



2004/2005 Annual Report

My goals for the 2004-2005 school year in the Agnes Macphail P.S. Library Information Centre were:

1. To encourage intermediate students and classes to use the library more for pleasure reading and for program delivery.
2. To continue and diversify the Partners In Action collaboration model with every division and class.
3. To continue and strengthen the Ontario Library Association Forest of Reading programs in the school.

What was the impact of the School Library on student learning and school success for 2004-2005? This annual report will provide a glimpse. This style guide will support the notion of “evidence-based practice”:

- Statement made (*the evidence supporting the statement*) > what the evidence tells you / reflections or conclusions based on the statement and evidence

Curriculum (including Literacy Development) and Co-Curricular Activities

- Planned, delivered, and assessed 19 Partners In Action collaborative units with classroom teachers (*see chart below, library timetable, and collaboration log*) > I would have liked to have seen the grade one students more and followed up my intention to experiment with kindergarten partnering and French class partnering. If I had more partner time and less math time, this may have been more feasible.

TERM	GRADE/CLASS	TOPIC	SUBJECT LINK	SKILLS/SUCCESS
1	Grade 2 Chiu / O'Neill / Tambling / Huh	Growth And Change In Animals	Grade 2 Science	Research using print resources
1	Grade 2 Chiu / O'Neill / Tambling / Huh	Tooth Traditions Around the World	Grade 2 Social Studies	Research using primary resources (interviews)
1	Grade 2 Chiu / O'Neill / Tambling / Huh	Air and Water	Grade 2 Science	Questioning skills and experiments
1	Grade 4 Daley	Winter Celebrations	Grade 4 Language	Research skills

1-2	Grade 5 Moody	Aspects of Canadian Government	Grade 5 Social Studies and Language	Writing letters, writing reports, research & forming opinions based on fact
1-2	Grade 6 Christou	Historica Fair Projects	Grade 6 Social Studies	Research process with focus on first two stages
1	Grade 7&8 Rendl	Using Videos and Graphic Organizers	Grade 7&8 Geography	Taking notes and presenting information visually
2	Grade 2 Chiu / O'Neill / Tambling / Huh	Canada and Other Countries	Grade 2 Social Studies	Research skills scaffolding from term one
2	Grade 2 Chiu / O'Neill / Tambling / Huh	Energy via Water and Wind	Grade 2 Science	Processing information and creating models
2	Grade 3 Folk	Native People In The Past	Grade 3 Social Studies	Research, especially dot jot notes
2	Grade 4 Aginsky (2 classes)	Natural Resources	Grade 4 Social Studies	Research process, ending with an auction "in role"
2	Grade 5&6 Dimakas	Native People Today	Grade 6 Social Studies	Re-conceptualizing model of research
3	Grade 4 Aginsky (2 classes)	Medieval Times	Grade 4 Social Studies	"Fat questions", research
3	Grade 5 Moody	Ancient Civilizations	Grade 5 Social Studies	Stage four of research process
3	Grade 5 Moody	The Human Body	Grade 5 Science	Group work and model building
3	Grade 5&6 Dimakas	Electricity	Grade 5 Science	Inquiry questions and experiments
3	Grade 6 Christou	Publishing Poetry via the School Web Page	Grade 6 Language	Portfolio reflection and web site creation
3	Grade 7&8 Rendl	Media Literacy	Grade 7&8 Language	Bias in information

- Planned and taught a varied program of library skills to primary and junior student through prep coverage time in the library. As often as possible, links to the curriculum were made and in every unit, evaluation was included. (*see long range plans*) > prep units were more of a divisional than class-specific theme, which helped me focus on the partnering lessons. I will have to ensure that next year's prep lessons are not mere repeats of the ones from last year.
- Brought the Historica Fair to Agnes Macphail – we took 21 students to the East TDSB Regional Fair at the Scarborough Civic Centre and one of our students received an award for his work (*see photo portfolio and school library newsletters*) > Feedback from the judges taught us that we will be even more successful if we make our projects closer linked to the curriculum. If we sent all of their "explorer discovery boxes", we might have had multiple winners!
- Continued the Blue Spruce, Silver Birch and Red Maple OLA Forest of Reading programs, but with minor alterations to the process, such as "group chocolate conferences" for Red Maple readers, an expanded Silver Birch school celebration assembly with two authors and two schools, and a trip to both the official Red Maple and Silver Birch Awards Ceremonies. (*see photo portfolio, student Blue Spruce Memory Books and Marking Books, voting statistics submitted to the OLA, and notes taken of Red Maple participant reflection feedback*) > Blue Spruce and

Silver Birch continue to be well loved; Red Maple continues to have fewer readers and other incentives need to be examined.

- Began many clubs and teams such as Role Playing Game Club (some of which are not directly related to the Library) (*see photo portfolio, library newsletters*) > Based on the huge turnouts for every club offered, (e.g. 28 in the Graphic Novel Review Club, over 30 in the Role Playing Game Club) I will continue to provide these opportunities; however, I will spread them out more evenly throughout the year and do fewer clubs or buddy up with other teachers to run the clubs.
- With Mr. Christou and Mr. Dimakas, we began a Boys Reading Club. Boys in grades 6-8 gathered weekly from January to March. The culminating activity was a trip to the Read to Succeed conference. (*see boys' reflections on trip and final community circle remarks by boys on club*) > This was a very popular club, although boys were reluctant to join at first. Much of the positive buzz was directly related to the personality of the teachers running the club.
- Continued Library Helpers Club with modifications such as year-round membership, job application process, bimonthly meetings, increased purchasing trips, recess duties, and sign-in sheets. (*see Library Clerk binder for attendance statistics, meeting notes and responses*) > although shelves were not kept as tidy as in the previous model, the amount of books awaiting shelving was reduced and clerk job satisfaction was high.

