**International Federation of Library Associations and Institutions**

# Newsletter for IFLA section no. 11
# School Libraries and Resource Centers

Issue 47, December 2008

http://www.ifla/org/VII/ssl/index.htm#Newsletter

American International School Elementary Library, Sao Paulo, Brazil

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## 2009 IFLA World Library and Information Congress Quebec

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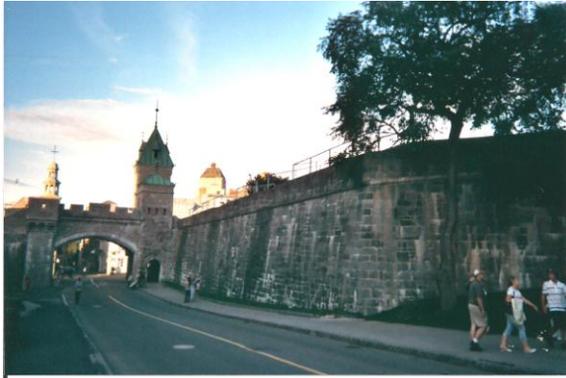
What has four thousand librarians from 150 countries? Quebec City's Centre du Congres. Starting on August 8 and running for a week, the World Library and Information Congress of the International Federation of Library Associations gathered in Canada to share the latest concerns and initiatives. Between the Olympics and the city's 400th anniversary, congress delegates still found time to visit the more than 200 exhibits, and attend hundreds of business meetings, concurrent presentations, plenary sessions, and satellite meetings. Although not in the majority, school librarians did have a presence.

Even before the main congress began, a UNESCO-sponsored satellite workshop on information literacy was held at Laval University. Each region shared its efforts, and the group discussed how to design information literacy training. International Association of School Librarianship VP for Association Relations Dr. Lesley Farmer spoke about the importance of organizational networking.

IFLA's School Libraries and Resource Centers Section met both Fridays to discuss current and future IFLA conferences. For the 2009 congress the section will be soliciting papers on: 1) the access and use of historical documents, and 2) school library examination of student work as cultural artifacts. The section is working with IASL (International Association of School Librarianship) to offer a 2009 post-conference event, which will focus on the passionate and critical aspects of reading in the digital age. In terms of strategic planning, the section discussed how to determine relevant competencies that teachers and administrators need based on evaluating literacies as they are addressed in school sites. They also want to determine the current status of school libraries around the world, complementing the 2008 international IFLA report on the status of libraries.

At the current congress, the section showcased programs that exemplified the theme "All aboard at the school library: giving children the tools they need to navigate the future!"

- Elmir Yakubov (Municipal Library, Khasavyurt, Russian Federation) began his presentation talking about the Russian school library association, and then his paper on dialogue reading as the major means of overcoming ethnic intolerance was shared. Ethnic minority teens meet in municipal libraries on Sundays to discuss readings about other cultures.

- Hirono Aoyama-Yazawa (Senri Intl. School Foundation, Osaka) explained how she integrates information literacy into the curriculum. With its project-based learning, the middle school constitutes the core of library instruction. Students research local planet life and explore inventors using authentic tasks.
- Gry Enger (Vahl Primary School, Oslo) shared results of a national survey about Norwegian school libraries' added value. Nearly all schools have a school library, although upper secondary school libraries have the best staff, resources, and availability. Personnel resources were identified as the chief limitation of library services. Administrators often have inaccurate perceptions about the library's situation, and teachers cooperate with school librarians chiefly in terms of resources. Nevertheless, instruction in library use has increased significantly in the last ten years, and most students use the library at least weekly. The biggest change is Internet access.
- Dianne Oberg (Department of Elementary Education, University of Alberta) helped attendees understand the Inquiry Process.

What were the main take-aways from the conference? A renewed sensitivity about languages permeated the congress; increasingly, participants want to talk with their peers in their preferred language. A good example was the women's section where the common topic of mentor-mentee relationships was discussed at round tables in English, French, and Spanish. Several sections and sessions highlighted the need for (and difficulty of) accurate and thorough data collection about library issues (e.g., library education, information literacy, staffing qualifications). Web 2.0 permeated the congress, but the main emphasis was on user generation of knowledge, and how libraries can incorporate and leverage such production. AND school librarians need to make a bigger splash in IFLA; the section's session was well attended, but the section needs to do more pro-active networking and provide more information to the rest of IFLA and the library world in general (expanded from *School Library Journal,* 1 September, 2008, by Lesley Farmer).

## My Time and Work at the Conference

**Atarino A. Helieisar**, FSM Supreme Court Law Library, Micronesia, atarinoh@aim.com
Pacific Islands Association of Libraries and Archives Representative to IFLA

Quebec, Canada, was my new home for only five days during the 2008 IFLA Conference. The time difference between Quebec and my home sweet country Micronesia made my time and work more challenging. I used up most of my bed time writing this report to make sure there's a reason to travel this far.

Forty thousand participants attended the IFLA Conference in Quebec, representing many countries from all over the world plus two hundred willing volunteers coming from all over Canada helping to deal with delegates just to make sure they were on the right track. This conference is one of the few places where it is possible to meet so many people from so

many places. And it's not just about the sessions. The exhibits are where we can talk face to face with people who really know their products.

The Opening Ceremony speech was given by Madame Michaelle Jean, Governor General of Canada. Born in Haiti, this hemisphere's poorest country, Madame Jean achieved phenomenal success in the Quebec media, then rose to prominence on the national stage, first as a journalist and now as the representative of the Queen in Canada. She is truly a woman without borders, refusing to be confined by archaic constraints of ethnicity, language or country of origin. In her opening address, Madam Jean invoked the memory of the burned ruins of the Bosnian National Library in Sarajevo in 1992, reminding us that the destruction of manuscripts is the shattering of a culture. Madame Jean encouraged librarians to remain ever-vigilant in the protection of human knowledge. Madame Jean also said that new technologies allowed knowledge to travel beyond the walls of libraries. But without librarians - "Guardians of the world's memories" - these new technologies would be empty shells. Madame Jean praised libraries for their crucial role in making knowledge available to everyone. "The library is a vital space to all possibilities, all dreams and all hopes." In closing, she recalled her childhood in which access to libraries was a cause dear to her heart. The Governor General was given a standing ovation after her passionate speech on the significance of libraries and the written word.

