

THE ROLE OF THE TEACHER-LIBRARIAN IN BRITISH COLUMBIA
SECONDARY SCHOOLS: A Shared Vision?

by

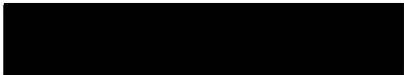
Bernice Louise Betts
B.A., Carleton University, 1971


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We accept this thesis as conforming
to the required standard


Dr. Y.M. Martin-Newcombe, Supervisor
(Department of Communication and Social Foundations)


Dr. M.B. Robertson, Departmental Member
(Department of Communication and Social Foundations)


Dr. J.O. Anderson, Outside Member
(Department of Psychological Foundations in Education)


Mr. D. Hamilton, Outside Member
(Education Librarian; Adjunct Professor, Faculty of Education)


Dr. T.J. Riecken, External Examiner (Department of Social and Natural Sciences)

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University of Victoria

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Sep 3/92

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Supervisor: Dr. Yvonne M. Martin-Newcombe

ABSTRACT

Researchers in teacher-librarianship, professional association leaders, library training programs, and recent government documents advocate an expanded role for teacher-librarians. The role centres on cooperative program planning and teaching, and incorporates computer-based information technologies. If teacher-librarians are to assume this expanded role, then teacher-librarians, teachers and administrators are all implicated in the change. The thesis explores whether these three groups share a vision of the expanded role of teacher-librarians in British Columbia secondary schools.

The purposes of the study were to determine: 1) if teacher-librarians had already incorporated the expanded role definition into the structuring of their jobs, or whether they wished or expected to restructure their jobs in future; 2) if principals and teachers perceived tasks associated with the expanded role to be as important as traditional tasks for both current and future roles; 3) if particular priorities for the teacher-librarian's role were associated with background characteristics such as district support levels or respondents' professional training and experience.

Questionnaire results from 34 teacher-librarians, 25 administrators and 73 teachers raised doubts about the existence of a shared vision of the secondary teacher-librarian's role, either within or between the sub-groups.

Teacher-librarians structured their current jobs in highly divergent ways. Their aspirations and expectations for future job structuring were somewhat less divergent, with the greatest cohesiveness shown in their rejection of subprofessional tasks. Most stated that their highest priorities were in task areas associated with cooperative program planning and teaching, but the time they devoted to curricular collaboration and working with class groups in their current role often did not reflect these priorities. Computer-based information services were generally of low priority.

Principals and particularly teachers held a wide range of views about which aspects of the teacher-librarian's role were most important. Their averaged current role ratings tended to give greater priority to professional activities related to resource provision and library management than to involvement with students, curriculum and computers. Future priorities increased the emphasis on both cooperative program planning and teaching, and computer-based information services. Averaged ratings for both current and future roles minimized subprofessional task areas, although there was high variability in teachers' responses for these areas.

District policies for school library programs appeared to relate to distinctive "shapes" for the teacher-librarian's role. A district focus on cooperative planning and teaching or information technology was reflected in teacher-librarians' job structuring. Teacher-librarians in districts with less centralization were more reluctant to take on aspects of the expanded role. Teachers' and principals' perceptions of the teacher-librarian's role also seemed to reflect each district's orientation, although there may be a backlash among teachers against a strong district stance on curricular collaboration.

Teacher-librarians' professional training and library experience correlated positively with task areas associated with cooperative program planning and teaching. Teachers and principals who were more accepting of the teacher-librarian's curricular role had also devoted more time to learning about library programs, or had incorporated the library extensively into their own teaching programs. Teacher-librarians whose libraries had more types of technology spent more time offering computer-based services, but this group had no greater wish than others to devote time to computers in future.

Examiners:



Dr. Y.M. Martin-Newcombe, Supervisor
(Department of Communication and Social Foundations)



Dr. M.B. Robertson, Departmental Member
(Department of Communication and Social Foundations)



Dr. J.O. Anderson, Outside Member
(Department of Psychological Foundations in Education)



Mr. D. Hamilton, Outside Member
(Education Librarian; Adjunct Professor, Faculty of Education)



Dr. T.J. Riecken, External Examiner
(Department of Social and Natural Sciences)

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DEDICATION

This thesis is dedicated to four very special people, without whose influences it would never have been written:

- To my parents, Irene Miller and Walter Betts. Their love of books and learning led me to the discovery of what magical places libraries can be.
- To my colleague, mentor and friend, Odie Kaplan. Her infectious enthusiasm for resource-based learning showed me what exciting learning environments secondary school libraries can be.
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CHAPTER 1

Problem

Despite the fact that researchers (Oberg, 1990b; Brown, 1990; Haycock, 1991) and governments alike (Ontario Ministry..., 1982; Alberta Education, 1985; British Columbia Ministry..., 1991a) envision an expanded role for teacher-librarians in secondary schools, it is not clear that this vision is shared by the key players in those schools.

Formerly the keepers of a quiet room of books, teacher-librarians are now given responsibility for managing busy learning centres for students and teachers. In these learning centres, and often throughout the school, they are expected to handle and promote a wide variety of print, non-print and computer-based resources, play a full role in the planning, teaching and evaluating of student learning, and provide leadership in the professional development of their school's staff (British Columbia Ministry of Education, 1991a).

In the expanded role description promoted through the professional literature, governmental directives and teacher-librarianship training programs, two areas change the nature of the teacher-librarian's job more than all the others. One area is "cooperative program planning and teaching," a term which denotes full collaboration with classroom teachers in the development and implementation of curriculum. The other area is the computer-based information revolution. Proposed changes to British Columbia's educational system, the Year 2000 initiatives, highlight staff collaboration as well as resource-based learning to prepare students for 21st century information technology (British Columbia Ministry of Education, 1990). Thus Year 2000 reinforces the message that British Columbia teacher-librarians have an increasingly important role to play in both areas.

While there are some indications that the secondary teacher-librarians

have embraced the cooperative partnership with their classroom colleagues (Bookmark, 1985-91; British Columbia Ministry..., 1991b) and are assuming a leadership role in integrating electronic information systems into the learning process (Gaudet, 1991; Lewis, 1991), no extensive research is available to show whether the expanded role of the teacher-librarian has become a reality, or has the potential of becoming a reality, in the province's secondary schools. Neither quantitative nor qualitative studies have been done to reveal the extent to which British Columbia teacher-librarians have already restructured their jobs to reflect the expanded role. It is also not known if teacher-librarians wish to restructure their jobs in response to an expanded conception of their role, or expect to restructure their jobs in response to Year 2000 changes. Factors within their school setting, their district's library support services or their own professional background could relate to teacher-librarians' receptivity to an expanded role, but again there is no empirical evidence to support such relationships. Nor is it known whether the expanded role is valued or even accepted by British Columbia principals and teachers. Without the willing partnership of administrators and teaching colleagues, it is doubtful whether teacher-librarians can proceed very far with either high technology information systems or cooperative program planning and teaching.

Purpose of the Study

It is the intention of this study to investigate how secondary teacher-librarians, principals and teachers are interpreting the expanded role definition of the teacher-librarian. Have they in fact accepted the changed role? Have teacher-librarians already incorporated the expanded role definition into the structuring of their jobs, or do they wish or expect to do so? Do principals and teachers see the newer areas of responsibility as

important ones, or do they maintain a more traditional view? Is there a consistency within each group's perception of the teacher-librarian's present and future roles? If consistencies do not exist, how do the groups differ? Might factors such as school setting, district support levels and professional background relate to any patterns of perception?

Significance of the Study

The 1991 B.C. Ministry of Education document Developing Independent Learners: The Role of the School Library Resource Centre opens with the following statement of philosophy:

An effective school library resource centre program promotes the development of independent, lifelong learners. It emphasizes the collaboration of all participants in education and focusses on resource-based learning, using a wide variety of sources, as essential to education. (p.2)

The statement implies acceptance of the collaborative model of teacher/teacher-librarian planning and teaching as well as the importance of modern information resources. The first and third of the three "principles of program development" following the philosophy statement clarify this acceptance:

Principle 1: All children ... should have the opportunity to ... become skillful, thoughtful users of information in an information era.

Principle 3: An integrated, articulated education for students is provided when educators collaborate to ... design an educational program that is meaningful, well-considered, and related to student needs. (pp.4-5)

Obviously the Ministry is ready for the more modern, expanded role definition of the teacher-librarian. But are the educators who are intended to participate in school library programs ready?

This study will provide an answer about whether participants in four districts of the province of British Columbia are ready for an expanded role for the secondary teacher-librarian, or have already adopted it. If it is discovered that different groups do not share similar role perceptions, the study may encourage these groups to communicate their differing expectations and their rationale, so that their library programs can evolve in ways that best suit local needs. In pointing out any relationships between levels of readiness and participants' backgrounds, the study could prove useful to the Ministry, school districts, schools or individuals when they are considering professional development initiatives to upgrade school library programs. The information pertaining to the teacher-librarian's background could also be interesting for administrators to consider when they are hiring new professional staff for their libraries. Districts and schools concerned with improving their library programs could also be interested in relationships the study may find between the local situation (factors such as pupil : teacher-librarian ratios, levels of clerical assistance, types of centralized support services, and the availability of information technology) and the various staff groups' willingness to accept an expanded role definition for the teacher-librarian.

In the final analysis, this study may do nothing more than encourage conversations among some of the key players in the implementation of library programs in schools in four districts. If, by completing the questionnaires, the respondents ponder on what is important in the teacher-librarian's role, they will have taken an important first step in addressing school library issues. If they then discuss together how that role can be better structured to enable students to become independent, lifelong learners with skills to tap a rich base of learning resources, the researcher will consider the study to have been worthwhile.

Clarification of Terminology

The terminology used in the field of teacher-librarianship can be somewhat confusing as a result of vocabulary changes over time as well as differences between current American and Canadian terms. Wherever possible, this study utilizes school library terminology recommended by the Canadian School Library Association [C.S.L.A.] (1989). The C.S.L.A. glossary included in Appendix I provides detailed descriptions of recent Canadian terminology. The following list should help to alleviate any confusion that might result from the use of other terminology in quotations appearing in the literature review (Chapter 2).

- Teacher-librarian - This current Canadian term replaces "school librarian" and is considered, for the purposes of this study, to be synonymous with "librarian," as well as with the current American term, "school library media specialist," which is occasionally shortened to "library media specialist." "Media specialist," on the other hand, refers to a specialist in non-print media who is not necessarily associated with a school library.
- School library - Among its many variations in the literature are "media centre," "resource centre," "school library resource centre" and "school library media centre."

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

This literature review begins with an examination of the evolution of the teacher-librarian's role as it is revealed through major North American standards developed during the twentieth century, and through provincial government documentation of the past decade.

Since one of the most profound changes for teacher-librarians is in the area of cooperative program planning and teaching, the review delves into the literature concerning this collaborative role. Rationales for the cooperative program model are followed by a review of literature dealing with obstacles and pathways to using the model. A discussion of literature pertaining to the other area of greatest change, the revolution in information technology, follows.

The third section of the review provides an overview of recent North American studies, primarily survey research, which have focussed on the role of teacher-librarians as perceived by teachers, administrators, and teacher-librarians themselves. It also looks at recent studies on job structuring. The section concludes by investigating ideas from change theorists and relating their ideas to processes of change in the teacher-librarian's role.

The Evolution of the Teacher-Librarian's Role

Although school libraries have existed for several centuries, the role of the teacher-librarian has evolved in the literature of teacher-librarianship primarily during the past 75 years. Most government documentation pertaining to the role is much more recent.

This first section of the literature review begins with major highlights of the role evolution as exemplified by U.S. and Canadian national standards. It should be noted that many state, provincial and district standards have also appeared over the years. However, since the national standards have provided the basis for most of the more localized standards, the discussion in this review is limited to national standards. It should also be noted that national standards are in many ways both a reflection and a creation of the academic viewpoints in teacher-librarianship. For example, at least 22 of the 43 consultants involved with preparing Information Power (American Association of School Librarians & Association for Educational Communications and Technology [AASL & AECT], 1988, pp.154-156), the most recent U.S. standards, have university affiliations.

An examination of recent Ministry of Education documents from Ontario, Alberta, and British Columbia will follow discussion of the national standards. The past decade's evolution of the teacher-librarian's role in Canada can be seen most clearly from these three publications.

North American National Standards

An important early figure in defining the teacher-librarian's role was C. C. Certain, who presented the Certain Standards to the American National Education Association in 1918. Jean Brown (1985, p.28) calls this presentation "a landmark", because it was the first attempt to have national school library standards. In his standards, Certain (1918, p.12) made it very clear that teacher-librarians had a professional role to play, stating that to require clerical work of trained librarians was "wasteful of educational resources and money." When Certain's 1918 standards for secondary schools are looked at together with his 1925 standards for elementary school libraries, one sees the foundations for the modern school library: a multimedia collection, a library integrated with the school's instructional program, and a professional teacher-

librarian with qualifications in both teaching and librarianship.

Further American standards were set in 1945, 1956, and 1960 with each document refining the teacher-librarian's role (Brown, 1985, pp.32-39). The earliest of these documents clearly identified the teacher/teacher-librarian partnership in its statement that teacher-librarians should work with their colleagues on selection and use of materials contributing to the instructional program. By 1960 the cooperative relationship with teachers was even more clearly defined; however, top priority in the teacher-librarian's role was direct services to students to enrich their personal and instructional activities (AASL & AECT, 1988, p.v). Interestingly, the standards also recommended that teacher-librarians, because of their management responsibilities and interactions with other staff, should be accorded the status of department head. Neither references in the literature nor personal knowledge has led the researcher to conclude that this status has ever been accorded.

Canada entered the arena of national standards in 1967 when the Canadian School Library Association published Standards of Library Service for Canadian Schools. Much like their American predecessors, these first Canadian standards emphasized the integration of the school library with the instructional program, to be realized through teacher/teacher-librarian cooperation and a multimedia approach (Brown, 1985, p.41). The lack of clarity about whether Canadian school libraries should be multimedia soon became apparent when the standards were followed by yet another set of Canadian standards, Media Canada: Guidelines for Educators, published by the Educational Media Association of Canada in 1969 (Branscombe & Newsom, 1977, p.v). The presence of two documents was an unfortunate one, claim Branscombe and Newsom, because it was "mistakenly seen by some as an indication of basic differences." The two documents' main importance to the present study is that they mark the distinction made in Canada at the time between the library role and the media role, a distinction

which no longer exists in most schools or in the Canadian literature.

Only three years after publication of Media Canada, teacher-librarians and media specialists joined forces to begin preparation of the 1977 standards, Resource Services for Canadian Schools. This latter publication, edited by Branscombe and Newsom, heralded an integration of school library and media roles in this country that has continued to strengthen ever since. It also spoke of the teacher-librarian's role as one of "professional assistance" to the "teacher preparing for a group learning experience" (p.35). The word "collaboration" was used in the description, but it was a different type of collaboration from the current conception of cooperative program planning and teaching. In being "indispensable in designing and implementing logistic support programmes,...by which the right learning materials are made available in the right places, at the right time, to the right people," (p.35) teacher-librarians still had not become the full partners in the planning, teaching and evaluating of learning that more recent literature promotes.

Meanwhile in the U.S. new sets of standards in 1969 and 1975 clarified the role of the American "school library media specialist" (AASL & AECT, 1988, p.vi). The name change from school librarian indicates the increasingly important place given to non-print resources in the school librarian's activities. Whether working with print or non-print, school library media specialists were expected to increase their involvement with teachers: analyzing instructional needs, designing learning activities, and producing materials to support the curriculum. The 1975 standards also emphasized the need for district support to enable these library media specialists to carry out their full role at the school level.

The most recent North American national standards are those contained in Information Power, presented jointly by the American Library Association and the Association for Educational Communications and Technology in 1988. The mission of the library program as stated in these

standards is "to ensure that students and staff are effective users of ideas and information" (p.1). To carry out this mission, the library media specialist is seen to have three "separate but overlapping" roles (p.26): information specialist, teacher, and instructional consultant. The information specialist role is described as increasingly complex and important, largely because of the revolution in information and instructional technologies in recent years. On-line searching, electronic catalogues, and "most importantly, the development of higher-order thinking skills for the organization, evaluation, and use of information and ideas as an integral part of...the school's curriculum" are cited in relation to the information specialist role (p. 27). The teacher part of the role stresses the library media specialist's primary responsibility for the teaching of information skills, which is undertaken by working with teachers and administrators to define the information curriculum "and ensure its integration throughout the instructional program" (p.32).

The instructional consultant role reveals the most radical departure from previous American standards. Traditionally the teacher-librarian's role was a reactive one, where involvement with the instructional program came after classroom teachers had completed their planning. In the instructional consultant role laid out in Information Power, the teacher-librarian becomes "proactive, ... involved with the school's instructional program at its inception" (Cleaver & Taylor, 1989, p.6). Cleaver and Taylor view all three roles as evidence of the library media specialist having formed a partnership with teachers and administrators. An alternate view is put forward by Cohen (1989), who sees Information Power's library media specialist as still "assisting classroom teachers with specific tasks, rather than being an integral and necessary part of the team" (p.21).

The national standards developed in both the U.S. and Canada during the seven decades since Mr. Certain's original set have provided a focus by

which teacher-librarians have defined their programs and their role in the school. The profession has found vision and solidarity through creating these documents and responding to them. Teacher-librarian associations have gained strength to lobby for the kinds of programs advocated in the guidelines. Individuals have developed awareness that the programs can be achieved only by working in partnership with teaching colleagues and others in the educational system.

In these standards the profession has also found one of its greatest sources of frustration. As guidelines conceived without the involvement or promised support of governments and local school districts, the standards have created for practising teacher-librarians a role which is often impossible to act out fully. The emphasis on need for school district support, beginning with the 1975 American standards, is one which cannot be taken lightly. All of the standards described in this review are nothing more than unfulfillable wish lists put forward by the keenest of teacher-librarians in national teacher-librarians' associations, unless those who determine budgets and staffing levels agree that the standards should be supported. Very often the standards have not been taken seriously by those controlling the purse strings, yet it is only when those with fiscal power increase support to libraries to match increased program and role conceptions, that teacher-librarians have an opportunity to fulfill the role expectations they have come to associate with their jobs. Haycock (1991, R1), an international leader in the teacher-librarianship field, sums it up well:

Many TLs [i.e., teacher-librarians] see the program as the TL alone.... This is...foolhardy. [T]he TL does not determine the amount of time allocated to the position, does not decide on the level of clerical support, does not singlehandedly build the facility for effective use, does not prescribe the nature and delivery of district consultative and management services, does not write the budget figures, does not make purchasing policy, and so on. Others make these decisions and others must be accountable for them....

There is another aspect of the national standards, as well as of the provincial government documents to be discussed in the next section, that provides a source of role frustration for the teacher-librarian. That is the dependency teacher-librarians have on others accepting the evolving conception of school library programs and playing out their own roles accordingly. Very often other players' actions, particularly teachers', are embedded in norms which make it difficult for those players to engage with teacher-librarians in activities employing the full range of the teacher-librarian's role description. More will be said about this in the section dealing with cooperative program planning and teaching.

Canadian Provincial Government Documents

The 1980's saw Canadian teacher-librarians move away from developing further national standards. Instead they focussed their energy on the creation of provincial government policies. Partially as a result of national standards bringing change more slowly than had been hoped, and also because education in Canada is a provincial matter, teacher-librarians' associations felt that their efforts would be most effective if they worked in concert with provincial Ministries of Education to establish guidelines for school library programs. The Ministries, with varying degrees of enthusiasm and commitment, agreed to collaborate with the teacher-librarians' associations in these projects. Ontario began the trend in 1982 with the publication of Partners in Action. Alberta and Saskatchewan followed with Focus on Learning and Resource-based Learning in 1985 and 1987 respectively. Recently, British Columbia published new provincial guidelines titled Developing Independent Learners: The Role of the School Library Resource Centre (1991a). Prior to an examination of the latter document, which has direct bearing on the present study, the Ontario and Alberta models will be examined to show how the Canadian teacher-

librarian's role was evolving during the decade preceding the new B.C. document.

Partners in Action (Ontario Ministry of Education, 1982) envisages the teacher-librarian involved in a partnership with teachers, principals, and school districts to create resource-based programs. Its opening statement points to the importance of this partnership, claiming:

The success of the library resource centre depends to a large extent on the degree of co-operation among all participants in the educational enterprise. (p.4)

Partners in Action outlines the teacher-librarian's role as having six major components (pp.34-39):

- 1) teacher: "...work[ing] co-operatively with other staff members... shar[ing] the responsibility for teaching learning skills"
- 2) curriculum developer: "...a partner in planning, implementing, and evaluating curriculum"
- 3) consultant: "...deal[ing] with teaching strategies, learning and information skills, learner needs, professional resources, and professional development"
- 4) resources specialist: "keeping up to date on new learning materials and equipment, as well as on the potential of modern technology to improve access to information," which leads to materials being selected "cooperatively by the teacher-librarian and classroom teachers."
- 5) manager: "setting priorities...budgeting...organizing and administering ...long-range planning"
- 6) program advocate: "...interpret[ing] the role of the library resource centre in the teaching and learning activities of the school [and]...establish[ing] a climate for communication so that co-operatively the school staff may plan the role that the teacher-

librarian and the library resource centre will play in the curriculum."

Partners in Action was truly a landmark document in the Canadian school library scene, providing a basis for discussions about teacher-librarianship throughout the country and setting the stage for all subsequent provincial documents. Its insistence that a school library program is an educational partnership of many players rather than a service created by a teacher-librarian has engendered many echos all across Canada.

Alberta's Focus on Learning (1985) is subtitled "An integrated program model for Alberta school libraries." "Integrated" is the key concept, with library services and activities viewed as "an essential and dynamic part" of the school's instructional program (p.2). Cooperative planning and implementation are at the centre of the graphic model of the program. The teacher-librarian's role is outlined in five points (p.56) which are basically:

- 1) cooperative developer, implementer, and evaluator of instruction
- 2) planner and coordinator of library services
- 3) efficient library manager
- 4) communicator with personnel in other resource settings
- 5) seeker of professional self-development and provider of inservice for teachers

It should be noted that Alberta's teacher-librarian role description is based on the assumption that a college-trained library technician and a clerk are also part of the library team. In the absence of a technician, presumably the teacher-librarian would be expected to pick up the majority of technical duties, although the document does not deal with this eventuality. Nor does the document deal with the eventuality of insufficient clerical assistance, a reality in Calgary, where clerical time was subject to cutbacks in 1987 (Calgary Board of Education, 1990).

Cohen's (1989) major criticism of the Alberta document is its lack of recognition of the teacher-librarian's leadership role in establishing the

teacher/teacher-librarian partnership, a partnership which is crucial to the development of the integrated program. However, as provider of inservice, the teacher-librarian can play an important leadership role if he or she chooses to use the inservice possibilities for program advocacy.

British Columbia's new document, Developing Independent Learners: The Role of the School Library Resource Centre (1991a), bears a close resemblance to both the Ontario and the Alberta models in many ways; however, it reveals an increasing emphasis on self-directed student learning not only by its title, but also by giving the student's role, a role not discussed in the other documents, first priority in its outlining of the various roles. By doing so, it meshes well with the philosophy in British Columbia's Year 2000 changes to the educational system. The section of the document dealing with the teacher-librarian's role begins with an emphasis on being a "team player, working with all members of the school community" (p.10). It proceeds to outline nine role responsibilities, in the following order:

- 1) cooperative program planning and teaching
- 2) cooperative professionalism and leadership
- 3) promotion of the effective use of learning resources and services
- 4) selection of learning resources, involving teachers in the process
- 5) information and reference services for students and staff
- 6) listening, viewing and reading guidance for students and staff
- 7) design and production of learning resources
- 8) acquisition, organization, and circulation of learning resources
- 9) administration of the learning resources program (pp.10-15)

It is made clear that some of the activities outlined above ideally should be directed by teacher-librarians rather than physically done by them. Therefore incorporated into the principal's role is the provision of "adequate support staff" (p.17), and into the library technician's and clerical's roles the types of activities that are considered to be subprofessional. The district is

also given a key role to play in ensuring that teacher-librarians have sufficient support services to carry out the mandate implied in their role description.

All of the new Canadian documents of the past decade received provincial government support, at least in their creation. Yet because their implementation is dependent upon district support, which in turn, it could be argued, is dependent upon continuing provincial support, these documents have an impuissance similar to that of the national standards. Unless districts provide adequate funding and staffing, teacher-librarians still find themselves attempting to fulfill a role and create a program for which they are inadequately supported. Dekker's (1989) survey of 400 Ontario elementary schools revealed that five years after Partners in Action was distributed throughout Ontario, less than 40% of the responding schools had the level of professional staffing recommended in the document, and only 30% had paid clerical assistance. One might wonder how the teacher-librarians in these understaffed schools can undertake the six roles outlined in Partners.

Teacher-librarians in British Columbia may not fare much better in trying to fulfill role expectations suggested in Developing Independent Learners. A survey of British Columbia school libraries conducted in the fall of 1990 (Cameron, Crook, & Austrom, 1991) showed that 90% of the 1147 responding schools had professional staff levels falling short of the minimum criteria set by the British Columbia Teachers' Federation. Moreover, 60% of the districts had clerical staffing levels which failed to meet the minimum criteria. If teacher-librarians are to accomplish the nine role responsibilities outlined in the new provincial document, both districts and principals need to give more consideration to their outlined roles regarding the provision of adequate staff.

Cooperative Program Planning and Teaching

Cooperative program planning and teaching takes centre stage in recent North American national standards and Canadian provincial documents. Two of the three roles for U.S. teacher-librarians identified in Information Power (AASL & AECT, 1988) , i.e., teacher and instructional consultant, point to a cooperative model of program development. Ontario's Partners in Action (Ontario Ministry, 1982) not only alludes to the importance of cooperative planning and teaching in its title, but goes on to place teaching and curriculum development, both clearly described as cooperative activities, at the top of its list of six teacher-librarian roles. The Alberta model for integrated library programs (Alberta Education,1985) communicates the importance of cooperative planning and teaching by placing this activity right at the centre of its graphic model, looming large. British Columbia's new document (1991a) posits the cooperative program planning and teaching role ahead of all others in its guidelines for teacher-librarians. One might therefore conclude that the most important aspect of the teacher-librarian's role is a cooperative one, involving full collaboration with classroom teachers in the development and implementation of curriculum.

Rationale for Cooperative Program Planning and Teaching

The primary rationale for the cooperative model is its effectiveness in improving student learning in an information age (Smith, 1978; Anderson, 1983). Haycock (1982, p.5) explains the move away from teaching isolated library skills as a "major shift for the teacher-librarian from determining what the student is to do, to cooperatively determining what the student is to learn...." Fast (1981) sees the cooperative library model as an improvement upon the much maligned (Eisner, 1983; Goodlad, 1984; and many others)

teacher transmission model:

If schools are to move from a classroom and teacher-dominated routine--already declared outmoded by the students--to a learner-oriented environment, the media program must emerge as a key component, an integral part of the learning process. (p.39)

British Columbia's Year 2000 program (British Columbia Ministry of Education, 1990, p.35), with its emphasis on a learner-focussed curriculum, sees student learning enhanced "by the wide variety of resources within the resource centre collection and by the experience of the teacher-librarian as a curriculum developer and teaching partner in cooperative program planning." In Teacher's Workplace (1989), Rosenholtz identifies five interrelated and mutually reinforcing features of schools which continuously improve both their teaching program and student learning: shared goals, teacher collaboration, teacher learning, teacher certainty and teacher commitment. A school committed to cooperative program planning and teaching would certainly be directing itself toward these five indicators of improved student learning.

The literature on teacher isolation provides a second rationale for cooperative program planning and teaching. Studies on teacher effectiveness show that teachers working in isolation "peak out" alarmingly early. Rosenholtz's (1985) study revealed that after five years in their profession, teachers showed no further growth in classroom effectiveness; in fact, there were signs of decline. Professional isolation also leads to low job satisfaction and low retention rates for teachers with high growth needs. Ironically these are the teachers who, by their own need to be lifelong learners, can provide students with the best modelling for lifelong learning. Ellis (1988) pointed to a need to restructure the teacher's job in order to keep these high growth needs individuals in the classroom. The "drop-out rate" for bright and initially highly motivated teachers is unlikely to be curbed as long as such

individuals anticipate spending their careers working in isolation. Barth (1986) sums up the isolation problem well when he states:

No profession can survive, let alone flourish, when its members are cut off from others and from the rich knowledge base on which success and excellence depend. (p.473)

Cooperative program planning and teaching finds a third and related rationale in the rapid change climate of schools today. Smith & Scott (1989, p.6) point out that changes are more threatening when faced alone. For example, many teachers are struggling with the pressure to introduce new learning strategies. Through their work with a variety of teachers during cooperative units, teacher-librarians are ideally situated to see the best of the new strategies being practised by teaching colleagues and to foster a sharing of such strategies with teachers less familiar with them. Approaches such as student cooperative learning work best when modelled, and critical thinking works best when accompanied by similar changes for staff:

Schools...farthest along in developing more thoughtfulness among students have also created more thoughtful environments...for the adults in the system...distinguished by a...style...that builds community. (R. G. Brown, 1991, p.233)

Obstacles to Cooperative Program Planning and Teaching

The move to cooperative program planning and teaching is not without obstacles however. The literature reveals that both teachers and teacher-librarians contribute to difficulties inherent in adopting the cooperative model. Fiscal restraint programs and other developments in the educational system also pose problems for the cooperative model, as will be shown through examples based on British Columbia's experience.

