THE ROLE OF THE ELEMENTARY SCHOOL TEACHER-LIBRARIAN IN BRITISH COLUMBIA

by

Amanda Hufton

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The University of British Columbia
Vancouver, Canada

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ABSTRACT

Teacher-librarians have an important role in education today. That role encompasses a wide spectrum of responsibilities making them an equal and valued partner in the education process. Due to the limited nature of Canadian research into the perceptions of the role of the teacher librarian and School Library Resource Centres, the purpose of this study is to address the changing role through both the literature and models in practice in schools, and discover what change is occurring and will continue to occur, despite economical restraints that limit budgets and cut teacher-librarian positions.

The major research questions of this thesis are the following:

1. Do teachers, teacher-librarians and administrators all have the same vision of the role of the teacher-librarian and School Library Resource Centre?

2. Is there a difference in the perception of the role of the teacher librarian in part time schools and full time schools?

3. Is there a difference in the perception of the role of the teacher librarian by teacher-librarians, based on degree of education held?

The design of this thesis is survey research. A questionnaire was mailed to all of the elementary schools in one urban school district in British Columbia. In each school the administrator, teacher-librarian, one intermediate teacher and one primary teacher were asked to complete the form.
The results, once analyzed, indicate that all of the respondents have a similar vision of the School Library Resource Centre. This vision correlates to that of the Canadian literature reviewed. It was perceived that the primary roles of the teacher-librarian are Instruction, Consultation and Library Management. While there are individual differences between the 4 subject groups based on how important they rate a task, all of the statements are considered a role of the teacher-librarian. Both the education of a teacher-librarian and the amount of time he/she holds in the position do not demonstrate significant differences in their view of the teacher-librarian. In addition, the results of this study also demonstrate some ambiguity between what is perceived as the role of the teacher-librarian by all subject groups and what is happening in elementary schools in reality. This is most evident in the anecdotal comments. While highlighted as a significant change to the School Library Resource Centre program, several teachers comment on the lack of cooperative planning and teaching that actually takes place. A last finding of this study is the importance of technology to School Library Resource Centres, and as a consequence, the importance of the role of the teacher-librarian in consulting with teachers and students to maximize and facilitate the use of that technology.

Overwhelmingly, this study demonstrates that teacher-librarians and School Library Resource Centres are both crucial to the education process today. As the understandings of the importance of their role in education continue to increase, so will the support and recognition that are essential to their continued existence in times of restraint.
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CHAPTER ONE
INTRODUCTION

The role of the teacher-librarian and School Library Resource Centre has changed significantly over the last twenty years as educators attempt to meet the needs of all students through resource-based learning. Of the two predominant changes that have occurred, the more significant is the inclusion of cooperative teaching and planning as a major component of the School Library Resource Centre Program. Cooperative teaching and planning recognizes that partnerships and collaboration are essential in today's education system, and that teaching is no longer an isolated activity. As well, the information age and technology have played a predominant role in the change. School Library Resource Centres are being bombarded with computer technology to improve circulation systems, information retrieval, and literature analysis. Yet, despite all indications of an expanded role that supports students, teachers, and curriculum, school districts still demonstrate the philosophy, as in the case of Victoria, British Columbia, that teacher-librarians are not essential at the elementary school level when budget cuts ensue.
Purpose of the Study

This thesis addresses the changing role of the teacher-librarian and School Library Resource Centre in Canada both through the literature and model in practice in one urban school district. By comparing the perceptions of the primary and intermediate teachers, the administrators and the teacher-librarians to the literature, any actual change will be observed. Many educators say change has occurred, but has it?

Research Questions

The major research questions of this thesis are the following:

1. Do teachers, teacher-librarians, and administrators all have the same vision of the role of the teacher-librarian and School Library Resource Centre?

2. Is there a difference in the perception of the role of the teacher-librarian in schools with part time and full time teacher-librarians?

3. Is there a difference in the perception of the role of the teacher-librarian, by teacher-librarians, based on the degree of education held?
This research hypothesizes that, if there is a difference in the role perceptions between teachers, teacher-librarians and administrators, this difference will be most noted in part time School Library Resource Centres where definition of the role determines the use of available time. It is here where the impact of role perception determines whether a School Library Resource Centre will remain open, when no teacher-librarian is present. It is here where resource-based teaching may not be as valued.

Significance of the Study

Common perceptions of the teacher-librarian and the School Library Resource Centre positively correlate with a stronger School Library Resource Centre program. Differences in perception offer an opportunity for change through the understandings of what the role should or could be. Documents such as the B.C. Ministry of Education's Developing Independent Learners: The Role of the School Library Resource Centre (1991) attempt to bring about unity through statements of philosophy such as:

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 development of these ideas signifies the essence of this research paper. It is their discussion, through developed understandings, that will strengthen the vision in the future for all participants in education.

Definition of Terms

The terminology used in education is constantly changing. To develop a unified study, the following terms have been identified and used to describe various components.

Administrator: The person whose primary function is to administer all aspects of the elementary school program. It does not refer to administrators at a school board level. In this study, the administrator identified will be the principal of the school, not the vice-principal.

Classroom Teacher: The person licensed by the Department of Education and College of Teachers to teach in British Columbia. The teachers in this study may hold either full or part time positions in
the school and they will enroll students from grades Kindergarten through Grade 7.

**Elementary School:** An educational unit consisting of students in Kindergarten through Grade 7.

**Elementary School Annex:** An educational unit that is not considered a separate unit, but is instead attached to a full service school. In this study, an elementary school annex will be considered as a separate entity because they have their own teacher-librarian, intermediate teacher and primary teacher. The administrator will be the principal of both schools.

**School Library Resource Centre:** The area of the elementary school that houses the school's collection of curriculum resources. This includes all information books, fiction books and any other media resources used by the school community.

**Teacher-Librarian:** The individual who is responsible for organizing and administering the School Library Resource Centre and its program in elementary schools. This individual is a certified classroom teacher, with teaching experience in the classroom, who has also initiated or completed a diploma in teacher-librarianship.
In this study, the teacher-librarian will hold either a full or part-time position, which will be noted. As all teacher-librarians will be responding in this study, those that have the dual role in a school will only respond as teacher-librarian.

**Summary**

Whether changes occur that concur with literature and the philosophies of education today, or not, the understandings of the different perceptions of the role of the teacher-librarian and the School Library Resource Centre will impact ultimately on the strength of the program, whatever it may be. Diversity within a school setting is not positive when a program is at stake. Developing common philosophies on the role of the teacher-librarian must be a prime directive if educators are going to meet the demands of the 21st century.
The teacher-librarian and the School Library Resource Centre have a crucial role to play in today's schools, especially with the current changes in educational philosophy. In recognition of this crucial role, the purpose of this literature review becomes twofold. It is first, to outline briefly the history of the teacher-librarian and School Library Resource Centre in Canada and, second, to develop in greater detail what the role of the teacher-librarian is in Canadian schools today.

A Brief History

In Canada, the role of the teacher-librarian has been an evolutionary one, beginning with the first persistent conceptualizations of the 1960's when the role of the teacher-librarian was seen as a paradigm whereby alongside "the host of administrative duties that attend the role of teacher-librarian, there was an instructional role as well - one which prescribed a major involvement in the areas of literature appreciation and "library skills" as well as a supportive role in the implementation of all
other curriculum areas." (Eshpeter and Gray, 1989, p. 5) At this time, in 1962, the Canadian School Library Association (CSLA) was founded and in 1967, it published the first **Standards of Library Service for Canadian Schools**. As well, the idea of the teacher-librarian as cooperative planner was being voiced in Canada. (Church, 1970)

In the 1970's, the educational change that led to literature-based programs and whole language experience for the language arts curriculum in the classroom impacted greatly on the role of the teacher-librarian. The literature component of the program was undertaken by the classroom teacher as they addressed the new curriculum. (Eshpeter and Gray, 1989) Out of necessity for survival, teacher-librarians, in School Library Resource Centres, further developed the information skills program but these programs were not always recognized as curricular. It was this lack of validation that led many schools into having a resource centre without having a teacher-librarian to develop and maximize the program. The resource centre became further devalued as the "skills" component developed in isolation. In fact, libraries were considered a bonus or a positive option at a time when education was affluent.

Then in the late 1970's, the shift in Canada towards cooperative
planning and teaching was firmly established as the chief pedagogical strategy in the School Library Resource Centre. This was the result of the "move away from content based, text-oriented-and-driven schools to process oriented, learner focused, schools-as-brains where people are not processed, but nourished and provided with the tools of learning so that they may truly become all they can be." (Hamilton, 1992, p. 9) As well, in 1979, the CSLA produced *The Qualifications of School Librarians* that was a reflection of the changes taking place in educational philosophy and the philosophy for School Library Resource Centres. Resource-based, child-centred learning became the central focus for teaching in many of the newly developed curricula. The emphasis on a "skills" continuum remained, however the skills were no longer taught in isolation. Instead, information skills were meant to be taught within the context of units of study, jointly planned with the teacher-librarian and classroom teacher. This involvement with the educational process led to the recognition of the teacher-librarian as an important educational planner. It did not bring the teacher-librarian equality in terms of their role in the partnership and it did not make them a "necessary" part of the school. It did however, start the teacher-librarian towards the vision of
their future role, one that was not isolationist. The role of cooperatively planning and teaching units of study strengthened and became the methodology of choice. The "skills" curriculum and literary curriculum became incorporated into units of study jointly planned by the teacher-librarian and classroom teacher. An active teaching role is still viewed as the priority for the teacher-librarian. (Brown, J., 1993) The teacher-librarian "functions as a team player, working with all members of the school community. In particular, the teacher-librarian forms a direct partnership with classroom teachers, sharing responsibility for curriculum development and implementation, resource selection, and instruction." (Developing Independent Learners, 1991, p. 10)

During the late 1970's and early 1980's, another component of the teacher-librarian's role became apparent with "an emerging political awareness based on the need to protect a profession and a program in decline." (Eshpeter and Gray, 1989, p. 8) Advocacy was the new role, defined as the promotion of the relevance of the School Library Resource Centre to the school community. This component continues to be important today as schools attempt to reinforce the importance of the role of the teacher-librarian or perhaps face the elimination or reduction
of the position altogether.

In the 1990's, the information and technological age has impacted greatly on the role of the teacher-librarian and alternative programs are constantly being explored, adapted and implemented. Teacher-librarians will be instrumental in facilitating students learning experiences through the various technology, and they must therefore be thoroughly knowledgeable with technology at all levels. With technology will come one final emergent level whereby the School Library Resource Centre will be a "self-directed, multimediated resource opportunity for the self-activated learner." (Hamilton, 1992, p. 11) This level will emerge from the curricular School Library Resource Centre and will be a product of interactive computer terminals that will meet many needs, VCR and television receivers to view the latest newscasts, audio teleconferences with important media personas, as well as a profusion of other print and media resources. With limited funding available, the School Library Resource Centre will become a natural way to centralize access to technology such as the CD-ROM, modems, and lazers. Students and teachers will enter this School Library Resource Centre of the future as motivated individuals who are capable of directing their own growth in
this highly developed learning centre. (Hamilton, 1992; Hale, 1992; Thornely, 1994) Cooperative planning and teaching to large groups may become obsolete as the demands on the teacher-librarian change to focus on the technological acquisition and processing of information. Furthermore, this may prove difficult for those teacher-librarians who are products of the industrial or electronical ages and they require great adaptability. (Hale, 1992)

In the next section of the literature review, a detailed analysis of the role of the teacher-librarian in today's Canadian School Library Resource Centres will provide the necessary background for comparison to the teacher-librarians in one large urban school district in the lower mainland of British Columbia today.

The Roles of the Teacher-Librarian

As can be seen through the forgoing history, the role of the teacher-librarian has become increasingly professional and demanding. A survey of the recent literature reveals that the role of the teacher-librarian can be categorized under seven important headings as follows:
1. Professional Involvement: the continual development professionally through reading current journals and involvement in committees and associations

2. Library Management: the tasks related to the "smooth running" of the Library Resource Centre (resource sign-in and sign-out, computer maintenance in automated library resource centres, book repair, organization of time, resources, volunteers etc.)

3. Advocacy: the promotion of the Library Resource Centre

4. Instruction: the teaching program that occurs through the Library Resource Centre (cooperative teaching and planning)

5. Selection: the selection of multi-media resources for the library resource centre and/or school (includes policy for selection and censorship)

6. Consultation: the involvement with school staff, students and parents to maximize their use of the library resource centre (aiding in selection of their resources etc.)

7. Curriculum: the implementation and understanding of curriculum

Given that all of these roles for the teacher-librarian are significant, the
question then becomes one of time management and priority. Given a limited amount of time, can all seven roles be accomplished successfully, and if not, which roles are the most significant and require the greatest component of time? As well, is it possible for part time teacher-librarians to manage their time in a corresponding ratio to full time teacher-librarians? Finally, do different stakeholders have the same view of the role of the teacher-librarian? These questions will be discussed in the review of the current literature. Within each role category the literature will be grouped under the areas of ministry documents, current studies and periodicals. This study will include six Canadian provincial ministry documents on the role of the teacher-librarian or the role of the School Library Resource Centre. These are Partners in Action: The Library Resource Centre in the School Curriculum (Ontario, 1982), Focus on Learning: An Integrated Program Model for Alberta School Libraries (Alberta, 1985), Resource Based Learning: Policy, Guidelines and Responsibilities in Saskatchewan Learning Resource Centres (Saskatchewan,1987), Developing Independent Learners The Role of the Library Resource Centre (British Columbia,1991), Learning to Learn: Policies and Guidelines for the Implementation of Resource-based
Learning in Newfoundland and Labrador Schools (Newfoundland and Labrador, 1991), and Collaboration Through Partners in Action Superintendent’s Guide (Ontario, 1992). The second Ontario document is a supplement to the 1982 document and is directed towards the superintendent of each school district. These documents will be frequently referred to as PIA, FOL, R-BL, DIL, LTL, and PIAS respectively, in discussion.

1. Professional Involvement

The first role of the teacher-librarian is that of professional involvement. Professional involvement refers to the continual development professionally through reading current journals and through involvement in committees and associations. Should one component of the teacher-librarian’s role be to continuously strive to develop professionally by reading current journals and becoming involved in committees and associations? Should time be allotted for this role, or does this role come after the thirty-five hour work week, recognizing, of course, that few educators work just a thirty-five hour work week?

