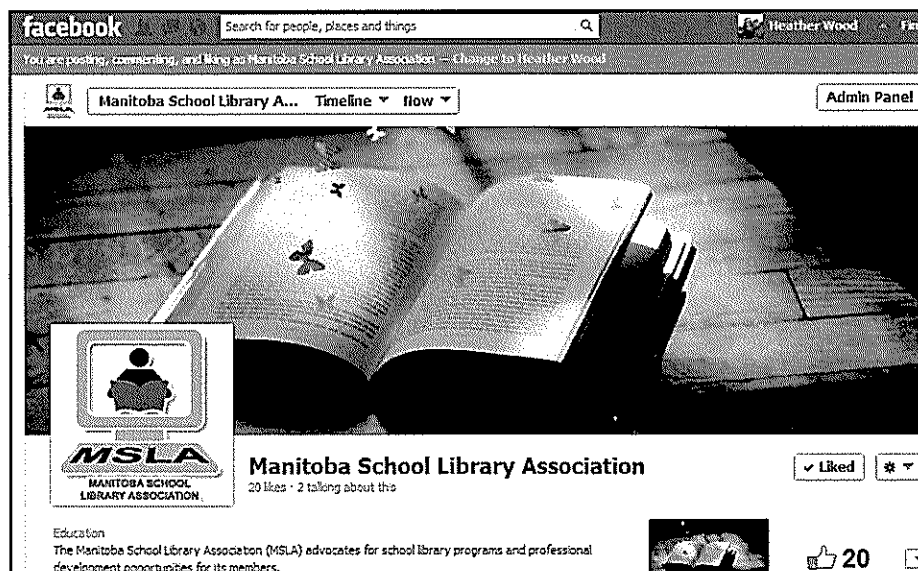
Interviewing those students was an interesting exercise because I learned about a number of apps, widgets and websites that I had not tried before. They recommended their favorites, they pulled out their devices and showed me – they taught me in what became a collaborative learning experience and we forged a connection that continues to last long after the interview.

We are all trying to find ways using technology in our classrooms to engage students. We are looking at blogs and wikis, infographics, and interactive timelines for projects and teaching. We are thinking about privacy issues and our students' digital footprints. We are evaluating apps and devices to help with literacy, numeracy skills, and science labs. We are considering ways of modelling how to find appropriate information and its ethical use.

Then there are all the changes that are occurring in the library field: RDA, the new Copyright Act, the changes in public performance rights, and digital rights management to name a few. The school library is in the middle of all these changes. In the midst of this change, educators need to develop their personal learning networks so they can meet the challenges this digital world presents.

This, I believe, is the reason why organizations such as MSLA are so important. MSLA can advocate for school libraries and through it, we can network. We can listen and we can share ideas; what works and what doesn't. Your opinions and experience enrich your schools. Through conversations with other school library workers we can help and support each other.

MSLA's SAGE Conference on October 25, 2013, is shaping up to be a great opportunity for us to network and share ideas. Now, I know that some of you are thinking, "But I can get so much done



Have you "LIKED" the Manitoba School Library Associations Facebook page yet?

Facebook is about more than checking in on your friends and relatives or sharing the latest meme. It can be the most powerful tool in your Professional Learning toolkit, if you aren't afraid to use it!

Over the past few years, not only have I realized the potential of social networking for professional development but I have embraced it. Along with my Facebook connections with teacher librarians around the globe, I have built up a community of twitter feeds that I follow, subscribed to a number of blogs through my Feedly account and developed an array of boards on my Pinterest account. Professional development isn't about one-day workshops and out-of-town conferences anymore, it's about developing your Professional Learning Network (PLN) and making professional learning an on-going, on-demand experience! It is the easiest way to access the latest trends and ideas in school libraries and one of the best ways to share and learn from a network of friends and colleagues.

Don't delay! Start with the MSLA facebook page and go from there!

that day if I stay at my school”, and this may be true. However, where else are you going to have the opportunity to hear our keynote speaker, Kathy Schrock, talk about the best ways to use technology to support learning and assessment? She is also presenting a workshop on what literacy in the digital age looks like and how we can embed these literacies in the curriculum.

