



OSLA AWARD WINNERS:  
Sandy Jones, Michele Regina, Phil Gagnon and  
Mary Kebalo-Plata (see p. 41)



## Visual Information and the School Library Program

STEVE MOLINE

Steve Moline challenged participants in his sessions at Super Conference to try out some of the strategies he was sharing. He asked us to find a way to visually represent the information from his sessions so we could see how powerful the strategy is for note taking. The “aha” in his session is how important visual information and representation is at every stage of the research and inquiry process.

To find out more about teaching information and visual texts see Steve Moline’s publications: *I See What You Mean: Children at Work with Visual Information*, Pembroke/Scholastic Canada, 1995.

*Show me! Teaching Information and Visual Texts*, Scholastic, Canada, 2001.

Steve Moline also publishes under the name of David Drew:

*InfoActive* (series of 48 books for grades K-2 visual literacy), Scholastic, Canada, 1998-2000.

*InfoActive Plus* (series of 10 books for grade 2-3 visual literacy), Scholastic, Canada, 2001. ■

## “Read All About It!” Newspapers, Literacy Skills, Free Resources on the Web

TIM RALPH

Computer/Program Facilitator, Durham District School Board

If Tim Ralph ever decides to moonlight at Yuk Yuk’s, be sure to make a reservation! He’s a riot! Despite difficulties with his Internet hook-up, Tim kept up the pace on a fun-filled and informative session that showed both classroom teachers and teacher-librarians how to fulfill curriculum

expectations while reinforcing students’ literacy skills.

Tim has a vast knowledge of what is available on the World Wide Web, and he provided information on how the web can be used to meet expectations from grade 4 to grade 8, in subjects as diverse as Social Studies, Science, Health and Physical Education and English Language Arts. He also showed how teachers can use on-line newspapers to teach critical thinking skills, bias, target audience, etc.

Of great interest was the surprising news that most of us can use our own computers to find out the reading level of our own writing and the writing of old classics as well as contemporary literature and newspaper.

Our only complaint was that the time allotted was not nearly enough. Much of what Tim demonstrated was based on his own experience teaching Intermediate students in Durham. From what we saw, we can only say: “lucky kids!” ■

Diana Knight

## Without Compromise

ROSS THOMSON

Teacher-Librarian, E. C. Drury High School, Milton.

CATHY BROWN

Teacher-Librarian, E.C. Drury School for the Deaf.

How do you manage to run a school library that must meet the various needs of students with a wide range of abilities and exceptionalities – especially when that library has only a part-time teacher-librarian allotment? This was the focus of two teacher-librarians who share a library at a very unique campus.

Ross is the teacher-librarian at E. C. Drury High School in Milton. This is a school of approximately 1000 students, many of whom struggle with academic learning. Cathy teaches at the building next-door, the E. C. Drury School for the Deaf, which is a provincial facility. Because both are in the library for a relatively small portion of the teaching day, they’ve had to work together to maximize their library’s functionality.

Ross and Cathy put together a power-point demonstration to show us how they do it: