

All eight components serve an equally important function and must be supported and assessed to determine the effect on student learning. In order to do this equitably, the standards we are developing must give educators an equitable basis for research, study and evaluation. The work we produce must be based in solid findings, not just theory, and everyone's help is going to be needed.

The Standards will provide an accountability framework for administrators and for School Library Information Centre staff. They will provide a blueprint for the creation of an environment conducive to student learning and will show how the successful Information Centre is a focus not only for students but for professional development, training and leadership for teachers. ■ ■ ■

## Who Else Says... The Time is Right

Just as success in the Industrial Age depended on a school system that taught us how to read and write, add and subtract; our success in the Information Age depends on a school system that teaches us how to manage information, utilize technologies, innovate, and...think. Barrett, Matthew. *Globe and Mail*, 30 Nov 1996.

Effective school library programs can also help promote the development of information literacy skills among all students by supporting and coordinating the collaborative planning and implementation of reading programs, inquiry and research tasks, and independent study.

Ontario. The Ministry of Education. *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment*. 2000.

You will be better prepared to progress in the world of work when you can:

- read and understand information presented in a variety of forms
- share information using a range of information and communications technologies
- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines observe and record data using appropriate methods, tools and technology
- plan, design or carry out a project from start to finish with well-defined objectives and outcomes

Conference Board of Canada. *Employability Skills 2000+*.

[<http://www.conferenceboard.ca/nbec>] 15 Dec 2000.

In Ontario we have to face the challenge of how to best use the power of these information and communications technologies (ICT) in all levels of education and training. ... to conceptualize and define a new vision for learning in a technology-enabled environment, with clear goals, expected outcomes, and a plan of action that includes signposts of progress along the way. Ontario Knowledge Network for Learning Symposium. *Plugged into Learning, Plugged into Tomorrow*. 2000.

... there is a good body of research to indicate that good teacher-librarians can make a great difference in the life of a school and help to improve student achievement.... Within a library program, for example, there are many important instructional responsibilities (e.g. research skills and effective access to information) that are best delivered by a certified teacher librarian.

Government of Ontario. *The Road Ahead: The First Report of the Education Improvement Commission*. August 1997. [<http://eic.edu.gov.on.ca/English/board/report/road1/eng/eng-pg22.asp>] 15 Nov. 2000.

So we have a sixteen-year-old who has the technical skills to use the Internet but doesn't have the validation skills to understand the structure of the information he finds on the Internet. ... the technical skill is trivial compared to the critical thinking skills needed. ... Most technology plans that I see are not plans at all ... they're shopping lists of stuff.

November, Alan. *Creating a New Culture of Teaching and Learning*.

California Department of Education Symposium Feb 1998. [<http://www.anovember.com/articles/asilomar.html>] 15 Nov. 2000.

The role played by teacher-librarians goes beyond just keeping the library open. They have an overview of the curriculum, and they work with teachers to ensure that library materials support curriculum and to choose appropriate resources for use in the classroom. They also teach children research skills, how to write papers and how to use computers and the Internet. People for Education. *Where Have all the Teacher-Librarians Gone? People For Education Newsletter*. December 4, 2000, Vol. 4 No. 1. [<http://www.peopleforeducation.com/>] 8 Dec. 2000.

Students in schools with appropriate and sufficient library collections and qualified library personnel tend to perform better on standardized tests, especially in reading, according to studies of school library programs in Alaska, Colorado, and Pennsylvania." Manzo, Kathleen Kennedy. *Education Week on the Web*. [<http://www.edweek.org/ew/new-story.cfm>] 22 Jan. 2001.

Within a library program, for example, there are many important instructional responsibilities (e.g. research skills and effective access to information) that are best delivered by a certified teacher librarian. Government of Ontario. *The Road Ahead: The First Report of the Education Improvement Commission*. August 1997. [<http://eic.edu.gov.on.ca/English/board/report/road1/eng/eng-pg22.asp>] 15 Nov. 2000.