Each of the six Canadian ministry documents currently written on
the role of school library resource centre include reference to professional involvement. While the Ontario documents *Partners in Action: The Library Resource Centre in the School Curriculum* (1982) and *Partners in Action Superintendent's Guide* (1992), the British Columbia document *Developing Independent Learners The Role of the Library Resource Centre* (1991), and the Newfoundland and Labrador document *Learning to Learn: Policies and Guidelines for the Implementation of Resource-based Learning in Newfoundland and Labrador Schools* (1991) are more closely linked in their recognition of the importance of professional involvement, the Alberta document *Focus on Learning: An Integrated Program Model for Alberta School Libraries* (1985) and the Saskatchewan document *Resource Based Learning: Policy, Guidelines and Responsibilities in Saskatchewan Learning Resource Centres* (1987) are less explicit and open to different interpretations. At its most detailed, professional involvement includes "serving on local and district curriculum committees, keeping abreast of current developments in school librarianship, library and information science, media services, and related fields, taking advantage of opportunities for continuing education and professional development, applying specific research findings and the
principles of research to development and improvement of resource centre services, and maintaining membership and participating in professional education and library associations at the local, provincial and national levels." (DIIL, 1991, p. 11) In addition, professional involvement is frequently acknowledged as a need to be up-to-date on new learning materials and equipment as well as technology that will improve access to information. Specifically, for the Halton Board of Education, in Ontario, the teacher-librarian should:

1. have knowledge of current learning and teaching strategies and be aware of resources for professional development.
2. seek opportunities for personal growth in librarianship, knowledge of learning materials and learning technology
3. be available to work at local and regional levels in program and curriculum development (PIA, 1982, p. 14)

For Newfoundland and Labrador, LTL (1991) also emphasizes the importance of professional involvement to support the successful implementation of resource-based learning which can "only be realized through the support, cooperation and interaction of all educational partners. Opportunities need to be provided for continuing education for
all teachers, and for learning resource teachers [teacher-librarians]."

(LTL, 1991, p. 28) Thus, with the above four documents, teacher-librarians have a good understanding of the importance of professional involvement and what it entails.

For teacher-librarians in Alberta, however, the implication is that they should seek professional involvement but no concrete suggestion is given as to why or how.

Professional involvement takes a different focus in Saskatchewan's document. The only reference to professional involvement is in the area of inservice. Inservice is linked to cooperative planning between teachers and teacher-librarians and the need to have programs that enhance curriculum delivery. The teacher-librarian does need successful teaching experience however, but no reference is given to continual development in the field.

Having examined what the provincial documents say, it is important to next examine studies on the role of the teacher-librarian to see if professional involvement is perceived as a critical role element on the part of the stakeholders, namely teacher-librarians, teachers and/or department heads, and administrators. With only a few exceptions, this
role was acknowledged as important, the main difference being in the degree of importance for the stakeholders. Rainforth's (Nova Scotia, 1981) findings at the high school level indicated a disagreement in terms of emphasis on the various professional involvement activities. While teachers and teacher-librarians agreed in his study that attending department head meetings was important, there was a greater emphasis on the part of the teacher-librarian. Principals offered no opinion on this question. All teacher-librarians expected to maintain a watch on new trends and materials that would affect school library resource centre operations with 58.5% strongly agreeing with the role. Principals also considered this an important role, however, their emphasis was less strong. Teachers emphasized that they agree with this role but again, not as strongly as either the teacher-librarian or the principal. Other professional activities agreed upon by teacher-librarian, principal and teacher were membership and attendance in meetings in the provincial School Libraries Association as well as in the local area organization, and visiting other resource centre programs. It is important to note however, that in terms of holding membership and attending meetings in local organizations a significant percentage of teacher-librarians, principals
and teachers were undecided and, in the case of the latter two, a reason was suggested that perhaps they were uncertain as to the impact of these meetings on the library program.

In a similar study, Hauck and Schieman (Alberta, 1985) concluded that there are differences between principals and teacher-librarians in regards to the degree of importance they attach to the role of professional involvement - both now and in the future. Teacher-librarians highlighted the importance of keeping abreast of findings of current research relating to learning and instruction and of participating in professional organizations to keep abreast of new issues and knowledge, whereas principals did not. Principals, however, felt that teacher-librarians should inform teachers regularly about new learning resources and technology, whereas teacher-librarians did not at the time of the study agree. For their future role they accepted this component. Principals and teacher-librarians were united in their decisions not to include the writing of articles in professional journals, the identifying of problem areas related to the use of learning resources and the initiating of research studies to alleviate said problems as part of the role of professional involvement.
More recently, Betts (British Columbia, 1992) completed a Masters in Arts study examining the role of the teacher-librarian in British Columbia's secondary schools. She defined professional development as the joining of the school's professional development committee, keeping colleagues informed about research regarding teaching and learning, keeping current regarding information science and technology, and using knowledge of research to promote improvements to the school's instructional program. Of the ten teacher-librarian tasks analyzed and ranked on a one to ten scale, Betts (1991) stated that professional development was awarded, on average, 8% of the allotted time of a teacher-librarian's day. This percentage gave professional development a ranking of fifth overall out of ten. Teachers also gave professional development a similar ranking of sixth overall. Interestingly enough, principals gave professional development a considerably higher priority (second overall) with an emphasis on leadership.

Professional involvement takes a strong focus when the current Canadian literature is examined. Brown (1993) and Dekker (1989) recognize that teacher-librarians must see themselves as an integral part of the educational process. As classroom teachers are faced with a
changing curriculum and technology, teacher-librarians can easily embrace the responsibility of providing onsite assistance and leadership. In order to accept the challenge teacher-librarians must see themselves as lifelong learners who constantly seek new answers and solutions to educational problems. They further state that this requires professional involvement in organizations, curriculum discussions, and/or keeping up-to-date with current literature. As well, it is important to acknowledge that the teacher-librarian is in the position of being "one-of-a-kind" in a school. Membership in professional organizations either locally or provincially provides support through an opportunity to connect with other teacher-librarians and developing pride in each others' accomplishments. (Dekker, 1989)

As the above literature indicates, professional involvement is a recognized and valued component of the teacher-librarian's role. It requires both time and commitment on the part of the teacher-librarian, for the majority of professional involvement will take place after "three o'clock." Teacher-librarians who are cognizant of the importance of professional involvement and ensure that they experience growth as educators are teacher-librarians who embrace the future with increased
understanding while offering leadership to other educators.

2. **Library Management**

The second significant role of the teacher-librarian according to the literature is library management. Library management involves the tasks related to the "smooth running" of the School Library Resource Centre. This role is seen to be necessary in order to facilitate an effective library resource centre program. *Developing Independent Learners* (British Columbia, 1991) best outlines this role as follows:

"The teacher-librarian performs/organizes systems and/or deploys trained assistants to:

- implement procedures for ordering, receiving, and processing learning resources
- classify and catalogue learning resources as necessary and according to accepted standards
- maintain an accurate catalogue according to established rules
- develop an efficient system for lending, renewing, reserving, and recalling needed learning resources and equipment
- route curriculum resources and professional materials
- establish procedures for and encourage the use of interlibrary loans
- select commercial cataloguing services appropriate to school needs
- establish short and long range goals in terms of district guidelines and school objectives
- establish rapport with school staff, students, and the community
select, supervise, and plan for the effective use of resource centre professional and support staff
• recruit, select, train, and motivate adult and student volunteers
• invite and accept suggestions from teaching staff about the services the program provides
• develop resource centre facilities to support the objectives of the instruction program
• plan for efficient use of space and equipment and for appropriate security for learning resources
• plan and manage a flexible budget that reflects the instructional program
• organize and develop staff, collections, budget, facilities, and services to achieve objectives
• maintain an inventory of materials and equipment
• prepare oral and written reports on the resource centre program
• provide an environment conducive to learning
• apply technological advances such as automation to resource centre services
• involve school staff in the evaluation of the effectiveness of the resource centre program in terms of district guidelines and school objectives" (p. 14 and 15)

The other ministry documents, while less detailed, conclude that effective management of the library resource centre is crucial to an effective resource centre program.

Given the all encompassing definition of the role of library management, in the ministry documents, it is easy to recognize the number of hours that could make this role a full time responsibility, without the addition of the other roles. The first three Canadian ministry documents (PIA, FOL, R-BL) have stressed that the teacher-librarian is
first and foremost a teacher who cannot 'teach' unless they are freed up to teach. In answer to questions such as: "Is this role the best, most professional, use of a teacher-librarians time?"; "Should library assistants under the management of the teacher-librarian be hired at all levels?"; and "Should volunteer assistance be sought?", these ministry documents have acknowledged that providing clerical and technical assistance is essential in order to support the other roles of the teacher-librarian, especially cooperative teaching and planning. These documents also recognize that teacher-librarians should be responsible for establishing goals, and policies and coordinating the library services, but that they should be freed to implement the first tasks after being responsible for organizing personnel (clerical and technical) to meet instructional needs of the school. These three earlier Canadian documents thus recognized the importance of library management while indicating that library management was not necessarily a direct responsibility of the teacher-librarian. While similarly stated in DIL (1985) and LTL (1991), it is also acknowledged by these ministries that there may not be clerical and/or technical assistance in which case the responsibility falls to the teacher-librarian. Unfortunately, if this is the case, the time involved for
library management takes away from the time needed for the other significant roles. If there is no qualified full time teacher-librarian to fulfill these responsibilities, LTL (1991) suggests alternate arrangements have to be made such as part time teacher-librarians, cooperation between schools and school boards, and recruiting and training volunteers.

Rainforth (1981) found, under his headings of "Technical Processor", "Administrator", and "Clerical Aide", that teacher-librarians, teachers and principals all agreed that establishing procedures and rules for circulation were an important role of the teacher-librarian. In his study, teacher-librarians and principals were in closer agreement than teachers, however, in that they more unanimously stated that they strongly agree with this role. This pattern was also noticed for the majority of the other administrative statements. The only disagreement in role appears with the statement the teacher-librarian will "administer a centralized depository of textbooks for the school". Teachers and principals "agreed" with this, whereas the teacher-librarian "strongly disagreed." The clerical aspects of library management had interesting results. Teacher-librarians felt that they should not take attendance in the library, supervise study halls, type catalogue cards, type cards and pockets for
library materials, repair books and other library materials, reshelve books and file catalogue cards in card catalogue. Principals and teachers, however, felt that these were all tasks for the teacher-librarian with two exceptions. Firstly, teachers felt that they should not distribute audio-visual materials to teachers; and secondly, principals agreed that teacher-librarians should not supervise study halls.

Hauck and Schieman (1985) found that teacher-librarians and principals agreed that the teacher-librarian:

1. provides an environment conducive to learning
2. establishes short and long-range goals for the resource centre in terms of district guidelines and school objectives
3. involves school staff in evaluating the effectiveness of the school resource centre program
4. plans for efficient use of space, facilities, equipment and supplies
5. prepares and justifies a budget which reflects the instructions program of the school and establishes priorities for the resource centre.

In this study, teacher-librarians differed from principals in their desire to include written policies and procedures that achieve the goals of the library resource centre and to not include regular evaluations of resource centre programs, cataloguing of learning materials, and supervising library media staff in their role. Teacher-librarians and principals agreed
with several low priority items as follows: supervising the student use of microcomputers; the aquisition of microcomputers for the school; and recruiting and training parent volunteers. For the future, teacher-librarians embrace many low priority items such as written policies and procedures, regular evaluations, and supervision of library media staff, whereas microcomputers continue to be low priority for both the teacher-librarian and the principal.

Contrary to many of the above findings, Betts (1992) found that teacher-librarians at the secondary level gave a strong message regarding traditional library management. She reports that teacher-librarians indicated that they wanted to decrease collection processing from 6% to 1% of the time, as well as decrease miscellaneous clerical/supervisory from 5% to 1%. Traditional resource management was also an area that ideally would decrease from 11% to 8% of the teacher-librarian's time. In fact, one teacher-librarian 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.'" (Betts, 1991, p. 76) The reason for the decline in the desire to complete library management activities was seen to be a desire to spend more time in collaboration
with teachers and curriculum. The difficulty teacher-librarians were experiencing, however, was in trying to give time to collaboration and library management and feeling that the teacher-librarian would have to be "super-human" (Betts, 1991, p. 77). Principals and teachers rated the establishment of short and long term goals for the library as a 3rd and 2nd priority respectively, when compared to all other statements. This pattern was repeated for the Year 2000 teacher-librarian role. It is interesting to note that principals and teachers also ranked several statements regarded as subprofessional tasks in the bottom ten. These statements included the typing of letters, book orders, etc., organizing the distribution and maintenance of school's AV equipment, doing bookkeeping for the library accounts, and checking materials in and out. In particular, two teachers indicated that clerical staff should be provided to do clerical activities, thus freeing professional staff to do professional activities. Overall, by examining the 10 task areas outlined by Betts, her findings indicate that teacher-librarians, principals and teachers are in agreement with ranking management tasks such as collection processing and miscellaneous clerical/supervisory task as low priority areas. In contrast, management/promotion and traditional resources management
are high priority tasks for principals and teacher, both now and into the future, but only 5th and 7th out of 10 for teacher-librarians. Betts also discusses whether clerical staff or volunteers influence the amount of time spent on management tasks. While results indicated that the higher the student:teacher-librarian ratio the less time spent on management activities, Betts argued that perhaps this negative correlation was a result of those districts having central processing. She does suggest, however, that the number of volunteer hours by adults and students influenced the number of hours that the teacher-librarian spends in subprofessional tasks. Betts also found that teacher-librarians with higher levels of training apportioned more time to working with class groups and less time, as a consequence, to working on management tasks. In testing for significant correlations between recency of courses in teacher-librarianship, Betts found that the amount of time devoted to collection processing increased as the teacher-librarian became more distanced from library education courses. As well, it was significant that teacher-librarians with more years of experience spend less time on library management tasks, and, yet, teacher-librarians who had more classroom experience prior to becoming the teacher-librarian spent more
time on library management tasks. These same teacher-librarians spent less time on professional involvement. The level of information technology available in a School Library Resource Centre, also impacted on library management. Betts found that "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." (Betts, 1991, p. 109)

While journal articles in the review of the literature do not overly emphasize the role of management, there is an underlying acknowledgement of its significance. The importance of goals are outlined, as well as a mission statement that gives the purpose of the library resource centre and the teacher-librarian. (Haycock, K., 1985) It is clear that it is this written down statement of the purpose of the resource centre that defines the role of the teacher-librarian. Teacher-librarians are to be discouraged from clerical and technical tasks in order that they may be freed to be at "the forefront of curriculum and professional development services, will be familiar with the full range of
instructional strategies and learning styles, will be able to organize time, personnel and materials to maximize utilization of each and will be active in professional concerns within the school and the district." (Haycock, K., 1982, p. 252) This requires adequate support staff, therefore, with the teacher-librarian overseeing the management.