The closing speaker, also born in Haiti, was author Dany Laferriere. He quoted a thin young man he'd met there recently: "We do not eat to survive. We eat to read." Unfortunately, only a third of the attendees remained until the very end to hear Laferrier's speech on the life of the blind author and librarian Jorge Luis Borges. The ceremony also featured Quebec, Canadian and First Nations artists performing traditional and contemporary songs and dance. The throat singing was one of the action shows on this day. The tradition is that two women, always women, sing face to face until one dissolves in giggles.

Exhibits: Are they fun or informative? And, the answer is: both. Every hour on the hour and on the half hour for the duration of the conference, with more than 200 booths crowding the IFLA exhibit hall, one could be forgiven for feeling a little overwhelmed trying to navigate through the exhibition hall on Sunday afternoon. Nevertheless, delegates seemed eager to pursue the myriad products and services on display, and exhibitors naturally were only willing to show off their wares.

*Management of Library Association Continuing Professional Development and Workplace Learning with ALP: "Leadership Skills and Advocacy for Libraries: Best Practices in Library Association Management."* The session covered the MLAS Global Library Association Development (GLAD) program. It continued with more library advocacy views from different libraries. I went on stage and started out the session with my presentation on "Library Advocacy in Micronesia" with highlights on "Where is Micronesia?," mentioning the challenges and successes stories from each island group. I was approached by many librarians from different libraries around the world that were participating and listening to my short presentation on the challenges we face in the Pacific especially in Micronesia. They believe that this is one of the best opportunities to help and solve some of the challenges we faced in Micronesia.

*Campaign for the World's Libraries: @ your library.* I found this session very interesting from the many campaign ideas, results, future plans and partnership shared

by presenters from the Ontario Library Association and ALA.

Tuesday night, delegates met in the main conference hall to eat, talk, and dance the night away. All night long, librarians of all ages and from all countries kicked up their heels. Many enjoyed having the chance to meet face-to-face with people who we had known only through correspondence. The social evening gave many the chances to appreciate the diversity of the international librarian community. "It's important to have fun."

There were sixteen library tours in both Quebec City and Montreal for Congress Delegates. The library visits were one of the best experiences delegates won't forget during the IFLA Conference. Many of the libraries gave us a view on how they set up their collections, operate on a daily basis, and who are their patrons. From these visits, we can all compare and ask ourselves if this will be the best ideas to use at our libraries back home.

At the Closing Ceremony, President Madame Claudia Lux, reminded all participants that "without them, we won't reach this far." Madame Lux, encouraged all librarians from all the corners of the world to work together and to share information. "The time will come when we solve the problem of sustainability in the digital world."

The 2009 IFLA Conference will be in Milan, Italy, and 2010 IFLA Conference will be in Brisbane, Australia.

*EDITOR'S NOTE:* PIALA held a successful conference in November, with the theme "New Beginnings: The Library as an Information and Resource Basket." For details, go to http://www.iasl-online.org/about/sigs/intdev_piala.htm

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*Reading in the Digital Age:*
*Educating the passionate and critical reader through the school library*
1 September 2009, University of Padua, Italy
Sponsors: IFLA School Libraries and Resource Centers Section and International Association of School Librarianship
Contact person: Karen Usher, karen@usher43.karoo.co.uk

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## Information Literacy Train-the Trainer Workshops

UNESCO is holding a series of regional workshops on information literacy, bringing together significant stakeholders to facilitate the development of localized trainings about information literacy. All types of librarians, including teacher librarians, have participated in these workshops. For instance, in Quebec Dr. Lesley Farmer presented the benefits of working with professional associations such as IFLA and IASL in promoting information literacy. For a list of the training sites that interested librarians can contact in order to participate, go to http://portal.unesco.org/ci/en/ev.php-URL_ID=25991&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html).

# INTERNATIONAL EVENTS AND PROJECTS

**World Class Learning and Literacy through School Libraries**
**IASL 37th Annual Conference, 2-7 August 2008 in Berkeley, California**

**Gerald Brown** and **Edith Doyle**
Winnipeg, Manitoba, Canada

Imagine if you can 250 registered delegates, from 26 countries, enjoying the serenity and ambience of the Southern California Spanish influence on the Clark Kerr Campus, for six days of workshops, meeting, presentations and plenty of social networking. The weather was excellent; food, delicious; surroundings, conducive to discussion; and the entertainment, relaxed.

The conference was divided into themes: Digital literacy, Building a community of readers; Building literacy skills in school libraries; supporting reading instruction; and the 12th annual international research forum. Five pre-conference workshops were well attended, with frequent interactions and much positive feedback. Papers from these sessions are in the conference Proceedings CD, and some aspects will be posted to the IASL website (http://www.iasl-online.org).

Stephen Krashen is at it again! He is examining the results of a variety of reading and literacy tests administered to fourth grade students in 40 countries. His analysis and observations shines a bright beacon on the role of quality school library programs and collections in predicting and maintaining reading schools in relative to poverty factors around the world. His presentation was absolutely inspiring.

As the Tuesday theme speaker, James Herring (Australia / Scotland) nibbled at the Achilles heel of most school library programs. His title was: Reading web sites - Assumptions, Problems & Potential Strategies." There appears to be little evidence of systematic approaches to teaching students how to read, as separate from using websites." He involved the audience in examining reading - texts on websites, graphics, photographs, visuals, and related resources to demonstrate his thesis and to show strategies to improve the situation.

Wednesday's theme speaker was Ann Carlson Weeks (USA). Her presentation was about the use of the International Children's Digital Library (ICDL) as a full-text library of children's books from around the world that is freely available on the Internet through the University of Maryland http://www.childrenslibrary.org This too was an outstanding view of how we can 'strengthen global understanding through children's books.