Several obstacles to the collaborative model originate with classroom teachers. Werner (1991, p.18) suggests that "privatism (or individualism) among teachers" . . . is a pervasive norm . . . at odds with the development of

collaborative relationships." He points out, as have many other researchers since Lortie (1975), that teachers come to think of their classroom and students as their private domain, and as a result end up living in professional isolation. Brown (1988) describes this isolation:

Most teachers have never observed a colleague teaching, they do not really know their fellow teachers' educational beliefs, teaching competency, or treatment of students. (p.10)

They accept this situation, according to Bullough (1987, p.92), because they value their autonomy so much.

A further obstacle posed by teachers is their favouring of the norm of "presentism" (Werner, 1991). Team planning involves making time for meetings with the teacher-librarian, setting up clear objectives for student learning, booking library class times in advance, and adopting a longer-term view of curriculum development, implementation and evaluation. Many teachers prefer to spend their time dealing with "the day-to-day procedures for maintaining an orderly classroom" (p.20).

Teachers are also concerned about threats to their self-esteem posed by cooperative program planning and teaching, in spite of Rosenholtz's (1989, p.69) contention that teacher certainty grows with collaboration. D. Oberg (1990a) views the teacher/teacher-librarian partnership as having a "psychic cost" for teachers by possibly casting them into an inferior role in which their self-esteem is put at risk:

Teachers must have a strong sense of self-efficacy, of their own ability to help students learn, if they are to be able to risk the changes that a school library program may entail. (p.9)

Teachers may perceive an even greater risk to their self-esteem if their experiences with administrative supervision have been negative, Smith and Scott (1989) point out. If teachers have been observed only during high-stress evaluation sessions, they may feel uncomfortable about having any adult

view them as they interact with their students. Shutting their classroom doors, both literally and figuratively, feels safe and comfortable.

Teacher-librarians may pose their own obstacles to cooperative program planning and teaching. Numerous role studies (to be discussed in more detail in the "Role Studies" section) point to inconsistencies in teacher-librarians' acceptance of their role in curriculum. Hambleton's (1982) work in teacher-librarians' personality traits may provide a clue to some teacher-librarians' reluctance about pursuing collaborative efforts. In Hambleton's study, Ontario teacher-librarians scored lower in personal relations, ascendancy and sociability than in the other five traits tested. Highest scores were obtained in original thinking and cautiousness. She concluded that "librarians with the potential for creative and innovative ideas may, in practice, be too cautious to implement these ideas." (p.20) One might conclude from their lowest scores that they are also likely to be too unsociable.

Edwards' 1989 study revealed that many principals felt teacher-librarians needed to improve both their interpersonal skills and their instructional skills. Dekker's (1989) research brought attention to the lack of extensive training amongst Ontario teacher-librarians: 51% of her sample of 206 had not completed the three courses required for a School Library Specialist's certificate, and 16% did not have a teaching certificate. A. Oberg (1986, p.14) points out that what is needed for successful curriculum planning is "...broad and deep knowledge of subject matter, learners, teachers, and milieu; sensitivity to the way these elements combine in any given case; and a capacity to revel in the many intricacies and multiple possibilities in any given instance of planning." It is unlikely that teacher-librarians who have weaknesses with interpersonal skills, a high degree of cautiousness, or a low level of professional training will "revel" in the intricacies of cooperative program planning and teaching.

Limits to the opportunities for cooperative program planning and teaching may also be imposed at a level of decision-making higher than the teacher and teacher-librarian. For example, as more British Columbia classroom teachers gained the right to preparation time in the late 1970's, many districts dealt with their dilemma of needing to provide student supervision without increasing staffing costs by turning to their teacher-librarians (P. Finlay, current president of the British Columbia Teacher-Librarians' Association, personal communication, May 1992). Additionally, with the growing emphasis on field experiences for students, principals sometimes suggested that teacher-librarians supervise non-participating students who remained behind at the school. A school library program based on cooperative resource-based units has little chance of flourishing while the teacher-librarian engages in either of these types of supervision. The British Columbia Teacher-Librarians' Association's longstanding policy promoting the flexible scheduling of classes in the library was formulated to address such obstructions to cooperative program planning and teaching (Finlay, 1990).

Obstacles also originate at the level of the Ministry of Education and even into the provincial Cabinet, where general fiscal policy decisions for provincial government spending take shape (J. Carter, former Deputy Minister of Education, personal communication, January 1992). For example, the provincial restraint program of the early 1980's had a devastating effect on school library programs just when the cooperative program planning and teaching model was gaining momentum (Haycock, 1982). In trimming their budgets to meet provincial specifications, school districts found that library programs were relatively easy to cut. The teacher-librarians' lobby was small and polite compared to the larger, more vocal lobby group of classroom teachers, whose major concern of class size competed with concerns for adequately staffed and funded library programs in a time of scarce educational dollars (P. Finlay, personal communication, May 1992). During the 1980's

restraint years, teacher-librarians' opportunities for engaging in collaborative curricular efforts were diminished through reduced teacher-librarian assignments, a depleting base of resource materials, and an increasing need to devote time to subprofessional activities formerly done by clerical aides. Many British Columbia school libraries were left without clerical assistance, a problem which persists to this day (Nellis, 1991).

It is ironic that fast on the heels of the new Ministry of Education document, Developing Independent Learners (1991a), is the arrival of a new round of provincial fiscal restraint. Teacher-librarians in many school districts are facing cutbacks to their programs once again.

The new cutbacks take a variety of forms, all of which limit cooperative planning and teaching. For example, one district responded to its budget woes by suspending the requirement that schools have teacher-librarians (Patterson, 1992). Instead, schools may rely on less expensive clerical aides to run school libraries. Such a policy takes libraries back to the level of "self-help warehouse" (Loertscher, 1988). In another district, school-based teacher-librarians will maintain their positions during 1992/93, but the district leadership position will disappear, district technical support and library clerical staffing will be reduced, and library resource budgets will fall by 40% (B.C.T.L.A., 1992). This second approach to restraint tries to limit the damage to cooperative program planning and teaching by keeping school-based teacher-librarians in place; however, the cuts will have a negative impact on the quantity and quality of resources available for resource-based learning and will limit time for collaboration and teaching as teacher-librarians scramble to compensate for other staff cuts. A third approach being taken by several districts is to direct more preparation time coverage to teacher-librarians (B.C.T.L.A., 1992). The resulting loss of flexible library scheduling means that many cooperative library units presently taught will have to be dropped for the 1992/93 school year.

Pathways to Cooperative Program Planning and Teaching

The professional literature for teacher-librarians is replete with calls for implementing cooperative program planning and teaching. For example:

Over the past decade, teacher-librarians have eagerly accepted a changed role.... [C]lassroom teachers may be hesitant.... Teacher-librarians *must* become more articulate...must become change agents." (Austrom, 1989, p.11)

Teacher-librarians trying to fulfill the role expectation of a cooperative program planner and teacher, particularly if they bear resemblance to the teacher-librarians profiled by Hambleton in the previous section, need not consider this new role to be an "all-or-nothing" venture. The literature presents various schemata by which the role can be approached gradually.

Probably the best known schema for describing school library programs is Loertscher's (1982, 1988) taxonomy. Dividing the teacher-librarian's role into eleven different levels of service, many of which might be happening on the same day, Loertscher places more traditional types of resource provision and resource user guidance in the lower levels. He reserves the top four levels for various types of collaborative involvement. Level Eight sees the teacher-librarian providing resources for units which the teacher has already planned. Level Nine involves the teacher-librarian in planning, teaching and evaluating units, but not evaluating students, while Level Ten incorporates student evaluation as well. The top level moves the teacher-librarian into a partnership with teachers and administrators to plan the overall curriculum. Teacher-librarians might gradually move from working only up to the eighth level, still a very traditional conception of the cooperative role, to a role which encompasses all levels.

Henri (1987, p.12) developed a schema to assist Alberta teachers and teacher-librarians with their implementation of Focus on Learning. His four types of cooperative planning further refine Levels Eight through Ten of

Loertscher's taxonomy, providing a clearer description of what actually happens. He describes the teacher-librarian's role in the four types of planning as:

1. Provides/suggests resources
2. Provides resources and ideas re: utilization of the resources
3. Does some planning and teaching "as requested, needed or appropriate"
4. Forms full partnership in planning, teaching and evaluating a unit.

Shields (1989) outlines a complex and personally sensitive model for implementing cooperative program planning and teaching by means of a gradual approach. Shields' model is an adaptation of the Concerns Based Adoption Model (CBAM) developed by Hord and others (1987) to help educators face change in other situations. In using Shields' adaptation, teacher-librarians first assess their own "stage of concern" regarding cooperative planning and teaching, then plan "interventions" to take themselves to a higher level of knowledge and utilization. They gradually arrive at the top level by undertaking interventions for each of their stages of concern. While dealing with their own professional growth in this way, they also assess individual teachers' stages of concern regarding cooperative planning and teaching, and plan appropriate interventions to bring each teacher along to the next level. By using the CBAM model, teacher-librarians acknowledge individuals' differences in approaching change and become more sensitive in their interactions with colleagues, thereby effecting a smoother transition to collaborative resource-based learning.

Teacher-Librarians and the Computer Revolution

By the early 1980's teacher-librarians saw that computers were going to bring profound changes to schools' instructional programs. However, many

sensed that a microcomputer was "a companion to other technologies already managed by the library media specialist" (Woolls, 1988, p.9), and that computer software was really just another format for information. It was in response to this type of thinking that the Canadian School Library Association (1982) passed a resolution at its 1982 conference advocating that teacher-librarians should assume a major role in managing computer technology at their schools. Their motion involved teacher-librarians in:

coordination of the selection, acquisition, cataloguing, and distribution of computer material; development of programs to assist other staff members in the effective use of computers, and development of programs, cooperatively with teachers, to address: computer awareness, computer literacy, and computer science. (p.340)

It is unlikely that those who passed the C.S.L.A. 1982 motion had any premonitions about just how huge a role they were creating for themselves; had they been able to foresee the expansion of computers in education during the past decade, they might well have rejected a motion so broad in scope. Within months of the conference, serious concerns surfaced in the professional literature. Simmons (1983) felt there was general acceptance that teacher-librarians would organize, purchase and disseminate information and materials for computers, but expressed serious doubts that the teacher-librarian's role should extend to the other areas mentioned in the resolution.

Finlay (1991), current president of the British Columbia Teacher-Librarians' Association, urges teacher-librarians to incorporate computer technology into their role by considering it in a similar way to other resources:

Computers and other electronic marvels offer students and teachers tremendous potential for accessing more information, *but* they are only new means to the same end. (p.5)

Austrom (1991), one of British Columbia's most influential teacher-librarians, warns colleagues not to bury their heads in the sand:

The greatest danger lies in ignoring information technology, for someone else will fill the void.... The computer teacher will promote the use of computers, but will he or she be able to teach the necessary information skills and integrate information drawn from electronic sources with all the information available in more traditional sources? (p.7)

Austrom goes on to explain that libraries are still basically the same despite changing "tools"; they are still "about free access to information for all, about the love of knowledge and learning, and about meeting students' needs" (p.7).

In the years since the 1982 resolution, many of British Columbia's teacher-librarians have incorporated computer technology into their role. Automated systems are gradually replacing card catalogues in the province's school libraries (Walsh, 1991). CD-ROM's are supplementing hardcover encyclopedia sets (Gaudet, 1991) and tempting students in a way that the many volumes of The Readers' Guide never could (Beck, 1990). Via modem, students are checking out the collections at public libraries, locating information from universities (Bell, Norman, Porter & Sinclair, 1990), meeting computer pals (the updated version of penpals) all over the world (Hay, 1991), and even having conferences with space scientists at NASA headquarters in the U.S. (Lundie, 1990). Students are also working with their teachers and teacher-librarians to produce complex Hypercard projects which they base on their own research using both traditional and non-traditional resources. (Thompson & Crape, 1991; Potter, 1991) Some secondary students are living vicariously while learning decision-making skills; they try out alcohol consumption and even tempt the AIDS virus while sitting in the safety of their school library, intrigued by the choices available to them through an interactive program using laser disk and touch screen technology

(Gaudet, 1991). It is obvious that computer-based information technology has had an impact on the role of teacher-librarians who write articles such as the ones briefly mentioned in this paragraph; just how substantial the impact has been on most British Columbia teacher-librarians or on their colleagues' role expectations for them has yet to be studied.

Role Studies and Role Change

Researchers have undertaken numerous teacher-librarian role studies throughout North America during the past two decades. That so much interest in role studies should exist confirms the uncertainty teacher-librarians feel about their place within the school. This literature review will limit itself to the examination of some of the more recent studies that involve comparisons of teachers', principals' and teacher-librarians' role perceptions, as well as three studies that look into how teacher-librarians structure their time. It will also investigate ideas from change theorists regarding processes by which change to the teacher-librarian's role might be achieved.

First, a brief summary of findings based on nine role studies carried out in the 1970's will set the stage for examining more recent studies. Knight (1985) generalized that with the exception of two studies done in 1971, there was significant agreement between principals and teacher-librarians about the teacher-librarian's role. In studies where ideal role was contrasted with actual role, both groups felt changes were advisable, particularly in reducing clerical activities and increasing curricular involvement. The exception was Pfister and Alexander's study (1976), which found that both groups felt the teacher-librarian was peripheral to curriculum and instruction and should remain so. Classroom teachers, on the other hand, generally favoured a highly traditional role in which their library colleagues were primarily concerned

with materials, technical processes, clerical duties and some teaching. Most frequently teachers mentioned clerical duties; rarely did they consider curriculum development and the teacher/teacher-librarian partnership to be of importance.

Post-1980 Role Perception Studies - Ranking of Tasks

Studies in the 1980's continued to support some of Knight's earlier findings. For example, Rainforth's 1981 Nova Scotia study confirmed that teachers place high priority on teacher-librarians performing clerical functions. Rainforth asked secondary school principals, teacher-librarians and teachers to rate the importance of 73 role statements which he then categorized into seven role segments. All three groups rated the roles of materials specialist, technical producer and teacher highly, while for all three the curricular role was peripheral, mirroring Pfister and Alexander's (1976) results in Texas. Teacher-librarians insisted that the clerical role was not theirs just as adamantly as teachers stated it was; principals stood the middle ground. Both principals and teacher-librarians felt that the teacher-librarian's administrative role was important, but teachers did not recognize this. In general, the study revealed a fairly traditional conception of the teacher-librarian's role existing in Nova Scotia a decade ago, with teachers not yet recognizing teacher-librarians to be fully professional and with no groups ready for cooperative program planning and teaching.

Ontario elementary school principals, teachers and teacher-librarians surveyed in Hambleton's study (1982) exhibited less agreement than Rainforth's groups. Hambleton's analysis revealed significant differences in role perceptions within groups as well as between groups. The principals' group had the highest level of agreement and saw the role in the most professional light. Teacher-librarians had a lowest level of agreement about different aspects of their role, with the technical and subprofessional role

segments being the most contentious. Hambleton concluded "school librarians may be too...unsure of their role to provide the clear message that is necessary if school libraries are to fulfill their potential" (p.20). Neither teachers nor teacher-librarians themselves had arrived at the point of accepting that the teacher-librarian was a fully professional member of the school staff. Teachers did accept that a teaching role existed, but they were not ready to view the teacher-librarian as a partner in curriculum development. It is interesting to situate this latter finding next to Partners in Action, the document which went out to all Ontario schools in the same year Hambleton's study was published. One would suspect that many of Hambleton's subjects were not quite ready to embrace the new provincial policy or its conception of the teacher-librarian's role.

Dekker's study of Ontario elementary schools several years later (1989) revealed that many disparities in role perceptions persisted despite Partners in Action. Limiting her study to principals and teacher-librarians, leaving out the teachers who generally hold the least professional view of the teacher-librarian, Dekker found that teacher-librarians still emerged as a group thought by themselves and their administrators to have a profile in the community of very low-level professionals. They ranked well behind school teachers even though teacher-librarians generally have more education than classroom teachers. This result seems to show that teacher-librarians are not only in role turmoil; they also have an image problem!

Dekker's questionnaire (1989) examined implementation of Partners in Action in addition to role perceptions. She found evidence that cooperative program planning and teaching still had not become an important part of the teacher-librarian's role; almost half of the respondents in both groups did not feel it was important for the classroom teacher even to stay in the library after taking a class there. She also found that the partnership between principal and teacher-librarian was tenuous; their responses differed significantly on 18

of the 34 role statements. In the comments section teacher-librarians expressed considerable frustration about the discrepancies between what the Ministry of Education courses told them their role was, and what the Ministry of Education funding allowed their role to be. Dekker concluded with recommendations for program advocacy by both teacher-librarians and principals, and also appealed to the Ministry of Education and local boards to live up to their roles as "partners in action."

Hauck and Schieman (1985) investigated role perceptions in Alberta just before publication of Focus on Learning, the Alberta school libraries document. They surveyed principals and teacher-librarians to examine both present and future views of the teacher-librarian's role, using a questionnaire consisting of 79 role statements pertaining to seven role divisions. Teacher-librarians showed their preparedness for Focus on Learning's model by indicating that curriculum and instruction formed the most important aspect of their role. Principals, on the other hand, felt that the area of curriculum and instruction was less important than information services, utilization and promotion, and organization and management. The principals' focus was obviously still centred on the "librarian" aspect of teacher-librarianship. Teacher-librarians and principals both basically stood their ground in what they considered most important in future roles. That is, principals presented little indication of a willingness to advocate the Focus on Learning model, with its placement of cooperative planning and teaching at the centre of library programs. If teacher-librarians wanted to pursue their top priority, they would be doing so without a great deal of support.

Hauck and Schieman's is the only study found which deals with the teacher-librarian's role in computer technology for the school. Teacher-librarians expressed interest in applying technological advances to library services, whereas principals favoured having them disseminate information about new technologies. Both groups considered responsibility for computers

in areas such as computer supervision, programming, and policy development for hardware purchases to be of low priority in the teacher-librarian's future. After examining the frequent comments from both groups about role overload, the researchers concluded that respondents felt the teacher-librarian was overworked already and therefore could not be expected to add computers as another major area of concern.

Hauck and Schieman's research design was used by Sharpe (1987) to examine teachers' perceptions of the teacher-librarian's role. Sharpe's survey of 200 Newfoundland teachers revealed a receptiveness to cooperative program planning and teaching that was generally even lower than that of the Alberta principals. Only design and production rated lower than curriculum and instruction. However, those teachers who reported frequent consultations with their teacher-librarians rated curriculum and instruction higher than all other categories. It would seem that once the Newfoundland teachers had discovered the potential for curricular collaboration, they became quick converts to the cause. It is unfortunate that Sharpe's analysis is not as extensive as Hauck and Schieman's, and does not allow for a comparison regarding the computer technology statements.

A study by Schon, Helmstadter, & Robinson (1991) would seem at first to contradict the findings of most other recent studies. Its conclusion opens with a statement that there is "surprisingly high agreement between principals...and library media specialists in what both groups believe are the major competencies...that library media specialists should have" (p.232) and goes on to say that with such agreement shown, "one can reasonably conclude that they may also agree on the major goals of library media programs" (p.233). Leaping from competency agreement to goal agreement is already adventurous, but the logic becomes even more convoluted when one examines the research design closely. Role areas were not in question; the teacher-librarian's role was divided into six unrankable competency or task

areas in the questionnaire. Only specific competencies within each role area were to be ranked, and many of the top-ranking competencies were "motherhood" statements of indisputable importance. To move from ranked competency statements (of questionable validity) within pre-established role areas to a conclusion that principals and teacher-librarians will likely have shared goals could only be accomplished by researchers who have strong wishes for a shared vision of school library programs.

Recent Role Studies - Structuring of Time

The three final studies under review deal with how teacher-librarians structure their time. Edwards (1989) surveyed over 200 principals in Arizona to discover the importance these principals placed on ten role categories and examine how they perceived the present and ideal time structuring of the teacher-librarian's job. She then compared the principals' time structuring with actual time structuring obtained from several practising teacher-librarians. In their ranking of role categories, principals rated materials selection, library management, and reference/resource services for students as the most important areas. They ranked instruction seventh out of ten, yet expected teacher-librarians to devote more time to this role category than to any others. Teacher-librarians agreed that they did spend more time on instruction than on other activities, in fact almost twice as much as the principals imagined. Principals and teacher-librarians disagreed on the importance of time spent on circulation and processing: principals thought teacher-librarians should spend more time on this role, whereas teacher-librarians wished to spend less. Perhaps the principals were interested in seeing the resource collections better utilized, and felt that more time would mean greater utilization. Teacher-librarians were no doubt concerned that time devoted to the clerical functions of circulation and processing took time away from more professional functions. Edwards concluded that the

discrepancies in perceptions about how teacher-librarians presently and ideally spend their time could be overcome by improving lines of communication between the two groups.

Casey (1987) conducted an in-depth analysis of her own use of time in order to determine whether she was structuring her job in a manner consistent with her beliefs about the teacher-librarian's role. She divided her job into six major role functions, then kept close track of all work-related activities for a five-week period. She found it difficult to assess times accurately in spite of her diligence in tape recording exact times when changes in role function occurred. Interruptions, she found, are a major consideration in the teacher-librarian's existence; on the first day, in an attempt to record all interruptions, she reached 100 before noon. Her study revealed that she spent 34% of her library-related time involved with various types of teaching, of which approximately one-third was cooperative program planning and teaching. She spent another 32% on professional activities during her 55-hour work week. Administrative tasks consumed another 24%, while reference services and clerical duties each claimed 5%. Shortly after completion of the study, Casey's clerical assistant was cut from full to half time, thereby changing Casey's role structuring in an instant to one having a far greater percentage devoted to clerical activities.

Everhart's examination of job structuring (1992) by 18 secondary teacher-librarians across nine American states compared times devoted to 14 task areas in automated and nonautomated libraries. Everhart used a work sampling technique in which subjects self-recorded their present activity each time a pager-like apparatus gave them a random signal. Percentages of time spent on each task area were determined after each subject completed 20 days of recordings, comprising 400 separate entries. Teacher-librarians with automated circulation systems were found to spend significantly more time on curricular and instructional development (6.4% versus 2.3%) and use of

technology (12.9% versus 4.2%) and significantly less time on circulation (3.9% versus 8.2%) than colleagues who were not automated. Everhart noted high variability in the ways her subjects structured their jobs. She also noted that in terms of Information Power's three overlapping roles for school library media specialists (AASL & AECT, 1988 - discussed in National Standards section of this chapter), her subjects were "'information managers' first, 'teachers' second, and 'instructional consultants' third" (p.95). It must be added that the latter two categories were a very distant second and third.

Role Change: A Process

The process of change is central both to the rationale for and to the acceptance of an expanded role definition for the teacher-librarian. Developing Independent Learners (B.C. Ministry of Education, 1991a), the document intended to shape the teacher-librarian's role in British Columbia, addresses the rationale for changes to libraries by pointing to "societal changes" and "technological advancements" (p.3). It seems to be saying that as the world changes, so must library programs and the role of the teacher-librarian.

Nowhere, however, does the new document adequately address the process by which program or role changes come to be embraced. The teacher-librarian's role it suggests, and indeed all other participant roles outlined in the document, assume that changes to library programs will be adopted and accompanying changes to roles will be readily accepted. Without such changes occurring, neither cooperative program planning and teaching nor the expansion of computer-based information services can become a dominant reality for school libraries.

Yet change cannot be assumed. It is a complex process, the outcome of which frequently confirms Sarason's oft repeated line (1982) that "the more things change, the more they remain the same." As a caution against an

assumption that changes to the teacher-librarian's role, as well as to other roles which impinge on that role, will arrive automatically, this literature review turns to ideas and suggestions about the process of change. It includes ideas from educational researchers as well as from writers who theorize about change for a wider audience.

Leithwood (1981) provides a cogent starting point with his concept of a "platform" upon which change is based. Implementing change requires an understanding of a platform which he describes as "patterns of implicit beliefs and assumptions accepted as the bases for decisions about what to include... and exclude" (p.27). For British Columbia teacher-librarians and others who participate in school library programs, there is an assumed acceptance of the platform of Developing Independent Learners. This platform expresses itself through the document's Statement of Philosophy, Rationale and Principles of Program Development (B.C. Ministry of Education, 1991a, pp.2-5).

Olson (1985) outlines different approaches by which potential participants in a change process come to accept or embrace both the platform and their own changed roles. Theorists who favour a "systems approach" are inclined to assume the platform as given input and to devise effective means for ensuring that the output is consistent with it. In such cases, McLaughlin (1990) points out, changes in participants' beliefs may follow changes to their practice. She explains: "Individuals required to change routines or take up new practices can become believers" (p.13). Olson finds a weakness in the systems approach, stating that it "tends to ignore why present practices exist" (p.297). Advocating a "reflexive" approach, Olson would undoubtedly favour a very personalized reflection by library program participants on Developing Independent Learners' platform. An examination of how the platform intersects with their current practice would, by increasing participants' awareness of their own practice, also increase the potential for productive change--although probably not exactly the way the document

writers might have anticipated.

Leithwood (1981) claims that a description of the platform is extremely important in providing a framework for the range of adaptations acceptable in different settings. Such adaptations are necessary because the original designers of any innovation are likely to have a "lack of sensitivity to particular contexts" (p.27). The literature review has already pointed out that American and Canadian national standards, documents which have had a powerful influence in shaping teacher-librarians' perceptions of their own role, are the creation of teacher-librarians and academics in the field of teacher-librarianship. That is, the standards were designed by a group which lacked full understanding of the contexts and roles of other participants who help determine how school library programs evolve and thus how the teacher-librarian's role will evolve. Similarly, Developing Independent Learners risks "a lack of sensitivity to particular contexts," in that all of its authors are teacher-librarians.

Fullan (1991) echoes the concern about lack of sensitivity among those who plan change with his caution: "We must understand the *existing* realities of the major participants" (p.44). Kanter (1987) notes that an understanding of existing realities, a "tuning into the environment," is essential if change is to succeed. In the case of the teacher-librarian's role, adaptations to the role outlined in Developing Independent Learners may be necessary as a result of a myriad of contextual differences throughout the province. For example, the level of district support and school library staffing, the particular culture and staff group within a school, and the personality and training of an individual teacher-librarian all factor into the possibilities for how an expanded role for the teacher-librarian might evolve in different settings.

Although Fullan (1991) cautions against insensitivity to existing realities, he also stresses that good changes, once having been determined to

be good, should be implemented (p.18). Whenever change agents set out to implement a good change, they should begin to build a vision among all those in their organization who will be involved in the change. This vision-building process "permeates the organization with values, purpose, and integrity for both the what and how of improvements" (p.81).

Kanter (1987) agrees that communicating the vision is an essential ingredient to the change process. The communication of this vision is unlikely to be a straightforward process of explanation. The promoter of change must use "kaleidoscope thinking" to determine an effective approach for creating a shared understanding of the change and an acceptance that it is worthwhile. This involves talking to others who play different types of roles in the organization and asking many "What if" questions. As various participants recombine ideas in new ways by asking "What if" questions, the change becomes more palatable, because it incorporates more diverse realities and more imaginative ideas. The change also becomes more feasible, because ownership of the change becomes dispersed to a wider range of those whose roles are affected by the change. According to Fullan (1991):

The extent to which proposals for change are defined according to only one person's or one group's reality...is the extent to which they will encounter problems in implementation. (p.36)

Tuning into the environment, kaleidoscope thinking and communicating the vision all serve to avoid or overcome the implementation problems which occur when one group singlehandedly tries to change existing programmatic regularities, and with them, existing roles.

Much of the school library literature of the 1980's stressed program advocacy by teacher-librarians (Haycock, 1980, 1990; Burdenuk, 1984). This strong advocacy stance encouraged teacher-librarians to communicate *their* vision of school library programs and the role of the teacher-librarian to those with whom they interact: "If we really believe in the product then we must

get out and sell it. It is crucial that we be articulate and assertive" (Haycock, 1980, p.4). This stance reflected the influence of a systems approach to change (Olson, 1985), but glossed over the approach's assumption of a level of bureaucratic power which teacher-librarians do not possess. More recent teacher-librarian literature changes the emphasis somewhat by recommending transformational leadership strategies (J. Brown, 1991; Oberg, 1990a). These strategies include modelling, trusting in collaborative decision-making and being more aware and respectful of others' visions. There is concern that the type of library advocacy promoted in the past produces an annoying "one-tune song" (J. Brown, 1991, p.97) more often than it leads to the kind of vision-building that Fullan, Kanter and other change theorists recommend.

An important concept regarding educational change is evolutionary planning (Louis and Miles, 1990; Fullan, 1991). Louis and Miles found that schools which successfully implement change are those which readily adapt their plans "to improve the fit between the change and existing conditions" (Fullan, p.83). Such schools take advantage of unanticipated developments and unexpected opportunities. While such flexibility is commendable to a point, implementers of change are cautioned against a pragmatism which loses sight of the platform upon which the change was based originally (Leithwood, 1981; Fullan, 1991). If the platform continues to be sound, then an evolutionary change process should still reflect the basic beliefs and assumptions which provided the original rationale for change.