As clerical assistance becomes less and less a guaranteed practice, teacher-librarians are assuming, out of necessity, more of the clerical tasks. At the elementary level this is definitely the more common practice. Of concern to Casey (1987) is the perception of the role of the teacher-librarian which has the potential to become viewed as primarily one of library management, if the teacher-librarian is "seen" doing clerical tasks more frequently, than teaching. In order to maintain a "professional" image, and thus promote the essentiality of the teacher-librarian in schools, it is necessary that the teacher-librarian completes tasks considered more clerical, out of sight of visitors to the resource centre. Casey (1987) further explains that the side effect of this "closet" behavior, is to give the illusion that clerical help is not really needed in a library resource centre.

In summary, there is no doubt that library management is a crucial
The role of the teacher-librarian if the School Library Resource Centre is going to be the 'heart of the school.' There is also no doubt, that in the ideal situation, the literature supports the teacher-librarian as the key person in establishing goals and objectives for the School Library Resource Centre, as well as the 'administrator' of the clerical tasks to clerical assistants.

3. Program Advocacy

The third role of the teacher-librarian is that of program advocacy or, in otherwords, the promotion of the school library resource centre. For over a decade, teacher-librarians in Canada have been recognizing the need to raise awareness and appreciation with teachers, administrators, students, parents, school districts and ministries of the important role of the teacher-librarian and the library resource centre in education today. The teacher-librarian has to be seen as essential and not as dispensable and thus the first person to be laid off in times of reductions. (Brown, J., p. 9)

With the exception of the Alberta ministry document, the five Canadian documents having an outlined teacher-librarian program all
recognize the power of program advocacy. Inservices are essential and should be given by the teacher-librarian in order to promote the effective use of the resource centre and resource-based learning. As well, the well-articulated teacher-librarian should develop an informational and public relations program for staff, students, and community. Bulletin boards, displays, themes and media celebrations should all be capitilized on to promote the school library resource centre. According to the three documents (PIAS, LTL, DIL, R-BL, PIA), this role is seen as the catalyst that transforms the traditional school library into the library resource centre that is fully integrated with the school's curriculum. The teacher-librarian must embrace this role.

In addition, the Ontario document suggests that the responsibility of program advocacy belongs to the principal, as well as the teacher-librarian. He is seen as the "change agent" who will "ensure the involvement of the school's teachers and teacher-librarians in selecting those features of a library resource centre that will most benefit student learning and can also help them articulate objectives and performance standards." (PIA, 1982, p. 15) This document also suggests the possibility of teachers and teacher-librarians planning inservices together as part of
regular staff meetings.

Program advocacy does exist as an important teacher-librarian role in the current studies. Rainforth (1981), while not labelling it program advocacy, found that principals, teachers and teacher-librarians all agreed that having frequent informal talks with teachers is as important as is inviting new teachers to the library. Giving book talks to classes as requested and sponsoring a library club were also agreed upon by all three parties. A great emphasis was also placed on the organization of book displays.

Somewhat contrary to Rainforth's study, Hauck and Schieman (1985) found that, while teacher-librarians strongly agreed with giving orientations to new teachers, principals did not, and while principals agreed with the development of bulletin board displays and other publicity materials, teacher-librarians did not. The first difference continued for the future role but the development of bulletin board displays and other publicity materials became important to both groups.

Teacher-librarians in British Columbia's secondary schools gave program advocacy a lower priority in terms of the ten role groupings. Betts (1991) found, that while principals and teachers did not rate
program advocacy in the top ten role statements both for now or in the future, they did, however, rank it forth and second respectively in terms of the ten role groupings.

Current journals, more than any other form of literature, stress and have stressed the importance of program advocacy. (Brown, J., 1990; Brown, J., 1993; Dekker, 1989; Haycock, 1985; Oberg, 1990) Literature indicates that there have been many changes in education in the last decade and what happens in the classroom does not necessarily reflect what is current in education. For example, "despite curriculum guidelines which suggest that teachers provide for student individuality in learning rates and styles, there was little indication that individual differences were considered." (Brown, J., 1988, p. 10) If change is not occurring with teachers expected to teach the new curriculums one reason can be found in the lack of support. Program advocacy whereby "teacher-librarians interpret and communicate to teachers, students, administrators, and parents what a quality school library media program should be (Brown, J., 1988, p. 14), will bring the recognition that teacher-librarians can provide the support needed by becoming a partner in the instructional process. J. Brown (1988) further explains that, in times of crisis,
teacher-librarians who have a clearly outlined program for the library resource centre that has included input from all of the stakeholders and has been well advocated will be less likely to find themselves undervalued and eliminated from the staffing equation.

Promoting the library resource centre is not always viewed as an easy accomplishment, however, as it relies upon the teacher-librarian's assertiveness and communication skills. When there is a distortion in the communication of the message, one of the factors contributing to the distortion is the lack of agreement first among the teacher-librarians as to what their role is. (Hambleton, 1982) For this reason, having a shared vision amongst colleagues is an essential first step, for teacher-librarians are in a position where they are isolated within a school. By grouping together within a district, the articulation of a common vision will support both the leadership role and program advocacy. (Brown, G., 1989; Hambleton, 1982; Haycock, K., 1985; Shantz, 1994) Another suggestion that lends itself to greater success is to view the advocacy of the school library program in terms of a marketing strategy that includes product, place and promotion, and the price of each. (Oberg, 1990) Oberg further states that, by analyzing the cost, it will be possible for the teacher-
librarians to advocate their services by minimizing the negative costs to teachers such as user "time", which refers to the amount of time it takes to effectively plan and teach with the teacher-librarian.

Program advocacy is, as indicated in the literature, the means by which teacher-librarians promote the essentialness of their program to other educators, as well as to community stakeholders. It is the means by which School Library Resource Centres continue to thrive in times of economic depression, and as such need to be a major component of the teacher-librarian's program.

4. Instruction

The fourth role of the teacher-librarian is instruction. Instruction includes the teaching program that occurs through the library resource centre as well as the cooperative planning that initiated the teaching. Evaluation is also an important component of this role.

The philosophy of resource-based learning whereby students access a wide variety of resources to stimulate their learning is for all of the ministry documents, the key element in the role of instruction. "This resource utilization is designed to assist them to grow in their ability to
find, generate, evaluate and apply information. These information skills will, in turn, prepare students to function effectively as individuals and as full participants in society."(FOL, 1985, p. 3) A cooperatively developed learning skills continuum, taught in context rather than in isolation from meaningful curriculum-related activities, is essential. The impact of technology on accessing information and processing it is strengthened when cooperative planning and teaching take place because the library resource centre is becoming the centralized location of technology and the teacher-librarian is becoming the greatest staff asset in designing a powerful information literacy program. (Thornely, 1994, p. 29) The teacher-librarian is envisioned as a partner in planning educational programs with the teacher and the principal, who each bring particular skills, knowledge and responsibilities to the education process. As a member of the school teaching team, teacher-librarians share the responsibility with teachers for teaching learning skills. Principals are seen as the key person in the development of the partnerships and are encouraged to provide planning time and support. (Dekker, 1989; Knight, 1985; Meyer and Newton, 1992; Mills, 1991) Unfortunately, in Ontario elementary schools, a study seven years after the PIA document was
circulated revealed that 50% did not remember the role of the teacher-librarian and resource centre being examined in the two courses they were required to take as administrators, only 37% had read the document thoroughly, and 36% had examined it in a workshop or seminar situation. (Dekker, 1989)

Cooperative planning and implementation lie at the heart of this model for the library resource centre. They provide the "nucleus of commitment and creative energy that cohesively binds the components of instruction, development and management." (FOL, 1985, p. 6) All documents acknowledge and support this philosophy recognizing that teaching skills and specialized expertise in the area of learning materials are essential to instruction. The B.C. document is perhaps the most articulate of the six documents in the way in which it breaks down the role of the teacher-librarian into its various components. As in all documents, the partnership with classroom teachers are emphasized. Cooperative planning and teaching is seen as:

- developing cooperatively with teachers a sequential list of media, research and study skills for cross-grade and cross-subject implementation
- planning and developing units of work with teachers, from the setting of objectives to evaluation
• integrating media, research, and study skills with classroom instruction for independent and continued learning
• pre-planning with teachers and teaching skills integrated with classroom instruction to individuals and large and small groups
• integrating the planned use of learning resources with the educational program
• providing leadership to develop programs that integrate the promotion of reading with the total school program and with individual teacher programs
• initiating specific teaching units to encourage the acquisition of skills and the effective use of learning resources
• providing curriculum-related book and non-book media talks and celebrations
• compiling bibliographies, resource lists and book and non-book media lists as needed. (DIL, 1991, p. 10)

Included in this detailed outline are the design and production of learning resources, a role whereby the teacher-librarian helps students and teachers to plan, design, and produce materials for specific instructional purposes, especially when commercial products are not available. The Newfoundland and Labrador document in their emphasis of cooperative planning and teaching also highlight the importance of providing time for cooperative planning and teaching, as well as leadership at the school board level in "developing and implementing a learning skills plan as an integral component of the cooperative planning and teaching process. (LTl, 1991, p. 18) Literature indicates that this is the most important role of the teacher-librarian and yet, in FOL, it is also stated that it is not
always necessary or possible to have a qualified teacher-librarian. If a school does have a teacher-librarian, then their role includes diagnosing, prescribing, implementing and evaluating instructional strategies, in cooperation with classroom teachers. This is similarly stated in LTL (1991), reinforcing the idea that if there is no teacher-librarian, the encouragement and time allotted is for the classroom teachers so that they can cooperatively plan and teach units of study together and therefore successfully implement resource-based learning.

Do the studies show that teacher-librarians, teachers and principals all agree and implement the ministry document programs? Rainforth found that teacher-librarians, teachers and principals were in agreement with the teacher component of the role. The only significant differences that occurred were in regards to the degree of opinion, either "agree" or "strongly agree". Teaching, while not labelled cooperative planning and teaching, was a significant component of the job description. "Instructing students in how to use the card catalogue, helping independent study groups of students to select materials for their projects, giving instructions to students in reference techniques, working with the teacher to develop units on student library use, and teaching students how
to use indexes such as the Reader's Guide" (Rainforth, 1981, p. 33) were all elements. Instructing students in operation of audiovisual equipment was more controversial, as many teacher-librarians felt that they were not qualified to instruct students in the use of the equipment. A systematic scope and sequence was not a required element at this time.

Of particular interest in the study by Hauck and Schieman (1985) is the rating of importance of all 79 role statements. Given that a mean of 4.00 established whether a role was considered important, only ten of the present roles were important to both principals and teacher-librarians, and instruction was not highlighted. The role of instruction was only significant to teacher-librarians who felt that it was important "to plan a program of media and study skills integrated with classroom instruction, to teach media skills and media appreciation experiences integrated with classroom instruction to large and small groups, to initiate specific teaching units to integrate the effective use of learning resources, to be familiar with school textbooks." (Hauck and Schieman, 1985, p. 27)

Furthermore, principals ranked evaluation of learning experiences as a low priority because the mean response was under 3.00. For the future, principals moved closer towards a consensus that instruction was an
important role. However, they still continued to give a lower priority to initiating specific teaching units to integrate the effective use of learning resources with classroom instruction. The instruction that principals supported was based on media and study skills.

Betts (1991) found that the greatest percentage of time in the current role was working with class groups (28%) whereby the teacher-librarian would be available to assist students when their class uses the library and would be directly involved in the evaluation and teaching of students during resource based units. (Betts, 1991, p. 52) Ideally, teacher-librarians thought that the percentage of time should increase to 32%. Principals agreed with the importance of this role, ranking it a 2 out of 10 for current teacher-librarian role and an impressive first for the future role. Teachers on the other hand, ranked it 8th currently and 5th for the future role.

Journal articles in the review of the literature emphasize that the "teacher-librarian's major task is to work with classroom teachers to plan, develop, and implement units of study which integrate research and study skills." (Haycock, K., 1985, p.105) It is also recognized that in this process two teachers reduce the student/teacher ratio and thus allow for
the far most effective way of developing research and study skills in young people. The concept of a school-based, staff-developed skills continuum for research and study skill development is emphasized repeatedly. (Haycock, K., 1985)

Is there a cost on the point of the teacher for cooperatively planning and using the library and resources? Time is a crucial element and often a deciding factor whether or not a teacher will cooperatively plan with a teacher-librarian. (Casey, 1987; Oberg, 1990) Time is needed to get and use the resources and services teachers need because they are sharing the library resource centre with other users. Time is needed to plan with the teacher-librarian and often delayed as time becomes heavily booked. Another suggested cost is social. For many teachers there is the risk that comes with having another professional adult in the room watching, evaluating and participating with students. The classroom is open to a "perceived" inspection. This places stress upon the teacher that is a cost that must be accounted for.

Besides units that integrate research and study skills, teacher-librarians also have the responsibility of supporting the development of literature-based language arts programs. Instruction includes planning
units with teachers whereby teacher-librarians know the best resources and promote an excitement and appreciation for literature. Special story tellers, authors and puppeteers can all be part of the learning experience. (CSLA, 1979; Harper, 1989)

Meyer and Newton (1992) addressed the connection between resource-based learning, and cooperative planning and teaching units of study. Their conclusions were based on the "Taxonomy of Resource-Based Learning" by Loertscher. The greater the support of the administrator for resource-based learning and cooperative planning and teaching, the clearer the expectations of the administrator and the level of success with the innovation of cooperatively planned resource-based learning. Those schools with strong administrative leadership showed greater interaction between teachers and teacher-librarians. Unfortunately, a survey of principals in one Nova Scotia school district indicated that a greater understanding of cooperative planning and flexible scheduling had to be reached before they, the principals, would be able to provide the support needed. (Mills, 1991, p. 28)

Another view of the teacher-librarians role suggests that teacher-librarians should support resource-based learning even more than resource-
based teaching. According to C. Haycock (1991), there is a difference between the two terms. A vision of resource-based teaching reveals an environment where the teacher is still very much at the centre of the learning. A multitude of resources are being used that include a wide variety of print resources as well as audiovisual resources and possibly human resources. Students still are geared, however, to more passive student absorption, rather than inquiry. In resource-based learning, the focus is on the students and what they are doing with the resources, of which the teacher and/or teacher-librarian are but one or two resources. Learning is facilitated. Process is stressed. (Haycock, C., 1991) The teacher-librarian's role in this environment is one of cooperatively planning, gathering resources, teaching (questioning, prompting, assisting), and evaluating with teachers. The overemphasis on "finding stuff" has been replaced with extracting, processing and using information. Having two teachers in a room with a class more efficiently delivers this model of learning.

