

School Library Document: The Long and Winding Road

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The school library document has gone through many changes and challenges from the beginning of the writing process to now. The very first draft was only seen by a few people outside of the original writing group. It formed the basis of the research that was the first public draft introduced at the Super Conference in January 2008. From there, OSLA sought input from the stakeholder groups, the Ministry of Education, and the Literacy and Numeracy Secretariat (LNS). Many opinions were gathered.

For a while, it looked as if the document would simply fade away or become a publication of the OSLA/OLA. Through a consultation process with the current director of the LNS, a partnership was formed between OSLA/OLA and LNS. OLA agreed to share the cost of a rewrite with the concerns and comments of the Ministry officials, LNS, and other stakeholders reflected in the new document. In the agreement, this revised document would be published as an OSLA/OLA work with the support of the Ministry of Education and the Literacy and Numeracy Secretariat.

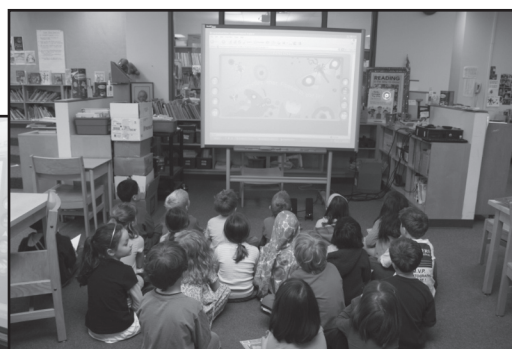
One of the chief criticisms of the draft version of *Together for Learning* was the question of audience. To address this, it was decided to produce a document with a clearly-articulated vision piece for the education community-at-large and a handbook/implementation

piece specifically for the school library community. The intention is to complement this document with a website that will reflect the most current, up-to-date examples of learning in the 21st century.

The vision establishes the key concept of the entire school as a learning commons, with everyone having a role to play and everyone being a learner. The handbook is directed primarily towards qualified school library staff and the instructional role that they play in the school learning commons.

A team of four, representing both panels, has completed the rewrite. The documents have been shared with Ministry partners and will be presented at Super Conference—both at an event on February 24th and in a session on February 26, 2010.

Many of the changes and new ideas stem from the feedback and responses given by the Ontario school library community to the first draft. We thank you for being part of the process and for your patience as the changes have been made. Parts of the document may represent new thinking to some. While this can be unsettling, it is also an exciting opportunity to magnify the impact of the school library, and more strongly reflect the new learners of the 21st Century. ■



Photos : Julie Millan