Kanter (1987) emphasizes the need to "build coalitions" and "work through teams" if change is to succeed. Fullan (1991) reiterates the importance of coalitions and teams, stating that the initiation phase of a change in education requires support and advocacy from many different quarters. The literature of teacher-librarianship has long recognized the importance of building a coalition with the school principal (Pfister and

Alexander, 1976; Hambleton, 1982; Rehlinger, 1988). Developing Independent Learners suggests a necessity for coalition and team building that has a much wider range. The document's inclusion of roles for students, teachers, administrators, clerical staff, community members, school boards and governments implies that each of these groups will form part of the team. It is unlikely that these groups will consider themselves to be team members unless they are included in evolutionary planning and decision-making about the shape that their library programs will take.

Some of the findings of the Rand Change Agent study of the 1970's (McLaughlin, 1990) still provide pertinent commentary for the teacher-librarian's situation in the 1990's. The Rand Study concluded that an essential ingredient for successful implementation of new programs was the active commitment of district leaders and school principals. This "local capacity and will" (p.12) in large part determined whether changes studied by the Rand group were actually implemented. Even today, national standards and provincial documents may herald a changed role for teacher-librarians and changing emphases in school library programs, but "change continues to be a problem of the smallest unit" (p.12).

Kanter (1987) provides an encouraging note for teacher-librarians who grow impatient when their roles and programs do not evolve as quickly as they might wish. She advocates "persisting and persevering," noting that "everything looks like a failure in the middle." The obstacles which present themselves in any change process should be used as an opportunity to reflect--and to redirect if necessary. If at every step along the way, the focus remains *our* program as opposed to *my* program, and gains are used to "make everyone a hero" (Kanter), obstacles can generally be overcome. Fullan (1991) agrees that persevering is a necessity. He points out that authentic change is a lengthy process: "...even moderately complex changes take from three to five years, while major restructuring efforts can take five to ten years" (p.49).

In summary, changes to the teacher-librarian's role cannot be assumed. Nor indeed can changes to other roles implicated by innovations to library programs be assumed. Teacher-librarians, as the program participants most directly responsible for ensuring that school libraries serve the changing needs of students in a fast changing information age, would do well to pay attention to ideas about the process of change. Teacher-librarians need to work collegially with district staff, principals, classroom colleagues and students to build a program based on a well-founded platform. They need to remain sensitive and responsive to the multiple realities and diverse interests of others. They need to be communicative, creative, flexible, and patient. Not automatically or easily, but gradually and in partnership, they can bring positive change to their roles and their programs.

Role Studies Summary

All of the role studies under review indicated discrepancies between how the ideal teacher-librarian of the literature and the real teacher-librarian of the school live out their roles. In some cases (Rainforth, Hambleton), it was the teacher-librarians themselves who rejected the expanded role of the literature. Quite often (Dekker, Hauck & Schieman, Edwards), the principal had different role priorities from the teacher-librarian, in particular minimizing the importance of curricular involvement. Rehlinger (1988, p.10) alludes to the gravity of this situation for teacher-librarians wishing to implement cooperative program planning and teaching when she cautions that if the teacher-librarian and the principal do not give the same message, it is the principal's message that will be heard. Teachers provided the greatest divergences from the newer understandings of teacher-librarianship, tending to give importance to clerical aspects (Knight, Rainforth) while downplaying the curricular (Hambleton, Knight, Rainforth, Sharpe). Even if all the school-based partners might be in agreement with the expanded role, districts can

severely damage a program's viability by reducing staff (Casey).

Yet in spite of all the evidence that the vision for school libraries is often not a shared one, wonderful programs do happen. Larocque and Oberg's recent examination (1991) of the principal's role in five successful library programs in Alberta is a case in point. The researchers' interviews with teacher-librarians, principals, and district administrators led them to conclude that there were patterns common to all five programs. One pattern was the principals' commitment to the programs: believing in its benefits for students and teachers, valuing the teacher-librarian and communicating this to teachers, ensuring cooperative planning time, providing staff development, and monitoring implementation. Another pattern was the integration of the library into the general program and routines of the school. A third was district administrators' support.

It would seem that the schools studied by Larocque and Oberg (1991) had incorporated many of the ideas of recent change theorists. There was a belief in the platform set out in the new Alberta document, Focus on Learning. The "local capacity and will," which McLaughlin (1990) felt was central to successful projects investigated by the Rand Study, was present. Principals and teacher-librarians directed time and energy to building teams and highlighting "heroes" (Kanter). As a result, all of the partners in these five schools were creating a shared vision about the school library program, and creating with it, a shared vision of the expanded role of the teacher-librarian.

Literature Review Summary

The development of the teacher-librarian's role has been shown by this literature review to contain both consistent themes and certain ambiguities.

Consistency is evident in North American national standards going

back to the early twentieth century. They all focus on the teacher-librarian as a skilled professional managing a resource centre which is integrated with the school's instructional program. Every set of standards of the last five decades has pointed to the teacher/teacher-librarian partnership, with that partnership becoming increasingly emphasized. Recent provincial Ministry of Education documents in Ontario, Alberta and British Columbia have continued with similar messages about the teacher-librarian's professional role in the school's instructional program, and have expanded the teacher/teacher-librarian partnership to the point where cooperative program planning and teaching is the focal point of the school library program. Almost all of the standards and all provincial documents reviewed have also been consistent in their advocacy of the teacher-librarian's responsibility for multimedia collections. In the past decade these collections have come to include electronic information systems as an important component.

The ambiguities become evident when one moves from standards and documents to perceptions and structuring of the teacher-librarian's role. Many of the role studies reported in this review found that principals, teachers, and teacher-librarians perceived the teacher-librarian's role in disparate ways. Few studies revealed that these players, all of whom are crucial to the effectiveness of school library programs, agreed on the role the teacher-librarian should play in these programs. Participants' views have often been inconsistent with the role promoted in the professional literature. In other cases, inadequate clerical staffing made it extremely difficult to structure jobs in a manner reflecting the favoured role. In sum, whereas the standards and documents have presented a consistent, albeit evolving, vision of the teacher-librarian's role, the role studies point to a situation in many areas of North America where the vision of the teacher-librarian's role has often not been shared. Changes in perceptions and roles have been slow in

coming, and the process of these changes inadequately understood.

What of the vision of the partners in resource-based learning in British Columbia? Does a shared vision exist now? Is one likely to exist in the future? Is the new provincial document, Developing Independent Learners, just so many words or dreams for teacher-librarians, and for the colleagues and administrators with whom they interact? Or is the role of teacher-librarian developing right along with the independent learners?

The present study looks for answers to these questions about shared vision. It will also relate particular visions to characteristics such as school setting, district support, and respondents' background characteristics, in an attempt to find indicators which may be linked to a shared vision.

CHAPTER 3

METHODOLOGY

Introduction

This chapter begins with a description of the sample chosen for the study. A discussion of the major variables to be investigated by means of survey research follows. The two questionnaires designed for the study, one for principals and department heads and a second for teacher-librarians, are then presented in considerable detail. A description of data collection techniques precedes a presentation of background data received from the three respondent groups and a discussion of teacher-librarians' reactions to their questionnaire. The final section outlines limitations of the study.

The Sample

The sample for this study included secondary principals, teacher-librarians, and department heads of English, Social Studies, Science and Modern Languages in four school districts of British Columbia. The four districts, all primarily urban, comprised forty-four secondary schools. Most schools had at least one full-time teacher-librarian. A few of the smallest schools had one part-time teacher-librarian, while the largest schools were assigned up to two full-time library professionals.

Department heads were chosen, rather than a random sample of teachers from each district, primarily because the researcher felt they would be more knowledgeable about library programs in their schools. Even if they were not frequent library users themselves, department heads were considered more likely than most teachers to be aware of resource-based units being undertaken by departmental colleagues, and thus might have given

more thought toward the types of activities and responsibilities that form a teacher-librarian's role. Limiting responses to specific department heads also allowed for a subject area comparison relating use patterns and perceptions.

Selection of districts for inclusion in the study was based on several criteria. There was an intention to keep some of the district characteristics as constant as possible. Since professional training was one of the characteristics being examined for its relationship to both perceptions and structuring of the teacher-librarian's role, four districts located in close proximity to universities offering teacher-librarianship programs were chosen. This ensured that all districts in the study afforded similar access to professional training. Since professional involvement and district support were also being examined for their relationship to perceptions and job structuring, urban districts provided similar opportunities for involvement in professional associations and for communication and service provision between district offices and schools.

There was also the intention to vary some district characteristics. Since the relationship between levels of district support for library programs and the teacher-librarian's role was being explored, four districts with differing types and levels of support were selected. By including districts with varying levels of central support, budgeting and staffing, the study was able to look for relationships between district support and the teacher-librarian's role.

The following descriptions indicate the major differences in library support in the four districts under study. These descriptions have been left uncited to protect district anonymity, but they have been verified by the researcher through an examination of district publications and minutes from teacher-librarians' local chapter meetings as well as through conversations with teacher-librarians in all four districts, with P. Finlay, President of the British Columbia Teacher-Librarians' Association and with other members of the provincial executive of the B.C.T.L.A. Much of the information thus gained was further triangulated with recent Learning and Working

Conditions analyses in The Bookmark (Austrom and Cameron, 1991; Nellis, 1991) to ensure its reliability.

- District A has had a longstanding commitment to library programs, as evidenced by the hiring of a full-time district teacher-librarian/administrator to provide leadership for resource-based learning, and several district personnel to assist with selection, cataloguing, processing and interlibrary loans. In addition, District A provides more inservicing for program development and advocacy, and substantially higher library budgets than the other three districts. Its school staffing levels for both teacher-librarians and clericals are in the high middle range for the four districts.

- District B lacks a district leadership position for resource-based learning, but has hired a full-time teacher-librarian/computer programmer to plan an automation program for school libraries and supervise automation support staff. The automation project's goal is to provide electronic cataloguing for library collections throughout the district. At present an automated catalogue and circulation system is operational in half of the secondary schools in the district, and the automation team provides some cataloguing for at least one other secondary school. Professional and clerical staffing levels at secondary school libraries are lowest in this district.

- District C has considerably less central support than either District A or District B. Its school-level teacher-librarian staffing ratio to pupils is highest of all four districts, but staffing levels could drop dramatically during 1992/93 if the restraint program takes effect as presently planned. District C's resources budget level is lower than District A, and similar to District B and D. A notable difference from the three other districts is District C's willingness to place teachers into school library positions without requiring them to have full qualifications in teacher-librarianship. According to the most recent B.C.T.L.A. survey (Nellis, 1991), 50% of the secondary teacher-librarians in this district have less than nine units of library training.

- District D, like District C, has minimal centralized services. However, there has been district support during the past year to provide teacher-librarians with some release time for networking. District D has the second highest level of teacher-librarian staffing and the highest level of clerical staffing for secondary libraries. An interesting feature in this district is its move to more school-based budgeting than exists in the other three districts. As a result there is more variability than elsewhere in the budget each school designates for library resources.

Another feature exclusive to District D is the division of students into middle schools (Grades 6 to 8) and secondary schools (Grades 9 to 12). Other districts in the study have schools which are Grades 8 to 10 and 11/12, or 8 through 12. District D's middle schools have been included in this study, in part because of their overlap with the junior secondary schools of other districts and in part to investigate whether schools where the Year 2000 Intermediate program is already partially in place seem to view the teacher-librarian's role differently.

The Variables

The two major variables are role perceptions and job structuring of the teacher-librarian. Role perceptions were ascertained by having all respondent groups rate the level of importance of various aspects of the teacher-librarian's role. Job structuring was examined by having teacher-librarians indicate the number of hours they generally commit each week to each of the task areas of their role that were rated for importance by all groups. The rationale behind choosing both role perceptions and job structuring, rather than confining the study to role perceptions alone, was that questions about the teacher-librarian's role could be answered in greater depth if teacher-librarians not only stated what they perceived as important in their roles, but

also indicated how they translated these perceptions into the structuring of their work lives. Principals and department heads, who are less familiar with day-to-day teacher-librarian job structuring, were limited to providing information about their perceptions. Both perception and job structuring were measured by questionnaires which will be described in detail in the following section.

Another variable is time. Because British Columbia secondary schools are facing extensive changes generally referred to as Year 2000 initiatives, the study looked not only at perceptions and job structuring of the present teacher-librarian role, but also at the various respondent groups' visions of how role priorities might alter as a result of proposed changes to the secondary program.

Characteristics including professional background and involvement, school setting, and district identification were subjected to statistical analyses with the variables of perception and job structuring in the different time frames. In this way characteristics which seemed to impinge on the major variables could be identified.

The Questionnaire for Principals and Department Heads (Appendix E)

The questionnaire for principals and department heads approached the perception variable by asking respondents to rate the importance of 46 alphabetized task statements which related to different possible aspects of the teacher-librarian's role. Respondents indicated their perception of the importance of each task by circling numbers on a 5-point scale ranging from Not Important (1) to Very Important (5) or by indicating that the task should not be done by teacher-librarians (NA). They decided on the importance of each task as it pertained to the current role, as well as its anticipated importance for teacher-librarians following Year 2000 changes to secondary

education.

In setting up the list of task statements, the researcher turned to surveys developed by Rainforth (1981) and Hauck and Schieman (1985) to begin gathering ideas. However, the present study's list of task statements varies extensively from the earlier surveys, both to reflect the evolution of the teacher-librarian's role in recent years and to shorten the questionnaire to one less onerous for respondents.

A pilot study of both questionnaires was carried out by having several administrators, department heads and teacher-librarians not involved in the study complete the questionnaire designed for their group. These colleagues provided valuable suggestions which led to minor changes of wording in questionnaire directions and task statements. The pilot group's timing of the full process of reading the covering letter and directions as well as completing the questionnaire confirmed to the researcher that the length of each questionnaire would not be overly burdensome for respondents.

For the purpose of analyzing role perceptions, each of the task statements devised for the present study fit into one of ten broader task areas from which generalizations about perceptions could be derived. (See the following subsection for a listing of task areas and task statements.) Again, the studies of Rainforth (1981) and Hauck and Schieman (1985) provided some initial ideas, but the organization of the teacher-librarian's role was reconceptualized to reflect role issues being addressed in the 1990's. By calculating the importance accorded to statements within each of the ten segments, one could determine the teacher-librarian profile favoured by principals and academic department heads. The categories allowed for an analysis of traditional versus expanded conceptions of the role. In particular, perceptions about teacher-librarians as cooperative program planners and teachers, and their involvement with computer-based information technologies could be extracted. Emphasis on professional versus sub-

professional role segments also became apparent. Since both current and future importance ratings were requested, it was also possible to determine whether the respondents were tending toward a more "evolved" perception of the role in the future.

This questionnaire purposely did not provide respondents with an awareness of the broad task areas being analyzed in the study. Task statements were listed alphabetically in order to have each task rated for its own merits rather than become associated with a particular task area. Since interactions with and perceptions of the teacher-librarian for both respondent groups more likely concern specific tasks rather than abstractions about the relative importance of various categories of tasks, it was felt that a clearer understanding of the groups' perceptions could be obtained if the groups' task ratings were not clouded by the broader categories.

Information about respondents' professional background, school setting and library use was also collected in the questionnaire in order to investigate relationships between these characteristics and the perception variable.

Task Areas and their Corresponding Task Statements

Below is a list of the ten task areas into which the teacher-librarian's role was divided for this study. The task statements which principals and teachers rated are grouped under each task area heading.

1. Library management and promotion

- Develop a public relations program to promote library use.
- Establish short and long term goals for the library.
- Prepare a written policy and procedures manual for the library.
- Prepare an annual budget for resource purchases and supplies.
- Recruit and train volunteers.
- Supervise paid library staff.

2. Traditional media centre resources management

- Analyze curriculum needs to select suitable materials.
- Locate and acquire resources from outside the school for teachers or students needing them.
- Provide cataloguing for learning materials.
- Select all traditional print and non-print library resources.

3. Computer-based information services

- Assist students with computer-based information searches.
- Instruct classes in the use of CD-ROM and/or on-line databases.
- Organize selection of computer software for the total school program.
- Select computer software for library use.
- Supervise student use of microcomputers.

4. Information services for students

- Assist individual students with information searches (traditional sources).
- Assist individual students with personal problems.
- Assist individual students with reading, writing or study skills.
- Provide listening, viewing and reading guidance to individual students.

5. Working with class groups

- Be available to assist students when their class uses the library.
- Become directly involved in the evaluation of students during resource-based units.
- Become directly involved in the teaching of resource-based units.
- Organize book talks for classes.

6. Collaboration with teachers regarding materials selection and use

- Prepare bibliographies and location guides for library resources.
- Provide teachers with resources to complement their lessons conducted in the classroom or library.

- Solicit teacher involvement in the selection of library materials.
7. Collaboration with teachers re: curriculum development and implementation
- Attend departmental meetings when curriculum is being discussed.
 - Collaborate with teachers to design resource-based units.
 - Hold workshops for staff on cooperative planning and teaching.
 - Initiate resource-based teaching units.
 - Participate with teachers in analyzing students' learning styles.
 - Serve on school and/or district curriculum committee/s.
8. Professional development
- Join the school's professional development committee.
 - Keep colleagues informed about research re: teaching and learning.
 - Keep current re: information science and technology field.
 - Use knowledge of research to promote improvements to the school's instructional program.
9. Collection processing
- Check materials in and out.
 - Contact students about overdue materials.
 - Keep library materials tidy.
 - Prepare catalogue cards, circulation cards and book labels.
10. Miscellaneous clerical/supervisory
- Do the bookkeeping for the library accounts.
 - Keep the library quiet.
 - Invigilate make-up examinations in the library.
 - Organize distribution and arrange maintenance of the school's audiovisual equipment.
 - Supervise students when their teachers are on field trips.
 - Type letters, book orders, etc.

The Questionnaire for Teacher-Librarians (Appendix F)

The teacher-librarians' questionnaire approached the variable of job structuring by asking teacher-librarians to estimate the number of hours they dedicated in an average week to each of ten broad task areas. These ten categories were identical to the task areas listed in the section above. That is, the categories by which the principals' and department heads' perceptions were grouped for analysis corresponded exactly to the categories for the job structuring variable. To ensure that the teacher librarians' understanding of the task areas matched the researcher's intentions, abbreviated descriptions of the tasks rated by principals and department heads were listed under each broad task area in the teacher-librarians' questionnaire.

Job structuring was approached from three directions. First, teacher-librarians provided time estimates in the ten task areas for their current job. Secondly, they indicated the number of hours they would like to spend on each of the same task areas in their "ideal" job. Thirdly, they estimated how many hours they expected to spend on each task area following implementation of Year 2000 changes.

Teacher-librarians approached the role perception variable directly by indicating which were the three most important and the three least important of the ten categories into which their role had been divided. The questioning of teacher-librarians on role perception was limited in this way in order to keep the teacher-librarian's questionnaire from becoming overly cumbersome and time-consuming.

The list of 46 task statements ranked by principals and teachers was seriously considered for the teacher-librarians' questionnaire. If return rates had not been a concern, the researcher would have preferred to have teacher-librarians complete the 46-statement section in addition to the time analysis. This would have permitted a direct comparison of their role ratings with

those of principals and department heads. However, to complete both sections would have required more time than most teacher-librarians might have been willing to spend on the survey, and thus return rates would have been put at greater risk. It was decided that teacher-librarians' role perceptions could be adequately, and perhaps even more accurately, gauged by focussing their questionnaire primarily on job structuring. The following two paragraphs will explain.

There has been sufficient advocacy of the "evolved" role in teacher-librarianship training and literature in recent years for the researcher to suspect that, in 1992, most teacher-librarians would rate highly the task statements associated with the expanded conception of their role, and rate as unimportant or not applicable those tasks deemed subprofessional. The literature review strengthens this suspicion; more than a decade ago Rainforth's role statement study (1981) showed that teacher-librarians were already rejecting a clerical role and by 1985, Hauck and Schieman reported teacher-librarians choosing curricular and instructional tasks as most important.

However, to say curriculum and instruction is important is one thing; to spend time on curriculum and instruction is another. Conversely, to say clerical duties are not part of one's role is one thing; to eliminate clerical duties from one's job is another. To quote Sarason (1982, p.107):

[A]ny change in a programmatic regularity has as one of its intended outcomes some kind of change in existing behavioral regularities, and these behavioural regularities are among the most important criteria for judging the degree to which intended outcomes are being achieved. ... [B]ehavioral regularities are probably our best means for inferring internal cognitive and emotional states.

By stating the amounts of time they spent on each of the ten task areas, teacher-librarians revealed their behavioural regularities. From these

behavioural regularities, a great deal could be inferred about the perceptions teacher-librarians have of their role. Sarason would no doubt concur that more can probably be learned about teacher-librarians' role perceptions (i.e., their "internal cognitive and emotional states") from their behavioural regularities than from any ranking they place on task statements. Shared visions, if they do in fact exist, cannot thrive on wishful thinking for very long.

Teacher-librarians' perception of their role was therefore polled primarily by means of indirect assessment. By asking respondents to assign time allocations to each task area, not only as their current jobs were constituted, but also as they would allocate time in an "ideal" job, it became possible to infer their perceptions about what they considered to be important in their current role. Those task areas for which they wished to reduce their time involvement in an ideal job were presumably those they considered to be less important, whereas those categories for which they wished to increase their time involvement were presumably those they considered to be more important. It must not be overlooked that the actual hours spent on various aspects of their current role also speak loudly about what they perceived to be important.

Teacher-librarians' perceptions about what would be important in their role subsequent to Year 2000 changes could be inferred both from the absolute amount of time they allocated to each role category in the Year 2000 job section of the questionnaire, as well as from the differences in time allocation between their current job and the anticipated Year 2000 job.

The teacher-librarians' questionnaire differed significantly from the other groups' questionnaire in the range of background characteristics it requested. Levels of library staffing and district support were ascertained in order to explore relationships between these characteristics and current job structuring. Information on professional background and current

professional involvement allowed the researcher to examine possible relationships between these factors and the major variables of role perception and job structuring.

Data Collection

Letters went out to superintendents in the four districts to request permission to conduct the study. (See Appendix A) Once district permission had been obtained, questionnaire packages were sent to school principals. In three districts dissemination was handled via the districts' internal mailing system. In the researcher's own district, the researcher hand delivered questionnaire packages to six of the seven secondary principals and sent the seventh package through district internal mail. In all school districts, principals handled the distribution of questionnaires to other respondents, and also took charge of collecting sealed questionnaires to return them to the researcher. Having principals return questionnaires from their schools as a package allowed the researcher to obtain a clearer profile of the role of the teacher-librarian and perceptions of the library program than would have been possible otherwise.

In three of the four districts the researcher made contact in person or by phone with most of the teacher-librarians. The purpose of this contact was to provide a brief personal introduction to the research project and to inform them that they and teaching colleagues would be receiving questionnaires via the principal. These teacher-librarians were also requested to contact their principal and/or the researcher if questionnaires did not arrive within the next few days. Teacher-librarians in the fourth district were not contacted, in compliance with an established district protocol regarding the distribution of questionnaires.

The questionnaire packages contained six envelopes, each addressed by

position, that is, to Principal, English Department Head, etc. Packages also contained a large stamped and addressed envelope in which the principal could return all completed questionnaires to the researcher. Within each of the five envelopes addressed to the principal and department heads was an introductory letter (Appendices B and C respectively), a questionnaire (Appendix E), and a small envelope in which to seal completed questionnaires before returning them to the principal, or, in the principal's case, before placing the questionnaire in the large envelope. Each teacher-librarian also received an introductory letter (Appendix D), a questionnaire (Appendix F), and a small envelope in which to seal his or her completed questionnaire. On each small envelope was a note that the respondent's questionnaire should be sealed therein and returned to the principal for forwarding back to the researcher.

The first set of follow-up letters (Appendix G) went out to all principals ten days after the distribution of questionnaire packages. These letters thanked principals for their assistance with the study and reminded them that all completed questionnaires should be mailed back to the researcher within the following week. The second set of follow-up letters (Appendix H) went to principals in three of the four districts three weeks after the first follow-up letters. (The return of questionnaires from the researcher's own district was sufficiently high that further follow-up was considered inappropriate.) The second follow-up letter informed principals that data analysis was about to begin and asked them to check once more with their staffs to see if anyone had neglected to return a completed questionnaire.

Table 1 shows the rate of questionnaire returns analyzed by respondents' staff assignments and districts. The significantly higher rate of returns for District B is most likely attributable to the researcher's long affiliation with the district.

TABLE 1 Questionnaire Returns			
	<u>Sent</u>	<u>Returned</u>	<u>Return Rate</u>
Principals	44	25	56.8 %
Department Heads	176	73	41.5 %
Teacher-Librarians	58	34	58.6 %
TOTAL USABLE	278	132	47.5 %
Spoiled (completed by unintended person)		2	
Department Heads by Subject:			
- English	44	20	45.5 %
- Social Studies	44	18	40.9 %
- Science	44	18	40.9 %
- Modern Languages	44	17	38.6 %
District Breakdown:			
- District A	121	52	43.0 %
- District B	37	30	81.1 %
- District C	84	31	36.9 %
- District D	36	16	44.4 %
- District not known		3	

Characteristics of the Respondent Groups

Teacher-Librarians

A total of 34 teacher-librarians submitted questionnaires designed to ascertain how they structure and perceive their jobs and to investigate characteristics which might relate to job structuring. (See Tables 2 to 5 for a breakdown of background information responses.)

TABLE 2
Teacher-Librarians' Responses regarding their
Personal and Professional Background

		(N = 34)	%
Sex	Male	11	(32)
	Female	23	(68)
Age	Under 35	1	(3)
	35 - 49	20	(59)
	50 +	13	(38)
Experience as a teacher-librarian	5 years or less	9	(26)
	6 - 10 years	7	(21)
	11 - 20 years	16	(47)
	More than 20 years	2	(6)
Experience as a classroom teacher	None	3	(9)
	5 years or less	8	(24)
	6 - 10 years	7	(21)
	More than 10 years	16	(47)
Most recent classroom teaching	No classroom teaching	3	(9)
	Within past 5 years	18	(53)
	5 - 10 years ago	2	(6)
	More than 10 years ago	10	(30)
	Missing responses	1	(3)
Professional training in teacher- librarianship	M.L.S./Other Master's	8	(24)
	Diploma or B.L.S.	10	(29)
	9 - 13.5 units in Library Ed.	13	(38)
	7.5 units or less	3	(9)
Most recent course in teacher- librarianship	Within past 5 years	19	(56)
	5 - 10 years ago	6	(18)
	More than 10 years ago	8	(24)
	No courses taken	1	(3)

Respondents included 11 males and 23 females. Only in District B did males outnumber females by two to one. Almost 60% were in the age group of 35 - 49; only one teacher-librarian was under 35 and 13 were over 50. District C had the most senior group, with five of the eight respondents over 50. All but four teacher-librarians had at least three years of library experience, and 53% had been in the library for more than a decade. Over 90% had some classroom teaching experience. Well over half were classroom teachers for more than five years, and the majority had taught in the classroom within the past five years.

Extensive professional preparation for the library was universal except in District C, where two of the eight respondents had 7.5 units or less of teacher-librarianship courses and one had no specialized training. Over half of the respondents possessed a Master's degree or a Diploma in Library Education. (The latter entails an extra 15 units, i.e. a full university year, of study beyond the 5-year secondary teaching certification.) 56% of the respondents had taken a course in teacher-librarianship within the past five years, and another 18% within the past ten years.

The majority maintained active professional affiliations with other teacher-librarians. (See Table 3 for a breakdown of responses.) Almost 80% were members of the British Columbia Teacher-Librarians' Association, and a third had additional memberships in the Association of Teacher-Librarians in Canada and/or the Canadian School Library Association. Almost 80% of the respondents were either members of their local association executive or frequent attenders at local chapter meetings. 65% reported that they usually attend provincial teacher-librarian conferences and 82% usually attend local workshops on teacher-librarianship. Their affiliations with colleagues outside the library field were not as prevalent. Less than 25% reported memberships in specialist associations where they were involved with classroom teachers.

TABLE 3
Teacher-Librarians' Responses regarding
Ongoing Professional Development

		(N = 34)	%
Professional memberships	B.C.T.L.A.	27	(79)
	A.T.L.C.	11	(32)
	C.S.L.A.	6	(18)
	Non-library P.S.A.'s	8	(23)
Most frequently read professional journals	Emergency Librarian	23	(68)
	The Bookmark	17	(50)
	School Library Journal	17	(50)
	Booklist	16	(47)
Participation in district association	Member of executive	13	(38)
	Attends most meetings	13	(38)
	Infrequent/non-attender	7	(21)
Attendance at conferences and workshops	Most prov. conferences	22	(65)
	Most local workshops	28	(82)
	Sometimes attend	3	(9)
	Rarely or never attend	1	(3)

Most respondents worked in a library where there was at least one full-time teacher-librarian, and all had some paid clerical assistance. (See Table 4.) Adult and student volunteers provided additional assistance in many libraries. Most teacher-librarians reported annual per student budgets to be less than \$30.00, with almost half of the resource budgets decreasing in the 1991-92 school year and the rest remaining stable. Computer-based information technology was available in the majority of secondary libraries; 76% reported having CD-ROM's and half had modems. It would appear that most were still using a traditional card catalogue, although several respondents commented that an automated catalogue was being planned.