As the literature review has revealed, instruction is considered by many to be the most important component of the role of the teacher-librarian. The more integrated instruction that the teacher-librarian can
deliver to students, the better the use of the School Library Resource Centre as facilitator of knowledge acquisition and application.

5. Selection

The fifth role of the teacher-librarian is the selection of multi-media resources for the library resource centre and/or school as well as the need for a policy for selection and censorship. The philosophy of resource-based learning encourages students and teachers to access a wide variety of resources ranging from books, magazines and newspapers to recordings, videos, slides, filmstrips and maps. This role includes the responsibility to keep up-to-date on new learning materials and especially modern technology and purchase said resources for the school library resource centre.

Selection of resources is found in all ministry documents. Whereas the Ontario document (PIA, 1982) does not require the teacher-librarian to have a written selection or censorship policy, the Alberta document is the first to ask for a written selection policy that is based on provincial and district level policies. The policy is to provide a well-articulated rationale for resource choices. The two succeeding documents
reemphasize the need for a written selection policy that includes all criteria for meeting the goals of the school library resource centre program. In the Newfoundland and Labrador document (LTL, 1991), they describe a collection development plan that includes the criteria and procedures for selection and acquisition.

On the other side of the issue of selection is the issue of censorship. Most of the ministry documents do not ask for a policy on censorship, either written or spoken. In these cases the implication is that one selects materials that meet the goals or criteria of the program. Materials are removed by the teacher-librarian when they no longer meet the current criteria or the criteria upon which their selection was based. At the district level, Developing Independent Learners (British Columbia, 1991) supports the written selection and reconsideration policies that should guide the individual schools. In Learning To Learn (Newfoundland and Labrador, 1991) the collection development plan includes procedures for weeding old material and dealing with challenges to material, based on suitability.

In all ministry documents, an emphasis is that both the teacher-librarian and the classroom teachers purchase resources co-operatively
together. The teacher-librarian works with the teacher to preview, evaluate and select those resources that meet instructional goals. These goals should meet curricular, informational and recreational needs. In LTL (Newfoundland and Labrador, 1991), the district coordinator of learning resources is expected to be involved in the selection process.

The ministry documents also all emphasize selection of resources for the library resource centre only. They do not suggest or elude to the possibility of the teacher-librarian's role being one of selection of resources for the entire school, as well as for the School Library Resource Centre. The questions that remain unanswered in these documents are as follows: If the school community is involved in the selection of resources for the school library resource centre with the teacher-librarian, is it reasonable to assume that the teacher-librarian should be involved in the selection of resources outside the resource centre? Are all resources a team effort? For example, who selects school computer hardware and software?

The role of selection is also visibly important in reality, as indicated by the studies. Teacher-librarians and principals strongly agreed that a significant role of the teacher-librarian is to make
decisions on the selection of books (including professional resources for teachers), printed material, and library equipment for curricular, informational and recreational needs. They also strongly agreed that they would confer with teachers regarding their needs (Betts, 1991; Hauck and Schieman, 1985; Rainforth, 1981), even though teachers in one study put less importance to the involvement of teachers in selection. (Betts, 1991) Teachers, while agreeing with this role, were less strong in their opinions. In one study, 36.6 percent of the teachers thought teacher-librarians should not make decisions on selection of audio-visual materials. (Rainforth, 1981) In another study, the criteria for which selection was made, however, was not viewed as important by principals. (Hauck and Schieman, 1985) In the study by Betts (1991) the selection of micro-computers for the whole school was considered low priority by the teacher-librarian and by the principal now and in the future. In the future principals did not support the selection of audio-visual equipment and other library equipment by the teacher-librarian. As well, both groups did not support the teacher-librarian assisting in the development of policies for the selection of computer hardware. Interestingly, teacher-librarians did not want to include teachers in the selection and evaluation
of equipment in the future. (Betts, 1991)

While the questions of computer hardware and software selection, as well as audiovisual equipment selection, have been addressed in the studies on the role of the teacher-librarian, the selection of other materials housed elsewhere in the school, for example, textbooks, classroom maps, and "classroom libraries", by the teacher-librarian was not addressed and remain open to discussion in literature, yet to be written. With the advent of automation in many School Library Resource Centres, the other question to be addressed is whether all resources in a school, including those in classrooms, are selected with or by the teacher-librarian and circulated through the resource centre.

6. Consultation

The sixth role is that of consultation which involves working with school staff, students and parents to maximize their use of the library resource centre.

The ministry documents recognize the teacher-librarian's role to be one where he/she is involved in identifying teaching and learning strategies that would enhance a unit of study, as well as guiding students
and teachers to select resources and evaluate their usefulness based on their needs and abilities. Answering questions from teachers and students, as well as providing on the spot listening, reading, and viewing guidance are important elements of the role of the teacher-librarian. Before and after school assistance is acknowledged as well as what happens during school hours. Frequently, the answers to specific questions may have to be found outside the school. (LTL, 1991; DIL, 1991; RBL, 1987; PIA, 1982; FOL, 1985)

Once again this role is seen in the specific studies that address the role of the working teacher-librarian. Teacher-librarians should serve as resource consultants when requested by teachers and/or students for listening, viewing or reading guidance. As well, teacher-librarians should help independent study groups of students or individuals to select materials for their projects and instruct students in the operation of audio-visual equipment as well as provide information in answer to questions from students and teachers. (Betts, 1991; Hauck and Schieman, 1985; Rainforth, 1981) This role continues to be important into the future, although principals do not see listening, viewing and reading guidance as being as important as teachers and teacher-librarians.
consultation is the role of the teacher-librarian that on the surface appears to be discussed in less detail in the Canadian literature to date. Yet, upon reflection, consultation with students and teachers on an individual or small group, more spontaneous level offers a multitude of opportunities to seize the 'teachable moment' and focus on the learner. It is not a role to be overlooked.

7. Curriculum

The final role to be analyzed is that of curriculum. This role involves the implementation and understanding of curriculum. Curriculum can be defined as the course of study that a school offers. This course of study must fit within the individual provincial guidelines that outline what students should learn and teachers should teach.

The ministry documents (PIAS, 1992; LTL, 1991; DIL, 1991; FOL, 1985; PIA, 1982; R-BL, 1987) all acknowledge that the "teacher-librarian participates as a partner in planning, implementing and evaluating curriculum." (PIA, 1982, p. 13) At the most elementary level, it is
essential that teacher-librarians be aware of the content of core
curriculum at all grade levels in the school, in order to provide resources
that support the curriculum. At a more advanced level, the documents
indicate that teacher-librarians are responsible for more than the
resources that support the curriculum. They are a key component of
integrating resources into the curriculum as well as planning and
developing the curriculum to be taught.

Rainforth's (1981) study demonstrated the strength of this role. All
teacher-librarians indicated that they should be familiar with all
recommended curriculum. In fact, 82.9% felt that they should serve on
curriculum planning committees, and 50% felt that they should be on
committees evaluating textbooks for adoption. Providing information on
recent developments in curricular subject areas was agreed upon by 31.7%
of the teacher-librarians, while 24.4% disagreed with the idea. Both
principals and teachers did not expect teacher-librarians to serve on
committees for textbook evaluation. Teachers and principals were also
less comfortable with the idea of the teacher-librarian as a curriculum
developer than the teacher-librarians were.

This role of the teacher-librarian was also divided in Hauck and
Schieman (1985). Teacher-librarians recognized the importance now of being familiar with schools' curriculum guides, with keeping abreast of new developments in curriculum, and with providing curriculum related book and media presentations correlated with specific teaching units (p. 29) Principals considered it a lower priority. For the future, principals give greater credance to this role and its significance.

Betts (1991) found that teacher-librarians consider curriculum as 8% of their current job, which is fifth in terms of a one to ten ranking, however, in the ideal situation it would be ranked second. Teachers and principals rank curriculum as 6th and 4th respectively, giving it less emphasis, although, once again, it was recognized as a greater priority in the future than in the current situation. In many of the comments quoted on the part of the teachers, it becomes evident that teachers do not want the teacher-librarian to be perceived as a leader of curriculum, but more as a partner in the curriculum process.

In a summary of both American and Canadian literature, Knight (1985) found that teacher-librarians must play a leadership role in the curriculum development process if they are going to be more than "managers" of resources. They must be pro-active in order to become a
teaching partner in the education process. To be unaware of the current curriculum dictates is to lessen "teacher" believability and therefore lessen the believability of the important role of the teacher-librarian in schools today.

Summary

As can be seen from the current Canadian literature reviewed in this study, the teacher-librarian is an essential component of education today. Their role supports students, teachers, and other members of the school community. The question of whether it is understood similarly by all members of the school community will be addressed in Chapter 4 of this study, as the strength of the teacher-librarian and the School Library Resource Centre program relies on the united understandings of all parties concerned.
CHAPTER THREE
METHODOLOGY

Introduction

The methodology used in this study will be examined in this chapter, beginning with a description of the sample chosen, followed by a discussion of the research design, a presentation of the questionnaire and an analysis of the data. The final section on the limitations of the study will conclude this chapter.

The Sample

The sample of this study included elementary school teacher-librarians, teachers and administrators of a large urban school system located in the lower mainland of British Columbia. Each elementary school teacher-librarian and senior administrator (principal) received a copy of the survey to complete. As well, one intermediate teacher and one primary teacher received a copy. The administrator of the school was requested to choose the primary teacher and the intermediate teacher who
would be part of the study. It was felt that this process would not contaminate the sample, as the researcher had no knowledge of those chosen.

At the time of the study, there were thirty-eight elementary schools in the school system analyzed. Of these thirty-eight elementary schools, six were considered annexes to a main school. For the purposes of this study, five were included as independent schools as they had both intermediate and primary teachers, as well as a teacher-librarian. Not to include them would have meant that five schools with part time staff would not have had the opportunity to offer their input into the role of the teacher-librarian. The one annex not included in the study was a significantly smaller annex that did not have either a teacher-librarian or intermediate teachers.

Research Design

The design of this thesis was survey research. A questionnaire was used to collect information on the perceptions of the role of the teacher-librarian and School Library Resource Centre in practice. Each elementary
school received four identical colour-coded questionnaires: blue for a primary teacher, green for an intermediate teacher, yellow for the teacher-librarian, and white for the senior administrator. They were labeled "Administrator", "Primary Teacher", "Intermediate Teacher, and "Teacher-Librarian". In addition to the survey, the teacher-librarian completed demographic information about the school, while teachers and administrators completed questions on their usage and knowledge of the school resource centre. All questionnaires were placed in individual envelopes that could be sealed and returned separately, although the covering letter indicated that it was preferable that they be returned together.

The initial contact with each school were copies of the questionnaire accompanied by an introductory letter explaining the purpose of the study, the process of the study, and the confidentiality of the study. (See Appendix A and B) This package was addressed to the principal of the school. One month was the stated time for completion. A follow up letter was sent two weeks after the questionnaires were delivered. A final reminder was sent after the completion date. In order to further facilitate the number of surveys returned, the researcher
discussed the delivery of the questionnaire and the significance of receiving everyone's response at the local teacher-librarian association meeting. (Appendix C and D, respectively) Out of 145 questionnaires delivered to schools, 87 were returned, reflecting a 60% return rate. (See Table 2)

**Questionnaire**

The questionnaire sent out to all respondents was identical with the exception of the final page, as discussed earlier. It included both structured and unstructured questions. The first section included 46 statements that were answered on a scale of 1 to 5, 1 being very important and 5 being not important at all. The statements were a composite of the questionnaire developed by Philomena Hauck and Erv Schieman (Alberta, 1985), Bernice Betts (British Columbia, 1991), and this researcher's research into the current Canadian literature.

For the purpose of this study the many roles of the teacher-librarian were categorized under seven important headings, as described in the review of the literature:
1. Professional Involvement: the continual development professionally through reading current journals and involvement in committees and associations

2. Library Management: the tasks related to the "smooth running" of the library resource centre (resource sign-in and sign-out, computer maintenance in automated library resource centres, book repair, organization of time, resources, volunteers etc.)

3. Advocacy: the promotion of the library resource centre

4. Instruction: the teaching program that occurs through the library resource centre (cooperative teaching and planning)

5. Selection: the selection of multi-media resources for the library resource centre and/or school (includes policy for selection and censorship)

6. Consultation: the involvement with school staff, students and parents to maximize their use of the library resource centre (aiding in selection of their resources etc.)

7. Curriculum: the implementation and understanding of curriculum

Each statement in the questionnaire was grouped with one of the
roles under consideration. (See Table 1) The role statements, however, were not grouped together in the questionnaire according to the role, thus discouraging any responses based on prior preconceptions of what constitutes the major components under the domain of the teacher-librarian.

In the second segment of the questionnaire, subjects were asked to rank five particular role statements in order of highest priority. The purpose of this section was to identify which roles were most important on a comparative basis.

In order to address priorities in light of the hours of the resource centre, subjects were asked to consider the percentage of time spend on activities in the library resource centre, whether full or part time. Once again, this section was included to identify how much of a priority different jobs are based on the allocation of teacher-librarian hours allotted to the School Library Resource Centre.