You can also participate in a workshop run by Dean Shareski who is coming as a Spotlight speaker to share his experiences with technology and education with us. The topics of his sessions have not been finalized so stay tuned to our website connectingthroughliteracy.ca for more infor-

mation.

We will have a Reading Corner, which will focus on the upcoming book trends for 2013-14. We have already started receiving advanced readers copies for you to take back to your schools for use in your book clubs and literacy initiatives. We are also planning the Tech Zoo for you to get some hands-on time with the many subscription databases and devices used in today's classrooms. We have e-readers, iPads, document cameras, SMART Boards and Mimeo among other equipment and devices for you to try. We also have the vendors for you to meet and discuss your library needs from furniture to books.

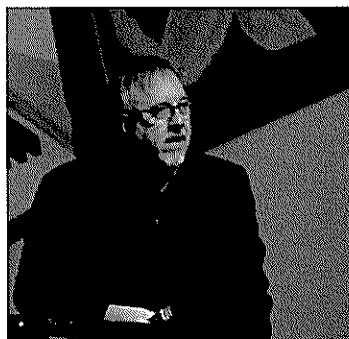


“Embracing the Edge”: MSLA and ManAce combine to produce SAGE 2012

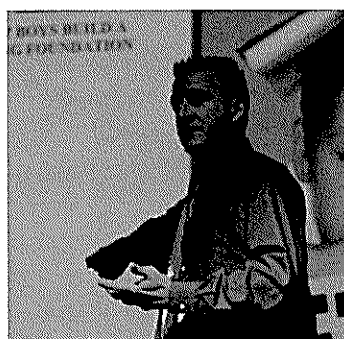
By Jeff Anderson

SAGE 2012 WAS A CONFERENCE TO REMEMBER. KEYNOTE, EDUCATIONAL futurist David Warlick, laid the groundwork for a day of exploration and thought provoking sessions by over 30 different presenters from the educational technology and library worlds. In his talk, Mr. Warlick explored many of the technological advancements and realities that are changing the way teachers teach and students learn. “Rebooting the basics” was the core message of a conversation that centred on the survival of the core literacies in a world ever changed by technology. He argues that educators must use new advancements to strengthen student’s numeracy and literacy skills, not look at technology as a replacement or panacea. He proved to be a dynamic and interesting presenter whose ideas are global in nature and universal in practice.

Two spotlight speakers came from afar to examine interesting topics in libraries and literacy programs. Mike McQueen from Colorado offered a way for teachers and libraries to team up and tackle the problem of boys and reading that often perplexes educators. His no nonsense approach to engaging reluctant boy readers with new media and web 2.0 resources is inspiring and offers a practical way to get boys to read and bring this problem more squarely into the mainstream of educational thought.



Shannon Miller, Teacher Librarian from Van Meter, Iowa skyped into the conference and presented an impressive collection of on-line tools and resources that help build local and global learning communities. Her goal is to support and facilitate these GLCs through literacy projects that utilise mostly free and readily available technology. Her message is that embracing new technology can bridge geographic, cultural, and national boundaries with the goal of connecting people and ideas.



The 27 other sessions contained an impressive array of educators who brought their perspectives and ingenuity to the conference. The dominant theme of the conference is that we, as educators, must embrace new media to create learning communities and structures that engage stu-

dents, expand knowledge beyond the classroom walls and connect with global partners to take education to the next level.

With that theme in mind both the MSLA and ManAce set out to collaborate on a conference that truly embraced the edge and brought that edge closer to the centre of best educational practice. Thank-you to the 300 participants who came with open minds and made the conference an event that left a positive and lasting impression on the educational landscape.



MYRCA 2013 Winners and 2014 Shortlist Announced

Manitoba Young Readers' Choice Awards Inc.