Collection Development, Circulation and Budget

- Submitted and followed a budget proposal, first based on \$8 000, increased to \$12 000. (*see Library Budget binder and TitleWise collection report*) > as of June 26, we had \$900 left in library funds. Since books are currently being catalogued, no accurate statistics of the amount of new books added to the collection exist. I increased the amount of teacher and student input into purchases (students went with me to purchase materials); informal oral reports indicate that students are very happy with the amount and types of books purchased this year, especially the graphic novels.
- Budget was increased further due to \$1500 TDSB Pathways Career Resources Project funds and the \$3500 Ministry of Education Initiative to school libraries, and two book fairs held in December 2004 and May 2005 (*see e-mail listing Ministry of Education money purchases and book fair tally sheets*) > This helped a lot, but cannot be depended on in the future to supplement the school budget allocation. Next year, the library must apply for a Canada Trust science resource grant and take advantage of other avenues for funding.
- Extensive weeding was done last year, so only "as we see it" weeding occurred and was kept until the end of the year > next year, the encyclopedias and professional resources section must be weeded, as they were missed during the major 2004 weeding.
- Borrower checkout statistics were generated sporadically during the year, with a final tally dated June 17, 2005; the average primary student (grades 1-3) took out 30.4 books this year, the average junior student (grades 4-6) took out 42 books, the average intermediate student (grades 7-8) took out 12 books (*see ReportSmith borrower checkout statistics for Agnes Macphail PS dated June 15, 2005 and ReportSmith Overdue Report for Elementary Students dated June 15, 2005*) > The kindergarten statistics were unable to be used because of difficulties with our

helpers accurately signing in and out the books. One junior class pulled down the average significantly and the teacher of another class confessed that she heavily advocated using the public library, which may have resulted in a decreased use of the school library. The intermediates were a big disappointment – part of the low figures can be attributed to a) no library periods within their schedules for book exchanges (they had to come on their own at recess time), and b) the practice of sharing books among themselves and not bothering to check them in and then out to a new borrower. Next year, there must be a concentrated effort on boosting the circulation statistics for all divisions. Unfortunately, I cannot compare this year's results to last year's statistics (they weren't gathered) to get a truer picture. However, I can compare the overdue list, which is significantly higher than last year (in 2003-2004, only 1 page of books were outstanding and this year, there are 12 pages of overdue books). I suspect this is due to a more relaxed attitude toward the book borrowing limit and notification of overdue books; this will have to be corrected for next year as well.

Professional Development (Staff and Self)

- Attended the Ontario Library Association 2005 SuperConference and presented two workshops on Evidence Based Practice and Role Playing Games (*see SuperConference program booklet and summary of workshops attended*) > Both sessions I gave generated positive feedback. The OLA will supply all presenters with a summary of the evaluation forms completed.
- Presented a workshop on Graphic Novels four times as part of an in-service day run by the Library and Learning Resources Department (*see workshop handout*) > Feedback surveys completed by participants and reviewed by the Library Dept. staff indicated that the Graphic Novels session was one of the highlights of the day.
- Began study in the Masters of Education program: Teacher-Librarianship via Distance Learning with the University of Alberta; the first course was "Comics and Graphic Novels in School and Public Libraries" (*got an A-*) > This course was excellent and led me to join a Graphic Novel Book Club and Review Team to further my learning in this area.
- From October to December 2004, trained most of the Agnes Macphail P.S. staff in Tribes TLC © (*end-of-unit evaluation forms were completed but had to be sent to Center Source Systems in California*) > The group enjoyed this training, although there were several tangential difficulties between individuals.
- Accepted a leadership position as the NE4 Family of Schools Teacher-Librarian Facilitator and ran 3 meetings (*see NE4 FoS TL meeting notes*) > The NE4 meetings were not as well attended this year as they were last year, but those who came reported that they found them extremely helpful. Our superintendent was able to attend 2/3 of the meetings.
- Agreed to help with the Information and Communications Technology Lead Teacher position and will work on the school web page this coming summer and fall
- Learned about the programs in our new Language Lab (two days of in-servicing) and will work closely with the SERT / MART to provide support to students at risk with using these assisting pieces of technology.

- Was released for four days to write Ontario Curriculum Unit Planner units with library themes. (*see OCUP units, to be released in August 2005*) > I was able to create 3 units and the project coordinator, Rose Dodgson, was very pleased with the work

Next Steps: Goals for Next Year

- Further the integration of technology into subject areas via the school web page, leadership within the ICT Lead Teacher role, and the Language Lab. Purchasing a data projection unit for the library and a multimedia computer will help meet these goals.
- Weed the reference and professional resources section and promote its use among students and new teachers.
- Improve the circulation statistics for all divisions and reduce the amount of overdue books at the end of the year.
- Continue the collaborative Partners In Action units, especially with groups not traditionally covered in partnering, and Forest of Reading programs.

There is a bit of uncertainty surrounding next year, as I am applying for a position as Instructional Leader in the Library and Learning Resources Department. If I indeed leave this school, I hope that the staff will help the new principal and new teacher-librarian maintain the high level of financial and planning support that makes the Agnes Macphail School Library the envy of its peers.

Respectfully submitted by Diana Maliszewski, Teacher-Librarian
Agnes Macphail School Library Information Centre, June 2005