The final component to the questionnaire was a series of three questions. The first two questions were designed to address the notion of change from the past into the present, and also change in the future. The final question was open ended, to allow for any additional comments.
### TABLE 1
Identification of each question with a role

<table>
<thead>
<tr>
<th>Role</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Involvement</td>
<td>3, 13, 19, 29, 42</td>
</tr>
<tr>
<td>Library Management</td>
<td>8, 9, 12, 18, 25, 26, 27, 33, 37</td>
</tr>
<tr>
<td>Advocacy</td>
<td>1, 15, 21, 22, 39, 43, 45</td>
</tr>
<tr>
<td>Instruction</td>
<td>4, 5, 6, 14, 23, 28, 31, 40</td>
</tr>
<tr>
<td>Selection</td>
<td>for library: 2, 10, 32, 41</td>
</tr>
<tr>
<td></td>
<td>for school: 35, 38</td>
</tr>
<tr>
<td>Consultation</td>
<td>7, 16, 17, 20, 44, 46</td>
</tr>
<tr>
<td>Curriculum</td>
<td>11, 24, 30, 34, 36</td>
</tr>
</tbody>
</table>

**Data Analysis**

The data were analyzed using the S.P.S.S. program at the University of British Columbia. The analysis began by first testing the frequency of
the responses to each question and thus determining the accuracy of the machine tabulated data. Means of each question were tested for significant differences in the response statements between the subjects within each of the four subject groups. Significant differences between each of the four subject groups were investigated through a comparison of the means. Questions were later grouped according to the role of the teacher-librarian to which they pertained. Tabulation of the mean of each teacher-librarian role enabled the researcher to determine the priority of each role. These results were compared to the mean ranking of the five priority statements in the questionnaire, as well as the questions pertaining to the percentage of time spent on different aspects of the teacher-librarian's role. Further analysis included testing for significant differences in the amount of time allotted to the teacher-librarians in the School Library Resource Centre and the priority/ranking they given to the different statements. The level of education for the teacher-librarian was also analyzed for significant differences. To conclude the analysis of the data, anecdotal comments were summarized and reported. (see Chapter 4)
Limitations

This study was conducted in a large urban school system located in the lower mainland of British Columbia. Its findings will have significance for many educators, but they are also limited.

In terms of recognizing the role of the teacher-librarian in current Canadian literature, this role can be observed without limitation. The perceptions of different partners in an elementary school and the role of teacher-librarian can also be acknowledged.

The results obtained from this study cannot be generalized to all library resource centres in British Columbia. As each district is a separate entity, and my sample is from one district, any relationship is problematic. Within the district, the results of this study can be generalized to all teacher-librarians and administrators. It was not possible to survey all teachers, however, and 38 primary teachers and 38 intermediate teachers, out of over 1000 teachers in the school district, is a small sample. It would be unreasonable to suggest that their responses represent the larger population, with a high degree of validity.

There is another threat to the validity of this study. While the
questionnaire was administered at the same time to all respondants, social context threatens reliability because the subjects of this study interact professionally at different levels, socially in different groupings, and inter-personally. In my own position, I have networked with all of the teacher-librarians professionally, some of the teacher-librarians socially and many of them inter-personally. Beyond the teacher-librarians, I have similar contacts throughout the district with teachers and administrators. My subjects for this study experience similar relationships. If the respondents interacted and discussed the questionnaire the data is contaminated by the shared knowledge. In addition, as the administrator selected both the intermediate teacher and the primary teacher, there is the possibility that they were chosen based on their positive relationship with the chooser. They perhaps have similar viewpoints.

**Summary**

Validation of this research into the role perception of the teacher-librarian in the School Library Resource Centre is dependent upon the
thoroughness of the research design and methodology. By sending out questionnaires to all elementary schools in one school district and analyzing the data collected, the significance of the findings can impact on the understandings of the role of the teacher-librarian and School Library Resource Centres.
CHAPTER FOUR
FINDINGS

Introduction

Research into the perceptions of the role of the teacher-librarian in one large urban school district was undertaken in January of 1994. The purpose of this chapter is to analyze the data from each of the four subject groups: primary teachers, intermediate teachers, administrators and teacher-librarians. The descriptive background data on the respondents will be examined, and the questions will be studied for frequencies and significant differences between responses and subjects. In the final section, the anecdotal responses to the open ended questions will be reported.

1. Descriptive Background Data

A. Schools

Surveys were delivered to 38 elementary schools in one large urban school district in the lower mainland of British Columbia. Out of 145
distributed surveys, Table 2 indicates the number of surveys per subject group as well as the number returned.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number Sent</th>
<th>Number Returned</th>
<th>Percentage Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Teacher</td>
<td>38</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td>Intermediate Teacher</td>
<td>38</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td>Administrator</td>
<td>32</td>
<td>27</td>
<td>84</td>
</tr>
<tr>
<td>Teacher-librarian</td>
<td>37</td>
<td>26</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>145</strong></td>
<td><strong>87</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

The greatest response rate was from the administrators, and the least responsive groups were the primary and intermediate teachers. While the overall percentage of returned questionnaires is 60%, the response from both teacher-librarians and administrators is reasonably high at 70% and 84% respectively. It is important to note for future reference to background tables, that some questions were not answered by all respondents. To account for these discrepancies, the sample size for
The breakdown of school population and the percentage of teacher-librarian time is shown in Table 3. It appears that, of the 25 teacher-librarians who responded to this question, only 28% have full time positions.

<table>
<thead>
<tr>
<th>School Population</th>
<th>Frequency</th>
<th>Percentage of T/L Time</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 200</td>
<td>3</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>201 - 300</td>
<td>8</td>
<td>60</td>
<td>8</td>
</tr>
<tr>
<td>301 - 400</td>
<td>8</td>
<td>80</td>
<td>7</td>
</tr>
<tr>
<td>401 - more</td>
<td>6</td>
<td>100</td>
<td>7</td>
</tr>
</tbody>
</table>

The breakdown of the school population, as shown in the above table, reflects the student numbers used to determine the amount of teacher-librarian time a school is allotted in this particular school district. As the percentage of time corresponds to the school population, the frequencies for both should match. There are three discrepancies. In one school, the percentage of time that the teacher-librarian works should
only be 80% based on a population less than 400, but the school made a decision to keep the position at 100%. This would suggest that the role of the teacher-librarian is valued in this particular school. In addition, another school with a population of less than 300 had a teacher-librarian who was in an 80% position, again in excess of the formula and suggesting support for the program. In a final situation the opposite occurred. A school with a population of over 300 had a teacher-librarian at 60% instead of the 80% the position required. One explanation for this might be increased enrollment over the school year, as the questionnaire was circulated in the second term.

At this time, it is also important to note that, regardless of the percentage of time each teacher-librarian holds within a school, there is no clerical assistance at the elementary level in this school district. Volunteer parents and students are encouraged to assist, however no data ascertains the frequency or consistency of assistance.

B. Teacher-Librarians

The degree of training of the teacher-librarian is also significant to this study. (see Table 4) It appears that one half of the teacher-librarians
have a Diploma in Teacher-Librarianship. Over one third, however, have only the Bachelor of Education degree, which does not offer any training for the position that they hold. There are 4 teacher-librarians with "additional education" beyond the Bachelor of Education degree listed: one teacher-librarian has university credits in Special Education and English as a Second Language; one has 18 university credits in Teacher-Librarianship; one has a Bachelor in Arts, a Masters in Education and 6 units of library courses; and the fourth has a Diploma in Curriculum and Instruction and is in the process of obtaining a Diploma in Teacher-Librarianship. It appears evident that 66.7% of the teacher-librarians have furthered their education beyond their original teaching degree, and all but one of these subjects have furthered their education with courses

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Education</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>Additional Education</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Diploma in Teacher-Librarianship</td>
<td>12</td>
<td>50.0</td>
</tr>
</tbody>
</table>
or a Diploma in Teacher-Librarianship.

The number of years as a teacher-librarian and the number of years in the present school are presented in Tables 5 and 6. Over 50% of the teacher-librarians have worked in this position for 6 or more years, although only 39% have worked in the same school for more than 6 years suggesting some movement among schools.

<table>
<thead>
<tr>
<th>Table 5</th>
<th>Years as Teacher-Librarian</th>
<th>n=24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>1-5</td>
<td>11</td>
<td>45.8</td>
</tr>
<tr>
<td>6-10</td>
<td>7</td>
<td>29.2</td>
</tr>
<tr>
<td>11 or more</td>
<td>6</td>
<td>25.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 6</th>
<th>Years in Present School</th>
<th>n=23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>1-5</td>
<td>14</td>
<td>60.7</td>
</tr>
<tr>
<td>6-10</td>
<td>5</td>
<td>21.7</td>
</tr>
<tr>
<td>11 or more</td>
<td>4</td>
<td>17.4</td>
</tr>
</tbody>
</table>
C. Administrators, Primary Teachers, and Intermediate Teachers

Is a School Library Resource Centre used and if so, when is it used?

It is noteworthy that 82.4% of the administrators, primary teachers and intermediate teachers use the School Library Resource Centre significantly with almost 16% using it as a major component of the program. (Table 7) In contrast, almost one fifth of the respondents never use the resource centre. These latter respondents are possibly the full time administrators who are not presently teaching or partially enrolling a class.

<table>
<thead>
<tr>
<th>Table 7</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Never use it</td>
<td>9</td>
<td>17.6</td>
</tr>
<tr>
<td>Use if fairly often</td>
<td>21</td>
<td>41.2</td>
</tr>
<tr>
<td>Use if frequently</td>
<td>13</td>
<td>25.5</td>
</tr>
<tr>
<td>Major component of program</td>
<td>8</td>
<td>15.7</td>
</tr>
</tbody>
</table>

Despite the fact that so many of the subjects (82.4%) use the School Library Resource Centre, in the six months identified by the survey the majority of the subjects (54.9%) had not participated in any unit planning
with the teacher-librarian. (Table 8) Again, a portion of this is attributable to the administrators who are not presently teaching. Another 23.5% had been involved in cooperative planning just once and 21.6% had participated in cooperative planning twice or more. Only 5.9% had worked with the teacher-librarian more frequently.

<table>
<thead>
<tr>
<th>Table 8</th>
<th>Frequency of Unit Planning</th>
<th>n=51</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Often</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Several times</td>
<td>3</td>
<td>5.9</td>
</tr>
<tr>
<td>Twice</td>
<td>8</td>
<td>15.7</td>
</tr>
<tr>
<td>Once</td>
<td>12</td>
<td>23.5</td>
</tr>
<tr>
<td>Never</td>
<td>28</td>
<td>54.9</td>
</tr>
</tbody>
</table>

When does cooperative planning take place? The most popular time for the teachers/administrators and teacher-librarians to meet is their lunch hour or before and afterschool (39.6%), as Table 9 indicates. Only two subjects (3.8%) respond that they were given release time to plan with the teacher-librarian, while 2 others use their preparation time (3.8%).
Almost 50% of the respondents have no previous experience in workshops or seminars, as seen in Table 10, that discuss the role of the teacher-librarian in education today. Another third of the subjects have under 8 hours of workshops and only 20.4% of the respondents have more than 8 hours where they have examined the role of the teacher-librarian.
2. Data Analysis of the Survey

The program S.P.S.S. was used at the University of British Columbia to analyze the data. The results are organized as follows:

A. Top Ten Statements

B. Least Important Ten Statements

C. Significant Differences Between Subject Groups

D. Significant Differences Between Teacher-Librarians and Their Education

E. Significant Differences Between Part Time and Full Time Teacher-Librarians

F. Seven Major Roles of the Teacher-Librarian

The final section to Data Analysis, is the summary of anecdotal comments.

A. Top Ten Statements

The initial analysis involves the mean rank scores of the first section of the questionnaire. (Questions 1 - 46) Tables 11 to 14 outline each subject group's top ten statements as the most important roles of the teacher-librarian. These are identified by examining the mean rank scores and numbering them consecutively, beginning with one, from most important to least important. In doing this it is important to recognize
that questions frequently have identical mean averages. These questions are therefore labelled with the same number to indicate the duplicate or triplicate mean scores. The counting from 1 to 46 continues in consecutive order however, with numbers in the range omitted, as necessary, to reflect two or three places with the same answers.
<table>
<thead>
<tr>
<th>Ranking</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide teachers with resources to complement their lessons whether conducted in the library or classroom</td>
</tr>
<tr>
<td>2</td>
<td>Plan and develop units of instruction with teacher</td>
</tr>
<tr>
<td>3</td>
<td>Provide information in answer to questions from students</td>
</tr>
<tr>
<td>4</td>
<td>Encourage and participate in teaching students to communicate and express their ideas through a variety of media</td>
</tr>
<tr>
<td>4</td>
<td>Analyze present and future curriculum needs in order to select suitable materials</td>
</tr>
<tr>
<td>4</td>
<td>Instruct classes in the use of CD-ROM and/or on-line data bases.</td>
</tr>
<tr>
<td>7</td>
<td>Provide information in answer to questions from teachers</td>
</tr>
<tr>
<td>7</td>
<td>Provide listening, viewing and reading guidance</td>
</tr>
<tr>
<td>7</td>
<td>Provide cataloguing for all LRC resources</td>
</tr>
<tr>
<td>10</td>
<td>Organize book talks for classes</td>
</tr>
<tr>
<td>Ranking</td>
<td>Statements</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>1</td>
<td>Plan and develop units of instruction with teachers</td>
</tr>
<tr>
<td>2</td>
<td>Analyze present and future curriculum needs in order to select suitable materials</td>
</tr>
<tr>
<td>3</td>
<td>Encourage and participate in teaching students to communicate and express their ideas through a variety of media</td>
</tr>
<tr>
<td>3</td>
<td>Provide information in answer to questions from students</td>
</tr>
<tr>
<td>5</td>
<td>Become involved with the teachers in the evaluation of learning experiences</td>
</tr>
<tr>
<td>5</td>
<td>Organize book talks for classes</td>
</tr>
<tr>
<td>7</td>
<td>Plan a program of media and study skills integrated with classroom instruction</td>
</tr>
<tr>
<td>7</td>
<td>Provide teachers with resources to complement their lessons whether conducted in the library or classroom</td>
</tr>
<tr>
<td>9</td>
<td>Apply technological advances to LRC services</td>
</tr>
<tr>
<td>10</td>
<td>Prepare and justify a budget which reflects the instructional program of the LRC</td>
</tr>
<tr>
<td>Ranking</td>
<td>Statements</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>1</td>
<td>Plan and develop units of instruction with teacher</td>
</tr>
<tr>
<td>2</td>
<td>Provide teachers with resources to complement their lessons whether conducted in the library or classroom</td>
</tr>
<tr>
<td>3</td>
<td>Instruct classes in the use of CD-ROM and/or on-line databases</td>
</tr>
<tr>
<td>4</td>
<td>Encourage and participate in teaching students to communicate and express their ideas through a variety of media</td>
</tr>
<tr>
<td>5</td>
<td>Provide cataloguing for all LRC resources</td>
</tr>
<tr>
<td>6</td>
<td>Analyze present and future curriculum needs in order to select suitable materials</td>
</tr>
<tr>
<td>7</td>
<td>Provide information in answer to questions from students</td>
</tr>
<tr>
<td>8</td>
<td>Prepare and justify a budget which reflects the instructional program of the LRC</td>
</tr>
<tr>
<td>9</td>
<td>Become involved with the teachers in the evaluation of learning experiences</td>
</tr>
<tr>
<td>10</td>
<td>Keep informed about findings of current research related to instruction and learning</td>
</tr>
</tbody>
</table>
Table 14
Top Ten Statements By Teacher-Librarians