Sessions of special interest included:
* "Understanding S. L. Education in the International Context" was a panel chaired by Dr. Jennifer Branch (Canada). which related the experiences and scope of programming around the world.
* "Morning Reading for the Whole School" by Karin Gaarsted (Denmark) dealt with the impact and phenomena of earlier morning sustained silent reading: competent and fast readers who understand that reading is key

to their success in all other subjects.
* "Researchers' Workshop: A New Approach for Literacy Learning in School Libraries" gave Dr. Barbara McNeil (Canada) an opportunity to relate four educational frameworks and to focus on the pedagogy of caring and nurturing learners over the long term in their learning activities.
* "Reading Mandala: A Scalable Model for Developing Reading Habits in Children in Rural China" allowed James Henri (China/Australia) to report on a developmental project with sponsors and workers in rural communities, and ways to measure the success of the investments.
* "Exploring the new AASL Standards for the 21st Century Learner" involved an animated panel discussion where give various stakeholders and participants discussed student cognition, self-assessment and strategies to implement this new tool.
* "Helping Students become Life-long Learners," by Dona Hartwich (Australia), focused attention on the priority role for all T-Ls - helping kids learn how to learn.
* "The Net Generation: Tech-savvy or Lost in Virtual Space" addressed the data in the second phase of Barbara Combes (Australia) research in West Australia. The results are critical for success in reaching this generation.
* "Library Services for Students with Autism" gave Lesley Farmer (US) an opportunity to appeal for library resources and settings to help these students in regular situations.
* "Facebook: A School Librarian's Tool for Building a Community of Readers" provided a palette for Paulette Stewart (Jamaica) to describe how this tool is being used effectively for social networking and direct learning.
* "Libraries of the Ages: The Diglibs" showed how one school in India, managed by Madhu Bhargava (India) is addressing the 'cultural changes caused by digital learning' as the format changes but the content, use and needs remain constant.

Several awards were presented:

- Jean E. Lowrie Leadership Award - Eunice McKenzie (Jamaica)
- Ken Haycock Leadership Award - Jerry Mathema (Zimbabwe)
- Murofushi Research Award - Dr. Marcia A. Mardis (USA)
- IASL/Softlink International Excellence Award - Madhu Bhargava (India)
- Linksplus Commendation Award - Australian School Library Association Online Virtual Conferences
- IASL School Library Technology Innovation Award - IBrary (Ray Doiron & Marlene Asselin, Canada)
- Books for Children Program - Kenya School Library Association (Lessos, Kenya), St. Josephs Primary School (Swaziland), Tipu Model School & College (Kabal Swat, Pakistan)

A unique feature at the conference was a contribution of approximately 1000 bookmarks that had been created by students from across European school libraries for the ENSIL conference in Wels, Austria in February 2008. Helen Boelens coordinated the collection, and forwarded them to IASL to be displayed and sold for the Leadership Development Fund, which helps fund the awards.

Start planning now for the 38th Annual Conference and Research Forum to be held in Padua, Italy on 1-4 September, 2009. The theme is "School Libraries in the Picture: Preparing Pupils for the Future - Information Research through the School Library" (http://www.iasl-online.org/events/conf/2009). Conference coordinators are Dr. Luisa Marquardt and Professor Donatella Lombello. Look forward to a fine program, wonderful entertainment, and great contacts from Europe and around the world.

## International School Library Month (ISLM)

2008 Theme: "Literacy and Learning at your School Library"

Last October, schools around the world celebrated the International Association of School Librarianship's first International School Library Month. This change from one day to an entire month of celebrations was done to accommodate the different school holiday schedules worldwide. This change proved to be very successful. All feedback from participants was positive!

School libraries celebrated in a variety of ways:

- a large number of schools exchanged bookmarks
- schools in British Columbia (Canada) participated in a province-wide D.E.A.R. (Drop Everything and Read) challenge
- an International School in Switzerland promoted worldwide reading through a "4 Corners Reading" promotion, where literature from around the world was highlighted
- 2008 ISLM poster was distributed at the IASL and online including 2400 schools in the Gauteng Province of South Africa
- a number of International Schools in China launched a new book award program called "Panda Awards"
- many schools held book fairs
- others highlighted the importance of school libraries through a variety of advocacy programs. See http://www.iasl-online.org/events/islm/2008a.htm for more specific celebration ideas.

The International School Library Month committee provided a number of resources and projects on the website including the 2008 poster, bookmark project and having the 2008 theme was translated in many different languages and posted on the IASL website. The committee is now beginning to work on the 2009 celebrations – stay tuned.

## IASL School Librarianship 2008 Awards

As part of the celebrations for International School Library Month, the International Association of School Librarianship (IASL) is pleased to announce the recipients of the IASL School Librarianship Award. The recipients are recognized by IASL for their contribution to the national development of school libraries and services within their own country or internationally.

Professor Bernadete Campello has been awarded the IASL School Librarianship Award for her service in the development of school libraries in Brazil. Professor Campello has been noted as being influential in the position of her research and ongoing leadership of school libraries throughout Brazil. IASL President James Henri noted the importance that professional development for school librarians played in the development of school libraries.

Dr. Dana Dukic has been awarded the IASL School Librarianship Award for her service in the development of school

libraries in Croatia and Hong Kong. Dr. Dukic has been noted as an innovative practitioner in the area of Web 2.0 technologies who shares her expertise with all so that school libraries benefit. Dr. Jadranka Lasic-Lazic from the University of Zagreb in Croatia commented that Dana has "remain[ed] in close contact with Croatian school librarians and the Faculty of Humanities and Social Science, University of Zagreb, besides her active work in Hong Kong, she has been working on strategies for the improvement of the technology usage in school library environment, and actively participated in the education of school librarians."

Luisa Marquardt has been recognized for her significant achievements in the development of school libraries and the education of school librarians in Italy and Europe. Lourense Das (Netherlands) commented that "Luisa Marquardt is the initiator of many seminars, conferences and

agreements between school library organizations and other library and community initiatives to advocate the school library as the key player in the education of children and youngsters."

Jane Viner has been awarded the IASL School Librarianship Award for her service in the development of International Baccalaureate (IB) school libraries in Australia and the Asia Pacific region. Mrs. Viner has been recognized for her significant achievements in the development of information services and education for teacher librarians in IB schools. Greg Valentine, IBAP Australasia representative commented that Jane "was instrumental in developing and coordinating IB Librarian networks in Australia, writing IB Librarian newsletters and when IBAP LIS (Library Information Specialists) was formed and she was appointed Chair of that body, contributing significantly to the organization of the first IB Asia Pacific Information Literacy Conference in March 2007."

More information about the award can be found at http://www.iasl-online.org/awards/school-librarianship.htm

## The African Library Project: How a U.S. School Can Start a Library in Africa

"You can change the world!" Parents and educators often make this claim to young people to inspire future action. But what if we could take action right now to change the world together? In a unique grassroots effort to end the book famine in Africa, the nonprofit African Library Project (ALP) is calling on U.S. schools and other organizations to conduct local book drives to help start small libraries in Africa. ALP matches a volunteer U.S. group with a specific African school or community where few books have been accessible and where

literacy programs are in desperate need of books.

