

# President's Report



Jenn Brown

It's hard to believe that a year as OSLA vice-president went by so rapidly but I am privileged to begin my year as your 2019 OSLA President. I am grateful to have met so many wonderful people from across the OLA community but, for those I have not yet met, I consider this a great opportunity to say hello from afar and introduce myself. I am teacher-librarian at a busy K to 8 dual-track school in the Peel District School Board. Opening the library learning commons four years ago and continuing our journey is a highlight of my teaching career. I began teaching in the Toronto District School Board in the late 1990s and have always had a passion for social justice and equity. As a proud mom to four lovely daughters, my music teacher spouse and I are always busy, but incredibly privileged, to have such a thriving family. I am amazed and inspired by the work I see and hear about in school libraries across our province and strongly believe in the importance of a network of support for OSLA members.

Looking ahead I know that we will see terrific programs throughout our school library learning commons. The 2019 Forest of Reading continues to inspire children and young adults across Ontario to read voraciously and discover incredible Canadian authors and illustrators. The OSLA Council meets four times a year with a huge and exciting volunteer mandate that includes phenomenal partnerships,

such as next year's Treasure Mountain symposium with Canadian School Libraries, and ongoing advocacy for school library learning commons in Ontario. I encourage everyone to get involved in any way they can while still balancing self-care and personal wellness. Writing a submission for *The Teaching Librarian*, volunteering for the Forest of Reading committees, taking on a future council position, are just a few of the ways you can get involved.

In this issue of *The Teaching Librarian* contributors focus on the important work of addressing the Truth and Reconciliation Commission Calls to Action #62 and #63 in Ontario schools. As the hub of learning in our schools, the library learning commons has an important role to play in helping staff, students and community members change the narrative around Canada's history of cultural genocide against Indigenous communities. Amplifying the voices of Indigenous authors, storytellers, artists and community members must remain at the centre of this important work in our library learning commons. To this end, educators across the country are learning, unlearning and rethinking their own understanding of the TRC Calls to Action and inspiring students of all ages to do the same. As we continue on this journey, my genuine hope is that the ideas and experiences shared throughout this issue serve as a resource and inspiration to all of us. ■

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

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

“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!