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plan and develop units of instruction with teacher</td>
</tr>
<tr>
<td>2</td>
<td>Provide teachers with resources to complement their lessons whether conducted in the library or classroom</td>
</tr>
<tr>
<td>3</td>
<td>Encourage and participate in teaching students to communicate and express their ideas through a variety of media</td>
</tr>
<tr>
<td>3</td>
<td>Analyze present and future curriculum needs in order to select suitable materials</td>
</tr>
<tr>
<td>3</td>
<td>Prepare and justify a budget which reflects the instructional program of the LRC</td>
</tr>
<tr>
<td>3</td>
<td>Be involved in the evaluation and selection of resources and equipment for the school</td>
</tr>
<tr>
<td>3</td>
<td>Instruct classes in the use of CD-ROM and/or on-line databases</td>
</tr>
<tr>
<td>8</td>
<td>Give orientations to new teachers</td>
</tr>
<tr>
<td>9</td>
<td>Initiate specific teaching units to integrate the effective use of learning resources with classroom instruction</td>
</tr>
<tr>
<td>10</td>
<td>Provide listening, viewing and reading guidance</td>
</tr>
</tbody>
</table>
The top ten statements identified by all four subject groups are summarized in Table 15. The number one role of the teacher-librarian, according to three of the subject groups, is planning and developing units of instruction with the teacher.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Primary Teacher</th>
<th>Intermediate Teacher</th>
<th>Administrator</th>
<th>Teacher-Librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Table 15
Top Statements by All Four Groups

- **Rank 2**: Plan and develop units of instruction with teacher
- **Rank 1**: Provide teachers with resources to complement their lessons whether conducted in the library or classroom
- **Rank 4**: Encourage and participate in teaching students to communicate and express their ideas through a variety of media
- **Rank 4**: Analyze present and future curriculum needs in order to select suitable materials

This role, however, is rated second by primary teachers who indicate that providing teachers with resources to complement their lessons is most
important. This role is second for the teacher-librarians and administrators and delegated seventh for the intermediate teachers. These two role statements are also significant because they both come under the major heading (see Roles of the Teacher-Librarian) of Instruction. Communication and expression through a variety of media is also unanimously important, rating a 3 or 4 from all groups. Following this, analyzing curriculum, needs while common to all groups, is rated 2 or more places lower by the administrators.

Several statements on the role of the teacher-librarian are considered most important by only one of the subject groups. For the teacher-librarians, Table 16 shows the three statements very important to them, with rankings of third, eighth, and ninth.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Be involved in the evaluation and selection of resources and equipment for the school</td>
</tr>
<tr>
<td>8</td>
<td>Give orientations to new teachers</td>
</tr>
<tr>
<td>9</td>
<td>Initiate specific teaching units to integrate the effective use of learning resources with classroom instruction</td>
</tr>
</tbody>
</table>
The only statement unrecognized by the other three groups, but considered most important by primary teachers, is the statement that notes the importance of the teacher-librarian responding to questions from teachers. (Table 17)

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Provide information in answer to questions from teachers</td>
</tr>
</tbody>
</table>

Intermediate teachers highlighted two statements as being most important to them. (Table 18) They are the only subject group to place in the top ten mean rank scores the statement on media and study skills being integrated with classroom instruction. In fact, the mean rank score places it 18th by the teacher-librarians. The intermediate teachers are also the group that find the teacher-librarian most responsible for applying technological advances to the School Library Resource Centre services.
Table 18
Top Statements by Intermediate Teachers Only

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Plan a program of media and study skills integrated with classroom instruction</td>
</tr>
<tr>
<td>9</td>
<td>Apply technological advances to LRC services</td>
</tr>
</tbody>
</table>

Only one statement is considered most important by administrators and not the other subject groups. It is a statement on professional involvement whereby the teacher-librarian should keep informed about findings of current research related to instruction and learning. (Table 19)

Table 19
Top Ten Statements by Administrators Only

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Keep informed about findings of current research related to instruction and learning</td>
</tr>
</tbody>
</table>
B. Least Important Ten Statements:

As well as examining the top ten statements by all four subject groups, it is important to recognize what is considered least important. (Tables 20, 21, 22, 23) The consecutive number range based on the mean rank score of all subject groups allows for discussion of the least important role statements.
<table>
<thead>
<tr>
<th>Ranking</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>Assist in developing policies for the selection of computer hardware</td>
</tr>
<tr>
<td>37</td>
<td>Prepare oral and written reports for teachers on developments in school library program</td>
</tr>
<tr>
<td>39</td>
<td>Develop a written policy for evaluation and selection of learning resources that meets curricular, informational and recreational needs</td>
</tr>
<tr>
<td>40</td>
<td>Provide leadership for selection of micro-software for total school program</td>
</tr>
<tr>
<td>41</td>
<td>Plan and conduct workshops to demonstrate audiovisual services</td>
</tr>
<tr>
<td>41</td>
<td>Prepare regular reports to the principal on the library resource centre program</td>
</tr>
<tr>
<td>41</td>
<td>Develop an informational and public relations program for staff, students and the community</td>
</tr>
<tr>
<td>44</td>
<td>Assist in developing a philosophy for using microcomputers in the school</td>
</tr>
<tr>
<td>45</td>
<td>Co-ordinate students' use of microcomputers for the whole school</td>
</tr>
<tr>
<td>46</td>
<td>Write articles in professional journals to disseminate new ideas</td>
</tr>
<tr>
<td>Ranking</td>
<td>Statements</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>37</td>
<td>Develop a written policy for evaluation and selection of learning resources that meets curricular, informational and recreational needs</td>
</tr>
<tr>
<td>38</td>
<td>Plan and conduct workshops to demonstrate audiovisual services</td>
</tr>
<tr>
<td>39</td>
<td>Prepare oral and written reports for teachers on developments in school library program</td>
</tr>
<tr>
<td>40</td>
<td>Prepare regular report to the principal on the library resource centre program</td>
</tr>
<tr>
<td>40</td>
<td>Assist in developing policies for the selection of computer hardware</td>
</tr>
<tr>
<td>42</td>
<td>Develop an informational and public relations program for staff, students and the community</td>
</tr>
<tr>
<td>43</td>
<td>Assist in developing a philosophy for using microcomputers in the school</td>
</tr>
<tr>
<td>44</td>
<td>Provide leadership for selection of micro-software for total school program</td>
</tr>
<tr>
<td>45</td>
<td>Co-ordinate students' use of microcomputers for the whole school</td>
</tr>
<tr>
<td>46</td>
<td>Write articles in professional journals to disseminate new ideas</td>
</tr>
<tr>
<td>Ranking</td>
<td>Statements</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>37</td>
<td>Identify and prepare solutions for such potential problems as censorship, bias and stereotyping</td>
</tr>
<tr>
<td>38</td>
<td>Give multimedia presentations to demonstrate use of resources</td>
</tr>
<tr>
<td>39</td>
<td>Plan and conduct workshops to demonstrate audiovisual services</td>
</tr>
<tr>
<td>40</td>
<td>Identify problem areas and initiate research studies related to the use of learning resources</td>
</tr>
<tr>
<td>41</td>
<td>Assist in developing policies for the selection of computer hardware</td>
</tr>
<tr>
<td>42</td>
<td>Assist in developing a philosophy for using microcomputers in the school</td>
</tr>
<tr>
<td>43</td>
<td>Develop an informational and public relations program for staff and students and the community</td>
</tr>
<tr>
<td>44</td>
<td>Provide leadership for selection of micro-software for total school program</td>
</tr>
<tr>
<td>45</td>
<td>Write articles in professional journals to disseminate new ideas</td>
</tr>
<tr>
<td>46</td>
<td>Co-ordinate students' use of microcomputers for the whole school</td>
</tr>
<tr>
<td>Ranking</td>
<td>Statements</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>37</td>
<td>Develop a written policy for evaluation and selection of learning resources that meets curricular, informational and recreational needs</td>
</tr>
<tr>
<td>38</td>
<td>Develop an informational and public relations program for staff, students and the community</td>
</tr>
<tr>
<td>39</td>
<td>Organize use of the District Resource Centre materials for the entire school</td>
</tr>
<tr>
<td>40</td>
<td>Assist in developing policies for the selection of computer hardware</td>
</tr>
<tr>
<td>41</td>
<td>Identify problem areas and initiate research studies related to the use of learning resources</td>
</tr>
<tr>
<td>42</td>
<td>Assist in developing a philosophy for using microcomputers in the school</td>
</tr>
<tr>
<td>43</td>
<td>Plan and conduct workshops to demonstrate audiovisual services</td>
</tr>
<tr>
<td>44</td>
<td>Write articles in professional journals to disseminate new ideas</td>
</tr>
<tr>
<td>45</td>
<td>Provide leadership for selection of micro-software for total school program</td>
</tr>
<tr>
<td>46</td>
<td>Co-ordinate students' use of microcomputers for the whole school</td>
</tr>
</tbody>
</table>
While many of the subjects circled a 5 on the scale used, indicating that for them the particular statement is not important to the role of the teacher-librarian, the analysis of the mean scores of all subject groups reflects a different result. The lowest mean score given (4.04) is by the teacher-librarians and while it signifies a role of less importance, it is still considered an important role, as are all other statements.

Through a comparison of all four groups, seven role statements being least important (Table 24) are noteworthy. The numbers in bold italics reflect the last statement in the consecutive number range. Technology is recognized as important in education and the School Library Resource Centre, as reflected through comments on the questionnaires explaining that,

*Networking CDROMs into the computer lab next door and purchasing many more materials - CD's so that more students can access info at one time. My job is becoming much more technology based ... (T-L)*

*more access to the technology that can help provide information* (PT)

*The teacher-librarian should have full knowledge of all aspects of the LRC (including being able to utilize technology such as CDROM and on-line computers. I do not think that the position should include the technical aspect of running the computer lab or other machines. (PT)*

Page 93
More emphasis on computer technology. Teaching students how to access information ... (IT)

The most visible change is in the area of technology (A)

Despite this recognition, however, there is no expectation that the teacher-librarian is responsible for computer technology outside the School Library Resource Centre. In fact, it is the least expected (or second least) by all groups. The unimportance, relatively speaking, of writing in professional journals should also be noted, for as one teacher-librarian teacher writes,

In reflecting on these roles and responsibilities, it seems a wonder that any of us are functioning at all. The scope of the job is increasing rapidly as time/funding is decreasing. It is not enough to be just a 'book lady' today. The teacher-librarian must be constantly questioning and learning. All of these responsibilities and roles are important. We must learn to prioritize. (T-L)
<table>
<thead>
<tr>
<th>Ranking</th>
<th>Primary Teacher</th>
<th>Intermediate Teacher</th>
<th>Administrator</th>
<th>Teacher-Librarian</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>46 46 45 44</td>
<td>Write articles in professional journals to disseminate new ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 45 46 46</td>
<td>Co-ordinate students' use of microcomputers for the whole school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44 43 42 42</td>
<td>Assist in developing a philosophy for using microcomputers in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43 38 39 43</td>
<td>Plan and conduct workshops to demonstrate audiovisual services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41 42 43 38</td>
<td>Develop an informational and public relations program for staff, students and the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 44 44 45</td>
<td>Provide leadership for selection of micro-software for total school program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37 40 41 40</td>
<td>Assist in developing policies for the selection of computer hardware</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There are also some role statements of the teacher-librarian that pertain only to one subject group. Two statements considered least important by administrators only are shown in Table 25. Having a selection policy that includes censorship, bias and stereotyping is ranked 39 out of 46, whereas the demonstration of multimedia is ranked 38th. The only statement considered least important by teacher-librarians is reflected in Table 26. It relates to teacher-librarians organizing multimedia from the District Resource Centre for the entire school. Primary teachers have given this statement a mean ranking that is 13th place from the top, but as one teacher-librarian writes,

_You can't do everything - if you want to incorporate more and more the roles of cooperative planning and team teaching then the 'old' roles have to be cut back such as being the sole responsibility for AV - staff can individually do a lot themselves._ (T-L)
Table 25
Least Important Statements by Administrators Only

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>Give multimedia presentations to demonstrate use of resources</td>
</tr>
<tr>
<td>37</td>
<td>Identify and prepare solutions for such potential problems as censorship, bias and stereotyping</td>
</tr>
</tbody>
</table>

Table 26
Least Important Statement by Teacher-Librarians Only

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>Organize use of the District Resource Centre materials for the entire school</td>
</tr>
</tbody>
</table>

C. Significant Differences Between Subject Groups:

Having examined the frequencies, the next analysis to conduct is an analysis of variance (ANOVA) to test for statistically significant differences where the noted difference between responses has a probability of being .05 or less due to chance. (p<.05) The differences occur because subjects were asked to measure the relative importance of
task statements on the roles of the teacher-librarian on a scale of 1 to 5 where 1 was considered very important and 5 was considered not important.

