

How can we help?

There are a number of ways teacher-librarians can make themselves invaluable in the EQAO process, and no, I don't mean being asked to supervise the grade 5s in the "5/6 split" while the 6s write the test! As I see it, there are three main areas where a teacher-librarian can assist directly in the EQAO experience:

- a) teaching research skills;
- b) exposing students to quality resources;
- c) partnering with the classroom teacher on literature units.

Teaching research skills

No doubt many of you already partner with classroom teachers for resource-based units that address research skills. Hopefully you are doing so with all grades, and not just the 3s, 6s, and 9s (in anticipation of the grade 10 literacy test). All of the EQAO's reading and writing tests refer to some aspect of the research process in at least one question, and all of them require students to use research skills such as applying and organizing information. Students who have experience with these skills and are used to the terminology will fare better on the tests, without question.

Exposing students to quality resources

The EQAO traditionally uses Canadian children's literature, often of recent

publication, in the tests. Teacher-librarians are on the frontline of Canadian KidLit, and we can make ourselves invaluable simply by carrying the newest and brightest materials in our libraries, and promoting them to student readers and teachers. There is an excellent chance these works will surface again on the tests, and what better way to prepare students ahead of time? In addition, by making the acquisition of these resources a goal of your library program, you will improve your chances of receiving funds for collection development, assuming you encourage administration to see the link between the resources and those enviable test scores.

Those of us who still have some version of scheduled library time with students can be more directly involved. If your library program consists of book exchange or prep coverage periods, offer booktalks on Canadian KidLit and read excerpts to the class. The Forest of Reading program is a great place to start. If you are now an Early Literacy teacher during what was once "library time," use quality Canadian KidLit (both fiction and non-fiction) to teach graphic organizers and the conventions of the two types of literature. Secondary TMs can ensure they have all the best Canadian literature on their shelves, and are offering it to the subject teachers to supplement classroom lessons rather than keeping it for free voluntary reading and English independent study units. These strategies allow us to continue teaching to our strengths while tying that teaching to the improvement of test scores, which administrators will appreciate.

Partnering with the classroom teacher on literature units

I believe teacher-librarians will be most appreciated when partnering with classroom teachers on literature units, because classroom teachers have the most to gain directly through our involvement. These are the teachers held responsible for their students' success, especially when test results are posted in the local media by school and grade. If a TL is offering to plan and evaluate lessons that will help students do better on the tests, no