TABLE 4 Teacher-Librarians' Responses regarding Library Personnel and Resources			
		(N = 34)	%
TL assignment at school	.6 to .9	4	(12)
	1.0	15	(44)
	1.5 or 1.6	8	(24)
	2.0	7	(21)
Paid clerical hours per week	Less than 15	3	(9)
	16 - 25	9	(26)
	26 - 35	12	(35)
	36 - 45	5	(15)
	More than 45	5	(15)
Adult volunteer hours per week	None	23	(68)
	1 - 10	9	(26)
	11 - 20	2	(6)
Student volunteer hours per week	None	9	(26)
	1 - 10	10	(29)
	11 - 20	9	(26)
	21 - 40	6	(18)
Annual resources budget per student	Less than \$20.00	15	(44)
	\$20.00 - \$29.99	13	(38)
	\$30.00 - \$39.99	3	(9)
	Missing responses	3	(9)
Reported changes in 1991/92 school year	Budget increase	1	(3)
	Budget decrease	16	(47)
	Increased TL time	3	(9)
	Decreased TL time	3	(9)
	Increased clerical	1	(3)
	Decreased clerical	1	(3)
	No changes	10	(29)
Information technology available in library	Electronic catalog	5	(15)
	CD-ROM	26	(76)
	Modem	17	(50)
	Misc. other	10	(29)

The question dealing most directly with cooperative program planning and teaching led to a full range of responses. (See Table 5.) One-quarter of the teacher-librarians indicated that the level of curricular collaboration between themselves and their colleagues was high, a small minority did not find it feasible because of time pressures, and the rest assessed the level to be moderate or low.

TABLE 5 Teacher-Librarians' Responses regarding their Library Programs			
		(N = 34)	%
Perceived level of teacher/TL collab. re: resource-based units at their school	High	9	(26)
	Moderate	12	(36)
	Low	10	(29)
	No time for any	2	(6)
	Missing responses	1	(3)
Agreement with colleagues* on level of tchr./TL collab. in their school (*Average calculated)	Full agreement	7	(21)
	Difference \leq 1 category	15	(44)
	TL: >1 category higher	6	(18)
	TL: > 1 category lower	2	(6)
	Could not be matched	4	(12)
Response re: <u>Developing Independent Learners</u> and their own school library program	Mirrors program	13	(38)
	Is being used to alter program	7	(21)
	Will be used to alter program	4	(12)
	Disagreement with principles	1	(3)
	Document had not been examined	5	(15)
	Missing responses	4	(12)

Teacher-librarians were more optimistic than their colleagues about levels of collaboration and the degree to which their programs mirrored Developing Independent Learners. In six cases they rated curricular collaboration more than one level higher than other respondents from their schools had indicated, yet in only two cases did they rate it more than one category lower. Almost 40% of the teacher-librarians felt that their current programs reflected the new Ministry guidelines, whereas 20% of the administrators and 4% of the teachers gave the same indication. The lower level of familiarity with the new Ministry document among the latter groups may at least partially account for this difference.

Questions relating to the hours of library operation and the teacher-librarian's work week produced a wide range of responses. The libraries included in the study were open from 29 to 47.5 hours during a five-day school week, with 45% of them open for 40 hours. District averages were fairly close; District B has the highest average at 41.3 hours per week and District D the lowest with 38.0 hours. Reported current work weeks (recalculated on a 1.0 assignment for respondents who had part-time positions) ranged from 30 hours to 90 hours, averaging out to a mean of approximately 51 hours. There was an almost universal indication from teacher-librarians that they would prefer to work less. The preferred work week averaged out to 41.4 hours.

Teacher-Librarians' Reactions to the Questionnaire

Respondents found it quite difficult to determine the number of hours they devote to each task area of their jobs. The researcher anticipated that their analysis of job structuring would not be easy, and therefore advised on the questionnaire that with "the multitude of tasks and countless interruptions," respondents could not expect to do more than "guesstimate" the number of hours spent on each task area in a typical week. Six teacher-

librarians wrote about the difficulty of completing the chart, with their comments focussing on the absence of a typical week in their work lives and on the overlap of task areas. For example:

- *Difficult to find averages--many tasks and planning sessions go in waves.*
- *Chart almost impossible to fill out as many items are not done weekly, but in blocks of time at certain times of the year. Many things don't fit neatly into one category or the other.*
- *Every day and every week is so different, it is very difficult to estimate the above.*
- *Ambiguity in hours--many tasks overlap.*

One respondent mentioned confusion over a description within the task area, "Working with class groups." "Scheduled classes" was intended by the researcher to mean the booking of groups for resource-based activities as opposed to the casual arrival of individuals or small groups of students. The respondent thought the task area might include only rigidly scheduled classes such as those where teacher-librarians provide teacher preparation time coverage, as opposed to flexibly scheduled classes. Three other respondents queried the separation of computer-based services from other information services, not realizing that one of the purposes of the study was to investigate the level of importance of computer-based services in secondary school libraries.

Despite the challenge of completing the questionnaire chart for current, ideal and Year 2000 job structuring, all but five respondents, i.e., 85%, completed the analysis of their current job structuring. Ideal and Year 2000 analyses were provided by 73% and 71% of the teacher-librarians respectively.

Principals and Teachers

A total of 23 principals, two vice-principals, and 73 teachers with department head positions completed the questionnaire for which the major focus was their perceptions of the teacher-librarian's role. (See Appendix J for a response breakdown for the complete questionnaire.) Each respondent rated 46 task statements' applicability and importance to the teacher-librarian's present and future roles and provided some background information about themselves and their schools. (See Tables 6 for a comparison of principals' and teachers' responses on the background questions.) For ease of discussion, all principals and vice-principals will hereinafter be referred to as "principals" and all teacher/department heads will be called "teachers."

The total group was predominantly male (71%). Of the 78% who reported their age, 66% were between 35 and 49 years old and another 30% were 50 or older. District A's respondents stood out as being a substantially older group than the others; almost half were over 50. Four-fifths of the respondents had pursued studies beyond their basic five-year secondary education program; 62% had completed a Master's degree or more. Many of the qualifications were completed a considerable time ago; 48% had not taken an education course within the past decade. Their teaching subject backgrounds covered a wide range, with more reporting English and Social Studies than other subject areas. Several of the principals' former teaching assignments were focussed in areas other than the four academic subjects which teachers in the present study represent.

Library usage as well as respondents' knowledge about library programs were also investigated. (See Table 7.) Almost half of the principals and teachers reported infrequent use of the library in their former or present teaching programs, while 11.5% considered the library to be a major program component. The rest use (or used in the case of non-teaching principals) the library fairly regularly in their teaching.

TABLE 6
Background Responses - Principals and Teachers

		Principals		Teachers	
		<u>N1</u>	<u>%</u>	<u>N2</u>	<u>%</u>
Number of Respondents		25		73	
Sex	Male	18	(72)	45	(62)
	Female	5	(20)	21	(29)
	Missing responses	2	(8)	7	(9)
Age	Under 35	0	(0)	3	(4)
	35 - 49	7	(28)	43	(59)
	50 +	7	(28)	16	(22)
	Missing responses	11	(44)	11	(15)
Highest level of education *	Bachelor's degree	0	(0)	18	(25)
	Bachelor's plus	2	(8)	17	(23)
	Master's degree	21	(84)	38	(52)
	Beyond Master's	2	(8)	0	(0)
Most recent Education course	Within past 5 years	6	(24)	16	(22)
	6 - 10 years ago	7	(28)	22	(30)
	Over 10 years ago	12	(48)	35	(48)
Teaching subject background (Up to two subjects included for each respondent) *	English	12	(48)	33	(45)
	Modern Languages	2	(8)	17	(23)
	Sciences	6	(24)	17	(23)
	Social Studies	9	(36)	29	(40)
	Other	12	(48)	17	(23)
* Significant differences indicated by Chi-square analysis, $p < .05$.					

TABLE 7
Principals' and Teachers' Library Use and Familiarity

		Principals		Teachers	
		<u>N</u> ₁	<u>%</u>	<u>N</u> ₂	<u>%</u>
Use of library in present or former teaching program	Infrequent	12	(48)	32	(44)
	Fairly regular	8	(32)	33	(45)
	Major component	4	(16)	7	(10)
	Missing responses	1	(4)	1	(1)
Agreement with teacher-librarian re: info. technology available in library *	Same response	14	(56)	17	(23)
	Different response	7	(28)	41	(56)
	No matchable TL response	4	(16)	15	(21)
Hours of courses, seminars or workshops on TL role or library programs	None	14	(56)	45	(62)
	Less than 4 hours	5	(20)	18	(25)
	4 - 8 hours	2	(8)	3	(4)
	More than 8 hours	3	(12)	6	(8)
	Missing responses	1	(4)	1	(1)
Perceived level of teacher/TL collab. re: resource-based units at their school	High	11	(44)	22	(30)
	Moderate	12	(48)	29	(40)
	Low	1	(4)	16	(22)
	Not aware of any	0	(0)	4	(5)
	Missing responses	1	(4)	2	(3)
Response re: <u>Developing Independent Learners</u> and their own school library program *	Mirrors program	5	(20)	3	(4)
	Is being used to alter program	4	(16)	11	(15)
	Will be used to alter program	9	(36)	7	(10)
	Disagreement with principles	1	(4)	0	(0)
	Document had not been examined	4	(16)	47	(64)
	Missing responses	2	(8)	5	(7)

* Significant differences indicated by Chi-square analysis, $p < .05$.

Respondents' knowledge of their own school library's resources was lacking in many instances. Of the 80% whose questionnaires could be matched with teacher-librarians' questionnaires, only 39% provided the same responses as the teacher-librarian/s at their school (who presumably know their resources) regarding the types of information technology available in the school library. Principals concurred with their teacher-librarians regarding technology more than twice as frequently as teachers did.

There appeared to be limited familiarity with the principles behind school library programming. More than 60% had never attended courses, workshops or seminars dealing with the role of the teacher-librarian or the school library program throughout their teacher training and professional careers. Another 24% had attended less than four hours. In addition, 65% of the teachers and 25% of the principals reported they had not examined Developing Independent Learners during the eight months following the document's arrival at their schools. A further 42% of the principals were familiar with the document, but indicated that their schools had not yet begun implementation.

Limitations

The results obtained from this study cannot be generalized to other school districts of British Columbia and elsewhere. The sample chosen is not a random sample; it is representative only of itself.

With an overall return rate of 47.5% in this survey, definitive conclusions about principals', teachers' and teacher-librarians' perceptions of the teacher-librarian's role in secondary schools are not possible, even for the districts polled. Those principals, teachers, and teacher-librarians who chose not to complete questionnaires might have views differing from those of the respondents whose questionnaires form the basis of the analysis. Similarly,

definitive conclusions about the amount of time teacher-librarians spend performing tasks within the ten task areas cannot be generalized to teacher-librarians who did not return their questionnaires.

CHAPTER 4

FINDINGS

Introduction

The purpose of the survey research conducted in this study was to investigate how teacher-librarians, principals and teachers in four British Columbia school districts were interpreting the role of the teacher-librarian. Questionnaires were designed to ascertain whether the expanded teacher-librarian role of the professional literature and new British Columbia government document, Developing Independent Learners (1991a), had already become a reality in these school districts, or whether the expanded role had the potential to become a reality in light of proposed Year 2000 changes to British Columbia's secondary education system.

Through a variety of analytic techniques, both role perceptions and job structuring were examined to discover whether the three respondent groups already shared a vision of the teacher-librarian's role, or might potentially share a vision of the role in future. Differing characteristics such as respondents' school districts, school situations and professional backgrounds were juxtaposed with role perceptions and job structuring to investigate whether relationships existed between them.

This report of the findings begins with a presentation of how teacher-librarians structured their current roles, how they would prefer to structure their roles, and how they expected to structure their roles in future. A presentation of what principals and teachers considered to be important in the teacher-librarian's role follows. A third section compares the preferences and priorities of all three groups. Each of the three sections seek answers to the basic questions about role interpretations and shared vision.

The relationships between job structuring, role perceptions and district orientations to school library programs are explored in the next section. This is followed by an investigation of relationships between job structuring and a variety of characteristics including individual school staffing levels and teacher-librarians' professional training and experience. The section also looks at relationships between characteristics of the teachers' and principals' groups and their role perceptions.

The chapter concludes with a section titled "Other Findings." This final section presents respondents' comments which do not directly answer the questions set out in the purpose of the study, but which are nevertheless of interest to those who wish to gain a broader understanding of the teacher-librarian's role in British Columbia secondary schools.

Structuring of the Teacher-Librarian's Job

Procedural Considerations

As was already pointed out in Chapter 3, some teacher-librarians found it difficult to divide their jobs into ten distinct task areas. In several cases the number of hours they reported for all task areas combined varied from what they had already reported for their current and preferred hours of work per week. These teacher-librarians seemed less concerned with apportioning the hours of ideal and Year 2000 positions to a realistic work week for one person than with listing the hours needed to perform the task areas well. As a result, several ideal and Year 2000 work weeks were in excess of 70 hours, and one ambitious teacher-librarian committed over 100 hours to activities in her ideal job. One respondent explained the discrepancy between the total hours she preferred to work and the more than doubled hours she listed in the ten task areas of the ideal job:

Difference between is how much time I'd like to give to my job...and how many hours, given an unlimited number in the week, I'd like to spend pursuing interesting aspects of the profession.

Several others suggested hiring additional staff.

To provide a basis for comparison and discover a "shape" to job structuring, the researcher transformed all reported hours for each task area into percentages based on the total reported hours of the ten task areas of each set of hours. Once these percentages had been calculated, it became possible to compare job structuring across time, districts and other variables.

Job Structuring - Current, Ideal and Year 2000 Expectations

Teacher-librarians gave little indication of a shared vision among themselves in the ways they structured their current jobs. The percentage of time reported by individuals for various task areas ranged from a low of 0% for six of the ten task areas to a high of 51% for "working with class groups" and "professional development." The average range for each of the ten current task areas was 24% and the average standard deviation was 7.0. The lowest range reported was for "collaboration regarding materials" (0 to 10%) and the highest range was for "professional development" (0 to 51%). Respondents were more uniform in the ways they imagined their ideal job (17.5% average range, $s = 5.6$) and a Year 2000 job (22% average range, $s = 6.2$), but still did not indicate anything close to a consensus about their job.

An examination of the total group of teacher-librarians revealed that the task area which consumed the greatest percentage of time in the current role was "working with class groups" (28%). (See Table 8 for a breakdown of percentages for all task areas.) "Traditional [i.e, print and non-print excluding computer-based] information services" and "traditional resources management" were the second and third most time-demanding task areas, at 12% and 11% respectively. All other areas consumed less than 10% each.

TABLE 8
Teacher-Librarians' Job Structuring
- Current, Ideal and Year 2000 Expectations -

<u>Task area</u>	<u>Current</u> %	<u>Ideal</u> %	<u>Year 2000</u> %
Management/promotion	9	8	8
Traditional resources mgmt.	11	8 *	8 *
Computer-based info. services	6	7	7
Traditional info. services	12	12	12
Working with class groups	28	32 *	29
Collaboration - materials	6	8 *	9 *
Collaboration - curriculum	8	15 *	16 *
Professional development	8	8	7
Collection processing	6	1 *	2 *
Misc. clerical/supervisory	5	1 *	1 *
N =	(29)	(25)	(24)
* = Significantly different from current structuring, based on 2-tailed <i>t</i> -tests where $p < .05$			

Teacher-librarians gave strong indications that the way they structured their current jobs was not ideal. Two-tailed *t*-tests revealed significant differences ($p < .05$) between current structuring and how much time teacher-librarians would prefer to devote to six of the ten task areas. In imagining an ideal job, they favoured the greatest increase in "collaboration with colleagues regarding curriculum" (from 8% to 15%), and lesser increases in "working with class groups" (from 28% to 32%) and "collaboration regarding materials" (from 6% to 8%). These three areas comprise the elements most closely associated with cooperative program planning and teaching and thus suggest that many of the teacher-librarians surveyed would like to structure their jobs in a way which more closely resembles the role advocated in the professional literature and training programs.

A corresponding wish to devote increased time to the area of

"computer-based information services" was not apparent, in spite of the profession's advocacy for greater teacher-librarian involvement in this area as well. An increase from the current 6% to an ideal and expected average of 7% demonstrated a reluctance on the part of many teacher-librarians to take on a potentially huge new area of responsibility.

Teacher-librarians gave a strong message about two task areas which others, if not teacher-librarians themselves, have traditionally associated with the role. The greatest decreases between actual and ideal roles were in the areas of "collection processing" (from 6% to 1%) and "miscellaneous clerical/supervisory" (from 5% to 1%). It would seem that many teacher-librarians wished to emulate the teacher-librarian who reported spending no time in her current 60-hour work week on collection processing or other clerical activities and stated categorically, *"I refuse to do clerical tasks."* Respondents also indicated the desire for a decrease in the percentage of time they devoted to "traditional resources management" (from 11% to 8%).

Further indications that current job structuring was not ideal were provided through teacher-librarians' comments. One teacher-librarian lamented that time was taken away from collaboration with teachers regarding both materials and curriculum in order to take care of basic management tasks. Another called her job a *"compromise"* where *"many tasks are juggled."* She went on to explain that district decentralization had brought *"dramatic"* increases to administrative work which were causing student services to suffer. She warned:

With what is demanded of librarians, what is expected of librarians and what is possible to do--there is a built in frustration level which must be addressed at all levels or individual librarians will choose to do what they can so they will survive as individuals--again student services will suffer--and isn't it students we are here to serve!!

Another regretted the amount of time taken up by new electronic equipment,

"especially until the students become completely comfortable with it." Clerical tasks were a major frustration for others, as they pointed to the absence of centralized processing, insufficient paid clerical time, or ineffective clerical assistants placing strains on their own job structuring.

Year 2000 job structuring percentages indicated an anticipation of change, with half of the task areas significantly different from current job structuring. (See Table 8 above.) The percentages seemed to show an optimism about most changes expected to accompany implementation of Year 2000 initiatives. With the exception of a 3% difference in the time spent working with class groups (32% in the ideal role, 29% in a Year 2000 role), all time allocations averaged within 1% of the ideal job. That is, teacher-librarians' wishes and expectations generally coincided. One teacher-librarian explained:

The concept of the Year 2000 and the "ideal" TL job is pretty close for me. I would see the numbers [of hours in job structuring] as the same with a much stronger focus on the integration of subjects and resource-based learning.

The only other teacher-librarian to comment on Year 2000 expressed concern about coming demands: *"Unless staffing and budgets are greatly improved, the teacher-librarian in the year 2000 will have to be a superhuman!"*

Principals' and Teachers' Perceptions of the Teacher-Librarian's Role

The researcher originally intended to limit the analysis of principals' and teachers' perceptions of the teacher-librarian's role to an analysis of task areas based on the combined ratings of statements which fit into each of the task areas. However, as the results for individual task statements were being examined, it became apparent that the task statements themselves afforded many insights into each group's perceptions about the teacher-librarian's role,

These statements brought to light, more clearly than an analysis limited to task areas could, aspects of the role where perceptions were shared as well as aspects where there were significant divergences. Therefore, the analysis of principals' and teachers' perceptions includes both task statements and task areas.

Procedural Considerations

The possible responses to task statements concerning the teacher-librarian's role ranged from "Not Applicable" at the bottom end of the scale, on through five numbered levels -- "Not Important" (1) to "Very Important" (5). Since it can be strongly argued that such responses are categorical and their scale ordinal, no attempt was made to perform tests for significant difference using means. However, calculations of means proved useful for noting the relative importance attributed to the various task statements. These means permitted the establishment of rankings and examination of changes for both the statements themselves and the task areas into which statements had been divided. The rankings for task areas allowed a comparison of ranking among the three major respondent groups as well as subgroups based on districts and background characteristics. The calculation of standard deviations provided another view of the level of agreement on each statement's importance. Because statements rated "Not Applicable" were less relevant to the teacher-librarian's job than those rated "Not Important" (1), they were assigned a zero for the purpose of carrying out the calculations.

Ratings for Task Statements

In rating the importance of 46 task statements concerning the teacher-librarian's current and future roles, principals and teachers revealed differing levels of consensus in the importance they attached to various activities. Principals were considerably more consistent than teachers in their ratings of

the statements. Their standard deviation on statement means averaged 1.03, compared to 1.33 for teachers. Principals' responses ranged from "Not applicable" (0) to "Very important" (5) for 33% of the statements, whereas teachers' responses covered the full 0 - 5 range for 86% of the statements.

When statement ratings for each group were averaged, principals and teachers shared many views about the most and least important teacher-librarian tasks addressed by their questionnaire. Seven of the ten top-ranked statements for the current role and eight of the ten top-ranked statements for a Year 2000 role were held in common by the two groups, although the order of ranking within the top ten varied by five or more places on four of the seven current role statements. (See Tables 9 and 10.) Both groups agreed that being available to assist students during class bookings was the most important task statement for the current role, but principals rated a key indicator for cooperative program planning and teaching highest for the Year 2000 role.

TABLE 9
- The Current Teacher-Librarian Role -
Statements rated in the top ten by both Principals and Teachers*

<u>Ranking</u>		
<u>Prin.</u>	<u>Tchr.</u>	
1	1	Be available to assist students when their class uses the library.
2	8	Collaborate with teachers to design resource-based units.
3	2	Establish short and long term goals for the library.
4	4	Solicit teacher involvement in the selection of library materials.
5	9	Analyze curriculum needs to select suitable materials.
8	3	Assist students with information searches (traditional sources).
10	5	Select all traditional print and non-print library resources.
* All districts combined		

TABLE 10
- A Year 2000 Teacher-Librarian Role -
Statements rated in the top ten by both Principals and Teachers

<u>Ranking</u>		
<u>Prin.</u>	<u>Tchr.</u>	
1	5	Collaborate with teachers to design resource-based units.
2	2	Establish short and long term goals for the library.
3	1	Be available to assist students when their class uses the library.
4	6	Analyze curriculum needs to select suitable materials.
5	9	Select computer software for library use.
7	4	Assist students with computer-based information searches.
8	3	Solicit teacher involvement in the selection of library materials.
10	8	Provide teachers with resources to complement their lessons conducted in the library or the classroom.
* All districts combined		

At the bottom end of the ranking, six of the ten lowest rated statements for the current role and eight of the ten for a Year 2000 role were shared by principals and teachers. (See Tables 11 and 12.) For both present and future roles, the supervision of students when their teachers are on field trips rated lowest. One Social Studies department head disagreed strongly, however:

In a time of limited funds for schools it would really help if librarians would supervise legitimate student use of the library when teachers take field trips. It would increase the use of the libraries and improve the collegial approach to education.

Several statements ranked in the bottom ten by both principals and teachers dealt with subprofessional tasks that teacher-librarians sometimes perform by default. One teacher commented that tasks such as the typing of letters and book orders should be done by clerical staff preferably, but if no

clerical aide was available, the teacher-librarian should do them. Another teacher expressed concern over the need for clerical support staff:

It is important that teacher-librarians have clerical support staff so they can be free to be educational consultants and facilitators, not guardians of books, babysitters, or clerical persons themselves.

Among the lowest-ranked statements was one regarding teacher-librarians' assistance with students' personal problems. At least one teacher-librarian would disagree: "We seem to do much more than being 'just' teacher-librarians. Many kids...join us for TLC [tender loving care] and 'warm fuzzies.'" A Languages teacher suggested that assisting students with personal problems depended on the personality of the teacher-librarian rather than on being an expected part of the role.

TABLE 11 - The Current Teacher-Librarian Role - Statements rated in the bottom ten by both Principals and Teachers*		
<u>Ranking</u>		
<u>Prin.</u>	<u>Tchr.</u>	
46**	46**	Supervise students when their teachers are on field trips.
45	44	Type letters, book orders, etc.
44	45	Invigilate make-up examinations in the library.
43	40	Organize distribution and maintenance of school's AV equipment.
42	42	Assist individual students with personal problems.
41	41	Organize selection of microcomputer software for most school programs.
* All districts combined		
** 46 is the statement with the lowest mean of the 46 statements.		

TABLE 12
- A Year 2000 Teacher-Librarian Role -
Statements rated in the bottom ten by both Principals and Teachers*

<u>Ranking</u>		
<u>Prin.</u>	<u>Tchr.</u>	
46	46	Supervise students when their teachers are on field trips.
45	45	Type letters, book orders, etc.
44	44	Invigilate make-up examinations in the library.
43	43	Organize distribution and maintenance of school's AV equipment.
42	42	Assist individual students with personal problems.
40	37	Check materials in and out.
39	39	Do the bookkeeping for the library accounts.
38	40	Organize selection of microcomputer software for most school programs.

* All districts combined

Chi-square tests were conducted to determine whether significant differences existed between principals and teachers in their ratings of individual task statements. Statements were divided into three groups by their ratings: Not Applicable, Not Important (statements rated 1 or 2) and Important (statements rated 4 or 5). Statements rated 3 were excluded from these tests.

Principals and teachers differed significantly on seven current role statements and two Year 2000 role statements. (See Table 13.) The significant differences indicated that principals had greater expectations that teacher-librarians should collaborate with colleagues on curricular matters and pursue professional growth activities aimed at general instructional as well as library program improvements. The two activities rated significantly higher by teachers envisioned the teacher-librarian providing services which are

generally considered to be subprofessional. These latter significances are of limited interest, however; the two task statements in question received extremely low averaged ratings from both groups.

TABLE 13
Task Statements with Significant Differences*
between Principals' and Teachers' Ratings

Current Role - Principals' Ratings Significantly Higher

- Attend department meetings when curriculum is being discussed.
- Become directly involved in the teaching of resource-based units.
- Hold workshops for staff on cooperative planning and teaching.
- Initiate resource-based teaching units.
- Join the school's professional development committee
- Keep colleagues informed about research re: teaching and learning.
- Serve on school and/or district curriculum committee/s.

Current Role - Teachers' Ratings Significantly Higher

- Supervise students when their teachers are on field trips.

Year 2000 Role - Teachers' Ratings Significantly Higher

- Organize distribution and maintenance of school's AV equipment.
- Supervise students when their teachers are on field trips.

* Chi-square analysis - $p < .05$ on Pearson scale

Principals' and Teachers' Perceptions of Task Areas

The relative importance of each of the ten task areas of the teacher-librarian's role was determined by averaging the means of all task statements which applied to a particular task area and then ranking the areas. (For a complete list of statements and their corresponding task areas, see Chapter 3, pp. 51-53.) Although the task area averages could not be used in tests of statistical significance because of the nature of the rating scale, they opened the possibility of comparing rankings, which in turn allowed questions about a shared vision of the teacher-librarian's role to be approached.

Principals and teachers concurred in their rankings on four of the ten task areas for the current role (Table 14) and five of the ten task areas for a Year 2000 role (Table 15). In some areas where they did not concur, their differences were quite marked. Principals ranked collaboration regarding curriculum higher by three places for both present and future roles. They ranked professional development higher by four places for the current role and higher by three places for a Year 2000 role. These higher rankings by principals are in task areas which include most of the statements having a significant difference through Chi-square analysis (Table 13). Teachers placed more importance on computer-based services in both current and future roles than did principals. Teachers also ranked management/promotion and collection processing two places higher in the current role, and traditional resources management three places higher in a Year 2000 role.

TABLE 14
Perceived Relative Importance of Task Areas
of the Current Role
- Principals' and Teachers' Rankings -

<u>Task area</u>	<u>Principals</u>	<u>Teachers</u>
Management/promotion	4	2
Traditional resources mgmt.	3	3
Computer-based info. services	7	5
Traditional info. services	8	8
Working with class groups	5	4
Collaboration - materials	1	1
Collaboration - curriculum	6	9
Professional development	2	6
Collection processing	9	7
Misc. clerical/supervisory	10	10
N =	(21)	(63)

TABLE 15
Perceived Relative Importance of Task Areas
of a Year 2000 Role
- Principals' and Teachers' Rankings -

<u>Task area</u>	<u>Principals</u> (Change*)		<u>Teachers</u> (Change*)	
Management/promotion	3	(+1)	3	(- 1)
Traditional resources mgmt.	5	(- 2)	2	(+1)
Computer-based info. services	6	(+1)	4	(+1)
Traditional info. services	8	(---)	8	(---)
Working with class groups	7	(- 2)	6	(- 2)
Collaboration - materials	1	(---)	1	(---)
Collaboration - curriculum	4	(+2)	7	(+2)
Professional development	2	(---)	5	(+1)
Collection processing	9	(---)	9	(- 2)
Misc. clerical/supervisory	10	(---)	10	(---)
	N =	(21)	(63)	

* Change from ranking in current role:
 (+) = increased importance relative to other task areas
 (-) = reduced importance relative to other task areas
 (---) = no change in rank

A number of teachers made comments about various task areas. One of them addressed the importance of collaboration regarding materials:

Funding should be allotted more equitably...through planning and consultation with departments within the school. Teacher-librarians should consult with departments heads re: suitability of resources purchased. [These resources] often are of little value to curriculum or enrichment.

Others voiced concerns about the area of collaboration regarding curriculum. A Modern Languages teacher expressed disappointment that "maths, sciences, technology and microcomputers" were the focus in her library: "There is far too much emphasis on technology to the detriment of humanities." She would like to see collaboration in a wider range of teaching

subjects:

Teacher-librarians need to become acquainted with curriculums [sic] in subject areas other than Social Studies, English, Science and should be able to give ideas for library activities, assignments and evaluation to teachers.

A Social Studies specialist disagreed:

I do not see teacher/librarians [sic] as curriculum experts! Teachers are! Hence I do not see teacher/librarians preparing materials in curriculum in which they are probably deficient.

Another Social Studies specialist added his disapproval of teacher-librarians taking initiative to design and teach units with classroom colleagues:

'Initiate resource units' is, and will become an increasing waste of their time. Helping another curriculum specialist design a unit, when asked, is the appropriate approach.... I have found (based on four different librarians) an increasing desire to interfere in my planned use of the library in regards to the curriculum based task/goal I have in mind.

