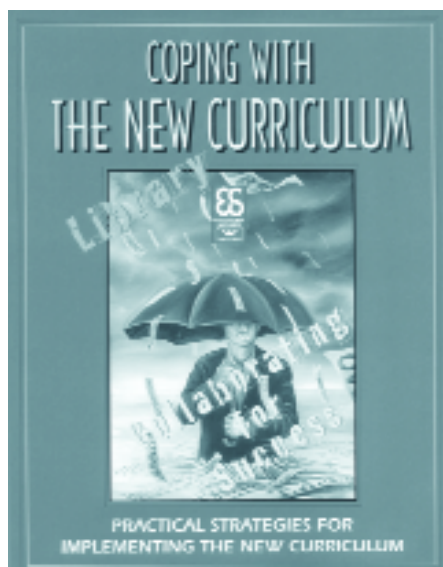


Library: Collaborating for Success – Practical Strategies for Implementing the New Curriculum

Jo-Anne LaForty and Sya Van Geest
OSSTF, 2002 (Coping with the New Curriculum Series)
ISBN 0-920930-81-6

This wonderful resource is a teacher-librarian’s dream. Not only does it offer a quick overview of information studies, but it also shows readers how to link information studies with subject expectations. As well, the book offers sample research assignments, explains the four stages of research(see p. 36), and covers the use of portfolios for research.

New teacher-librarians will be most thankful for the detailed walk-through of the research process. A series of five questions as subtopics expertly leads readers through the necessary steps, and the answers given ensure that everyone using this to plan a unit will stop and reflect each step of the way, thereby increasing their chance of success.



There is an entire chapter devoted to sample research units, many at the grade 9 level, varying in length from two pages to 10. Each one covers the four stages of research and most contain expectations from both Information Studies and the subject discipline. Some even provide exemplars and rubrics. These units are tremendously helpful as teacher-librarians can use them as is or modify them to suit their individual needs. What a great tool to use if collaborating with a teacher for the first time!

Other plusses in this resource include a chapter containing support materials for each of the stages of research. Some examples include rubrics, evaluation tools for students, and graphic organizers. Readers will be impressed with the quality and user-friendliness of the wealth of information contained here.

A review of this sort can’t begin to get across the value of such a resource. In the short time I’ve had my own copy, I’ve used one unit in its entirety, shown others to staff members, adapted and used some sample rubrics, taught my grade 10 English class how to develop a good thesis abstract using the guide provided here, referred to the section on preparing a Works Cited list, and used the definition of Information Literacy as an overhead for a presentation to school council.

Sya and Jo-Anne (authors) have produced a remarkable book which walks the talk. It provides practical strategies for teacher-librarians implementing the new curriculum as they work collaboratively with classroom teachers to design quality programs that use the four stages of research.

■ **Bobbie Henley**

Enhancing Teaching and Learning: A Leadership Guide for School Library Media Specialists

Jean Donham
Neal-Schuman, 1998,
paper, 6” x 9”, 259 pages,
bibliographical references,
indexes. ISBN 1-55570-328-3

The title of Donham’s book is significant – school library leadership is all about enhancing teaching and learning.

Enhancing Teaching and Learning: A Leadership Guide for School Library Media Specialists is divided into two parts: The Environment, which includes students, curriculum and instruction, the principal, the school district, and the community; and The Library Media Program, which includes collaborative planning, scheduling, the collection, literacy, technology, information literacy, assessment of student work, and program evaluation. Each chapter ends with Action Strategies. Donham provides a list of further readings for those interested in going beyond her book.

Enhancing Teaching and Learning would make an excellent textbook for teacher-librarianship courses, and any teacher-librarian interested in professional development is likely to find that time spent reading Donham’s text is time well spent.

As Neal-Schuman publications are generally very expensive, Donham’s text is probably most suitable for a district professional collection, although individual teacher-librarians who can afford to buy school or personal copies will certainly find it was money well spent. In any case, *Enhancing Teaching and Learning* is essential reading.

■ **Brenda Dillon**