ALP coordinates book drives run by everyone from six year-olds to senior citizens. And we've made it super easy for any school group to collect books, pack them and ship them to those who need the books most. You can read all about the African Library Project at

. To learn what is involved in doing a book drive, go to the How to Help section and click on book drive guidelines.

Here's how it works. If your library or school would like to organize a book drive, start by contacting us to let us know so we can match your school with a specific library project that desperately needs books. Next, you organize a book drive and ask people in your community to donate gently used books that they no longer need. Collect about 1000 books and raise $500 to cover the shipping costs to Africa. Then pack the books and send them to our warehouse, where we consolidate them into a huge container and ship them to Africa. Your books are distributed to your African partner and they take over the development of the library (with our help).

Chris Bradshaw, Bay Area resident and founder of the African Library Project, says, "Students learn that they can have a profound impact on the lives of hundreds of Africans who otherwise don't have easy access to books. During the course of a book drive they learn about Africa, gain an appreciation of our own resources, develop leadership skills and build local community spirit as they help start a small library in Africa. It's amazing what we can do when we roll up our sleeves and work together."

Questions? Call Chris (650)851-3640, or e-mail her at chris@africanlibraryproject.org

## FEATURED COUNTRY PROJECTS

### School Librarianship in the Sao Paulo Region

**Dr. Lesley Farmer,** lfarmer@csulb.edu
Librarianship Program Coordinator, California State University Long Beach

Thanks to the Fulbright Scholar Program, which granted me a Senior Specialist Award, I was able to share with Sao Paulo and Mirilia Brazilian teacher librarians during October, 2008. I presented four papers at three conferences and seminars, and visited several public and school libraries. I gained more knowledge about the status of school librarians and school library programs in Brazil as well as their preparation/professional development. I met many dedicated librarians, and intend on continuing the dialogue and initiatives with them.

The International Forum on School Libraries and 4th School Library Seminar: Space for Pedagogical Action brought together more than 200 school librarians, public librarians, and library educators from Brazil and neighboring countries. I opened the first topic, the IFLA/UNESCO School Library Manifesto, providing the overall principles as well as the regional challenges to implementing the manifesto. Several initiatives were described.

- A national program in schools is focusing on improving reading literacy through resources, information literacy, and staff training.

- A national registration of school librarians and school libraries can facilitate networking and communication.
- The University of Sao Paulo has a model school where pre-service teachers can observe good practices, including a school library program.
- REBI (Rede Escolar des Bibliotecas Interactivas) is a university-based initiative that has created over 80 school libraries that foster information literacy, reading, and culture.
- The Portuguese School Libraries Network exemplified political and professional negotiation and collaboration.

On the second day, several awards were given for librarianship contributions, the most important being the IASL award for leadership, which was given to Profa. Bernadete Santos Campbello. She has been researching information literacy efforts in school libraries, and by supporting professional development by integrating (and translating) Carol Kuhlthau's approach to information literacy.

The Universidade Estadual Paulista sponsored a regional forum on school libraries. Maria Jose Vitorino from Portugal spoke about the Portuguese School Library Network, which reflects a collaboration between school and public libraries. Rovilson Jose da Silva from Londrina (http://www.ofaj.com.br) talked about the need to improve school library facilities, collections, and teacher/librarian collaboration; he contended that school librarian preparation needs to address library science, education, and literacy. Sueli Bortolin focused on the importance of oral literacy, and asserted that the librarian can serve as a reading mediator. I talked about school library services for youth; I began with the UNESCO school library manifesto, brought in the possibilities of Web 2.0 interactivity, and mentioned several ways to attract and engage teens in libraries, including developing projects to improve the library. Helen de Castro Silva Casarin shared her research on fifth graders' information competence, which was based on Carol Kuhlthau's book on library use.



I visited several high-quality school libraries. Saint Paul Graded School, a K-12 American (international) school, is probably Sao Paulo's best school library program, serving 1100 students and their families. A separate library serves K-5 and 6-12, each with two credentialed school librarians. Some of the salient features: book bins for picture books, slat wood display areas to promote books, parent book club, subscription to narrated ebooks with activities, genre booktalks with follow-up "passport" reading activities.



Colégio Santa Maria is a Catholic K-12 school with an enthusiastic, competent school librarian. She oversees a primary school library (which includes a cheery collection and an instructional room) and the main library. The latter features a 3-5 grade specific room and collection, a main collection, a room for projections, and two semi-rooms for instruction. Grades 3-5 have a specific information literacy curriculum, and grades 6-8 also have regular thematic-based instruction, building on special dates/holidays. For International School Library Month, the librarian had a K-12 set of activities and displays about Brazil's most famous author.

C.U.E. Santa Amaro is one of thirty municipal libraries within a community center that includes a public school, recreation center, and cultural center. As such, it serves the entire community, not just the school. About five years ago the Ministry of Culture donated a starting collection, created a collection database (to which the librarian cannot add records), and provided a facility with furniture to establish the library. The collection thus reflects lifelong interests, and includes multimedia materials as well as print items. The main librarian has created interest "zones": for little children, for homework, for magazine reading, and for art/creative expression.

Beit Yakov's library program serves a K-7 tri-lingual school. The library program consists of a middle school library, elementary school library, and kindergarten school library. The school participates in PPP (a younger version of International Baccalaureate), which enables the library program to be easily integrated into the curriculum inquiry-based projects. The kindergarten area is particularly attractive with its flower petal tables and cushiony reading areas.



Colégio Rio Branco is a private K-12 school established by the Rotary Club. The main school library has a video room for downloading broadcasts (agreement with a local TV station), a small computer lab with Internet access and machines for viewing software programs (programs can be installed/uninstalled for classroom teacher systems), a compact shelving room (students request books from the librarian), a large study room that has a very large, and a magazine room. A separate primary library provides an age-appropriate collection; classroom teachers read to their students there.



I was the featured speaker for a half-day seminar on Dialoging about Education, sponsored by the Department of Communication and Arts at the University of Sao Paulo. I shared my action research project on collaborative curriculum mapping to facilitate information literacy instruction. Few librarianship preparation programs offer a specialization in school librarianship. As the issue of education/pedagogy emerges as a growing concern, library educators are trying how to figure out to involve and collaborate with education faculty members.