When testing for differences between subject groups, the statistically significant differences seem to be between teacher-librarians and the other subject groups more frequently than between administrators and teachers, as Tables 27 and 28 indicate. The difference that stands out the starkest between teacher-librarians and all other subject groups is the response to being involved in the evaluation of resources and equipment for the entire school and thus be a member of the school budget committee. Teacher-librarians rate this significantly higher as a priority than do administrators (Table 27) and teachers (Table 28) giving it a mean score of 1.46 whereas the other groups are 1.92 and greater. Teacher-librarians also feel that, while an informational and public relations program is not the most important task of their role, it is considered a role rating 2.62, compared to the 3.39 given by the administrators. Teacher-librarians also show a significant difference with regards to analysis of student learning styles. Their mean score is 2.00 in contrast to the 2.46 given by administrators and 2.53 given by
primary teachers. Giving orientations to new teachers is emphasized as more important by the teacher-librarians than both the primary and intermediate teachers. In addition to these differences, many statements that show statistically significant differences come under the major role of Library Management. As earlier noted in the least important ten statements, organizing the use of District Resource Centre materials for the entire school is not a high priority for teacher-librarians. Their response of 2.69 is significantly different, however, from administrators who give it a 2.00 and the primary teachers who attach even more importance to the role with a mean score of 1.82. Teacher-librarians give the preparation and justification of a budget reflecting the instructional program of the School Library Resource Centre a most important mean score of 1.46, in contrast to primary teachers whose mean score is 2.24. Administrators, in closer agreement with teacher-librarians, give this role 1.65 which is a statistically different response from the primary teachers. Again under the heading of Library Management, teacher-librarians put greater emphasis on establishing written policies and procedures that achieve the goals of the School Library Resource Centre program, as well as preparing regular reports to the principal of the
Library Resource Centre program, than the primary teachers.

Administrators are closer in agreement with the teacher-librarians on the establishment of written policies and procedures and significantly different from the primary teachers. A final statistically significant difference under the heading of Library Management involves the coordination of students' use of microcomputers for the whole school. In contrast to previous mean scores, teacher-librarians do not emphasize this role as seen with the score 4.04. Primary teachers, however, give this role a 3.29. The statement that shows a statistically significant difference between the teacher-librarian and intermediate teachers only involves the initiation of specific teaching units to integrate the effective use of learning resources with classroom instruction. Again, teacher-librarians attach more importance to this statement (1.65) than do the intermediate teachers (2.29).
Table 27
Statements Significantly Different between T-L and Administrators

<table>
<thead>
<tr>
<th>Mean</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-L</td>
<td></td>
</tr>
<tr>
<td>2.69</td>
<td>Organize use of the District Resource Centre materials for the entire school</td>
</tr>
<tr>
<td>2.00</td>
<td>Participate with teachers in the analysis of student learning styles</td>
</tr>
<tr>
<td>1.46*</td>
<td>Be involved in the evaluation of resources and equipment for the school (i.e. on the budget committee)</td>
</tr>
<tr>
<td>2.62</td>
<td>Develop an informational and public relations program for staff, students and the community</td>
</tr>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>2.46</td>
<td></td>
</tr>
<tr>
<td>1.92</td>
<td></td>
</tr>
<tr>
<td>3.39</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Teacher-librarians rank this statement significantly higher than all three subject groups
<table>
<thead>
<tr>
<th>Mean</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-L</td>
<td>PT</td>
</tr>
<tr>
<td>2.15</td>
<td>2.94</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.69</td>
<td>1.82</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.62</td>
<td>2.29</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.32</td>
<td>3.18</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.46</td>
<td>2.24</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.65</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00</td>
<td>2.53</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4.04</td>
<td>3.29</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.46</td>
<td>2.12</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: A blank shows that the answer by this subject group does not reflect a significant difference from the others
Several statistically significant differences are also notable between administrators and teachers only. (Table 29) Administrators give less importance to identifying and preparing a solution to potential problems such as censorship, bias, and stereotyping, as well as giving multimedia presentations to demonstrate use of resources, than do the intermediate teachers. In contrast however, they give a mean score of 1.50 to providing cataloguing for all LRC services, whereas intermediate teachers give a mean score of 2.36. The final significant difference is between administrators and primary teachers on the role of developing a written policy for evaluation and selection of learning resources. Primary teachers rate this statement less important (3.12) than do administrators (2.31).
### Table 29

<table>
<thead>
<tr>
<th>Mean A</th>
<th>PT</th>
<th>IT</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.31</td>
<td>3.12</td>
<td>-</td>
<td>Develop a written policy for evaluation and selection of learning resources that meets curricular, informational and recreational needs</td>
</tr>
<tr>
<td>2.15</td>
<td>2.94</td>
<td>-</td>
<td>Establish written policies and procedures that achieve the goals of the LRC program</td>
</tr>
<tr>
<td>1.65</td>
<td>2.24</td>
<td>-</td>
<td>Prepare and justify a budget which reflects the instructional program of the LRC</td>
</tr>
<tr>
<td>2.80</td>
<td>-</td>
<td>1.94</td>
<td>Identify and prepare solutions for such potential problems as censorship, bias, and stereotyping</td>
</tr>
<tr>
<td>1.50</td>
<td>-</td>
<td>2.36</td>
<td>Provide cataloguing for all LRC resources</td>
</tr>
<tr>
<td>2.85</td>
<td>-</td>
<td>2.18</td>
<td>Give multimedia presentations to demonstrate use of resources</td>
</tr>
</tbody>
</table>

Primary and Intermediate teachers show statistically significant differences in their response to three role statements. (Table 30) First, they show disagreement with the organization of the District Resource Centre materials for the entire school. Intermediate teachers give this statement a less important mean rating of 2.56, whereas primary teachers
give an important rating of 1.82. As well, intermediate teachers consider identifying and preparing solutions for potential problems with censorship, bias and stereotyping, not only more important than administrators mentioned earlier, but also more than the primary teachers by almost 1 full point on the scale. Finally, it is evident that intermediate teachers put less emphasis on providing cataloguing for all LRC resources than do the primary teachers.

<table>
<thead>
<tr>
<th>Mean</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT</td>
<td>IT</td>
</tr>
<tr>
<td>1.82</td>
<td>2.56 Organize use of District Resource Centre materials for the entire school</td>
</tr>
<tr>
<td>2.82</td>
<td>1.94 Identify and prepare solutions for such potential problems as censorship, bias and stereotyping</td>
</tr>
<tr>
<td>1.59</td>
<td>2.36 Provide cataloguing for all LRC resources.</td>
</tr>
</tbody>
</table>
D. Significant Differences Between Teacher-Librarians and Their Education

In the next perception analysis, a one-way ANOVA is used, to test for the probability of a difference being statistically significant between teacher-librarians and the degree of their training. The training is divided into three categories: those teacher-librarians with only a Bachelor in Education; those with a B.ED. and additional education; and those with their Diploma in Teacher-Librarianship. As Table 31 indicates, there are 6 statements whereby teacher-librarians respond differently and this difference is significant. (p<.05) In all cases, the mean rank score supports the idea that teacher-librarians with Diplomas in Teacher-Librarianship consider these 6 statements relating to 5 different major role groupings as more important than teacher-librarians without the diploma. It is most notable that cataloguing is still considerably more important by teacher-librarians with their diploma. Another significant difference to highlight is in regards to the statement on initiating specific teaching units. Teacher-librarians with only a B.ED. rank this as significantly less important than both of the other groups. An additional comment is that, while identifying and preparing solutions for such potential problems as censorship, bias and stereotyping is very important
to teacher-librarians with their diploma (1.64), it is statistically the least important to teacher-librarians with a B.ED. and additional education (3.40).

<table>
<thead>
<tr>
<th>Training</th>
<th>B.ED. Diploma in T-L</th>
<th>Additional Education</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- 1.18</td>
<td>1.80</td>
<td>Analyze present and future curriculum needs in order to select suitable materials</td>
</tr>
<tr>
<td></td>
<td>- 1.27</td>
<td>2.40</td>
<td>Provide listening, viewing and reading guidance.</td>
</tr>
<tr>
<td>*2.25</td>
<td>1.36</td>
<td>1.40</td>
<td>Initiate specific teaching units to integrate the effective use of learning resources with classroom instruction</td>
</tr>
<tr>
<td></td>
<td>- 1.55</td>
<td>2.60</td>
<td>Participate with teachers in the analysis of student learning styles</td>
</tr>
<tr>
<td>**2.25</td>
<td>1.64</td>
<td>3.40</td>
<td>Identify and prepare solutions for such potential problems as censorship, bias and stereotyping</td>
</tr>
<tr>
<td></td>
<td>- 1.46</td>
<td>2.80</td>
<td>Provide cataloguing for all LRC resources</td>
</tr>
</tbody>
</table>

* This group is significantly different than each of the other groups
** Each of these groups are significantly different to each other
E. Significant Differences Between Part Time and Full Time Teacher-Librarians

To further seek statistically significant differences, a one-way analysis of variance (ANOVA) is used to compare the response of teacher-librarians based on their percentage of time working. (Table 32) The relationships in this chart demonstrate, with the exception of the first statement, that teacher-librarians who work full time give a statistically significant lesser emphasis to the statements on selection of computer hardware, software and school equipment, as well as on the organization of book talks for classes. It is noteworthy, that the latter statement has the greatest divergence in the difference of the mean scores. The 60% and 80% part time teacher-librarians average 1.50 and 1.57 respectively, while there is a mean value of 2.86 for their full time equivalents. With respect to planning and developing units of instruction, while considered important to both 60% and 80% teacher-librarians, it rates significantly higher by the 80% teacher-librarians.
### Table 32
Significant Differences Based on Percentage of Teacher-Librarian Time

<table>
<thead>
<tr>
<th>Percentage of Time</th>
<th>50</th>
<th>60</th>
<th>80</th>
<th>100</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Plan and develop units of instruction with teacher</td>
</tr>
<tr>
<td></td>
<td>4.00</td>
<td>3.25</td>
<td>2.71</td>
<td>4.43</td>
<td>Provide leadership for selection of micro-software for total school program</td>
</tr>
<tr>
<td></td>
<td>1.00</td>
<td>-</td>
<td>1.00</td>
<td>2.00</td>
<td>Be involved in the evaluation and selection of equipment for the school</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>1.50</td>
<td>1.57</td>
<td>2.86</td>
<td>Organize book talks for classes</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>2.29</td>
<td>3.33</td>
<td>4.00</td>
<td>Assist in developing policies for selection of computer hardware</td>
</tr>
</tbody>
</table>

F. Seven Major Roles of the Teacher-Librarian

As indicated in Chapter Three, all of the questions on the survey are components of the seven major identified roles of the teacher-librarian. As such, the mean score of each major role has been identified according to each subject group and ranked 1-7 as shown in Table 33. While there is no statistically significant difference between subject groups, this table does offer some similarities and differences in the importance of
each of the roles and their priority. Instruction and consultation are the
two most important roles according to all four subject groups with
teacher-librarians and administrators agreeing with instruction being of
highest priority and the teachers agreeing that consultation is number one.
All four subject groups emphasize library management as the role that is
third in priority. The overall average of all four groups indicates that
instruction, consultation and library management rank as first, second and
third priorities, respectively. There is disagreement on the priority of the
next four roles of professional involvement, advocacy, curriculum and
selection between all four groups, with the exception of administrators
and intermediate teachers agreeing that selection is fourth and
curriculum is sixth. Teacher-librarians place more emphasis on advocacy
(4th) and the least emphasis on curriculum (7th). The overall average of
the four subjects makes it evident that advocacy and selection rank
slightly higher than professional involvement. Curriculum is considered
the least important. Of significance, however, is that the spread between
the top three role areas and the lower four is approximately .5. In
contrast, the difference in mean average scores for the lower four is a
spread of .03.
In the second segment of the questionnaire, subjects are asked to rank five particular role statements in order of highest priority. (Table 34) The results reinforce earlier findings. Cooperative planning and teaching (Instruction) is rated a first priority by teacher-librarians and administrators, whereas helping students learn to use new technology to locate materials (Consultation) is rated first by both primary and intermediate teachers. Each pairs' second priority, however, is the other's first priority. The third priority for all subject groups, once again, is the
role of library "manager". The last two statements show less consistency with earlier results, but are consistent amongst subject groups. The role of advocacy through theme building is rated fourth by all groups. Finally, the making of bibliographies for teachers (Consultation) is considered a last priority.

<table>
<thead>
<tr>
<th>T-L</th>
<th>PT</th>
<th>IT</th>
<th>A</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.84</td>
<td>1.77</td>
<td>1.71</td>
<td>2.15</td>
<td>The teacher-librarian should be available to help students learn to use the new technology to locate materials</td>
</tr>
<tr>
<td>1.27</td>
<td>2.18</td>
<td>1.88</td>
<td>1.31</td>
<td>The teacher-librarian should be available to work with teachers on cooperatively planned and/or taught units of study</td>
</tr>
<tr>
<td>3.12</td>
<td>2.29</td>
<td>2.88</td>
<td>2.92</td>
<td>The teacher-librarian should be a &quot;manager&quot; of the LRC</td>
</tr>
<tr>
<td>3.96</td>
<td>4.75</td>
<td>4.53</td>
<td>4.12</td>
<td>The teacher-librarian should prepare bibliographies for teachers</td>
</tr>
<tr>
<td>3.96</td>
<td>3.77</td>
<td>4.06</td>
<td>3.88</td>
<td>The teacher-librarian should plan special themes and activities and invite teachers to have their students participate</td>
</tr>
</tbody>
</table>
Of the 5 prioritized statements referred to in Table 34, three show a statistically significant difference (p<.05) using a analysis of variance (ANOVA). (Table 35) Both teacher-librarians and administrators give a most important rating (1.27) to the role of instruction. It is significantly different to both primary (2.18) and intermediate (1.88) teachers. Primary teachers, however, put greater emphasis on the role of library management than do the teacher-librarians. For the statement on preparing of bibliographies, teacher-librarians, while making it a relatively low priority, are significantly higher than both intermediate and primary teachers. Administrators also give this statement a statistically significant higher rating than do the primary teachers.
### Table 35

<table>
<thead>
<tr>
<th>Statement</th>
<th>T-L</th>
<th>PT</th>
<th>IT</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher-librarian should be available to work with teachers on cooperatively planned and/or taught units of study</td>
<td>1.27</td>
<td>2.18</td>
<td>1.88</td>
<td>1.27</td>
</tr>
<tr>
<td>The teacher-librarian should be a &quot;manager&quot; of the LRC</td>
<td>3.12</td>
<td>2.29</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>The teacher-librarian should prepare bibliographies for teachers</td>
<td>3.96</td>
<td>4.75</td>
<td>4.53</td>
<td>4.12</td>
</tr>
</tbody>
</table>

**Summary**

The results of the analysis have made it evident that teacher-librarians, primary teachers, intermediate teachers and administrators show many similarities in their beliefs about a teacher-librarian's main priorities. The greatest of these similarities are the identified major task areas of Instruction, Consultation and Library Management. The majority of differences, whether statistically significant or not, are a reflection of the degree of importance placed by the individual on a particular statement. It is reasonable to conclude that all role
statements are considered part of a multi-faceted teacher-librarian's responsibilities to some degree.