23 years of promoting CanLit for kids

Winner of the 2013 MYRCA

Box of Shocks by Chris McMahan

2013 MYRCA Honour Books

Peter Nimble and His Fantastic Eyes by Jonathan Auxier

Undergrounders by David Skuy

THE 2014 MYRCA Shortlist

Circle of Cranes - Annette Le Box (Penguin)

Crush. Candy. Corpse. - Sylvia McNicoll (Lorimer)

Guilty - Norah McClintock (Orca)

Making Bombs for Hitler - Marsha Forchuk Skrypuch (Scholastic)

Margaret and the Moth Tree - Brit Trogen & Kari Trogen (Kids Can Press)

Middle of Nowhere - Caroline Adderson (Groundwood Books)

Mr. and Mrs. Bunny-Detectives Extraordinaire - Polly Horvath

(Groundwood Books)

My Name is Parvana - Deborah Ellis (Groundwood Books)

Redcoats and Renegades - Barry McDivitt (ThistleDown Press)

Seraphina - Rachel Hartman (Doubleday)

Small Medium at Large - Joanne Levy (Penguin)

Such Wicked Intent - Kenneth Oppel (HarperCollins)

The Grave Robber's Apprentice - Allan Stratton (HarperCollins)

The Lynching of Louie Sam - Elizabeth Stewart (Annick Press)

The Prisoner of Snowflake Falls - John Lekich (Orca)

The Reluctant Journal of Henry K. Larsen - Susin Nielsen (Tundra)

Ungifted - Gordon Korman (Scholastic)

Yesterday's Dead - Pat Bourke (Second Story Press)

The Manitoba Young Readers' Choice Awards Inc. (MYRCA) aims to promote reading and Canadian literature by giving young people the opportunity to vote for their favourite Canadian book from an annual preselected list. The books are nominated based on their quality and reader appeal. All young people in grades 5-8 who have read or heard read at least 5 titles from the list can vote. Voting takes place in April and the MYRCA winner is celebrated at a full award ceremony attended by participating young people. For more information, visit our website www.myrca.ca or email us at myrca@myrca.ca

Presenting CLA Award Winner...Jo-Anne Gibson

By Heather Eby

It is with great pride that we share the news of Pembina Trails School Division's, Teacher-Librarian, Jo-Anne Gibson who has received the Canadian Library Association's Angela Thacker Award.

According to the CLA website,

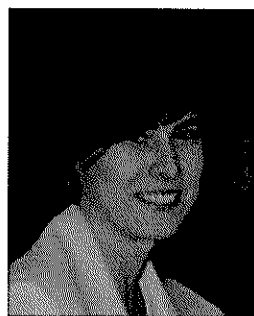
"The Angela Thacker Memorial Award has been established in memory of Angela Thacker, teacher-librarian, library coordinator, and school library colleague, mentor, leader and advocate who served the Association for Teacher-Librarianship in Canada

(ATLC) and the Canadian School Library Association (CSLA) in many capacities. 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."

cla.ca/AM/Template.cfm?Section=Angela_Thacker_Memorial_Award

For those of you who know Jo-Anne, this is a well-deserved award and beautiful recognition by her colleagues who nominated her for this honour. Jo-Anne will be presented with her award at the CLA National Conference in Winnipeg from May 31-June 1, 2013.

Congratulations, Jo-Anne! We are all proud of you. We know that teacher-librarianship is more than a career for you but a passion. Without a doubt, you will be continuing to advocate and share your love for libraries in the years to come!





In Our Next Issue:

Highlights from the MSLA Annual General Meeting

Winners from our MSLA annual awards ceremony

Graphic Novels

...and much more!!

Join the TD Summer Reading Club at the Winnipeg Public Library

No required reading lists - just read for the fun of it!

Receive a free activity book, reading log, and stickers when you register for the club.

Special events are happening at the library this summer:

Join us for the annual visit by Goldeyes baseball players who share with kids the fun and importance of reading. Kids can have fun, improve their reading skills, and reduce summer learning loss. Library Night at the Ballpark is August 1st! Thanks to the Goldeyes for donating game tickets for a draw at each library.

Visit Winnipeg Public Library to join the TD Summer Reading Club. Registration for the TD Summer Reading Club begins Monday, June 24; the program ends Friday, August 9.

Check out the website for more details:
wpl.winnipeg.ca/library/summerreading2012.asp

Thanks to the Friends of the Library for their generous donation of prizes.



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