School libraries and school librarians reflect Brazil's political and educational realities. Most schools operate on two-three shifts because of overcrowding and lack of financial support. With their independent funding, private schools usually have better stocked and better staffed libraries. However, all school libraries could be improved in terms of instruction and collaboration. Library practices reflected a wide spectrum of quality in terms of collections, selection, acquisitions, staff, facilities, access, instruction, curriculum, and collaboration: from poor, uncatalogued donations with little access to grade-specific libraries having rich collections, strong educational activities, and well-trained teacher librarians.



General school library needs emerged from the IASL forum and other venues:

- define school librarians, and differentiate them from librarians per se

- define/expand the concept of literacy, particularly oral literacy
- identify/review high-quality resources for school libraries
- determine the librarian's role within the school, particularly in terms of literacy and instruction
- develop standards for school libraries and school librarians
- assess the current situation of school libraries and school librarians
- integrate curriculum/ pedagogy in librarianship preparation, and to explore applicable credentialing processes used for other educators
- provide ongoing professional development
- identify/leverage key stakeholders and potential supporters of school libraries and school librarians
- seek more legislation and financial support for school libraries and school librarians
- collaborate between school and public librarians
- research school librarianship – and awareness /application of it.

## Good News for Norwegian School Libraries



**Randi Lundvall**, rlundvall@hotmail.com
School Librarian, Norsk Bibliotekforening, Barun, Norway

The standard of Norwegian school libraries has been known for its great variety. We're talking of a rich country with no tradition for focusing on the importance of having school libraries as part of a school's pedagogical platform. There are "school libraries" that are just closets in the school's basement, and there are school libraries that are open to the student all day, administered by an educated librarian who is working full time and is a member of the school's pedagogical staff.

In 2007 the Norwegian Library Association initiated an @your library campaign with the object of raising the standards of school libraries. Other organizations who acknowledge the importance of good school libraries (teachers, students, authors etc.) also participated in this work. As a result of joining forces and working together, the Department of Education announced a program starting 1 January, 2009, to develop Norwegian school libraries. It will last for four years, and the department has given the program 40 million kroner (approx. 4.5 million Euro). The program will focus on four issues:

- strengthening the school library's role relative to reading skills (Norway did not score well on the PISA test)
- educating school librarians (1 out of 3 school librarians have no formal education)
- information literacy
- supporting laws and regulations, statistics, cooperation



This means that from 2009 to 2013 Norway will pay special attention to school libraries.

## Ontario School Library Association Honors Professional Contributions

The following individuals have been recognized for their exemplary commitment to school libraries and school library programs in Ontario.

OLA Larry Moore Distinguished Service Award 2009: Anita Brooks Kirkland

Anita is a teacher-librarian, author, student, presenter, blogger and more! As OSLA website editor and past-president, Anita has served the school library community in many facets. Anita's passion for libraries has influenced the library community as a whole through her advocacy and presentations for Resource Ontario. As a board member of Knowledge Ontario Anita's work has helped ensure equitable access to resources across the province. Her Super Conference coordination role in the past and on-going as a presenter, keeps teacher-librarians on the agenda as well as showcases the role we can play in literacy, technology, and all school libraries do and support.

OSLA Teacher-Librarian of the Year 2009: Michael Rosettis Michael has played a pivotal role in National, Provincial, and local school librarianship. His leadership has played a role in school library research, and in the funding received for the draft of the school library document. Nationally Michael has made presentations about school library programs and collaboration. Provincially he has served as OSLA President and continues to represent Ontario's school librarians at meetings whenever called upon.

OSLA Award for Special Achievement 2009: Jefferson Gilbert Jefferson has supported school libraries over the last 19 years with an infective enthusiasm and passion. Jefferson's leadership has helped grow the Forest of Reading to have over ¼ of a million Ontario students reading Canadian literature and celebrating [screaming] for 2 days at Harbourfront. This year's Jefferson leadership has also helped launch the newest tree in the Forest – Tamarack for French first language readers. Jefferson's leadership also helped provide Northern school libraries have access to the same quality of print resources the rest of the province could purchase during previous library grants by supporting the creation of provincial buying lists. All of Jefferson's work has been done in the background and he has allowed the volunteers and OLA staff to have the fun and take the accolades, and OSLA is proud to recognize him this year.

OSLA colleagues celebrated the successes of these exemplary individuals at this year's OSLA Awards Ceremony and Reception. This event took place at the OLA Super Conference on January 29, 2009.

The Namibian Children's Book Forum (NCBF), founded in 1988, is celebrating its 20th birthday this year. In honor of this occasion, special exhibitions, displaying the work of the NCBF over a twenty year period, were set up at a launching ceremony. The event took place on 13 August, 2008, in the foyer of the National Library. An entertaining program with musical interludes and refreshments was offered.

# Information Literacy: An Essential Competency in the Twenty-First Century

**Anne Wade, Philip Abrami, Bev White, Maureen Baron, Lesley Farmer, Susan Van Gelder**

Although information literacy skills are essential for successful learning in schools, and effective functioning in the workplace, in Canada like other nations, few school curricula specifically address the teaching of these competencies, in many cases because the teachers lack basic information literacy competencies themselves. Severe cutbacks in school library staff and teacher-librarian programs have also contributed to a gap in the teaching of information literacy (Whitehead & Quinlan, 2006). This problem is amplified and exacerbated when students complete homework at home as parents also lack information literacy skills to help the children with effective research and information evaluation strategies. In light of this, we believe educational systems need a systematic approach to teaching key issues related to the; planning and articulation of an information query; selection of appropriate retrieval tools, proper evaluation of web-based sources, effective use of search tools, and the synthesis and use of information for the creation of new knowledge. Without this approach, weak information literacy skills will follow them into the workplace and into their personal lives and, if uncorrected, will compromise the future for generations of youth.

Therefore, the aim of the *Inquiry Strategies for the Information Society in the Twenty-first Century* (ISIS-21) project is to ensure that youngsters worldwide are adequately prepared for the knowledge society by providing them with a solid foundation in information literacy competencies. Specifically, we aim to design and develop a comprehensive set of bilingual, interactive, web-based materials for the educational community. Instructional modules are designed according to current research evidence on effective pedagogical strategies for online learning and according to current standards for e-learning and accessibility. Individual modules address the fundamental components of information literacy such as how to: articulate an information query, effectively use online search tools, evaluate information, and synthesize, integrate and use the information to create new knowledge. Specific modules will be designed for students, teachers and library personnel in elementary and secondary schools, as well as for parents. The content of the modules will be updated annually in order to respond to changes and developments in the digital information world and as a result of on going research into effective pedagogical strategies for online learning. Impact on student learning will be studied in such cross-curricular areas as the development of critical thinking, problem solving and ICT competencies. ISIS-21 will be part of the Centre for the Study of Learning and Performance's (CSLP) evidence-based Learning Toolkit and linked to the electronic portfolio tool within this toolkit, called ePEARL (see http://grover.concordia.ca/epearl/en/ for further information).

