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Their voices were heard loudly and clearly throughout those years and, finally, the board listened. For the school year 2002-2003, a board-level position, Educational Librarian, was created for a teacher-librarian, who would be in charge of the Professional Library and help support school-based teacher-librarians. And so the Year of Advocacy began with a voice closer to the decision makers in the board.

That was a critical year for teacher-librarians in Peel and an opportune time to have their message communicated at the board level. A new director joined the district that year and it was a good indication of the support to come when, during his inaugural speech, he read a picture book to the entire group and presented a copy to each school in Peel at the end of his address. It was a year of round table discussions with the director, presentations to trustees and superintendents,

and board-supported professional development opportunities for teacher-librarians, all designed to help teacher-librarians re-establish their role as instructional leaders within their schools.

Here we are, well into the school year 2003-2004, and the Educational Librarian position has become Instructional Co-ordinator-Educational Librarian. This places teacher-librarians on the same page as all the other subject areas and at the table with program leaders and decision makers. The continued communication and effort of the teacher-librarian associations and the ever growing support team at the board level are helping to improve the image and working conditions of Peel's teacher-librarians. This, combined with the continued efforts of the OLA and OSLA and the advocacy efforts at the provincial level, will keep that pendulum swinging in the right direction. ■

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