An English teacher also felt that taking initiative for teaching should not be part of the teacher-librarian's role; instead teacher-librarians "should complement , rather than lead...."

For another English teacher, curricular collaboration and teacher-librarian initiative posed no threat whatsoever:

Virtually every school period sees productive use of the library through teachers and teacher-librarian cooperating to create projects for whole classes of students. ... The library is the focus and core of the school. Our present teacher-librarian and his excellent predecessor took six years to develop this. I plan to stay at this school!

Rankings for the task areas of collaboration regarding curriculum and professional development might be lower because of concerns that

participation in committee work is a matter of individual choice. Two teachers and a principal commented that committee work at both school and districts levels is voluntary and therefore they did not rate statements which dealt with curriculum committees or professional development committees. It is not known if other respondents rated these statements lower because of similar concerns.

Looking ahead to the Year 2000, a Languages teacher predicted that the most important task area of the future would be computer-based services: *"Technology + Info + How to access = Job of Library Year 2000+."* Several others, including one principal, expressed doubts that anything would change much either in the teacher-librarian's role or in secondary education in general as a result of the Ministry of Education's proposed changes.

Analysis of Changes between Current and Year 2000 Roles

Table 15 above indicated task areas where changes in rankings occurred between current and Year 2000 roles. Areas where both principals and teachers expected gains in importance were computer-based information services and collaboration regarding curriculum, two areas which are central to the expanded teacher-librarian role of the professional literature. Task areas where relative importance decreased were less clear; both teachers' and principals' responses resulted in a decreased ranking for working with class groups, but other task areas' relative declines were limited to either teachers' or principals' viewpoints.

An analysis of individual task statement means provided another lens through which anticipated changes to perceptions of the teacher-librarian's role could be examined. Tables 16 and 17 below list the task statements which increased or decreased in importance most markedly between current and Year 2000 roles. Table 16 confirms the expectation of increased importance for computer-based services and collaboration regarding curriculum. Two of the

TABLE 16
Task Statements Having the Largest Increase in Importance Ratings
between the Current and Year 2000 Teacher-Librarian Role*

<u>Change in Means</u>	<u>Statement</u>
+ 0.67	Assist students with computer-based information searches.
+ 0.54	Hold workshops for staff on cooperative planning & teaching.
+ 0.50	Instruct classes in the use of CD-ROM and/or on-line databases.
+ 0.48	Attend department meetings when curriculum is being discussed.
+ 0.46	Initiate resource-based teaching units.
+ 0.43	Collaborate with teachers to design resource-based units.
+ 0.41	Analyze curriculum needs to select suitable materials.
+ 0.40	Become directly involved in the teaching of resource-based units.
+ 0.39	Become directly involved in evaluating student research projects.
+ 0.39	Use knowledge of research to promote improvements to the school's instructional program.

* Based on means of principals' and teachers' ratings

five computer task area statements and four of the six curricular collaboration statements appear on the list of ten statements most increased in importance ratings. The only other task area to have two increased statements among the top ten is "working with class groups." These latter statements comprise elements of the cooperative program planning and teaching model. (The other two statements in the task area of working with class groups represent more traditional ways for teacher-librarians to work with class groups, and it is the low increase in means for the more traditional statements which accounts for the ranking decline of this task area in Table 15.)

Two task areas emerged as those most expected to decline in importance, based on an examination of decreases in statement ratings. (See Table 17.) All four statements concerned with collection processing appeared

among the ten most decreased statements. Four of five statements dealing with miscellaneous clerical and supervisory tasks appeared on the list as well. Two statements dealing with traditional resources also declined.

TABLE 17	
Task Statements Having the Largest Decrease in Importance Ratings between the Current and Year 2000 Teacher-Librarian Role*	
<u>Change in Means</u>	<u>Statement</u>
- 0.29	Check materials in and out.
- 0.24	Contact students about overdue materials.
- 0.22	Prepare catalogue cards, circulation cards and book labels.
- 0.18	Do the bookkeeping for the library accounts.
- 0.17	Assist students with information searches (traditional sources).
- 0.11	Organize distribution and maintenance of school's AV equipment.
- 0.10	Keep library materials tidy.
- 0.10	Keep the library quiet.
- 0.10	Select all traditional print and non-print library resources.
- 0.07	Type letters, book orders, etc.
* Based on means of principals' and teachers' ratings	

Some areas where changes in importance ratings were most marked in Tables 16 and 17 above correspond closely to those areas where teacher-librarians in this study indicated a wish to make changes to their jobs (Table 8). In both cases, curricular collaboration and working with class groups became higher priority. In both cases, the areas of greatest decline in importance were collection processing and miscellaneous clerical/supervisory. The one major difference was that principals' and teachers' increased ratings for statements concerning computer-based services were not matched by a desire on the part of teacher-librarians to increase the time they devote to this area.

Task Areas of the Current Teacher-Librarian Role - A Comparison of the Three Groups' Perceptions

In the section above, principals, teachers and teacher-librarians were seen to share some views about which aspects of the teacher-librarian's role would become increasingly important or unimportant in the future. With the exception of computer-based services, all three groups agreed that the teacher-librarian's role was likely to evolve in directions advocated by the professional literature. While they might have been gazing into the future through similar crystal balls, the three groups were not wearing the same prescription lenses as they assessed the relative importance of task areas in the current role. In examining current viewpoints, one sees key areas where agreement levels were low, particularly between teacher-librarians and teachers.

A comparison of principals' and teachers' rankings for current task areas was discussed above in conjunction with Table 14. In the present section teacher-librarian's rankings are added to the comparison. The latter comparison allows the question of shared vision among all three groups regarding the current role to be addressed. (See Table 18.)

Teacher-librarians' rankings for the relative levels of importance of the ten task areas were ascertained through questionnaire item III.E (Appendix F). On this item teacher-librarians indicated their perceptions of the three most important and three least important task areas of their job. Calculations using different weightings produced a ranking for the ten task areas. The areas teacher-librarians chose as the two most important and the two least important in this ranking correspond to task areas where they indicated the greatest desire for increases and reductions in time between current and ideal job structuring (Table 8). Their choices about what they perceived to be important in their roles thus corroborated their ideal structuring changes.

TABLE 18
Perceived Relative Importance of Task Areas of the Current Role
- Comparison of Three Groups -

<u>Task area</u>	<u>Principals</u>	<u>Teachers</u>	<u>Teacher- Librarians</u>
Management/promotion	4	2	5
Traditional resources mgmt.	3	3	7
Computer-based info. services	7	5	8
Traditional info. services	8	8	3
Working with class groups	5	4	2
Collaboration - materials	1	1	4
Collaboration - curriculum	6	9	1
Professional development	2	6	6
Collection processing	9	7	9
Misc. clerical/supervisory	10	10	10
	N = (21)	(63)	(30)

The only area of full agreement among principals, teachers and teacher-librarians was a universal acceptance of miscellaneous clerical and supervisory as the least important task area. Teacher-librarians agreed with principals that collection processing was the second least important task area, and with teachers that professional development should be in 6th place. All other task areas saw some divergence between teacher-librarians' perceptions and the perceptions of the other groups.

The area of greatest divergence was collaboration with teachers regarding curriculum. Teacher-librarians felt that this type of collaboration was the most important aspect of their job, yet principals rated it 6th and teachers rated it 9th. The second largest difference existed in the area of traditional information services, which teacher-librarians considered to be the third most important part of their job, but both principals and teachers rated as 8th. Conversely, principals and teachers rated traditional resources manage-

ment as third most important, but teacher-librarians rated it 7th.

There was slightly more overall agreement between principals and teacher-librarians than between teachers and teacher-librarians. The average difference between the former groups' rankings was 2.6 places, whereas the average difference between the latter groups' rankings was 3.0 places. Principals' and teachers' level of overall agreement was considerably higher, with an average difference of 1.4 places.

District Visions of the Teacher-Librarian's Role

District Analysis of Teacher-Librarians' Job Structuring

An analysis of job structuring revealed considerable differences from one district to the next. (See Tables 19, 20, and 21.) In spite of the low number of responses in Districts B and D, ANOVA's indicated statistically significant differences ($p < .05$) in three task areas of the current job, one area of the ideal job, and two areas of the expected Year 2000 job. An examination of both statistically significant and other differences in task area percentages seems to show trends within districts which may be related to hiring policies, district priorities and the presence or absence of centralized support for resource-based learning.

The starkest contrast was between Districts A and C. In District A, where there has been a long history of centralized support for cooperative program planning and teaching and an insistence on highly trained library professionals, teacher-librarians reported currently spending 37% of their time working with class groups, another 15% collaborating with colleagues, and 6% on the subprofessional activities of processing and miscellaneous clerical/supervisory. In District C, where there has been little centralized support, as well as a willingness to place teachers without extensive library training into teacher-librarian positions, respondents reported spending 16%

TABLE 19
How Teacher-Librarians Structure their Current Job*
- Comparison of Districts -

Task area	Dist.A %	Dist.B %	Dist.C %	Dist.D %
Management/promotion	9	7	11	7
Traditional resources mgmt. **	8	8	19	13
Computer-based info. services	6	13	7	2
Traditional info. services	11	11	16	11
Working with class groups **	37	20	16	22
Collaboration - materials	6	6	5	5
Collaboration - curriculum	9	9	4	12
Professional development	8	7	5	13
Collection processing **	2	11	11	10
Misc. clerical/supervisory	4	8	7	4
N =	(15)	(3)	(7)	(4)

* Reported percentage of time in ten task areas
** = Significant differences (p < .05) indicated by analysis of variance

of their time working with class groups, 9% collaborating with colleagues, and 18% on processing and clerical/supervisory. Moreover, teacher-librarians from the two districts maintained their differing emphases regarding involvement with class groups in their structuring of an ideal job: District A averaged 41% as the ideal, whereas District C averaged 20%. The Year 2000 difference in proportion of time to be spent working with class groups was equally large.

District B's emphasis on automation over cooperative program planning and teaching was reflected, although not in a statistically significant way, in the current job structuring reported by three teacher-librarians. District B was the only district where there was more time spent providing computer-based information services (13%) than providing traditional information services (11%). Its three respondents reported the second lowest proportion of time for working with class groups (20%), with a similar propor-

TABLE 20
How Teacher-Librarians Would Structure an Ideal Job*
- Comparison of Districts -

Task area	Dist.A %	Dist.B %	Dist.C %	Dist.D %
Management/promotion	8	5	12	7
Traditional resources mgmt.	6	7	11	9
Computer-based info. services	6	12	10	2
Traditional info. services	12	9	15	10
Working with class groups **	41	26	20	32
Collaboration - materials	7	9	10	9
Collaboration - curriculum	14	19	12	17
Professional development	6	10	7	11
Collection processing	0	0	3	2
Misc. clerical/supervisory	1	2	1	0
N =	(11)	(3)	(7)	(4)
* Reported percentage of time in ten task areas				
** = Significant difference (p < .05) indicated by analysis of variance				

tion of time (19%) devoted to the two subprofessional task areas combined.

District D's four responding teacher-librarians averaged the most time devoted to professional development and collaboration regarding curriculum and the least time devoted to computer-based services, although not in a statistically significant way. The higher collaboration percentage might reflect both the smallness of District D's schools and the inclusion in the study of its middle schools, where a collaborative culture was evident in the responses of all assignment groups polled. The lower percentage of time devoted to computer-based services was in keeping with a district policy which has thus far placed low priority on providing information technology for school libraries and leaves technology provision largely to school-based decisions.

TABLE 21
How Teacher-Librarians Imagine a Year 2000 Job*
- Comparison of Districts -

<u>Task area</u>	<u>Dist.A</u>	<u>Dist.B</u>	<u>Dist.C</u>	<u>Dist.D</u>
	%	%	%	%
Management/promotion	7	6	11	7
Traditional resources mgmt. **	5	6	12	9
Computer-based info. services	6	13	10	2
Traditional info. services	11	11	16	10
Working with class groups **	37	21	18	32
Collaboration - materials	9	9	10	9
Collaboration - curriculum	18	16	12	17
Professional development	5	10	6	11
Collection processing	1	5	4	2
Misc. clerical/supervisory	1	4	2	0
N =	(10)	(3)	(7)	(4)
* Reported percentage of time in ten task areas				
** = Significant differences ($p < .05$) indicated by analysis of variance				

District Analysis of Principals' and Teachers' Perceptions

Just as there were some marked differences between districts in how teacher-librarians structured or wished to structure their roles, there were also notable differences between districts in the perceptions held by principals and teachers. An examination of task statement ratings and task area rankings will point out these differences, and will also highlight areas where the vision of the teacher-librarian's role was shared across districts. For this analysis principals' and teachers' ratings have been grouped together.

Task statement ratings saw districts agreeing on half of the top-ranked and bottom-ranked task statements. Five of the ten top-ranked statements for the current role and six of the ten top-ranked statements for a Year 2000 role were held in common by the four districts. (See Tables 22 and 23.) All

TABLE 22
- The Current Teacher-Librarian Role -
Statements ranked in the top ten by all districts*

<u>Ranking</u>				
<u>Dist.</u>	<u>Dist.</u>	<u>Dist.</u>	<u>Dist.</u>	
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
1	1	1	1	Be available to assist students when their class uses the library.
2	2	3	2	Establish short and long term goals for the library.
4	7	2	3	Assist students with information searches (traditional sources).
6	3	4	4	Solicit teacher involvement in the selection of library materials.
7	6	5	7	Select all traditional print and non-print library resources.
* Principals and teachers combined				

districts agreed for the current role, and three agreed for the Year 2000 role, that being available to assist students when their class uses the library was the most important task statement. All four districts agreed on six of the ten lowest rated statements for the current role, but only three of the ten least important tasks for a Year 2000 role. (See Tables 24 and 25.)

It is interesting to note that in the top ranked statements for the current role there were no statements pointing to the teacher-librarian's collaborative involvement with teachers regarding curriculum or to computer-based services. Although several districts rated statements pertaining to these task areas in their own current role top ten, there was no universal agreement on the tasks' importance. In contrast, all districts concurred that some Year 2000 tasks concerned with curricular collaboration and computer-based services were among the most important activities that

TABLE 23
- A Year 2000 Teacher-Librarian Role -
Statements ranked in the top ten by all districts *

<u>Ranking</u>				
<u>Dist.</u>	<u>Dist.</u>	<u>Dist.</u>	<u>Dist.</u>	
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
1	1	1	2	Be available to assist students when their class uses the library.
2	2	3	5	Establish short and long term goals for the library.
3	7	4	1	Collaborate with teachers to design resource-based units.
4	4	7	7	Assist students with computer-based information searches.
7	3	2	3	Solicit teacher involvement in the selection of library materials.
9	5	5	5	Analyze curriculum needs to select suitable materials.
* Principals and teachers combined				

teacher-librarians of the future should perform.

By no means was there full acceptance of the cooperative program planning and teaching model for the Year 2000 role, however. Among the bottom ten statements for District C were ones suggesting that teacher-librarians should initiate resource-based units and become directly involved in the evaluation of student research projects. Three districts rated participation with teachers in analyzing students' learning styles among the ten least important tasks.

Two statements in particular pointed to a lack of agreement across districts. One was regarding the teacher-librarian providing instruction in the use of CD-ROMs and other databases. Rated 9th by District A and 38th by District C in the teacher-librarian's current role, this was the only statement

TABLE 24
- The Current Teacher-Librarian Role -
Statements ranked in the bottom ten by all districts*

<u>Ranking</u>				
<u>Dist.</u>	<u>Dist.</u>	<u>Dist.</u>	<u>Dist.</u>	
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
46**	46	46	46	Supervise students when their teachers are on field trips.
45	45	44	44	Invigilate make-up examinations in the library.
43	43	45	45	Type letters, book orders, etc.
42	41	40	38	Participate with teachers in analyzing students' learning styles.
41	40	42	43	Organize selection of microcomputer software for most school programs.
40	42	43	41	Assist individual students with personal problems.
* Principals and teachers combined				
** 46 is the statement with the lowest mean of the 46 statements.				

TABLE 25
- A Year 2000 Teacher-Librarian Role -
Statements ranked in the bottom ten by all districts*

<u>Ranking</u>				
<u>Dist.</u>	<u>Dist.</u>	<u>Dist.</u>	<u>Dist.</u>	
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
46**	46	46	46	Supervise students when their teachers are on field trips.
45	43	43	44	Invigilate make-up examinations in the library.
44	45	45	45	Type letters, book orders, etc.
* Principals and teachers combined				
** 46 is the statement with the lowest mean of the 46 statements.				

which appeared in both the top ten and the bottom ten. The other statement with the greatest interdistrict differences concerned the teacher-librarian's involvement with distribution and maintenance of the school's audiovisual equipment. While three districts considered this task to be extremely low priority or not applicable (rated 44th, 44th and 42nd out of 46 current role statements), District C rated it 14th in current importance.

Chi-square tests were conducted to find statistically significant differences between districts in their ratings of individual task statements. Statements were divided into three groups according to their ratings: Not Applicable, Not Important (statements rated 1 or 2) and Important (statements rated 4 or 5). Statements rated 3 were excluded from the tests.

Districts differed significantly in their ratings for eight current and four Year 2000 statements. Five of these statements were from the task area of computer-based services, three were from miscellaneous clerical/supervisory, and the remaining four represented four separate task areas. District D distinguished itself as the district which most often gave the lowest ratings; it claimed four of the five low ratings on statements dealing with computer-based services as well as four other low ratings from a range of task areas.

A comparison of task area rankings by district revealed that principals and teachers in the four districts averaged identical rankings only in their perceptions of the most important task area (collaboration regarding materials) and the least important task area (miscellaneous clerical/supervisory). (See Table 26.) For the current role, the greatest range of ranking was for collaboration regarding curriculum; District D's principals and teachers ranked it 4th while Districts A and C placed it 9th. Other task areas where there were three or more places' difference between districts in current role ranking were traditional resources management, computer-based information services, working with class groups, and collection processing.

TABLE 26
Perceived Relative Importance of Task Areas of the Current Role*
- District Comparison -

<u>Task area</u>	<u>Dist.A</u>	<u>Dist.B</u>	<u>Dist.C</u>	<u>Dist.D</u>
Management/promotion	3	2	3	2
Traditional resources mgmt.	2	3	2	5
Computer-based info. services	5	4	8	8
Traditional info. services	8	8	7	7
Working with class groups	4	6	6	3
Collaboration - materials	1	1	1	1
Collaboration - curriculum	9	7	9	4
Professional development	6	5	4	6
Collection processing	7	9	5	9
Misc. clerical/supervisory	10	10	10	10
N=	(34)	(18)	(18)	(12)
* Based on principals' and teachers' ratings of task statements				

For a Year 2000 role, a six-place difference in the level of importance for computer-based information services existed between District B (2nd) and District D (8th). Other task areas of a Year 2000 role where there were major differences between districts were in traditional resources management (ranked 2nd to 6th), working with class groups (ranked 3rd to 7th), and collaboration regarding curriculum (ranked 2nd to 7th). (See Table 27.) District D respondents clearly indicated their openness to the resource-based learning model (albeit without high technology resources) by having all three task areas which encompass the major elements of cooperative program planning and teaching as their top three rankings.

TABLE 27
Perceived Relative Importance of Task Areas of a Year 2000 Role*
- District Comparison -

<u>Task area</u>	<u>Dist.A</u>	<u>Dist.B</u>	<u>Dist.C</u>	<u>Dist.D</u>
Management/promotion	3	4 (-)**	3	5 (-)
Traditional resources mgmt.	2	5 (-)	2	6 (-)
Computer-based info. services	4 (+)**	2 (+)	5 (+)	8
Traditional info. services	9 (-)	8	8 (-)	7
Working with class groups	5 (-)	7 (-)	6	3
Collaboration - materials	1	1	1	1
Collaboration - curriculum	7 (+)	6 (+)	7 (+)	2 (+)
Professional development	6	3 (+)	4	4 (-)
Collection processing	8 (-)	9	9 (-)	9
Misc. clerical/supervisory	10	10	10	10
N =	(32)	(18)	(18)	(11)
* Based on principals' and teachers' ratings of task statements				
** Change from ranking in current role:				
(+) = increased importance relative to other task areas				
(-) = reduced importance relative to other task areas				

A Comparison of the Three Groups' Perceptions within Districts

There was no clear pattern between how teachers and principals in a district perceived the teacher-librarian's role and how the teacher-librarians of that district structured their role. In some cases perceptions and structuring paralleled one another, while in other cases the groups seemed to be veering off in opposite directions. The two major concerns of computer-based services and cooperative program planning and teaching illustrate this absence of a clear pattern.

Computer-based services provided some indications of a shared vision within districts, if not between districts. District B teacher-librarians devoted twice as much time to computer-based services in their current role as their counterparts in Districts A and C, and a vastly greater proportion of time than

teacher-librarians in District D (Table 8). (Unfortunately, an analysis of variance did not indicate statistically significant differences among districts for this task area; the samples of teacher-librarians from Districts B and D were very small.) District B teacher-librarians also wished and expected to become more involved with computers in future than did their counterparts from other districts. District D teacher-librarians preferred the least involvement. Similarly, the teachers and principals of District B rated computer-based services higher than all other districts by a considerable margin, and District D rated them lowest (Tables 26 and 27 above.) It would seem that District B's investment in a library automation team and the district's general valuing of technology in education were mirrored in the teacher-librarian's job structuring and in others' perceptions of the teacher-librarian's role. District D on the other hand, which has had no unified plan for upgrading library technology and less district support for technology throughout the educational program than District B, did not appear to have engendered a staff valuing of computer-based library services.

Cooperative program planning and teaching, unlike computer-based services, did not provide a clear indication of shared vision among the three groups polled within each district. For example, District A teacher-librarians were, by their job structuring, the group most committed to cooperative program planning and teaching. The time they committed to working with class groups in their current role was significantly higher than in other districts, and their level of collaboration with teachers was also fairly high. District A's teachers and principals recognized this emphasis by reporting higher levels of collaboration than other districts. Yet the combined principals' and teachers' ratings of statements about curricular collaboration were among the lowest. Only in District C, where teacher-librarians appeared to be least interested in working with class groups and collaborating with teachers, did principals and teachers give equally low rankings to this task

area. It would appear that much of the district level advocacy for cooperative program planning and teaching in District A has not found a receptive audience in District A teachers. In fact, teachers' comments suggested the presence of some resentment toward teacher-librarians for their proactive stance on curricular involvement; critical comments about the teacher-librarian's curricular role came exclusively from District A teachers.

Background Characteristics and Teacher-Librarians' Job Structuring

This section explores relationships between a variety of characteristics and teacher-librarians' job structuring. As has already been seen in this chapter, there was considerable variation in the ways teacher-librarians actually structured their jobs, wished to structure their jobs and expected to structure their jobs following Year 2000 changes to secondary education. Background characteristics to be investigated for possible relationships to variations in job structuring include library staffing levels, teacher-librarians' professional training, professional involvement and experience, and the level of information technology currently available in school libraries.

Staffing Levels

Do teacher-librarians structure their jobs differently if they have fewer students to serve? Does increased assistance from paid clerical aides or library volunteers relate to a different apportioning of time? Answers to these questions were sought through a series of statistical analyses employing Pearson correlation coefficients.

Significant differences were found between student : teacher-librarian ratios and percentages of time devoted to three current, four ideal and three Year 2000 task areas, involving a total of five separate task areas. (See Table 28.) To a certain extent, these significant correlations may reflect district

characteristics more than individual schools' student : teacher-librarian ratios. For example, District C, whose respondents reported the lowest average ratio (714:1 compared with 769:1 reported for District A, 909:1 for District B, and 833:1 for District D), was already seen in Table 19 to have a higher percentage of time devoted to traditional resources management than other districts. Table 28's indication that the higher the student : teacher-librarian ratio, the less time teacher-librarians spent, wished to spend and expected to spend on traditional resources management, could point to the higher levels of centralized support services in Districts A and B rather than to a generalizable negative correlation. Similarly, the positive correlations with time spent on computer-based services and collaboration regarding curriculum may indicate more about certain districts' approaches to computers and collaboration than they do about a relationship between these task areas and student loads.

TABLE 28
Significant Correlations* between
Student : Teacher-Librarian Ratios and Job Structuring

<u>Task area</u>	<u>Current Job</u>	<u>Ideal Job</u>	<u>Year 2000 Job</u>
Management/promotion		(-)	
Traditional resources mgmt.	(-)	(-)	(-)
Computer-based info. services	(+)		
Collaboration - curriculum	(+)	(+)	
Professional development			(+)
Collection processing		(-)	(-)
	N = (29)	(25)	(24)
* = Significance based on Pearson correlation coefficient, $p < .05$			

Pearson correlation coefficients were also calculated for student : clerical hour ratios and student : volunteer hour ratios. In the first case, two of thirty task areas registered a significant correlation, and in the second case, only one of thirty showed significance. In the interest of avoiding a Type I error, these significances were rejected. Worth noting, however, is the perfect negative correlation between district averages for weekly volunteer hours per school (adult and student volunteers combined) and district averages for the proportion of time teacher-librarians devoted to collection processing and miscellaneous clerical and supervisory tasks. Could it be that the 21 hours per week of volunteer assistance in District A libraries were related to District A teacher-librarians' ability to avoid most subprofessional tasks?

Professional Training and Professional Involvement

Pearson correlation tests indicated a close relationship between the level of training in teacher-librarianship and a job structuring which emphasized the cooperative planner and teacher role, and downplayed the materials specialist role. (See Table 29.) In present and ideal roles, respondents with higher levels of training apportioned more time to working with class groups and collaboration regarding curriculum than did those with less training. They also held higher expectations for curricular collaboration in future. In order to provide this extra time, they apportioned significantly lower percentages of time to traditional library management areas and to the clerical task area of collection processing.

In testing for significant correlations between the recency of courses in teacher-librarianship and job structuring, one task area in the current role and the expected Year 2000 role emerged as being related to recency. In both time frames, the amount of time devoted to collection processing increased as teacher-librarians became more distanced in time from library education

TABLE 29
Significant Correlations* between Level of
Professional Library Training and Job Structuring

<u>Task area</u>	<u>Current</u> <u>Job</u>	<u>Ideal</u> <u>Job</u>	<u>Year 2000</u> <u>Job</u>
Management/promotion	(-)	(-)	(-)
Traditional resources mgmt.	(-)	(-)	(-)
Working with class groups	(+)	(+)	
Collaboration - curriculum	(+)	(+)	(+)
Collection processing	(-)	(-)	(-)
N =	(29)	(25)	(24)
* = Significance based on Pearson correlation coefficient, $p < .05$			

courses. Since only two of thirty possible variables showed statistical significance, the relationship between recency of training and collection processing was somewhat tenuous; however, since both significances highlighted the same task area, they were considered to be worth noting.

Involvement in professional associations, both with other teacher-librarians and with teaching colleagues, correlated significantly to six of 30 areas of job structuring. Those with more professional memberships indicated less time for traditional resources management in current, ideal and future roles. They also reported spending more time in their current role offering computer-based services and placed higher priority on professional development in their ideal and expected future roles.

Professional Experience

Teacher-librarians with more years of library experience tended to devote more time to curricular collaboration with colleagues than their less

experienced counterparts. (See Table 30.) One respondent's comment may provide a partial explanation for this correlation; she expressed concern that in a school with two teacher-librarians, there was less opportunity for the newer member of the team to become involved in planning units with teachers. However, since the more experienced teacher-librarians also wished to pursue curricular collaboration more in their ideal job than less experienced respondents, the comment may describe an isolated situation. Other significant correlations presented in Table 30 seem to indicate less interest in spending time on the resource collection and library management with increasing years in the library.

TABLE 30 Significant Correlations* between Years of Teacher-Librarianship and Job Structuring			
<u>Task area</u>	<u>Current</u> <u>Job</u>	<u>Ideal</u> <u>Job</u>	<u>Year 2000</u> <u>Job</u>
Management/promotion		(-)	
Collaboration - materials		(-)	(-)
Collaboration - curriculum	(+)	(+)	
Collection processing		(-)	
	N=	(29)	(25)
		(25)	(24)
* = Significance based on Pearson correlation coefficient, $p < .05$			

There appeared, at first glance, to be a strong relationship between years in the classroom and the shape teacher-librarians gave to their jobs. Table 31 shows that those who spent more years responsible for class groups in their own classrooms also spent less time working with class groups in the library. They also tended to devote less time to professional development. There was a strong focus on resources, with collection management and

TABLE 31
Significant Correlations* between
Years of Classroom Teaching and Job Structuring

<u>Task area</u>	<u>Current Job</u>	<u>Ideal Job</u>	<u>Year 2000 Job</u>
Management/promotion		(+)	
Traditional resources mgmt.	(+)	(+)	(+)
Working with class groups	(-)	(-)	
Professional development	(-)		
Collection processing	(+)	(+)	(+)
Misc. clerical/supervisory	(+)		
	N = (29)	(25)	(24)
* = Significance based on Pearson correlation coefficient, $p < .05$			

collection processing considered more important by this group than by teacher--librarians with less classroom experience.

Upon further investigation it became apparent that teacher-librarians with more classroom experience tended to have less professional training in teacher-librarianship. Their completion rate for the Diploma or Master's program was 44%, compared to 61% for those with less than 10 years in the classroom. The three respondents with 7.5 units or less of library courses fell within the group of most experienced classroom teachers. Those with more classroom experience also reported joining fewer professional associations, reading fewer professional journals, and attending fewer conferences. It is difficult to know if the shape the more experienced teachers gave to the library job related to their classroom experience or reflected their lower levels of professional training and involvement. Whichever the case, the group

with the most classroom experience bore closer resemblance to the traditional "keeper of the books" image of school librarian than their counterparts with less classroom experience.