This five-year project consists of the following stages:

(1) A needs assessment and proof of concept through the piloting of a prototype;

(2): Full-scale development of a web-based environment to address the fundamental components of information literacy. Instructional activities and embedded support will be designed for each of the following topic areas:

- Module 1: How to Plan Inquiry Strategies and Articulate an Information Query.
- Module 2: How to Search Effectively for Information and How to Evaluate the Information Found; and
- Module 3: How to Synthesize, Integrate and Use Information to Create Knowledge.

Modules will be designed for the following audiences: late elementary (grades 5 and 6), early secondary (grades 7 and 8), late secondary (grades 9 to graduation) students and teachers, parents (and adult learners), and school library personnel. Modules will be linked to the CSLP-LEARN's ePEARL software, thus will encourage the development of self-regulated learning skills and reflective practice.

(3) A research project that will study the impact of ISIS-21 on student learning in such core areas as critical thinking, problem solving, decision making, and development of ICT skills.

Progress on ISIS-21

This past year, the CSLP, the Leading English Education and Resource Network (LEARN), and the English Montreal School Board in Quebec, Canada embarked on the first phase of this project thanks to generous funding from Inukshuk Wireless. This funding allowed us to conduct a needs assessment and proof of concept prototype of Modules One and Two geared primarily to students. These modules were designed, developed and piloted this past year. Important feedback was received from over 150 students, 20 library personnel, and 10 teachers (in Quebec, Manitoba and Alberta) who field-tested the prototype and completed usability surveys. This pilot project reinforced our beliefs that there is a tremendous need for ISIS-21.
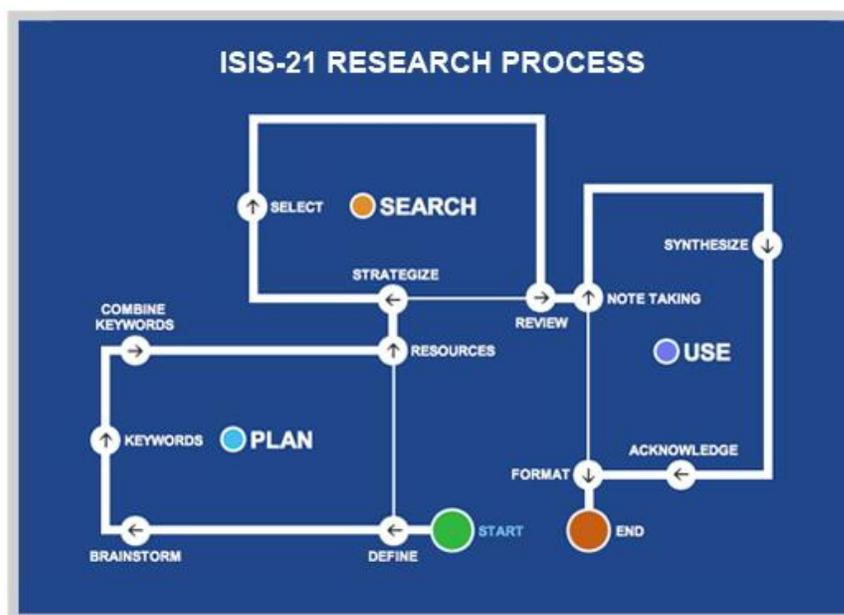


**Module One:** Planning consists of the following steps: Start: Establish task and understanding of task; Define: Articulate big question; Brainstorm: Identify what is known, what isn't known (little questions), and what doesn't need to be known; Keywords: Extract key concepts from each question; Combine Keywords: Establish relationships between keywords and related words; Resources: Review what type of information is needed to answer each of your questions.
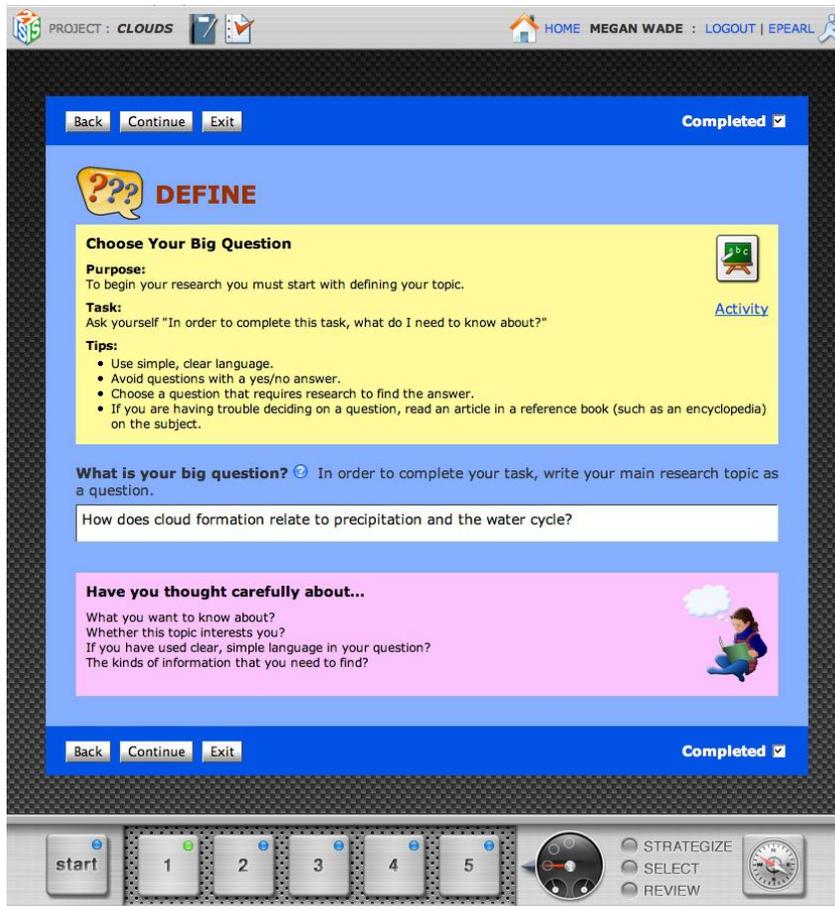
*Module 1: Planning – Articulating your Question*

**Module Two:** Searching and Evaluating consists of the following steps: Strategize: Investigate and decide on appropriate sources; Select: Conduct searches and mark potentially useful web sites (create working bibliography); and Review: Read sources and evaluate the quality and relevance of each (refine working bibliography).

