

Professional Resources

Rob Baxter

In our last issue, Roger Nevin, current OSLA President, voiced his concerns over continued school library cuts, and the declining number of elementary and secondary school libraries with adequate staffing. He also proposed a meeting between the OSLA and the Ministry of Education to discuss this trend.

As in the past, success in literacy and multiple literacies is still closely linked to the learner's access to a library equipped with online and print resources including "food literacy," "math literacy," "information literacy," "digital literacy," etc. It's a good idea, however, to keep in mind that in all of these instances, the word "literacy" can probably be replaced by words like "skill," "competence," "awareness," or simply "learning." The following are a few book recommendations to help you sort it all out, starting with one of the seminal documents which can still teach us a lot.

Achieving Information Literacy: Standards for School Library Programs in Canada

Edited by Marlene Asselin et al.; authored by The Canadian School Library Association and the Association for Teacher-Librarianship in Canada 2003 0-88802t-301-4

Designed for parents, teachers, literacy leaders, teacher-librarians and administrators at the elementary and secondary levels

Recipient of the 2004 Commendation Award from the International Association of School Libraries, and prefaced by Roch Carrier, this 90-page reference document and guide for school library development was created as a joint effort between The Canadian School Library Association and the Association for Teacher-Librarianship in Canada with a view "to reinstate Canada's leadership in school libraries."

Learning outcomes, complete with indicators from a variety of subjects and literacy documents, provide the framework for eight information literacy outcomes: (1) Uses Information with Aesthetic Appreciation; (2) Uses Information Responsibly; (3) Uses Information Respectfully; (4) Uses Information Critically; (5) Uses Information Strategically; (6) Uses Information for Decision-Making; (7) Uses Information Expressively; (8) Uses Information and Media Tools with Technical Competence. These could still be useful since some Ontario school boards

are currently returning to outcome-based learning, under the new name of School Effectiveness Framework.

To achieve these outcomes and make students information literate, school libraries are to be learning centres for lifelong learning, active learning environments and gateways to the world where resource-based and collaborative learning and teaching take place.

Easy reference sidebars on the left and right-hand side of the page prompt the reader through specific standards for management, funding, collection development (with examples of types of resources), design of facilities and staffing ratios in chart format, all based on the size and level of school. The checklists at the end of the book help you evaluate your own library based on the professional competencies listed for teacher-librarians.

This resource can be accessed online at clatoolbox.ca/casl/slic/ or ordered from The Canadian Library Association.

Designing Digital Literacy Programs with IM-PACT: Information, Motivation, Purpose, Audience, Content, and Technique

Ruth V. Small 2005 1-55570-505-7

Designed for school library media specialists from Grade 1 to 12

Combining both theory and practice, IM-PACT (Information Motivation, Purpose, Audience, Content, and Technique) presents a model for information literacy instruction tested by a wide variety of educators to make an impact on teachers and students alike. The teacher-librarian is guided through a three-part design process leading to the delivery of a more effective digital literacy programme in over 200 pages of amazing ideas and examples.

The five chapters included in Part I - Understanding IM-PACT cover the overview and concept of Information Motivation; the Purpose and necessity of information literacy skills; the Audience; the Content; and the Technique, or how to get the program "out there." Seven sample guides are offered in Part II - Successful IM-PACT Lesson Guides - from Grade 1 to 12. Part III - Create your Own IM-PACT - includes a blank