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Myth: The school library is filled with antiquated material.

Reality: Effective teacher-librarians are keeping collections up to date.

Myth: Librarians just read books to students and do book exchange.

Reality: Those books do not just grow on the shelves. The librarian needs to select and de-select those books. The book read aloud needs to tie into a plan, topic, season, and still be engaging! And all books need to be processed.

Myth: All resources are online so physical books are no longer needed.

Reality: Due to the increase in technology, teacher-librarians have developed new skills and work in collaboration with other professionals, such as library technicians.

Myth: The teacher-librarian has read ALL the books in the library collection!

Reality: The teacher-librarian sometimes has panic attacks that s/he will NEVER read all the books s/he wants to read. If time currently used for work and family and grocery shopping and personal hygiene were all suddenly available to be dedicated

exclusively to the consumption of the written word, there are still books that would not fit into this lifetime. So, teacher-librarians are expert skimmer-scanners and are selective about their reading material. In my youth, I felt compelled to finish every book I started. Now? Not so much. If I'm past page 100 and I'm not all that keen, I take a page from Elsa in *Frozen*, and Let It Go.

Myth: When I left the classroom for the teacher-librarian role, I would be lonely without my department colleagues.

Reality: Being in the library allows you the possibility of building connections and relationships with teachers you would never otherwise have occasion to collaborate with. Prior to coming to the library, as an English and Drama teacher, I worked closely with other teachers in my departments but didn't have a working relationship with people from science or tech or geography. Now, it's my job to know their curricula and extend the offer to collaborate every school year. Being a teacher-librarian is like being a consultant in your school, whether it's supporting a new teacher or collaborating to rework a project that a veteran teacher has been using for years. The constant change and interaction with students, teachers and the school community guarantee that you are never lonely! ■

***The Teaching Librarian* is looking for contributors!**

Interested in writing for *The Teaching Librarian*? Here are themes and submission deadlines for upcoming issues:

"Indigenous @ your library"
Deadline: January 30, 2019

**"Special Issue:
State of School Libraries"**
Deadline: May 27, 2019

"Quiet @ your library"
Deadline: September 30, 2019

We are looking for articles of 150-250 words, 500 words, or 800-1,300 words with high-resolution images or illustrations. Please see page 5 for more detailed information on submitting articles.

The Teaching Librarian adheres to Canadian Press Style.

We look forward to hearing from you!