The recency of classroom teaching experience did not correlate significantly to the way teacher-librarians structured their jobs in the current role; however, four categories for the ideal job resulted in significant Pearson coefficients. The longer teacher-librarians stayed away from the classroom, the less they wanted to devote time to library management and promotion, and to computer-based information services. Time spent away from the classroom also correlated with the desire to collaborate with teachers on curricular matters and do miscellaneous clerical and supervisory tasks. In short, this group presented no clear image of wanting a traditional or a more evolved role.

Level of Information Technology

The level of information technology was determined by adding up the number of different types of technology teacher-librarians reported having available in their libraries. This level appeared to have a limited relation to the way teacher-librarians structured their time. (See Table 32.) Among the six significant correlations were a reduction in both current and expected time for traditional resources management and a higher proportion of time currently given to computer-based services. Teacher-librarians with more types of information technology in their libraries also had greater expectations for curricular collaboration, professional development, and reduced collection processing in future, but the presence of technology was not related to a significant difference in these areas in the current role.

TABLE 32
Significant Correlations* between
Level of Information Technology and Job Structuring

<u>Task area</u>	<u>Current</u> <u>Job</u>	<u>Ideal</u> <u>Job</u>	<u>Year 2000</u> <u>Job</u>
Traditional resources mgmt.	(-)		(-)
Computer-based info. services	(+)		
Collaboration - curriculum			(+)
Professional development			(+)
Collection processing			(-)
N=	(29)	(25)	(24)
* = Significance based on Pearson correlation coefficient, $p < .05$			

Principals' and Teachers' Background Characteristics and Role Perceptions

The wide range of ratings given to task statements, particularly by teachers, pointed to the existence of many different views about what was important in the teacher-librarian's role. This section explores areas where subgroups of teachers and principals varied in their perceptions of the teacher-librarian's role after they had been isolated by particular background characteristics. The section first examines whether respondents with different teaching subject specializations tended to have different orientations toward the teacher-librarian's role. It goes on to investigate whether attending courses or workshops which discussed school library programs related to a particular view of the teacher-librarian's role. Finally,

it looks at relationships between levels of library utilization and perceptions of the teacher-librarian's role.

The rating scale for task statements made it difficult to test for statistically significant relationships between background characteristics for principals and teachers and their perceptions of the teacher-librarian's role. The researcher therefore chose to work primarily with task area rankings determined by the method previously discussed (p.83).

Subject Specialization

An examination of task area rankings broken down by subject areas suggested an interesting pattern of perception regarding the teacher-librarian's role. (See Table 33.) Means for all task areas were used to establish rankings based on the primary subject specialization. The subject mentioned first by each respondent was interpreted to be the primary teaching area, and only this subject was used to determine task area means. Examination was limited to the four areas of English, Modern Languages, Sciences and Social Studies. Responses grouped in the category of "Other" were too limited and too diverse to warrant inclusion.

Four of the ten task areas differed by more than two places in the current role rankings, and two task areas elicited divergent rankings for the Year 2000 role (Table 33). English specialists stood out for their more professional view of teacher-librarians; they placed more emphasis on professional development and less emphasis on collection processing than other specialist groups. If one considers that in their responses about their own library use in their teaching programs, English specialists reported considerably higher levels of utilization (most notably in the "Major component" category where nine of 11 had an English background), one might imagine that this group had more exposure to teacher-librarian's professional teacher side than other groups generally had. The high ranking

by other subject specialist groups for the subprofessional task area of collection processing in the current role suggested an attitude toward teacher-librarians which was not that of being professional equals. However, the ranking for collection processing dropped to 8th or 9th place for all groups in the Year 2000 role.

TABLE 33 Principals' and Teachers' Major Differences in Task Area Rankings Based on Teaching Subject Specialization				
- Current Teacher-Librarian Role -				
<u>Task area</u>	<u>English</u>	<u>M.L.*</u>	<u>Science</u>	<u>S.S.*</u>
Management/promotion	4	3	1	2
Computer-based info. services	6	5	8	4
Professional development	3	8	6	7
Collection processing	9	4	4	5
N =	(29)	(16)	(16)	(15)
- Year 2000 Teacher-Librarian Role -				
<u>Task area</u>	<u>English</u>	<u>M.L.</u>	<u>Science</u>	<u>S.S.</u>
Management/promotion	6	3	1	2
Professional development	1	5	6	5
N =	(29)	(16)	(16)	(15)
* M.L. = Modern Languages, S.S. = Social Studies				

Instruction about School Library Programs

Respondents reported the number of hours they had spent attending courses, workshops and seminars which dealt with the teacher-librarian's role and/or school library programs. Task area ratings for those who recalled less than 4 hours' exposure to such instruction or none at all (N = 70) were compared with ratings for those who reported 4 hours or more (N = 12).

Differences in task area means between the two groups were less than .4 except in three task areas of both current and Year 2000 roles. The three areas where differences in ratings were greater than .4 are key indicators of traditional or more evolved role perceptions. Respondents with 0 to 4 hours of training gave less important ratings to the areas of working with class groups and collaborating with teachers regarding curriculum. They gave more important ratings to collection processing.

Although the differences were not established by way of a test of statistical significance, they hinted at the possibility of a relationship between exposure to information about library programs at courses and workshops, and an openness to cooperative program planning and teaching. The differences also suggested that the tendency to view teacher-librarians as technical processors was less prevalent among teachers and principals who had gained more knowledge about the library through professional development activities.

Levels of Library Utilization

Teachers and principals reported their own use of the library in their present or former teaching programs to be infrequent, fairly regular, or a major program component. Means for all task areas were calculated to establish rankings based on the reported levels of library use. Four of the ten task areas differed by more than two places in these rankings. (See Table 34.)

TABLE 34 Principals' and Teachers' Major Differences in Task Area Rankings Based on Level of Library Utilization			
- Current Teacher-Librarian Role -			
<u>Task area</u>	<u>Infrequent Use</u>	<u>Fairly Fre- quent Use</u>	<u>Extensive Use</u>
Management/promotion	2	3	7
Computer-based info. services	6	4	8
Collaboration - curriculum	9	9	5
Professional development	5	5	1
N =	(40)	(37)	(9)
- Year 2000 Teacher-Librarian Role -			
<u>Task area</u>	<u>Infrequent Use</u>	<u>Fairly Fre- quent Use</u>	<u>Extensive Use</u>
Management/promotion	2	3	7
Computer-based info. services	4	4	8
Collaboration - curriculum	7	7	5
Professional development	6	5	1
N =	(38)	(35)	(9)

It would appear that respondents who reported the library to be a major component of their teaching programs considered the task areas of curricular collaboration and professional development to be more important than their colleagues did. They also tended to place less emphasis on management/promotion and computer-based information services. As has already been mentioned, almost all of the respondents who considered themselves to be extensive library users also had a background as English specialists.

Other Findings

This final section is devoted to a summary of respondents' comments which did not relate directly to the structuring and perceptions of particular task areas. Several teacher-librarians wrote of the frustrations and joys inherent in their work lives. Others expressed opinions about technology. Teachers panned or praised the teacher-librarians with whom they worked, and made recommendations for the profession. While these comments do not provide specific answers about job structuring or role perceptions of the teacher-librarian as conceptualized in this study, they add texture to an understanding of the teacher-librarian's role.

The frustrations faced by teacher-librarians came from many quarters, including district level policies. One teacher-librarian felt that the few frustrations she faced were *"usually of the type related to School District policies,"* and cited the responsibility for repair and maintenance of audiovisual equipment to be particularly irksome. Another spoke of staffing cutbacks as a major disappointment. Her program used to mirror Developing Independent Learners, but she was not able to maintain the previous level of service after her position was reduced to part time. Another would welcome a coordinator for his district's libraries, particularly to oversee the selection process. He explained: *"Each TL at present has to 'invent his/her own wheel' and contend with many publishers' reps...."*

Frustrations with colleagues were also mentioned. One teacher-librarian chided fellow teacher-librarians *"who do not do what they should be doing so that they do not promote or demonstrate the importance of good library programs."* She was also not pleased with teaching colleagues *"who bring classes to the library, then sit or disappear...."* Another teacher-librarian criticized the quality of research assignments her classroom colleagues designed for their students:

I become very frustrated when teachers do not consult with us before landing their kids with an assignment.... I am amazed at how poorly planned many of the assignments are--they often look like university term-paper questions, or are so vague that the kids become frustrated.... Many of the assignments are 'dull.'

She went on to suggest that with more time for collaborative planning, she and classroom teachers could *"ensure that the kids meet with success and have some measure of fun doing the project."*

There were several comment about the joys of the profession as well. One newly minted teacher-librarian was pleased with his move from the classroom:

Given adequate clerical, administrative, volunteer and professional support, being a teacher-librarian is the most exciting, creative, varied, purposeful, rewarding, empowering career one can perform. The opportunity to teach kids to become independent lifelong learners, to work and collaborate with inventive, dedicated, knowledgeable teachers, to support the endeavours of fellow professionals teaching everything from automotives to gourmet cooking to science fiction to tourism to woodwork makes every day new, alive, a pleasure to perform!

Another expressed her job satisfaction more simply: *"I enjoy my job--it permits me to work with my two favourite 'things'--people and books!"*

Creativity, interaction, and variety all seemed to play a part in the job's attractions. One teacher-librarian delighted in *"developing new units, working with creative, innovative teachers,"* while another enjoyed

...showing kids something that sparks their interest in reading or their assignment ... making kids feel that the library and the staff are there for them.

A woman who had taught for many years before becoming a teacher-librarian summed it up: *"The variety, the intensity and the constant challenge are all part of the joy in being a Librarian...."*

The arrival of new information technology to supplement traditional library collections sparked two divergent comments. One woman was so comfortable with computers that she was mystified by the distinction between traditional and computer-based information services in the questionnaire:

Why the separation of computer resources and books? If you have access to both, it's just like giving instruction in a new type of reference book.

Her comfort was not shared by the teacher-librarian who wrote the following:

Technological innovations are important, but are unlikely to replace traditional use of books. It is also UNDESIRABLE that this should happen--largely because they limit access to information in insidious ways. The ways information is chosen and processed, the bias of data banks and the cost of hardware are concerns.

The questionnaire prompted one principal to express her concerns about teacher-librarians. She regretted district staffing allocations which necessitated the provision of preparation time coverage by teacher-librarians for other teachers: *"This limits the teacher-librarian's role immeasurably."* She also recommended that teacher-librarians have classroom teaching experience before going into a school library, a suggestion echoed in the comments of two teachers. (Incidentally, it is no longer possible to enrol in teacher-librarianship diploma programs at British Columbia universities without at least one year of successful classroom teaching experience.)

Teachers gave mixed reviews on teacher-librarians. Not favourably impressed, one teacher commented: *"Ours is a joke. Two rules: 1. Don't touch (disturb) books. 2. Push in your chairs."*

Another took the opposite approach:

I feel we have a wonderful librarian and library. The resources are excellent and the atmosphere most conducive to learning. If the librarian was freed from even more mundane tasks, perhaps his/her role could be even greater.

Two teachers offered suggestions about how teacher-librarians should handle their role. One emphasized flexibility, explaining that the role "*depends on philosophy of school, needs of staff and students in that school.*" The other recommended a student-centred approach:

Basically, a teacher-librarian should create an environment in which students know that they are the centre--the 'reason.'
Without that ability...a Library is just another storage facility.

The final word, from a teacher, is music to any teacher-librarian's ears: "*In my opinion a good teacher-librarian is worth his/her weight in gold.*" Unfortunately, this teacher did not go on to outline what constitutes a "good" teacher-librarian. Had he done so, the teacher-librarian's long search for a clearly defined, optimal role might be over.

CHAPTER 5

Summary

The problem which motivated this study was an absence of research to clarify how secondary teacher-librarians in British Columbia were interpreting their role and whether they were working in concert or at cross-purposes with their school administrators and classroom colleagues. At a time when professional literature in teacher-librarianship, library training programs, and the new Ministry of Education document, Developing Independent Learners (British Columbia Ministry of Education, 1991a) have been espousing a teacher-librarian's role centred on cooperative program planning and teaching, and incorporating computer-based information technology into a resource-based learning model, the researcher considered it important to know whether this expanded vision of the role was gaining acceptance with teacher-librarians and other key players in school library programming.

The purpose of the study was to investigate how secondary teacher-librarians, principals and teachers were interpreting the expanded role definition of the teacher-librarian and whether these three partners in school library programs shared a vision of the teacher-librarian's role. More specifically, the study examined, through survey research, whether teacher-librarians have already accepted the changed role by incorporating the expanded role definition into the current structuring of their jobs. It also explored whether they wished or expected to change their role in future. The study also investigated whether principals and teachers saw the newer areas of a teacher-librarian's responsibilities as important ones, or if they maintained a more traditional view. It considered whether there was consistency within each group's perceptions of the teacher-librarian's current

and future roles and probed into characteristics such as district support levels, school staffing levels and professional background to look for relationships between these characteristics and differing patterns of perception about the role.

Chapter 4 presented many diverse and detailed findings relating to the purpose of this study. Its major findings are hereupon summarized.

1. Teacher-librarians did not share a clear vision among themselves about how to structure their current role. Nor did they share a clear vision of an ideal role or of the role they expect to fulfill when (if?) Year 2000 initiatives bring major changes to secondary education. The wide ranges and sizeable standard deviations in the times respondents apportioned to various task areas of their jobs in current, ideal and Year 2000 frames indicated that there were many styles of teacher-librarianship. However, their visions of the ideal role and the Year 2000 roles were not as divergent as their current job structuring. They came closest to a shared vision in their almost universal rejection of tasks in the miscellaneous clerical and supervisory category for their ideal role .
2. The two major areas most closely linked to the expanded role of the teacher-librarian, i.e., cooperative program planning and teaching and computer-based information services, had become a major focus for some respondents, but certainly not for all of them. With current time allocations ranging widely for working with class groups, collaborating with teachers about curriculum and computer-based information services, teacher-librarians revealed very diverse approaches to these areas of their role.

3. Notwithstanding the many styles of teacher-librarianship, there was a trend among teacher-librarians to value aspects of their job related to cooperative program planning and teaching more highly than their current job structuring indicated. The time they would apportion in their ideal job to the task areas of working with class groups, collaborating with teachers regarding materials, and most notably, collaborating with teachers regarding curriculum was significantly greater than current allocations. Their subjective ratings of the most important task areas of their job confirmed that the cooperative planning and teaching aspect of the expanded role held favour with many teacher-librarians in this study.
4. There was little indication from teacher-librarians in this study that they wished to increase the amount of time they spent offering computer-based information services. In their subjective rating of task areas, most of them confirmed that they did not consider this area to be very important.
5. Neither the principals' group nor the teachers' group of respondents presented a strongly unified vision about what is important in the teacher-librarian's role. However, principals maintained a higher level of agreement in their role perceptions than teachers did.
6. When ratings of task statements and task areas for the current role were averaged, principals and teachers could be seen to share many ideas about which activities were most important and least important in the teacher-librarian's role. Both groups tended to rate professional activities related to resource provision and library management more highly than they rated the teacher-librarian's involvement with

- students, curriculum and computers. Neither group saw subprofessional task areas being of great importance in the teacher-librarian's role; however, these task areas had the highest variability in ratings.
7. When ratings of task statements and task areas for an expected Year 2000 role were averaged, principals and teachers again shared many perceptions about which activities were most important and least important in the teacher-librarian's role. Changes expected in the teacher-librarian's role focussed mainly on an increasing importance for activities associated with cooperative program planning and teaching and with computer-based information services. Ratings also pointed to a decreasing importance for subprofessional activities, which were already rated quite low. In short, proposed Year 2000 changes to secondary schools seemed to open possibilities for principals and teachers to become more accepting of the expanded role of the teacher-librarian than their current ratings indicated.
 8. Although their averaged ratings indicated that teachers and principals shared many views on the teacher-librarian's role, the two groups differed in some respects. Principals placed more emphasis on teacher-librarians being collaborative partners with teachers to plan and teach resource-based units. They also wanted teacher-librarians to provide professional development leadership. They gave lower ratings to subprofessional tasks and computer-based services than teachers did. Teachers seemed to favour the teacher-librarian as a provider of services and resources for them and their students rather than as a collaborative partner. Teachers showed resistance both through ratings and comments to teacher-librarians taking the initiative to promote

cooperative program planning and teaching, most notably in the current role.

9. In comparing teacher-librarians' priorities for their current role with principals' and teachers' priorities for the role, the areas of greatest divergence were traditional information services and collaboration regarding curriculum, where teacher-librarians' ratings were considerably higher, and traditional resources management, where teacher-librarians' ratings were considerably lower. The divergences lessened for the Year 2000 role, except between teachers and teacher-librarians in the areas of traditional resources management and computer-based services. Teachers perceived both areas to be more important than teacher-librarians thought they were.
10. Different districts seemed to have developed distinctive shapes for the teacher-librarian's role. District policies such as a heavy emphasis on cooperative program planning and teaching or a push for automation and other information technology were reflected not only in the ways those districts' teacher-librarians structured their current jobs, but also in their aspirations and expectations for future job structuring. The districts which provided little centralized support tended to have teacher-librarians who were less eager to move into certain areas of the expanded teacher-librarian role. One district's teacher-librarians indicated low interest in working with class groups while another's expressed minimal interest in computer-based services. In some cases, teachers' and principals' perceptions of the teacher-librarian's role reflected district orientations. However, in the district where cooperative program planning and teaching was most actively promoted, some teachers seemed particularly defensive about their autonomy in

curricular matters.

11. The shape teacher-librarians gave to their jobs seemed to correlate with certain background characteristics. This summary limits itself to significant correlations regarding the expanded versus the more traditional teacher-librarian role.

Task areas associated with cooperative program planning and teaching were allocated more time by those with higher levels of training in teacher-librarianship. Those who had more experience as teacher-librarians also became involved in more curricular collaboration, but unlike the more highly trained teacher-librarians, they did not spend significantly more time working with class groups.

Not surprisingly, teacher-librarians who had more types of information technology in their libraries spent more time offering computer-based services than their counterparts. Teacher-librarians with more professional involvement also devoted more time to computer-based services in their current role. However, neither of these groups indicated significantly more interest or a higher expectation than others for offering computer-based services in future.

Teacher-librarians with more classroom experience tended to pursue a more traditional approach to teacher-librarianship. However, it is not known whether their traditionalism related more to their lower levels of professional training and professional involvement than it did to their many years in the classroom.

12. The perceptions teachers and principals had about the teacher-librarian's role appeared to relate to certain background characteristics. Respondents who had spent more hours learning about library programs or the teacher-librarian's role at courses or workshops

seemed more open to cooperative program planning and teaching. Those who used the library most often in their teaching gave higher ratings to curricular collaboration and were more favourable to having the teacher-librarian provide leadership in professional development.

Discussion

This discussion section opens by comparing findings in the present study with role studies which were presented in the review of the literature. It then looks into the wide variability in teacher-librarians' job structuring and suggests that this diversity of approaches can bring either rewards or risks. The wide range of perceptions principals and teachers held about the teacher-librarian's role will also be probed. The discussion moves to an exploration of teachers' reluctance to engage in cooperative program planning and teaching. The discussion concludes with an examination of teacher-librarians' reluctance to expand their commitment to computer-based information services.

A Comparison of Role Studies Findings

The present study's findings share some similarities with earlier studies about the role of teacher-librarians, but also reveal differences. Many of the differences suggest that perceptions of the teacher-librarian's role have been moving toward an expanded, more professional conceptualization which incorporates curricular involvement and thereby opens the door for greater integration of the library into the school's instructional program.

The generalization in Knight's meta-analysis (1985) that both teacher-librarians and principals favoured a reduction in clerical activities and an increase in curricular involvement has been replicated in the present study.

However, the conclusion in both Knight's and Rainforth's (1981) studies that teachers preferred a highly traditional role in which technical processing and clerical duties figured highly, was not borne out by the ratings of British Columbia teachers in 1992. Although teachers in the present study were not as adamant in their rejection of technical/clerical activities as principals and teacher-librarians, the majority of them viewed teacher-librarians as professionals for whom subprofessional tasks were not important.

The low levels of agreement within groups noted by Hambleton in her Ontario study of elementary schools (1982) found repetition a decade later in British Columbia secondary schools. As was the case in Hambleton's study, principals in the present study maintained higher levels of agreement about the teacher-librarian's role than teachers did. However, the lack of agreement within both teachers' and teacher-librarians' groups regarding sub-professional tasks lessened. The difference here may be at least partially attributable to differing levels of clerical support in elementary and secondary schools; all schools in the present study employed library assistants.

Dekker's Ontario study (1989) points to another difference which may also be related to differences between elementary and secondary schools. Dekker found that teacher-librarians in her study had a low professional image and many did not see themselves as cooperative program planners and teachers. She gave evidence of professional training which was far below the level held by teacher-librarian respondents in the present study. It is possible, and certainly correlations in the present study suggest it, that the heightened sense of professionalism and greater openness to a collaborative curricular role among many of the present study's teacher-librarians can be linked to their generally higher level of professional training.

Hauck and Schieman's finding (1985) that Alberta teacher-librarians placed top priority on curriculum and instruction was mirrored in the present study's findings, particularly in the way the British Columbia

respondents conceptualized their ideal role and ranked task areas. Hauck and Schieman's conclusion that role overload in the teacher-librarian's job limited possibilities for increased involvement with computers provides a plausible explanation for the present study's finding that principals and teacher-librarians both seemed reluctant to expand the area of computer-based services appreciably.

Sharpe's linkage between teachers' library utilization and their greater receptivity to the teacher-librarian's curricular role (1987) found a parallel in the present study. The present study's teachers who reported the highest levels of library utilization not only rated curricular collaboration more highly than their colleagues, but they also were more open to the teacher-librarian's leadership role in professional development.

Studies by Edwards (1989) and Everhart (1992) provide an opportunity to contrast the American library media specialist's role with the teacher-librarian's role in British Columbia. The present study's role contains more elements of the expanded role than its American counterpart, although some elements overlap. The principals in Edwards' survey concurred with principals of the present study in rating materials selection and library management higher than activities associated with cooperative program planning and teaching. However, the Texans placed more importance on collection processing than on curricular involvement, which was the reverse order to principals' priorities in the present study. Everhart's teacher-librarian subjects were similar to teacher-librarians in British Columbia in the wide variability of time apportioned to various aspects of their role. Unlike the British Columbians, they spent very little time involved with curriculum and instruction; they averaged less than one-third of the current role time allocations reported by the present study's respondents.

In summary, the present study's findings concur with many patterns noted in previous studies, but they also point to some differences. Among

the differences are the teacher-librarians' sense of professionalism and vision of their evolving role. The present group seems to be further along the road toward the expanded teacher-librarian role than participants in earlier studies. The change is most marked in the area of cooperative program planning and teaching. The pro-collaboration message of teacher-librarianship training programs, the British Columbia Teacher-Librarians' Association, and journals such as Emergency Librarian and The Bookmark appears to have reached many in the profession, particularly in terms of their aspirations and expectations for the future.

The teachers and principals in the present study also demonstrate a higher level of acceptance of the expanded teacher-librarian's role than many of their counterparts in earlier studies. Colleagues' recognition of increasing importance for teacher-librarians' curricular involvement in future, although not as pronounced as teacher-librarians in the study might have wished, and their diminished valuing of subprofessional task areas suggest that secondary library programs will continue to move closer to the model advocated in the professional literature and recent Ministry documentation. By no means are all of the programs there yet, or have all pockets of resistance disappeared, but many signs for the future are promising.

Rewards and Risks in Job Structuring

The wide variability in the time teacher-librarians in this study apportioned to task areas of their role raises doubts about a shared vision within their group, especially regarding the current role. The variability also leads to questions about the sources of these divergences in job structuring. Furthermore, it hints at difficult questions about what teacher-librarians actually do in the educational system. If what they do is idiosyncratic, depending on how individuals choose to interpret the role or how individuals feel compelled to interpret the role because of factors external to

themselves, then does this somewhat nebulous school position become an expendable luxury in times of fiscal restraint? Would a greater acceptance of the expanded role of the literature decrease the wide variability in job structuring, serve the educational system better, and provide teacher-librarians with a more assured place within their schools?

The wide range of hours teacher-librarians commit to various aspects of their jobs stems from several sources. The degree to which any teacher-librarian's job structuring reflects a conceptualization of the expanded role is tied to these sources. Districts, through their hiring policies and levels of support, foster varying approaches to the teacher-librarian's role. These approaches may or may not be conducive to cooperative program planning and teaching or to the expansion of library-based information technology. Schools, with their differing goals, leadership styles, staff cultures and student needs provide varying levels of receptivity toward a collaborative approach to resource-based learning. They also develop vastly different viewpoints about whether the library's place should be at the centre or on the periphery of the electronic information explosion. Individual teacher-librarians, through their differing professional backgrounds, skills, philosophies and personalities, also contribute to the diversity.

Some of the diversity in job structuring is laudable. As Developing Independent Learners (B.C. Ministry of Education, 1991a) stresses in its statement of philosophy, library programs should support district and school goals. There is insufficient time for teacher-librarians to perform every activity suggested in the new role guidelines (B.C. Ministry of Education, pp.10-15), and therefore it makes sense for them to maintain a certain degree of flexibility and work in concert with colleagues to address district and school priorities. Building a collaborative culture within a school, which is a necessity for successful cooperative program planning and teaching, requires staff willingness not only to share openly, but also to be flexible. Teacher-

librarians can profit in the long term by modelling the openness and flexibility they hope to find in colleagues. As long as they remain true to the basic "platform" (Leithwood, 1981) of Developing Independent Learners, their "tuning into the environment" (Kanter, 1987) and their willingness to be "evolutionary planners" (Louis and Miles, 1990) will serve to achieve their ultimate goal of a collaborative program of resource-based learning.

Some of the diversity is not laudable. It is apparent from the present study's data that some teacher-librarians structure their current jobs in a manner considered outmoded by the professional literature and the new government documentation. These are the teacher-librarians who devote large amounts of time to activities which could be done equally well by a technician or clerk at a much reduced cost. Such job structuring may, in part, be a product of district orientation or pressure from principals and colleagues who have no conception of the kinds of learning opportunities that are possible when students, teachers, teacher-librarians and an abundance of resources connect. Then again, it may be a result of personal preferences or limitations. One would suspect this is the case where respondents also envision their ideal job as one encompassing features antithetical to the evolved model of teacher-librarianship. Whatever the source of this outmoded structuring, these teacher-librarians increase not only their own, but indeed all teacher-librarians' vulnerability in times of fiscal restraint. After all, if the teacher-librarian's role carries with it a general perception of "keeper of the books," why is there need to have expensive professional teachers in school libraries? As the literature review pointed out, at least one British Columbia school board recently asked why school libraries needed expensive teachers to run them--and it couldn't find an answer. Had all of that district's teacher-librarians been offering programs based on cooperative program planning and teaching in a technologically rich environment, programs which took seriously the goal of enabling all students "to become

skillful, thoughtful users of information in an information era" (B.C. Ministry of Education, 1991a, p.4), their school board would likely have found an answer to its question and the teacher-librarians would probably still have their library jobs.

Not Applicable? Very Important?

Neither principals nor teachers gave a clear indication from their range of ratings for task statements that they share a clear vision about the teacher-librarian's role. Teachers' responses ranged from "Not Applicable" to "Very Important" on 86% of the task statements. Principals, although more unified in their views than teachers, still used the full range of ratings on one-third of the task statements. The variability in both groups' responses raises questions about why there is such a divergence of views about what is important in the teacher-librarian's role.

One reason for this divergence was provided through responses to the question about how many hours principals and teachers had spent attending courses or workshops where the role of the teacher-librarian or the school library program was discussed. Well over half of each group could not recall having attended such a session throughout their training or careers. Only 20% of the principals and 9% of the teachers recalled spending four hours or more participating in a group situation to learn about the library. These educational leaders of schools and academic departments, the majority of whom have a Master's degree, are woefully lacking in an area of their education.

Part of the responsibility for the absence of principals' and teachers' knowledge about library programs rests with the Faculties of Education in which respondents received their training. Unless Faculties of Education address issues surrounding the need to provide learners with skills to become "thoughtful users of information in an information era" (B.C. Ministry of

Education, 1991a, p.4) and introduce the collaborative approach to resource-based learning, few student teachers are likely to engage in thoughtful inquiry about how libraries can best be incorporated into their schools' instructional programs and their own teaching, or develop skills in this area.

Okanagan College's new Bachelor of Education program has recognized the importance of student teachers learning about a collaborative relationship with teacher-librarians (Thomson, 1992). All student teachers are required to plan and teach a cooperative resource-based unit with the teacher-librarian at their practicum schools. Through this assignment, they develop an appreciation, an expectation and skills for collaboration that will carry through into their future classrooms. In many cases as well, their sponsor teachers gain awareness of the learning opportunities available for students and for themselves when teachers and teacher-librarians join forces. Other Faculties of Education might consider introducing a similar student teaching assignment as a way of overcoming the current deficiency in this area of their programs.