**Module Three:** Using (not fully developed) consists of the following steps: Note taking (or note making): Process and record information found; Synthesize: Interpret information, organize ideas, form conclusions; Acknowledge: Establish final list of sources (bibliography) to be used; and Format: Communicate findings.

Our Team

Established in 1988 and based at Concordia University, the Centre for the Study of Learning and Performance (CSLP) is a provincial research centre of excellence consisting of over 70 full members, research collaborators and/or associates, 20 support staff, and over 200 graduate students from eight different institutions (http://doe.concordia.ca/cslp/). Members of the project team from the CSLP are Dr. Philip Abrami, founder and Director of the CSLP, Concordia Research Chair, and educational researcher; and Anne Wade, Manager and Information Specialist, and lecturer on Information Literacy at Concordia University. Additional members include Bev White, a Director at LEARN and Director of the provincial RECIT--resource people for the development of student competencies using information and communication technology

(ICT); Susan Van Gelder, Pedagogical consultant at LEARN, Maureen Baron, Pedagogical Consultant at the English Montreal School Board, and Instructor on Educational Media in McGill's Faculty of Education; and Dr. Lesley Farmer, Librarianship Program Coordinator at California State University Long Beach, a library media teacher in K-12 school settings as well as in public, special and academic libraries.

The CSLP has longstanding partnerships with a variety of key organizations within the Canadian educational sector: the Quebec Ministry of Education, Loisir et Sports, all nine Quebec English language school boards and some French boards; the Quebec Library Association; a variety of school districts in Alberta, Ontario and British Columbia; the PEI Association of Principals; Manitoba Education, Citizenship and Youth; the Canadian Association of School Board Administrators; the Canadian Association of Principals; the Canadian Sensory Institute; and the Canadian Association of Speech Language Pathologists and Audiologists. Many of these organizations participated in the pilot study and informed the design of the ISIS-21 prototype.

Next Steps

Based on the demands for ISIS-21 and the documented need, we are planning to use the feedback we received to date to refine the prototype and develop multimedia and other professional development materials for teachers to refine their own information literacy competencies and increase their expertise and confidence to teach them.

We better understand that the underlying inquiry competencies that form the structure of ISIS-21 should not be invoked by students casually, superficially or briefly. Inquiry competencies require protracted and sustained effort on a meaningful and personally important problem. Such "big questions" themselves may not come easily or readily and probably should involve careful reflection on the part of students prior to making the commitment to use ISIS-21 to scaffold and support the development of their information literacy competencies. Henry discussed the importance of drawing on student-centered principles such as self-regulated learning to support the development of these skills. Following from Henry (2008), the ISIS-21 project represents an important and innovative approach to teaching information literacy skills and gathering research evidence on the development and impact of these competencies in children. For further information on ISIS-21 please visit http://grover.concordia.ca/isis

References

Henry, L.A. (2008). *Literacy skills and strategies used while searching for information on the internet: A comprehensive review and synthesis of research*. Paper presented at the International Reading Association annual convention, Atlanta, GA.

Whitehead, M.J., & Quinlan, C.A. (2002, July). Canada: An information literacy case study. White Paper prepared for UNESCO, the U.S. National Commission on Libraries and Information Science, and the National Forum on Information Literacy, for use at the Information Literacy Meeting of Experts, Prague, The Czech Republic. Retrieved on February 3, 2007 from: http://www.nclis.gov/libinter/infolitconf&meet/papers/quinlan-fullpaper.pdf

Acknowledgments

# RESOURCES

## IFLA Resources

**Information Literacy Logo:** http://www.infolitglobal.info/logo/
> The aim of creating this logo, chosen by the International Federation of Library Associations, is to make communication easier between those who carry out information literacy projects, their communities, and society in general. The Logo is available free of charge and promoted as an international symbol of information literacy.

## New Monographs and Digital Resources

**Varis, T., & Al-Agtash, S. (Eds.).** *Ubiquitous ICT for sustainable education and cultural literacy*. **Tampere, Finland: University of Tampere, German-Jordanian University and the Finnish National Commission for UNESCO.**
http://www.minedu.fi/export/sites/default/OPM/Kansainvaeliset_asiat/kansainvaeliset_jaerjestoet/unesco/suomen_unesco-toimikunta/julkaisut/UNESCOSECL_842008_FINAL.pdf
> The report provides a summary of high level policy statements, research papers and practical experiences of advancing education around the world for better literacy with special reference to the Alliance of Civilizations movement.

*Strategy framework for promoting ICT literacy in the Asia-Pacific region*. **(2008). Bangkok: UNESCO.** http://portal.unesco.org/ci/en/ev.phpURL_ID=27445&URL_DO=DO_TOPIC&URL_SECTION=201.html
> This digital paper targets individuals and organizations engaged in providing ICT literacy education. It offers an analysis of ICT usage in Asia-Pacific countries, and defines measures for promoting ICT literacy development in the region.

**Nilsson, M.** (**2007**). *Informationsfärdighet i praktiken: skolbibliotekarie och lärare i samverkan [Information Literacy in Practice: School librarians and teacher cooperates].* **Lund: BTJ förlag.**
> This handbook explains how school librarians can steer students through the research process together with teacher colleagues. The author states: "I have tried to write a book about how to teach our youngsters how to choose the good pieces from the big smorgasbord of information." The book's first half discusses learning and knowledge theories, drawing from Swedish and international theorists. The book then addresses planning and implementation processes based on learning theories, emphasizing research about the affect on student learning when teachers and school librarians cooperate. The book defines the school librarian's role, and highlights the importance of the school librarian as being a strong leader. The latter section contains a big collection of handouts with checklists, worksheets, assessments, and ideas about how to make information literacy lessons more fun.

**Australian School Library Association and the Australian Library and Information. (2008).** *Learning for the future: Developing information services in schools*. **Melbourne: Curriculum Corporation.** http://www.curriculumpress.edu.au/main/goproduct/12405

This publication provides library guidelines and standards. Included are a number of tables (e.g., collection size for enrollment numbers, space allocation for enrolment numbers).