Another part of the responsibility rests with teacher-librarians in their professional associations. The present study has found that most teacher-librarians are actively involved in professional development through participation in local chapters of the British Columbia Teacher-Librarians' Association, attendance at local teacher-librarian workshops and provincial teacher-librarian conferences, memberships in provincial and national teacher-librarians' associations, and the reading of teacher-librarianship journals. Yet little attention has been paid to including administrators and classroom colleagues in all of this professional development activity. Nor is there much initiative taken by teacher-librarians to become active in professional specialist associations (P.S.A.'s) other than their own. Only eight of the 34 teacher-librarian respondents in the present study held memberships in non-library P.S.A.'s, and half of these respondents were part

-time teacher-librarians who had joined specialist associations related to their non-library teaching responsibilities. As long as teacher-librarians remain insular in their professional development activities, it should not be surprising that principals and teachers have little opportunity to attend workshops about the teacher-librarian's role or school library programs.

The British Columbia Teacher-Librarians' Association has finally recognized this professional insularity, and is currently making arrangements for a conference which teacher-librarians will attend with their principals. This conference is a positive step toward a truly shared vision of the teacher-librarian's role. Teacher-librarians are finally taking heed of Fullan's assertion (1991) that "the extent to which proposals for change are defined according to...one group's reality...is the extent to which they will encounter problems in implementation" (p.36).

Writers in the field of teacher-librarianship are also beginning to recognize the need to "communicate the vision" (Kanter, 1987) of their field beyond an audience limited to teacher-librarians. One example of this is Larocque and Oberg's article (1991) in The Canadian School Executive which dealt with the principal's role in successful school library programs. Another example is Gunn's article in the May/June 1992 edition of Teacher.

Within their own school library programs, individual teacher-librarians must also take responsibility for communicating the vision about what they and their libraries are able to contribute to their schools' instructional programs. The present study's finding that only 56% of the principals and 23% of the teachers concurred with their teacher-librarians regarding the types of information technology currently available in their school libraries hints at a communication gap which is probably not limited to information technology. One teacher-librarian stated in a recent article (Gunn, 1992, p.20): "If the staff and administration really understood what we do, they couldn't live without us." Teacher-librarians must seriously

question why others don't understand what they do--and what they can do to rectify this absence of understanding. How many teacher-librarians have regular meetings with their principals to discuss library program priorities? How many take advantage of their inclusion at department head meetings to address library program concerns and opportunities, and engage colleagues in the "kaleidoscope thinking" Kanter (1987) recommends? How many find vehicles such as staff bulletins and community newsletters to make known the more interesting new developments in resource-based learning, particularly ones which highlight other program participants as the "heroes" (Kanter)? How many network casually with classroom colleagues to discover the others' program concerns, and then lead gently toward curricular collaboration by using colleagues' concerns as the starting point?

Many teachers have made clear through their ratings and comments in this study that they consider it unimportant or undesirable for teacher-librarians to hold workshops on cooperative program planning and teaching or to initiate resource-based units. Yet teacher-librarians who remain sensitive to their colleagues' concerns can "persist and persevere" (Kanter, 1987) using a wide variety of approaches. They can reach a place where their staffs have a much clearer vision not only of the teacher-librarian's expanded role, but also of the expanded teaching opportunities available to teachers and learning opportunities available to students when the library and the classroom intersect.

Expanding the Collaborative Curricular Role

More than half of the teacher-librarians participating in this study indicated that the most important task area of their role is collaborating with teachers regarding curriculum. Most of the others rated it second behind working with class groups. It is toward these two key task areas of resource-based learning that teacher-librarians also wish to re-apportion the greatest

increases in their work time. One may conclude, therefore, that the profession's advocacy of cooperative program planning and teaching as the central focus of school library programs has found acceptance among most teacher-librarians in the study.

Yet it is not a simple matter for teacher-librarians to restructure their jobs around cooperative program planning and teaching. They need partners with whom to cooperate. The wide variability in principals' and particularly teachers' responses as well as low mean ratings for some key current role statements regarding collaboration indicated a less than willing partnership in some quarters.

There are many reasons for the unwillingness. Teachers' unwillingness was explained in the literature review as often being based on the entrenched norms of privatism and presentism (Werner, 1991), and on risks to self-esteem (D. Oberg, 1990a). Teacher respondents in the present study who have been exposed to ambitious library advocacy programs expressed resentment toward proactive teacher-librarians. They complained about interference with their plans, cast doubts on teacher-librarians' competency in curricular matters, and rated curricular collaboration statements as "Not applicable." Principals' unwillingness may come from their need to have someone provide services such as preparation time coverage or audiovisual equipment control, although this study has indicated that most principals no longer consider the latter use of the teacher-librarian's time to be appropriate. Unwillingness from principals is more likely to come in the more subtle form of not making efforts to promote resource-based learning among staff. This silence conveys a powerful message to potential classroom partners (Rehlinger, 1988).

However, principals and teachers have both indicated an increased valuing of the teacher-librarian's collaborative curricular role as they look ahead to a Year 2000 school. With such an opening available, teacher-

librarians need to assess carefully how best to maximize its potential. As they assess, they may come to realize that some of the most serious obstacles to the expanded cooperative role come not from others' basic unwillingness to collaborate, but from their own approach to collaboration.

Teacher-librarians' obstacles to cooperative program planning and teaching take many forms. Several of these obstacles have already been mentioned in the literature review or in this chapter's summary and discussion section: low sociability and high cautiousness (Hambleton, 1982), ambivalence about a collaborative role, insularity in professional development, and a failure to communicate the vision through program promotion and networking.

There are other obstacles posed unwittingly by teacher-librarians, which become apparent only when one listens carefully to what teachers have said through their task statement ratings and comments, and then reflects on teachers' norms and the ways in which resource-based units are often planned and taught. Teachers in the present study did not object to curricular collaboration *per se*. In fact, for both current and Year 2000 roles, they rated teacher-librarians' collaboration with them to design resource-based units among the eight most important task statements. Their objection came when they contemplated teacher-librarians taking the upper hand by initiating units or holding workshops for them. It would seem that teacher-librarians can contribute to teachers' unwillingness by being *too* proactive. Many teachers also expressed difficulty with teacher-librarians becoming involved with analyzing their students' learning styles and evaluating their students' work. All of the teachers' objections underline D. Oberg's (1990a) contention that teacher-librarians must give more attention to the "social price" paid by teachers in cooperative program planning and teaching.

Oberg (1990a) outlines four aspects of the social price paid by teachers for their partnership with the teacher-librarian: "time, effort, lifestyle and

psyche" (p.7). Time and the energy to commit additional effort to one's practice are always scarce commodities in a classroom teacher's life. Yet both time and energy are needed when teachers join with their teacher-librarian to develop a resource-based unit. Attending joint planning sessions, gaining familiarity with new strategies or resources, and having to deal with "queue time, use time, delay time" (p.8) are all costly to teachers. Teachers who choose to pay these costs want to do so because they feel the benefits to their students warrant it. They do not want to do so because they feel pressured by a zealous teacher-librarian.

Lifestyle costs refer to the infringement on teachers' norms and values such as privatism and self-reliance. Being asked to give up sole control of the assessment and evaluation of one's students represents such an infringement --at least until the teacher-librarian demonstrates that the gain to the teacher is greater than the cost.

Psychic costs to teachers include risking disapproval, giving up freedom of choice, and being cast in an inferior role. Teacher-librarians who relish playing the expert role in curricular collaboration do more than limit their own growth through missed opportunities to learn from their colleagues. They also lower the rate of repeat business.

Teacher-librarians can do a great deal to limit the social price. A starting point would be to reassess pre-unit meetings which involve the use of detailed planning guides. Some library unit planning guides are truly intimidating. Asking teachers to work collaboratively to develop a multi-page plan complete with goals, objectives, motivators, strategies, evaluation tools, conclusions, student groupings, dates, times and more is asking them to submit to a kind of Tylerian tyranny. Many teachers have not experienced planning of this scope since their worst days as a student teacher. Curriculum planning of this variety strikes at all four aspects of D. Oberg's (1990a) social costs: requiring time and effort, infringing on the norm of presentism, and

possibly playing havoc with the teacher's sense of professional efficacy. While planning is essential, it needs to be undertaken with sensitivity, tact, and an awareness that there are many ways in which curriculum planning may unfold. A.Oberg (1986) explains:

Because the planning process is inherently complex, unpredictable, and contingent, it cannot be accomplished well with straightforward technical procedures. (p.13)

To accompany the move toward learner-focussed education, teacher-librarians need to give more consideration to teacher-focussed planning sessions.

Another way in which teacher-librarians may reduce social costs to teachers is to limit expectations about collaborative projects. The literature of teacher-librarianship is replete with descriptions of ambitious resource-based units. These descriptions tempt teacher-librarians to encourage their classroom partners to join them in expending similar effort to create equally masterful units. University courses on cooperative planning and teaching have also contributed to this penchant for The Grand Unit through assignments and grading emphases. Yet successful collaboration can happen on a much smaller scale. In many cases smaller may be better; smaller units not only require a lower expenditure of time and effort, but they also are less intimidating to teachers who lack confidence in their skills to create large units. The lifestyle and psychic costs of feeling pressured to embark on grandiose resource-based projects may be enough to send neophyte collaborators running back to the safety of their textbooks.

The literature review pointed to various schemata for a gradual move toward full partnership, but they neglected the human element. Initial collaborative efforts might involve nothing more than the teacher-librarian and teacher sharing a coffee and a casual staff room chat. There is far less risk to teachers' self-esteem in curricular collaboration if a comfortable and caring

relationship already exists between planning partners. Other collaborative efforts may consist of a quick planning discussion over the phone, a one-hour library session for students, and a short debriefing in the hall sandwiched between pleasantries and an invitation to visit again soon. Even for more extensive collaborative efforts, planning partners who share the goal of developing independent learners may leave much of the planning, production, and evaluation to the students, choosing for themselves a role of facilitating and responding as the unit unfolds. This type of a unit may provide a genuine opening for teachers and teacher-librarians to gain comfort with sharing insights about students' learning styles. Teacher-librarians might also develop a collection of generic or easily adaptable overheads, student guides and evaluation formats for research and information skills--a kind of "emergency kit" to make available to teachers for possible inclusion in units.

If teacher-librarians remain mindful of the costs to teachers of time, effort, lifestyle and psyche, they will undoubtedly think of many more strategies to reduce these costs and make curricular collaboration more inviting to their partners. The best strategies will emerge when individual teacher-librarians combine commitment to the cooperative model with awareness of the impact of their own actions and sensitivity to their colleagues' needs.

The Dilemma of Going "Hi-Tech"

The expanded role of the teacher-librarian advocated by academics and other leaders in the field of teacher-librarianship emphasizes computer-based services. Most secondary libraries involved in the present study already have at least one type of computer-based information technology available for library users. Particularly teachers, and to some extent principals, have indicated in the study that they value the teacher-librarian's involvement

with computer-based information services and consider the task area to be of increasing importance. Yet many teacher-librarians seem reluctant to increase their commitment of time to the area. In their rating of task area importance, they also demonstrated an unwillingness to give high priority to computer-based services, ranking it 8th out of 10.

The researcher held discussions with several teacher-librarians to try to understand more clearly the sources of their reluctance. She also examined questionnaire responses and pondered her own ambivalence about information technology in her practice to find reasons for the hesitation regarding expansion of computer-based services. Three reasons presented themselves most readily, one relating to professional training programs and the other two concerning logistics.

Until quite recently, British Columbia's teacher-librarianship training programs placed little emphasis on library automation or electronic information sources. Cataloguing courses dealt primarily with traditional card catalogues. Selection courses focussed on traditional resources and taught how to prepare card-based consideration files. Reference courses briefly introduced CD-ROM technology, but geared all assignments and examinations to print sources. Other courses developed the teacher-librarian's knowledge of children's literature and skills in curricular involvement. The training institutions had valid reasons for designing their courses this way; most teacher-librarians worked in low technology libraries where high technology skills would soon atrophy. However, the absence of focus on high technology in library diploma programs meant that teacher-librarians emerged from their training with little knowledge and confidence to offer or promote computer-based information services.

The lack of training in technology leads to the logistical concern about time. Teacher-librarians have a job which is highly demanding of their time even without an extension of computer-based services. Participants in the

present study reported an average 51 hour work week, which they would prefer to reduce by 10 hours. Teacher-librarians are asking themselves how they can reduce their work week while taking on additional responsibilities in an area which could easily consume a great deal of time. It may be argued that computer-based information technology will eventually save time. However, as one faces the challenge of becoming proficient with new technologies and introducing others to them as well, it is difficult to imagine life beyond the time-devouring initiation and implementation phases of the change.

Another logistical problem concerns the high numbers of students and low levels of hardware that generally accompany early phases of the move to automated catalogues and other information technology. The following scenario illustrates the problem. Two classes plus unaccompanied smaller groups come to the library during the same block. It is no problem for 60 or more students to engage in a simultaneous search for information in this traditional library. Some explore drawers of the card catalogue while others leaf through periodicals indexes, and still others browse the cabinets of vertical files or go straight to the encyclopedias. But what happens if the card catalogue with its 40 simultaneously usable drawers is replaced by three computer terminals? What happens if the multi-volume periodicals indexes are replaced by a single terminal CD-ROM station? What happens if the vertical file goes electronic and one young kleptomaniac walks away with the entire set of files hidden in a pocket? What happens if the encyclopedias are reduced to a single terminal CD-ROM, or a modem connection with a university but the line is busy? These are some of the "What if?" questions teacher-librarians ask themselves as they contemplate an expansion of computer-based information services. While they may recognize the potential longterm advantages for their library programs, their students, and their own professional role, the computer terminal queues and other forms

of chaos or uncertainty during the transition period serve to temper their enthusiasm for going "hi-tech".

In short, teacher-librarians' reluctance to place high priority on computer-based services is, in many instances, based not on a general aversion to change or an unwillingness to move beyond their precious books. Often it is based on practical considerations. Having minimal preparation in modern information technologies from their professional training, they know that to become sufficiently competent to teach technology skills to students and colleagues will require a large investment of their time. Already handling a job in which their commitment of time is stretched to the limit, they are reluctant to add more time and have not been able to find task areas where they can cut back. Then, as they imagine a transitional library where students lose valuable learning time while standing queued in front of scarce computer terminals, they wonder if bits, bytes and bauds represent the route they should go.

Yet the wisdom of their caution must be questioned. If school libraries are to provide the electronic resources from which both students and teachers will increasingly want to access information, teacher-librarians will surely need to devote more than the 7% they allocated in their ideal job structuring to this area of their role. They cannot keep pace with the changes in information technology unless their commitment to computer-based services increases substantially. Should they choose to ignore the changing landscape of learning resources, they risk a great deal, according to Austrom (1991, p.7): "The greatest danger lies in ignoring information technology, for someone else will fill the void...." Teacher-librarians who do not accept the challenge of an electronically rich information world lose an opportunity to increase their value to colleagues and students during tough economic times--times when their professional survival may well depend on their being considered valuable by colleagues, students and the community. As school districts

expand computer technology positions and reduce teacher-librarian staffing, the message should be clear.

Recommendations for Further Research

Two major recommendations seem warranted from the findings of this study. The first recommendation proposes a more reliable method to determine job structuring. In the present study teacher-librarians found it difficult to apportion amounts of time to the various task areas into which their role had been divided. Their comments spoke of ambiguity and overlap between task areas, of their work cycles going in waves where a typical week did not exist. Consequently, the times they wrote down on their questionnaires were not as reliable as the researcher might have wished, particularly for current job structuring. An alternate method which is likely to have greater reliability is the work sampling technique used by Everhart (1992) in her comparison of teacher-librarians in automated and non-automated school libraries. Using Random Alarm Mechanisms, a device similar to a pager, the 18 subjects in Everhart's study recorded their activity category every time they received a signal. Each subject recorded 400 work samples over a 20-day period. The study also risked less ambiguity regarding the categorization of task areas because of a training program subjects undertook before work sampling began. This type of research design requires extremely obliging subjects, but it does offer a more scientific approach to determining job structuring than the survey technique of the present study.

The second recommendation proposes an examination of shared vision about the expanded conception of the teacher-librarian's role through an in-depth study. This type of examination could involve using extensive observations and interviews, in addition to questionnaires, for staff, students, and possibly other partners in school library programs. The study could limit

itself to a small number of carefully selected schools where successful library programs based on the expanded role of the teacher-librarian are firmly in place. Alternatively, it could be an ethnographic or hermeneutic phenomenological study within one school (van Manen, 1990). Such a research design would permit greater accuracy in determining job structuring as well as a better understanding of the circumstances, ways of thinking, and types of interactions which allow a teacher-librarian to live out the expanded role of the literature. This proposed study would lose the broad sweep across districts which has been achieved by the present study. However, it could lead to valuable knowledge for school districts, principals, teachers, and teacher-librarians themselves about how each might better interpret the role of teacher-librarian in order to achieve the goal of developing independent learners.

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APPENDIX A - Letter to Superintendents

____ Lochside Drive
Victoria, B.C. V8Y 2G4

November 22, 1991

Superintendent
School District # ____
[Address]
_____, B.C.

Dear _____

As part of my University of Victoria M.A. studies in Education, I wish to conduct a survey of various staff members in your school district. My purpose is to obtain data for a study on the role perceptions and job structuring of secondary teacher-librarians. This is the first study of its kind to be done in B.C.

I have designed two questionnaires for the study. The survey for principals and academic department heads asks them to rate the importance of various possible aspects of the teacher-librarian's role. The survey for teacher-librarians requests some school and professional background information as well as an estimate of how they allocate time in structuring their job. I am enclosing copies of both questionnaires for your perusal.

Confidentiality of all respondents is assured. Participating school district will not be named in the analysis, although I would be pleased to acknowledge your district's participation if you wish.

I am requesting your permission to involve District #____ secondary staff in this study. If it is acceptable with you, I would like to distribute questionnaires to the schools in mid-January. Once the data has been analyzed, I would be pleased to share the results with your district if you wish to know them.

I look forward to hearing from you soon.

Respectfully yours

Bernice Betts
M.A. Student, U.Vic
Teacher-Librarian, District #____

Encls.

APPENDIX B: Initial Letter to Principals

____ Lochside Drive
Victoria, B.C. V8Y 2G4
Phone: (604) 658-____

February 7, 1992

Dear Principal

You and several members of your staff are invited to participate in a research study which will help to clarify the role of the teacher-librarian in B.C. secondary schools. Your school board has approved the study.

By responding to the questionnaire, you will be helping to create a profile of how B.C. administrators feel teacher-librarians can best contribute to their schools. The results of the survey will appear in The Bookmark, a publication read by most teacher-librarians in B.C., and possibly in other journals with wider distribution. Since this M.A. thesis research project is being conducted in close collaboration with Don Hamilton, Director of the University of Victoria's Teacher Librarianship program, your opinions will also help to formulate the training program for future teacher-librarians.

Enclosed in this package are questionnaires for yourself, four department heads and the teacher-librarian/s at your school. I would be most grateful if you could distribute the questionnaires to the others as soon as possible. I would also appreciate your reminding them to return their questionnaires to you after one week. Subsequent to this reminder, please mail all returned questionnaires to me in the stamped and addressed envelope included in the package.

The questionnaire has been designed to take as little of your time as possible. All information you provide is both anonymous and confidential. At no time will districts, schools or individuals be named. (Please do not identify yourself or your school on the questionnaire.)

My sincere thanks for volunteering your time to participate in the study. Your opinions are important to it. Once you have completed your questionnaire, please seal it in the small envelope, which should then be placed in the large envelope provided for completed questionnaires. I also thank you for your assistance with questionnaire distribution and collection at your school.

Respectfully yours

Bernice Betts
M.A. Student, University of Victoria
Teacher-Librarian, District #__

Encls.

APPENDIX C: Letter to Department Heads

____ Lochside Drive
Victoria, B.C. V8Y 2G4
Phone: (604) 658-____

February 7, 1992

Dear Department Head

You and several members of your staff are invited to participate in a research study which will help to clarify the role of the teacher-librarian in B.C. secondary schools. Your school board has approved the study.

By responding to the enclosed questionnaire, you will be helping to create a profile of how B.C. teachers feel teacher-librarians can best contribute to their schools.. The results of the survey will appear in The Bookmark, a publication read by most teacher-librarians in B.C., and possibly in other journals with wider distribution. Since this M.A. thesis research project is being conducted in close collaboration with Don Hamilton, Director of the University of Victoria's Library Education program, your opinions will also help to formulate the training program for future teacher-librarians.

The questionnaire has been designed to take as little of your time as possible. All information you provide is both anonymous and confidential. At no time will districts, schools or individuals be named. (Please do not identify yourself or your school on the questionnaire.)

I thank you sincerely for your assistance with this study. Your opinions are important to it. Please complete the questionnaire at your earliest convenience. Then return it, sealed in the enclosed envelope, to your principal. Your principal will mail all of your school's responses to me approximately one week after you receive my request.

Respectfully yours

Bernice Betts
M.A. Student, University of Victoria
Teacher-Librarian, District #__
Encls.

APPENDIX D: Letter to Teacher-Librarians

____ Lochside Drive
Victoria, B.C. V8Y 2G4
Phone: (604) 658-____

February 7, 1992

Dear Colleague

The focus on resource-based learning is bringing changes to school libraries--perhaps yours! In spite of Developing Independent Learners' recent clarification, the role of the teacher-librarian in B.C. secondary schools remains somewhat unexplored, in that no extensive studies have asked teacher-librarians what type of role they actually undertake in their schools. The present study aims to find out how teacher-librarians structure their role. It also surveys principals and academic department heads to find out about their perceptions of the teacher-librarian's role in these changing times.

By responding to the enclosed questionnaire, you will be helping to create a profile of how teacher-librarians actually structure their jobs. The questionnaire also provides you with an opportunity to do a little "wishful thinking" and projecting into the future. The results of the survey will appear in The Bookmark and possibly in other journals with wider distribution. Since this M.A. thesis research project is being conducted in close collaboration with Don Hamilton, Director of the University of Victoria's Teacher-Librarianship program, the profile you help to create may also be examined with interest by TL colleagues taking Don's courses at U.Vic.

The questionnaire has been designed to take as little of your time as possible. All information you provide is both anonymous and confidential. At no time will districts, schools or individuals be named. (Please do not identify yourself or your school on the questionnaire.)

I thank you sincerely for your assistance with this study. Your opinions are important to it. Please complete the questionnaire at your earliest convenience. Then return it, sealed in the enclosed envelope, to your principal. Your principal will mail all of your school's responses to me approximately one week after you receive my request.

Respectfully yours

Bernice Betts
M.A. Student, University of Victoria
Teacher-Librarian, District #__

Encls.

Questionnaire: The Role of Teacher-Librarians in B.C. Secondary Schools

I. **Background Information:** Please **circle** the number to the left of the choice that best describes your situation. Where appropriate, please print responses in the blank spaces.

- A. **Your present assignment:** 1. Principal 2. Vice-principal 3. Department Head
- B. **Your gender:** 1. Male 2. Female C. **Your age:** 1. under 35 2. 35 - 49 3. 50 or older
- D. **Your highest level of education:** 1. Bachelor's degree/professional year 3. Master's completed
2. Some university courses beyond #1 4. Other: _____
- E. **Your most recent university course in education:** 1. Within past 5 years 2. 6 - 10 years ago 3. More than 10 years ago
- F. **Subject/s you teach or used to teach:** _____
- G. **Student population of your school:** 1. Less than 400 3. 701 - 1000 5. 1401 - 1800
2. 401 - 700 4. 1001 - 1400 6. More than 1800
- H. **Teacher-Librarian assignment at your school:**
1. Full-time (1.0) 3. .50 - .74 5. more than 1.0 (Please specify: _____)
2. .75 - .99 4. less than .50
- I. The number of **hours of courses, workshops or seminars** you remember taking (during training and/or career) which dealt with the role of the teacher-librarian and/or the school library program: 1. None 2. Less than 4 hours 3. 4 - 8 hours 4. More than 8 hours
- J. **Your use of the school library in your present or former teaching program:**
1. Never use/d it 3. Use/d it fairly regularly
2. Use/d it infrequently 4. It is/was a major component of my program
- K. **Current level of information technology in your school library:** (Circle all appropriate choices)
1. Electronic catalogue used to access library resources
2. CD-ROM's available for staff/student use
3. On-line databases (via modem) available for staff/student use
4. Other computer-based technology (Please specify: _____)
5. None of the above
- L. **Current level of teacher/teacher-librarian collaboration in the planning and teaching of resource-based units in your school:** 1. High 2. Moderate 3. Low 4. I'm not aware of any
- M. **Applicability of *Developing Independent Learners* (B.C. Ministry of Education, 1991) to your school's library program:**
1. Mirrors our present library program 4. I do not agree with all of its principles
2. Is being used to alter our program (Please explain: _____)
3. Will be used to alter our program 5. I have not yet examined this document

II. The Role of Teacher-Librarians in B.C. Secondary Schools: Present and Future

The following items are designed to assess your perceptions about the role of secondary teacher-librarians: A) at the present time, and B) in the future, when the role could alter as a result of Year 2000 changes. There are no right or wrong answers; rate each task according to your own opinions. Your opinions will not necessarily reflect the situation in your school at the present time.

Please circle the numbers that best represent your opinion about the importance of the each task now and in the future. However, if you feel that any tasks should not be performed by teacher-librarians, circle **NA** instead.

		(A)					(B)				
		How important is this activity in a teacher-librarian's <u>current</u> role?					How important will this activity be following Year 2000 changes?				
		Not Important	»»»»»		Very Important	Not Important	»»»»»		Very Important		
		1	2	3	4	5	1	2	3	4	5
1. Analyze curriculum needs to select suitable materials.	NA	1	2	3	4	5	1	2	3	4	5
2. Assist students with computer-based information searches.	NA	1	2	3	4	5	1	2	3	4	5
3. Assist students with information searches (traditional sources).	NA	1	2	3	4	5	1	2	3	4	5
4. Assist individual students with personal problems.	NA	1	2	3	4	5	1	2	3	4	5
5. Assist individual students with reading, writing and study skills.	NA	1	2	3	4	5	1	2	3	4	5
6. Attend department meetings when curriculum is being discussed.	NA	1	2	3	4	5	1	2	3	4	5
7. Be available to assist students when their class uses the library.	NA	1	2	3	4	5	1	2	3	4	5
8. Become directly involved in evaluating student research projects.	NA	1	2	3	4	5	1	2	3	4	5
9. Become directly involved in the teaching of resource-based units.	NA	1	2	3	4	5	1	2	3	4	5
10. Check materials in and out.	NA	1	2	3	4	5	1	2	3	4	5
11. Collaborate with teachers to design resource-based units.	NA	1	2	3	4	5	1	2	3	4	5
12. Contact students about overdue materials.	NA	1	2	3	4	5	1	2	3	4	5
13. Develop a public relations program to promote library use.	NA	1	2	3	4	5	1	2	3	4	5
14. Do the bookkeeping for the library accounts.	NA	1	2	3	4	5	1	2	3	4	5
15. Establish short and long term goals for the library.	NA	1	2	3	4	5	1	2	3	4	5
16. Hold workshops for staff on cooperative planning & teaching.	NA	1	2	3	4	5	1	2	3	4	5

Please circle the numbers that best represent your opinion about the importance of the each task now and in the future. However, if you feel that any tasks should not be performed by teacher-librarians, circle **NA** instead.

- 17. Initiate resource-based teaching units.
- 18. Instruct classes in the use of CD-ROM and/or on-line databases.
- 19. Invigilate make-up examinations in the library.
- 20. Join the school's professional development committee.
- 21. Keep colleagues informed about research re: teaching and learning.
- 22. Keep library materials tidy.
- 23. Keep the library quiet.
- 24. Keep current re: information science and technology field.
- 25. Locate and acquire resources from outside the school for teachers or students needing them.
- 26. Organize book talks for classes.
- 27. Organize distribution and maintenance of school's AV equipment.
- 28. Participate with teachers in analyzing students' learning styles.
- 29. Prepare a written policy and procedures manual for the library.
- 30. Prepare an annual budget for resources purchases and supplies.
- 31. Prepare bibliographies and location guides for library resources.
- 32. Prepare catalogue cards, circulation cards and book labels.
- 33. Provide cataloguing for learning materials.

	How important is this activity in a teacher-librarian's <u>current</u> role?					How important will this activity be following Year 2000 changes?				
	Not Important	»»»»»			Very Important	Not Important	»»»»»			Very Important
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5
NA	1	2	3	4	5	1	2	3	4	5

Please circle the numbers that best represent your opinion about the importance of the each task now and in the future. However, if you feel that any tasks should not be performed by teacher-librarians, circle **NA** instead.

		How important is this activity in a teacher-librarian's <u>current</u> role?					How important will this activity be following Year 2000 changes?				
		Not Important	»»»»»	Very Important	Not Important	»»»»»	Very Important				
34. Organize selection of computer software for most school programs.	NA	1	2	3	4	5	1	2	3	4	5
35. Provide listening, viewing & reading guidance to individuals.	NA	1	2	3	4	5	1	2	3	4	5
36. Provide teachers with resources to complement their lessons conducted in the library or the classroom.	NA	1	2	3	4	5	1	2	3	4	5
37. Recruit and train volunteers.	NA	1	2	3	4	5	1	2	3	4	5
38. Select traditional print and non-print library resources.	NA	1	2	3	4	5	1	2	3	4	5
39. Select computer software for library use.	NA	1	2	3	4	5	1	2	3	4	5
40. Serve on school and/or district curriculum committee/s.	NA	1	2	3	4	5	1	2	3	4	5
41. Solicit teacher involvement in the selection of library materials.	NA	1	2	3	4	5	1	2	3	4	5
42. Supervise paid library staff.	NA	1	2	3	4	5	1	2	3	4	5
43. Supervise student use of microcomputers.	NA	1	2	3	4	5	1	2	3	4	5
44. Supervise students when their teachers are on field trips.	NA	1	2	3	4	5	1	2	3	4	5
45. Type letters, book orders, etc.	NA	1	2	3	4	5	1	2	3	4	5
46. Use knowledge of research to promote improvements to the school's instructional program.	NA	1	2	3	4	5	1	2	3	4	5

In the space below or on the back of this page, you are invited to comment on the questionnaire, the teacher-librarian's role, the school library program, or other related aspects of the school.