*The 2008 Horizon Report, Australia and New Zealand.* **(2008). Austin, TX: New Media Consortium.** http://www.nmc.org/horizon

This report charts the landscape of emerging technologies for teaching, learning and creative expression. Horizon.K12 <http://horizon.nmc.org/wiki> is a new project that applies the process developed for the New Media Consortium's Horizon Project with a focus on emerging technologies for elementary and secondary learning institutions.

**Clyde, A. (1981).** *The magic casements: A survey of school library history from the eighth to the twentieth century.* **Dissertation. Brisbane, Australia: James Cook University.** http://eprints.jcu.edu.au/2051/

Anne's historical analysis, which still has relevance, is finally freely available online.

*Europeana:* http://www.europeana.eu/portal/

Internet users around the world can now access more than two million books, maps, recordings, photographs, archival documents, paintings and films from national libraries and cultural institutions of the EU's 27 Member States. Europeana opens up new ways of exploring Europe's heritage: anyone interested in literature, art, science, politics, history, architecture, music or cinema will have free and fast access to Europe's greatest collections and masterpieces in a single virtual library through a web portal available in all EU languages.

**OCLC Language Sets Available in French and German**

Language Sets are now available in French and German. Language Sets allow English-speaking librarians to build multilingual collections. OCLC language experts select, acquire, and catalog best-selling and award winning non-English materials, and set library holdings in WorldCat. In addition to German and French, languages available through Language Sets are: Arabic, Chinese, Gujarati, Hindi, Japanese, Korean, Malayalam, Marathi, Panjabi, Russian, Spanish, Tagalog, Telugu, Urdu and Vietnamese. For more information, pricing questions or to place an order, please visit the OCLC Language Sets home page, e-mail langsets@oclc.org, or contact your regional service provider.

*School Library Tools:* http://schlib.pbwiki.com/Tools

Canadian librarian Margaret Stimson maintains a wiki that showcases free and low-cost tools, interactive links, videos, and other useful resources for teacher librarians.

*LookyBook:* http://lookybook.com/mainpage.php?name_id=1272

Many picture books are available at Looky Book, an interactive site. This particular link leads to a book that is great for explaining point of view. Ebooks from the collection may be searched by author, title or genre.

*What All European Schoolchildren Should Learn About Europe:* http://www.Classroom4.Eu

The European Academy of Yuste agreed that there should be a program for secondary school students on European civilization. Such a program should not be the same for everyone, and it should not consist of a fixed list of historical persons, great events and important inventions. On the contrary, students and teachers in every member state should be invited to go and find out how their country or region participated in the great exchange of European civilization. The website classroom4.eu is the laboratory where these ideas are tried before launching the project in a major way.

*Forbidden Fruit: The Censorship of Literature and Information for Young People:* http://www.brownwalker.com/book.php?method=ISBN&book=1599424800

This site links to the papers of a two-day conference held in Southport, UK, in June, 2008. The proceedings draw together some of the latest research in librarianship, education, literature, and linguistics. The topics covered include translations and adaptations, pre-censorship by authors, publishers and editors, LGBT (lesbian, gay, bi-sexual and trans) materials, and the views of young people themselves.

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Language Sets are now available in French and German. Language Sets allow English-speaking librarians to build multilingual collections. OCLC language experts select, acquire, and catalog best-selling and award winning non-English materials, and set library holdings in WorldCat. In addition to German and French, languages available through Language Sets are: Arabic, Chinese, Gujarati, Hindi, Japanese, Korean, Malayalam, Marathi, Panjabi, Russian, Spanish, Tagalog, Telugu, Urdu and Vietnamese. For more information, pricing questions or to place an order, please visit the OCLC Language Sets home page, e-mail langsets@oclc.org, or contact your regional service provider.

## Grants

**Guust van Wesemael Literacy Prize**: Call for Applications 2009

The objective of the Prize is to recognize an achievement in the field of literacy promotion in a developing country. The Prize should be used for follow-up activities such as purchasing targeted collections of appropriate books, but may also be used for other activities such as literacy promotion, training, policy development. The focus of the Prize is public library or school library work. The application must be accompanied by: the reasons for application; a detailed description of the completed project or activity (including a short description of the library, or of the organization and its activities); an explanation of how the Prize money would be used; and a budget. Candidates are also advised to attach a letter of support from their library association. The Prize of EUR 2725 will be paid out in two installments: two-thirds immediately and one third on submission or a report of how the Prize has been used. Deadline for application is 1 March, 2009. Details and application form are found at http://www.ifla.org/III/grants/grant02.htm

## Conferences and Other Professional Development Opportunities

**National Educational Conference and Fair**
27-31, January, 2009, Jaarsbeurs Utrecht, Netherlands
http://www.facebook.com/n/?event.php&eid=43978556365

**Jamaica Library Service Conference**
16-21 February, 2009, Ocho Rios, St. Ann, Jamaica
*"Public and School Libraries: Your Partners in National Development"*
http://www.jamlib.org.jm
The Conference is targeted at library and information professionals, school teachers and principals, policy makers, developmental specialists, community leaders and literacy specialists from across the world.

**Information: Interactions and Impact (i³) International Conference**
22-25 June, 2009, Robert Gordon University, Aberdeen
http://www.i3conference.org.uk/
i³ explores the interconnections among information literacy, information behavior, and impact of information.

**I International Congress on Family, School and Society: Special Education**
9-11 July, 2009, University Pessoa, Porto, Portugal
http://educare.ufp.pt/uk_homepage.html
The conference aims to consolidate the know how and the integrative practice of children with special needs in the regular educational system.

**BOBCATSS Conference**
28-30 January, 2009, University of Porto, Portugal
*"Challenges for the New Information Professional"*
http://www.bobcatsss2009.org/
This international meeting occurs under the auspices of EUCLID (European Association for Library and Information Education and Research), joining together hundreds of students, teachers and professionals from the field of Information Science.

**Second International m-Libraries Conference**
23-24 June 2009, University of British Columbia, Vancouver, Canada
http://library.open.ac.uk/mLibraries/
The aim of the conference is to explore and share work carried out in libraries around the world to deliver services and resources to users via mobile or handheld devices (i.e., mobile and smartphones, PDAs, portable gaming devices, MP3 players and ebook readers). The conference will bring together researchers, technical developers, managers and library practitioners to exchange experience and expertise and generate ideas for future developments. If interested in this topic, join the m-libraries Facebook Group:
http://www.facebook.com/group.php?gid=7719700810