* Thank you for taking the time to participate in this research project. *

Questionnaire: The Secondary Teacher-Librarian

The information requested below will be of great assistance for my study. It will be treated with utmost confidentiality.

Please circle the **number** to the left of the choice that best describes your situation. If appropriate, print responses in the blank spaces.

I. School library information

- A. Teacher-librarian assignment at your school:** 1. Full-time (1.0) 3. .50 - .74 5. more than one full-time teacher-librarian
2. .75 - .99 4. less than .50 (Please specify: _____)
- B. Paid clerical hours per week:** 1. Less than 15 2. 16 - 25 3. 26 - 35 4. 36 - 45 5. 46+ (# of hours: _____)
- C. Average volunteer hours per week:** 1. Adult volunteers (# of hours: _____) 2. Student volunteers (# of hours: _____) 3. None
- D. Student population being served:** 1. Less than 400 (Specify #: _____) 3. 701 - 1000 5. More than 1400
2. 401 - 700 4. 1001 - 1400 (Specify #: _____)
- E. Annual school library budget per pupil, including resources and supplies budget:**
1. Less than \$20.00 2. \$20.00 - \$29.99 3. \$30.00 - \$39.99 4. \$40.00 - \$49.99 5. \$50.00+
- F. Changes in your library's budget and staffing levels during the past 12 months:** (Circle all appropriate choices)
1. Increase in per pupil budget 3. Increase in TL time 5. Increase in clerical time 7. No changes
2. Decrease in per pupil budget 4. Decrease in TL time 6. Decrease in clerical time
- F. Current level of information technology in your school library:** (Circle all appropriate choices)
1. Electronic catalogue used to access library resources
2. CD-ROM's available for staff/student use
3. On-line databases (via modem) available for staff/student use
4. Other computer-based technology (Please specify: _____)
5. None of the above
- G. Level of district support:** (Circle 1 - 3 numbers as applicable)
1. No district support 3. Partial district cataloguing & processing 5. District teacher-librarian available for selection and/or program assistance
2. District automation personnel 4. Full district cataloguing & processing
- H. Current level of teacher/teacher-librarian collaboration in the planning and teaching of resource-based units in your school:**
1. High 2. Moderate 3. Low 4. I don't have time for cooperative planning & teaching!
- I. Applicability of *Developing Independent Learners* (B.C. Ministry of Education, 1991) to your school's library program:**
1. Mirrors our present program 4. I do not agree with all of its principles
2. Is being used to alter our program (Please explain: _____)
3. Will be used to alter our program 5. I have not yet examined this document

II. Teacher-librarian information

- A. Your gender: 1. Male 2. Female
- B. Your age: 1. under 35 2. 35 - 49 3. 50 or older
- C. Experience as teacher-librarian: 1. 0 - 2 years 2. 3 - 5 years 3. 6 - 10 years 4. 11 - 20 years 5. over 20 years
- D. Experience as classroom teacher: 1. none 2. 1 - 2 years 3. 3 - 5 years 4. 6 - 10 years 5. more than 10 years
- E. Most recent classroom teaching: 1. no classroom teaching experience 3. between 5 and 10 years ago
2. within past 5 years 4. more than 10 years ago
- F. Professional library training: 1. M.L.S/Master's or Ph.D. in Library Ed. 3. 9 - 13.5 units in Library Ed. 5. 3.0 units or less
2. Diploma in Library Ed. 4. 4.5 - 7.5 units in Library Ed. in Library Ed.
- G. Most recent Library Ed. course: 1. within past 5 years 3. more than 10 years ago
2. between 5 and 10 years ago 4. no Library Education courses taken
- H. Library association memberships currently held: 1. B.C.T.L.A. 2. A.T.L.C. 3. C.S.L.A.
(Circle all applicable numbers) 4. Other (Please specify: _____)
- I. Other professional educator memberships currently held: Please specify: _____
- J. Professional library journals read or referred to regularly: Please specify: _____
- K. Participation in district teacher-librarians' association: 1. Member of executive 3. Infrequently or never attend
2. Frequently attend 4. No association in my district
- L. Attendance at teacher-librarian workshops and conferences:
(Circle 1 - 2 numbers) 1. Usually attend provincial conferences 3. Sometimes attend 1. and/or 2.
2. Usually attend local workshops 4. Rarely or never attend 1. and 2.

The final page of the questionnaire for teacher-librarians
is located in a pocket on the inside back cover.

APPENDIX G: First Follow-up Letter for Principals

February 17,1992

Dear Principal

Approximately one week ago, you should have received a package of questionnaires for yourself, the Teacher-Librarian/s in your school, and Department Heads of English, Modern Languages, Science and Social Studies. The questionnaires form the basis of my M.A. thesis research on role perceptions and job structuring of teacher-librarians. I hope that you have had an opportunity to distribute the questionnaires to other members of your staff. I am also hoping, of course, that all of you have found a moment in your busy schedules to complete the survey.

If you have not received the questionnaire package via your district's interschool mail, could you please call me. I would then forward a replacement set of questionnaires to you without delay. If you and other members of your staff have already completed the questionnaires and returned them to me, I extend my sincere appreciation to all of you for your participation.

If you and others on your staff have not yet had time to complete the questionnaires, I would be most appreciative if you could do so within the next few days. Participation is voluntary, of course, but perhaps you could remind others that you will be mailing in the completed surveys from your school shortly. (I know if I were in a school this year, I would need a reminder!)

Please keep in mind that the large white envelope which I stamped and self-addressed is intended for all questionnaires completed by members of your staff. I apologize if this wasn't clear enough in my original letter to you. If you have returned only your own questionnaire to me in the large white envelope (as someone already has--and I do thank you for your promptness, whoever you are!), could you possibly send the others together in another envelope to the address noted above.

All districts with staff members involved in this research will receive a report once the data has been analyzed. I have also just been invited to present the findings at the annual provincial Update conference for teacher-librarians in October/92 at U.B.C. Your opinions are important--and will be heard!

Once again, sincere thanks for the assistance you and your staff have given me with this study.

Respectfully yours

Bernice Betts
M.A. Student, University of Victoria
Teacher-Librarian, District #__

APPENDIX H: Second Follow-up Letter for Principals

____ Lochside Drive
Victoria, B.C. V8Y 2G4
Phone: (604) 658-____

March 10,1992

Dear Principal

Approximately one month ago, you received a package of questionnaires for yourself, the Teacher-Librarian/s in your school, and Department Heads of English, Modern Languages, Science and Social Studies concerning the role of teacher-librarians. To all of you who have taken the time to distribute, complete, and return these questionnaires, I extend my sincere appreciation.

As I now begin to analyze the data, I wish to ensure that all completed questionnaires are included in the analysis. It is for this reason that I am contacting you one last time. I am hoping that at least a few of the unreturned questionnaires are sitting at your schools, completed and awaiting mailing. (In spite of my commitment to recycling, I am hoping that not every one of the missing questionnaires has been "recycled"!))

Could you please check one final time to see if there are any completed questionnaires sitting at your school, and return them to me this week? My M.A. thesis, as well as subsequent articles and presentations, will have greater strength with a larger sample.

Please use the self-addressed, stamped envelope I sent with the original package if you are in one of the schools that has not returned any questionnaires to date. If you have already returned some questionnaires but have more ready to be sent, could you please forward them to the address above.

Once again, I thank you and your staff for the assistance you have given me with this study.

Respectfully yours

Bernice Betts
M.A. Student, University of Victoria
Teacher-Librarian, District #__

APPENDIX I: Glossary of Library Terms (C.S.L.A)

Guidelines for Effective School Library Programs A GLOSSARY OF TERMS

published by the Canadian School Library Association, 1989

Teacher-librarian: An experienced certified teacher, with additional qualifications in the selection, management and utilization of learning resources, who has responsibility for administering the school library and for working with classroom teachers to design and implement instructional programs.

School library: The facility in a school which provides resources, services and programs that enhance and support the implementation of the curriculum and that contribute to the development of independent learners and decision makers.

School library program: The planned learning activities which support the implementation of the curriculum and which contribute to the development of independent learners and decision makers. The program is based on the principles of resource-based learning and is designed to achieve the educational goals of the school.

Co-operative program planning and teaching: The design and implementation of curriculum-related units of study, accomplished through the shared expertise and equal partnership of classroom teachers and teacher-librarians.

Board or District level library resource centre: The professionally organized and administered facility that provides educational, consultative and technical support for the programs offered through individual school libraries within that jurisdiction.

Library technician: A graduate of a library technician program who organizes and maintains the school library's resources and equipment and provides technical support services to teachers and students, under the direction of a teacher-librarian.

Library clerk: A person with clerical training who provides support services in the school library in areas such as circulation, resources, shelving and filing of materials, and typing or word processing, under the direction of a teacher-librarian.

Resource-based learning: The learning experiences, designed and implemented co-operatively by teachers and teacher-librarians, that actively involve students in the effective use of a wide range of print, nonprint and human resources. Resource-based learning programs are based on a continuum of information skills and are integrated with the curriculum.

Information skills: Those processes in research, thinking and communicating which form the foundation for critical thinking and problem solving. These processes include the skills and strategies needed to retrieve, evaluate, organize share and apply information effectively and independently.

School library policy: A statement which relates the school library to the educational goals of the school and the school district, and which describes the programs which will be implemented in order to achieve these goals.

The copyright on this statement has been released by the Canadian Library Association and the Canadian School Library Association for non-profit educational use.

Please acknowledge the source: Canadian School Library Association, February 1989.

Questionnaire: The Role of Teacher-Librarians in B.C. Secondary Schools

(98 respondents)

I. **Background Information:** Please circle the number to the left of the choice that best describes your situation. Where appropriate, please print responses in the blank spaces.

- A. Your present assignment: 1. Principal (23) 2. Vice-principal (2) 3. Department Head (73)
- B. Your gender: 1. Male (63) 2. Female (26) *M=9** C. Your age: 1. under 35 (3) 2. 35 - 49 (50) 3. 50 or older (23) *M=22*
- D. Your highest level of education: 1. Bachelor's degree/professional year (18) 2. Some university courses beyond #1 (19) 3. Master's completed (59) 4. Other: Beyond Master's (2)
- E. Your most recent university course in education: 1. Within past 5 years (22) 2. 6 - 10 years ago (29) 3. More than 10 years ago (47)
- F. Subject/s you teach or used to teach: Predominant: English - (32); Mod.Lang. - (18); Sciences - (21); S.S. - (21); Other - (4); Missing (2)
Second subject: " - (13); " - (1); " - (2); " - (17); Other - (24); None/Missing (38)
- G. Student population of your school: 1. Less than 400 (6) 2. 401 - 700 (20) 3. 701 - 1000 (24) 4. 1001 - 1400 (32) 5. 1401 - 1800 (11) 6. More than 1800 (5)
- H. Teacher-Librarian assignment at your school: 1. Full-time (1.0) (51) 2. .75 - .99 (10) 3. .50 - .74 (1) 4. less than .50 (0) 5. more than 1.0 (Please specify: 1.5 - (15)
2.0 - (18))
- I. The number of hours of courses, workshops or seminars you remember taking (during training and/or career) which dealt with the role of the teacher-librarian and/or the school library program: 1. None (59) 2. Less than 4 hours (23) 3. 4 - 8 hours (5) 4. More than 8 hours (9) *M=2*
- J. Your use of the school library in your present or former teaching program: 1. Never use/d it (0) 2. Use/d it infrequently (44) 3. Use/d it fairly regularly (41) 4. It is/was a major component of my program (11) *M=2*
- K. Current level of information technology in your school library: (Circle all appropriate choices) Questionable data - 61% of responses different from those of T.L. when matching of schools was possible.
 1. Electronic catalogue used to access library resources
 2. CD-ROM's available for staff/student use
 3. On-line databases (via modem) available for staff/student use
 4. Other computer-based technology (Please specify: _____)
 5. None of the above
- L. Current level of teacher/teacher-librarian collaboration in the planning and teaching of resource-based units in your school: 1. High (33) 2. Moderate (41) 3. Low (17) 4. I'm not aware of any (4) *M=3*
- M. Applicability of *Developing Independent Learners* (B.C. Ministry of Education, 1991) to your school's library program: 1. Mirrors our present library program (8) 2. Is being used to alter our program (15) 3. Will be used to alter our program (16) 4. I do not agree with all of its principles (1) (Please explain: "impractical with current student:teacher ratios") 5. I have not yet examined this document (51) *M=7*

* M = Missing

II. The Role of Teacher-Librarians in B.C. Secondary Schools: Present and Future

The following items are designed to assess your perceptions about the role of secondary teacher-librarians: A) at the present time, and B) in the future, when the role could alter as a result of Year 2000 changes. There are no right or wrong answers; rate each task according to your own opinions. Your opinions will not necessarily reflect the situation in your school at the present time.

Please circle the numbers that best represent your opinion about the importance of the each task now and in the future. However, if you feel that any tasks should not be performed by teacher-librarians, circle **NA** instead.

1. Analyze curriculum needs to select suitable materials.
M: A - (7); B - (9) **
2. Assist students with computer-based information searches.
M: A - (7); B - (6)
3. Assist students with information searches (traditional sources).
M: A - (6); B - (8)
4. Assist individual students with personal problems.
M: A - (7); B - (7)
5. Assist individual students with reading, writing and study skills.
M: A - (6); B - (7)
6. Attend department meetings when curriculum is being discussed.
M: A - (4); B - (6)
7. Be available to assist students when their class uses the library.
M: A - (4); B - (6)
8. Become directly involved in evaluating student research projects.
M: A - (5); B - (6)
9. Become directly involved in the teaching of resource-based units.
M: A - (5); B - (6)
10. Check materials in and out.
M: A - (4); B - (7)
11. Collaborate with teachers to design resource-based units.
M: A - (4); B - (6)
12. Contact students about overdue materials.
M: A - (4); B - (6)
13. Develop a public relations program to promote library use.
M: A - (5); B - (8)
14. Do the bookkeeping for the library accounts.
M: A - (4); B - (7)
15. Establish short and long term goals for the library.
M: A - (4); B - (6)
16. Hold workshops for staff on cooperative planning & teaching.
M: A - (4); B - (8)

	(A)					(B)					
	How important is this activity in a teacher-librarian's <u>current</u> role?					How important will this activity be following Year 2000 changes?					
	Not Important	»»»»»	Very Important			Not Important	»»»»»	Very Important			
	1	2	3	4	5	1	2	3	4	5	
1. Analyze curriculum needs to select suitable materials.	NA	1	2	3	4	5	1	2	3	4	5
	T (1)	(3)T	(2)T	(16)	(30)	(59)	∅	∅	(6)T	(29)	(53)
2. Assist students with computer-based information searches.	NA	1	2	3	4	5	1	2	3	4	5
	T (1)	(4)T	(5)T	(14)	(18)	(26)	∅	(2)	(7)T	(19)	(65)
3. Assist students with information searches (traditional sources).	NA	1	2	3	4	5	1	2	3	4	5
	∅	∅	(1)P	(8)	(35)	(48)	(2)	(2)	(14)	(26)	(46)
4. Assist individual students with personal problems.	NA	1	2	3	4	5	1	2	3	4	5
	(20)	(19)	(17)	(27)	(5)	(6)T	(16)	(17)	(24)	(4)	(10)T
5. Assist individual students with reading, writing and study skills.	NA	1	2	3	4	5	1	2	3	4	5
	T (3)	(5)T	(17)	(34)	(21)	(12)	(2)T	(14)	(28)	(27)	(17)
6. Attend department meetings when curriculum is being discussed.	NA	1	2	3	4	5	1	2	3	4	5
	T (2)	(7)T	(13)	(18)	(27)	(27)	(1)T	(6)T	(16)	(29)	(38)
7. Be available to assist students when their class uses the library.	NA	1	2	3	4	5	1	2	3	4	5
	∅	∅	∅	(4)	(14)	(76)	∅	∅	(3)	(9)	(80)
8. Become directly involved in evaluating student research projects.	NA	1	2	3	4	5	1	2	3	4	5
	T (9)	(13)	(14)	(24)	(21)	(12)	(5)	(11)	(22)	(28)	(17)
9. Become directly involved in the teaching of resource-based units.	NA	1	2	3	4	5	1	2	3	4	5
	T (7)	(5)T	(7)	(31)	(30)	(13)	(2)T	(8)	(17)	(32)	(26)
10. Check materials in and out.	NA	1	2	3	4	5	1	2	3	4	5
	(6)	(15)	(14)	(21)	(7)	(31)	(23)	(17)	(12)	(5)	(28)
11. Collaborate with teachers to design resource-based units.	NA	1	2	3	4	5	1	2	3	4	5
	T (1)	(2)T	(4)T	(14)	(26)	(47)	∅	(1)T	(3)T	(24)	(63)
12. Contact students about overdue materials.	NA	1	2	3	4	5	1	2	3	4	5
	(4)	(10)	(17)	(17)	(18)	(28)	(18)	(16)	(12)	(17)	(25)
13. Develop a public relations program to promote library use.	NA	1	2	3	4	5	1	2	3	4	5
	T (1)	(4)T	(8)	(22)	(32)	(26)	(2)T	(4)	(13)	(33)	(37)
14. Do the bookkeeping for the library accounts.	NA	1	2	3	4	5	1	2	3	4	5
	(10)	(9)	(19)	(21)	(19)	(16)	(15)	(18)	(18)	(14)	(16)
15. Establish short and long term goals for the library.	NA	1	2	3	4	5	1	2	3	4	5
	∅	(1)T	∅	(9)	(18)	(66)	(1)T	∅	(4)	(17)	(70)
16. Hold workshops for staff on cooperative planning & teaching.	NA	1	2	3	4	5	1	2	3	4	5
	(5)	(13)T	(14)	(22)	(22)	(18)	(6)T	(7)	(18)	(23)	(31)

* M = Missing

** T = Responses exclusively from teachers
P = Responses exclusively from principals/vice-principals

Please circle the numbers that best represent your opinion about the importance of the each task now and in the future. However, if you feel that any tasks should not be performed by teacher-librarians, circle NA instead.

17. Initiate resource-based teaching units.
M: A-6; B-9
18. Instruct classes in the use of CD-ROM and/or on-line databases.
M: A-4; B-5
19. Invigilate make-up examinations in the library.
M: A-4; B-4
20. Join the school's professional development committee.
M: A-8; B-9
21. Keep colleagues informed about research re: teaching and learning.
M: A-5; B-9
22. Keep library materials tidy.
M: A-5; B-7
23. Keep the library quiet.
M: A-5; B-7
24. Keep current re: information science and technology field.
M: A-5; B-8
25. Locate and acquire resources from outside the school for teachers or students needing them.
M: A-4; B-7
26. Organize book talks for classes.
M: A-6; B-8
27. Organize distribution and maintenance of school's AV equipment.
M: A-5; B-7
28. Participate with teachers in analyzing students' learning styles.
M: A-7; B-9
29. Prepare a written policy and procedures manual for the library.
M: A-7; B-10
30. Prepare an annual budget for resources purchases and supplies.
M: A-5; B-8
31. Prepare bibliographies and location guides for library resources.
M: A-7; B-10
32. Prepare catalogue cards, circulation cards and book labels.
M: A-5; B-7
33. Provide cataloguing for learning materials.
M: A-6; B-9

	(A)					(B)				
	How important is this activity in a teacher-librarian's <u>current</u> role?					How important will this activity be following Year 2000 changes?				
	Not Important	»»»»»	»»»»»	»»»»»	Very Important	Not Important	»»»»»	»»»»»	»»»»»	Very Important
	1	2	3	4	5	1	2	3	4	5
17. NA	1	2	3	4	5	1	2	3	4	5
**T 8	8	14	27	27	8	2	8	15	24	9
18. NA	1	2	3	4	5	1	2	3	4	5
6	5	6	16	26	35	2	2	7	28	48
19. NA	1	2	3	4	5	1	2	3	4	5
27	32	17	9	7	2	32	16	6	9	4
20. NA	1	2	3	4	5	1	2	3	4	5
4	4	9	24	35	14	3	8	23	32	19
21. NA	1	2	3	4	5	1	2	3	4	5
8	6	16	23	24	16	2	10	18	28	23
22. NA	1	2	3	4	5	1	2	3	4	5
7	7	14	24	17	24	9	13	24	18	20
23. NA	1	2	3	4	5	1	2	3	4	5
5	12	18	20	26	12	13	18	22	23	10
24. NA	1	2	3	4	5	1	2	3	4	5
2	2	6	20	33	30	∅	2	15	30	41
25. NA	1	2	3	4	5	1	2	3	4	5
4	3	9	21	42	15	2	7	11	38	29
26. NA	1	2	3	4	5	1	2	3	4	5
5	6	20	27	22	12	6	13	29	24	13
27. NA	1	2	3	4	5	1	2	3	4	5
23	21	12	13	12	12	22	14	13	7	12
28. NA	1	2	3	4	5	1	2	3	4	5
18	16	20	19	17	1	11	11	19	27	3
29. NA	1	2	3	4	5	1	2	3	4	5
1	8	12	23	26	21	9	10	17	26	25
30. NA	1	2	3	4	5	1	2	3	4	5
2	1	3	16	28	43	2	2	11	30	43
31. NA	1	2	3	4	5	1	2	3	4	5
∅	2	7	18	32	32	5	6	14	32	31
32. NA	1	2	3	4	5	1	2	3	4	5
11	12	13	17	16	24	20	12	13	13	22
33. NA	1	2	3	4	5	1	2	3	4	5
8	5	4	17	31	27	7	4	15	28	27

* M = Missing

** T = Responses exclusively from teachers

P = Responses exclusively from principals/vice-principals

Please circle the numbers that best represent your opinion about the importance of the each task now and in the future. However, if you feel that any tasks should not be performed by teacher-librarians, circle NA instead.

34. Organize selection of computer software for most school programs.
* M: A-5; B-5
35. Provide listening, viewing & reading guidance to individuals.
M: A-5; B-7
36. Provide teachers with resources to complement their lessons conducted in the library or the classroom.
M: A-6; B-8
37. Recruit and train volunteers.
M: A-7; B-9
38. Select traditional print and non-print library resources.
M: A-5; B-7
39. Select computer software for library use.
M: A-6; B-8
40. Serve on school and/or district curriculum committee/s.
M: A-10; B-10
41. Solicit teacher involvement in the selection of library materials.
M: A-6; B-8
42. Supervise paid library staff.
M: A-5; B-7
43. Supervise student use of microcomputers.
M: A-7; B-8
44. Supervise students when their teachers are on field trips.
M: A-5; B-6
45. Type letters, book orders, etc.
M: A-6; B-7
46. Use knowledge of research to promote improvements to the school's instructional program.
M: A-8; B-11

	(A)					(B)				
	How important is this activity in a teacher-librarian's <u>current</u> role?					How important will this activity be following Year 2000 changes?				
	Not Important	»»»»»	»»»»»	»»»»»	Very Important	Not Important	»»»»»	»»»»»	»»»»»	Very Important
	1	2	3	4	5	1	2	3	4	5
34. Organize selection of computer software for most school programs.	NA				**					
	19	15	25	17	16	1	19	18	20	7
35. Provide listening, viewing & reading guidance to individuals.	NA									
	8	6T	12	32	19	16	4T	7	27	27
36. Provide teachers with resources to complement their lessons conducted in the library or the classroom.	NA									
	1T	2T	2T	17	36	34	1T	2	8	34
37. Recruit and train volunteers.	NA									
	7	8	9	30	24	13	6	11	26	25
38. Select traditional print and non-print library resources.	NA									
	φ	φ	3	13	31	46	1T	4	11	36
39. Select computer software for library use.	NA									
	2T	3T	4T	10	35	38	φ	3T	8	29
40. Serve on school and/or district curriculum committee/s.	NA									
	7	4T	12	32	25	8	3T	7	31	31
41. Solicit teacher involvement in the selection of library materials.	NA									
	φ	φ	2	11	27	52	φ	φ	5	27
42. Supervise paid library staff.	NA									
	2T	3T	3	12	28	45	2T	3	14	27
43. Supervise student use of microcomputers.	NA									
	5	8T	14	19	24	21	5	11	21	22
44. Supervise students when their teachers are on field trips.	NA									
	41	34	6	6	4T	2T	32	7	5	3T
45. Type letters, book orders, etc.	NA									
	35	21	13	12	7	4T	23	12	13	3T
46. Use knowledge of research to promote improvements to the school's instructional program.	NA									
	2T	5	10	25	25	25	2T	7	17	22

In the space below or on the back of this page, you are invited to comment on the questionnaire, the teacher-librarian's role, the school library program, or other related aspects of the school.

* Thank you for taking the time to participate in this research project. *

* M = Missing

** T = Responses exclusively from teachers

P = Responses exclusively from principals/vice-principals

VITA

Surname: Betts Given names: Bernice Louise

Place of Birth: Vancouver, B.C. Date of birth: December 22, 1948

Educational Institutions Attended:

University of Victoria	1991 to 1992
University of British Columbia	1989 to 1990, 1985, 1972 to 1973
Simon Fraser University	1985, 1979, 1976, 1967 to 69
Université de Grenoble (France)	1977 to 1978
Université d'Aix-Marseille (France)	1976 to 1977
Carleton University	1969 to 1971
Goethe Institute (Boppard, Germany)	1969

Degrees Awarded:

B.A. (With Distinction)	Carleton University	1971
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Honours and Awards:

German Government Scholarship	1969
National Council of Jewish Women Award in History	1970
Top Foreign Student Award - Université d'Aix-Marseille	1977

Publications:

Passon Nos Vacances à Paris. (1991). Literature Connections: The Teacher and Teacher-Librarian Partnership. Victoria, B.C.: Ministry of Education, pp. 146-159.

World Religions: A Humanities Approach. (1991). (Co-authored with S. Bailey, O. Kaplan and F. Lepken). Burnaby, B.C.: School District #41. 137 pp.

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Title of Thesis: The Role of the Teacher-Librarian in British Columbia
Secondary Schools: A Shared Vision?

Author



BERNICE BETTS

July 30, 1992

III. Time analysis of the teacher-librarian's job

- A. Hours per week your library is open to students: _____ hours
- B. Average hours per week you currently spend on all types of teacher-librarian activities: at school, at home and elsewhere: _____ hours
- C. Average hours per week you would like to spend working on all types of teacher-librarian activities: at school, at home and elsewhere (assuming the same full-time or part-time appointment as you have currently) : _____ hours
- D. **Distribution of your time as a teacher-librarian.** I realize that this is difficult to assess because of the nature of the TL job with its multitude of tasks and countless interruptions. Please "**guesstimate**" as well as you can, based on a typical week. Year 2000 job column estimates should be based on your current perceptions, and does not require you to review Year 2000 documents or summaries. Please note also that there are no right or wrong amounts of time. This item is just an attempt to create a profile of the TL's job and how it might change.

TYPE OF TASK (Role Categories): (Descriptions are designed to give you guidelines rather than to provide a complete list.)	PRESENT JOB: (Hours per week you currently spend on each area)	IDEAL JOB: (Hours per week you would like to spend on each area)	YEAR 2000 JOB: (Hours per week you expect to spend on each area if Year 2000 changes are fully implemented)
1) Library management and promotion Designing policies, procedures & P.R. programs, preparing budgets, supervising staff and volunteers			
2) Traditional resources management Selecting and cataloguing new print and AV resources, weeding, doing inventories, building a vertical file			
3) Computer-based services: Selecting hardware & software, programming (NOT word-processing), supervising and providing instruction in computer use			
4) Information services for students: Providing individual reading, viewing & listening guidance, helping with info. searches (NOT computer-based)			
5) Working with class groups - Facilitating full class, group and individual learning during scheduled classes, giving booktalks, evaluating student work			
6) Collaboration with teachers re: materials Involving teachers in the selection of resources and/or equipment, providing materials for teachers to use with their students in the classroom or the library			
7) Collaboration with teachers on curriculum development and implementation: Planning resource-based units, discussing student assessment, participating in meetings & workshops re: curriculum			
8) Professional development: Researching and sharing info. re: teaching and TLship, participating in professional organizations, taking courses			
9) Collection processing: Preparing resources for circulation, handling circulation desk, shelving, preparing overdue notices, repairing resources			
10) Miscellaneous clerical/supervisory Typing letters, bookkeeping, distributing A.V., supervising groups during study blocks or teacher absence, invigilating examinations, keeping the library quiet			

TOTAL HOURS PER WEEK: _____

- E. Regardless of the times you allocated to each role category in the chart above, which categories do you consider to be:
- 1) the three most important in a teacher-librarian's role? 1st _____ 2nd _____ 3rd _____
- 2) the three least important in a teacher-librarian's role? 8th _____ 9th _____ 10th _____

In the space below you are invited to make comments about the questionnaire, and/or about being a teacher-librarian: your joys, goals, frustrations or ???

* Thank you for taking the time to participate in this research project. *