3. A Summary of Anecdotal Comments by All Respondents

In addition to prioritizing statements, subjects were asked to respond to three open-ended questions. The questions and the summary of the reflections are as follows.

1. In your school, has a visible change occurred in the library resource center over the past 5 years?

The majority of the subjects who replied answered 'yes'. They note changes in the physical space of the School Library Resource Centre, such as new tables, chairs, paint and shape, as well as changes in technology as automated circulation systems and research stations are becoming more frequently the norm. The introduction of the CDROM is mentioned by almost all respondents whether they have an older School Library Resource Centre, or,
a new library which has also been automated. We've had a
large influx of resources, including CDROM. The library is being used
much more by students and staff. (T-L)

It should be noted, that money has been available for additional resources,
as indicated in the above comment. As well, each school in this school
district received a CDROM work station from the school board in the 1993
-1994 school year.

Cooperative planning and teaching is referred to frequently but
somewhat ambiguously. While many subjects reflect that it is a welcome
and worthwhile addition to the school library resource centre program,
other subjects state that,

The teacher-librarian used to work with students teaching how to
use resources, talking about authors, teaching research skills and
developing projects with small groups of students using the library
resources. Now my students go for a story and book exchange and
that is about it unless I plan a strategy to use with the teacher
-librarian (PT)

This finding is reinforced with other statements whereby,

The current teacher-librarian does not offer to help teachers plan
units or find resources. She is far to concerned about the 'look' of
the environment. (IT)
2. What changes do you think will/should occur in the library resource centres of the future?

Most of the answers to this question offer the same insights as the first question, although the emphasis is stronger. Overwhelmingly, all subject groups felt that the increase in technology in the School Library Resource Centres will have great impact. Links to outside resources of information are referred to, as well as modems and on-line systems to access the information. A multi-media approach to cooperative planning and implementing has equal response amongst all groups, although one respondent suggests that we will see,

*mixed age groups, common interest groups working on research projects; computers used less as a lab but more for individual work through the day* (PT)

3. Is there anything else you would like to comment on in relation to roles/responsibilities of the Teacher-Librarian?

The final question asks respondents to comment on anything else that is of significance to the role of the teacher-librarian.

Teacher-librarians comment primarily under the headings of two major themes. The predominant theme is that of limited time. Every role
is recognized as important but,

In reflecting on these roles and responsibilities, it seems a wonder that any of us are functioning at all. The scope of the job is increasing rapidly as time/funding is decreasing. . . All of these responsibilities and roles are important. We must learn to prioritize. (T-L)

Equally as revealing on the issue of limited time restrictions, especially through the frustrations of being a part time teacher-librarian, is that,

Far too much is expected of us within often limited part-time staffing. Not nearly enough time is available to manage the library. There is no clerical staff. (T-L)

The second theme to appear among the teacher-librarian responses is that of flexibility being the key to a good library program. The emphasis here is on meeting the needs of staff and students as they occur and not locking oneself into a rigid schedule that does not meet the school's needs, as seen with the statement,

The role changes from week to week depending on the needs of students/staff and the 'new' book situation. (T-L)

The additional feedback by the primary teachers question or comment on what "teaching" a teacher-librarian does in a way that suggests that cooperative planning and implementing are important but
not necessarily a happening event. This can be seen through a positive comment like,

*I feel the teacher-librarian should work with teachers and students to assist in learning ie helping find resources, innovative ideas, and teaching library and research skills* (PT)

as well as more critical comments such as,

*It would be interesting to see a comparison between what we would like to have happen and what really does take place* (PT)

*Unless the teacher approaches the teacher/librarian about cooperatively planning and teaching, the teacher/librarian is not involved with the students. Somehow the teacher/librarian needs to be utilized more so that they are assisting with educating students. Their job description is not clear and as a result, they are seen as the person who puts the books away - not as as teacher in any way. Their responsibilities as a teacher needs to be clarified. They could be so valuable to the students and teachers. The library should be one of the busiest rooms in the school* (PT)

*Would like to see the Librarians interact more with teachers and become more accountable for student learning and evaluation* (PT)

*Teachers must do PRO-D on their own time. The library should not be closed for librarian PRO-D* (PT)

In recognition of the implications of technology, one primary teacher writes,

*The teacher-librarian should have full knowledge of all aspects of the LRC (including being able to utilize technology such as CDROM and on-line computers.) I do not think that the position should include the technical aspect of running the computer lab or other machines.* (PT)
Intermediate teachers express many of the same concerns as the primary teachers as they recognize that,

so much depends on the knowledge and experience of the teacher-librarian. What is important is that the individual use her/his expertise and interest as much as possible (IT)

Yet, they too state that,

I see the teacher-librarian as the communication line with the teachers. Keeping us informed about resources, helping to plan units to enhance students learning; I am very disappointed with our librarian. I get the sense she would rather deal with books rather than students. Very sad!; I have hinted at the idea but no response (IT)

which is opposite to the following statement, suggesting inconsistent practices among teacher-librarians.

I'm very impressed with the change to the library becoming a research centre. Our librarian does wonderful units with the children and she forces them to use the CDROM and other advances kids will face as they continue their education (IT)

The administrators overall offer positive comments in support of teacher-librarians and School Library Resource Centres. Not only does the teacher-librarian have a "key role in a school," it is a "crucial leadership role" that relies on,
teacher-Librarians, as well as other staff, assume[jing] responsibilities, not just because of their role, but because of their strengths and interests. (A)

Other comments reflect the need for flexibility, an appreciation for the collaborative needs of the staff, or lack of, and the,

_need to continue to educate staff so that the new role continues to develop and be appreciated by staff._ (A)

Finally, a comment like,

_My librarian does an excellent job in responding to teacher and student needs and managing the resource collection_ (A)

shows that teacher-librarians are recognized for the valuable role they play in education.

Summary

Respondents on this questionnaire had an opportunity to offer valuable insight into the role of the teacher-librarian on an individual basis, outside the rigid structure of the task statements. Once accumulated, these written responses gave evidence of recognized changes to the role of the teacher-librarian and the School Library Resource Centre program. While there were some ambiguities, the
themes of cooperative planning and teaching, as well as technology, did
have overwhelming support. The evidence of dissatisfaction, while
expressed by just a few, is worthy of notice to those individuals who
continue to strive for their vision of what the role of the teacher-
librarian can ultimately be.
The purpose of this thesis was to investigate the changing role of the teacher-librarian and School Library Resource Centre in Canada through both the literature and models in practice in schools, in one urban school district in British Columbia and determine whether or not elementary school teachers, teacher-librarians and administrators share a vision. For educators in British Columbia, the role of the teacher-librarian has been espoused through journals like The Emergency Librarian, through training at the University of British Columbia and through a ministry document called Developing Independent Learners (British Columbia Ministry of Education, 1991), as being an essential part of the education process, as well as a changed role from previous years. The problem has been to determine how much of the "written" change has been accepted amongst teacher-librarians and the other key players in elementary schools.

In Chapter 4 the results of the survey were analyzed in detail and found to be both diverse in viewpoint and yet offer many similarities.
between responses. The following major points are highlighted for discussion.

1. Priorities for the School Library Resource Centre

When ratings of task statements and task areas for the role of the teacher-librarian are averaged, teacher-librarians, administrators, primary teachers and intermediate teachers all share many ideas about which activities are most important and least important to the role. In fact, the findings indicate that there are no statistically significant differences between any of the subjects groups based on the analysis of the seven major identified roles of the teacher-librarian.

It is welcoming to note that all subject groups in this study rate the roles of Instruction and Consultation as the two most important task areas. Administrators and teacher-librarians are in greater agreement with Instruction being the priority. This finding is supported by the overall average of all groups which again shows Instruction as the most important role. These results are especially encouraging because they not only duplicate Betts' (British Columbia, 1991) findings between teacher-librarians and principals in secondary schools, but they show a
considerable improvement over the teachers in her study who ranked Instruction 8th overall. In partial contrast, the study by Hauck and Schieman (Alberta, 1985) found that while teacher-librarians rated Instruction as most significant, it was not in the top ten statements by principals at the time of the study, only in their future vision.

Unfortunately, while Instruction is considered either the most important role or the second most important role of the teacher-librarian according to the answers given by all respondents (teachers, administrators and teacher-librarians) on the survey questions, over half of the subjects had not recently participated in planning with the teacher-librarian. An ambiguity exists between what the key stakeholders in a school envision concerning the role of the teacher-librarian and what is happening in reality. This is a regrettable finding, yet there may be several possibilities for this inconsistency between practice and belief. A first possibility is that a small percentage of the respondents are administrators who are not instructing students on a regular basis. Another reason is the lack of planning time available whereby both teacher and teacher-librarian have an unrushed, uninterrupted, sufficient period of time to collaborate. This survey indicates that the most popular
time for the teachers is to use their own lunch hour or before and after
school. This being the case, opportunity for planning is most likely
influenced by spontaneous circumstance. A further possible reason for a
lack of collaborative instruction in practice is linked to amount of time
that a teacher-librarian is assigned to a School Library Resource Centre.
Given the limitations of working 2.5, 3 or 4 days a week, as the majority
of teacher-librarians do, organizing and operating the resource centre
program involves making decisions on what is most important and what
can be left. The teacher-librarian must prioritize available time based on
the demands of the school which, as anecdotal comments indicate, is
challenging, as well as creating division amongst staff members with
differing viewpoints. For example, many teacher-librarians have
deprecated the organization of District Resource Materials as not
important, whereas the average mean score of both administrators and
primary teachers consider this task as significantly more important. The
amount of time this task consumes per week is relatively small, yet it is
understandably frustrating to the teacher-librarian who has a multitude
of "little" tasks to deal with in a day. If a teacher-librarian is
continually trying to build in more time for collaboration, then other tasks
must be delegated. This same finding was noted by Rainforth (Nova Scotia, 1981). High school teacher-librarians did not feel that they should distribute audio-visual materials to teachers.

How does a teacher-librarian build in the time for helping students, parents, teachers and other school personnel who come to the school Library Resource Centre with a more spontaneous query? This is the second most important role of Consultation. More and more frequently, students and teachers arrive with questions that require answers "now" if the "teachable moment" is not to pass. All of the Canadian studies show that teacher-librarians should help independent study groups of students or individuals to select materials for their projects and instruct students in the operation of audio-visual equipment as well as provide information in answer to questions from students and teachers. (Betts, 1991; Hauck and Schieman, 1985; Rainforth, 1981). Yet, if the teacher-librarian has booked up his/her time with classes or administrative tasks, how can these individuals receive the service they need? To have open blocks of time in a day that may be unused, also gives negative perceptions of what the teacher-librarians does with his/her day. It is a dilemma that each teacher-librarian will have to solve as they advocate for the importance
of consultation time with users of the School Library Resource Centre.

The respondents in this study are all very consistent in rating the tasks related to Library Management as third in priority, with primary teachers placing the greatest emphasis overall. The fact that primary teachers do stress management is not surprising. Working with younger students requires considerable organization to be successful. Their need for organization has probably increased their recognition of the need for organization in a School Library Resource Centre program. It is interesting to note that all subject groups appear to be quite accepting of Library Management tasks rating a higher priority than do the four other professional task areas. Many educators would think this finding extraordinary and not a professional use of the teacher-librarian's valuable time. However, there is no clerical help available to elementary school teacher-librarians, and as a consequence Library Management tasks are the acknowledged responsibility of the teacher-librarian. Volunteer parents and students are encouraged to assist. The danger that exists with this role is that it is never ending in its responsibilities. Unless tasks are delegated or prioritized, it is very easy for a teacher-librarian to spend too much time in this area and not enough time with the more
important areas of Instruction and Consultation. Within this task area, there is also great uniformity to be noted between all groups regarding tasks involving computer technology outside of the School Library Resource Centre as being the lowest overall priority of all task statements. Overall, these findings correspond to those by Hauck and Schieman (1985) but are quite different from those of Betts (1991) who found that teacher-librarians at the secondary level were giving a strong message about decreasing the amount of time spent on traditional library management in order to increase the amount of time spent in collaboration with teachers. As School Library Resource Centres at the secondary level do have clerical assistance, this might be one explanation for the two different findings.

Professional task areas such as Curriculum, Professional Involvement, Advocacy and Selection are less consistently prioritized amongst subject groups although teacher-librarians and administrators are more frequently in agreement than are the two teacher groups. In the overall average of all subject groups, selection and advocacy rated slightly higher than professional involvement, with curriculum receiving the lowest average. These same inconsistencies were repeated in the
previous studies (Betts, 1991; Hauck and Schieman, 1985; Rainforth, 1981). Yet, surprisingly to this researcher, one statement under the heading of Advocacy was in the bottom ten by all four subject groups:

Develop an informational and public relations program for staff, students, and the community.

Literature recognizes this as a very important role and one that teacher-librarians have to be cognizant of in order to act accordingly and ensure that the teacher-librarian is viewed as essential and not as dispensable and thus the first person to be laid off in times of reductions. (Brown, J., 1988) Betts (1991) noted this same pattern in her findings. In terms of role groupings, Advocacy was ranked 4th and 2nd by principals and teachers respectively, and yet it was not in the top ten statements analyzed. Further insights into the difficulty some teacher-librarians have with this role would probably reveal that there is a need for assertiveness. You cannot advocate the importance of your position if you do not leave the safety of your resource room. You must invite others in to participate and leave the sanctity of the resource room to seek out potential users.
2. The Effect of a Diploma in Teacher-Librarianship

Teacher-librarians with their Diploma in Teacher-Librarianship do not show statistically significant differences in their response to the majority of task statements on the role of the teacher-librarian. These findings duplicated those by Hauck and Schieman. (1985) On those statements where they do show a significant difference, they are placing more importance on the individual task. Surprisingly, cataloguing of resources is considered significantly more important by those teacher-librarians with a Diploma in Teacher-Librarianship. These results, on the surface, are disappointing to those educators who encourage teacher-librarians as professionals to obtain their Diploma in Teacher-Librarianship. On the contrary, however, as two thirds of the teacher-librarians in the district studied have either their diploma or additional courses in teacher-librarianship, it is more reasonable to assume that the District’s Teacher-Librarian Association is active in offering support and discussion to those without the additional education in the field.
3. The Advent of Technology into School Library Resource Centres

The majority of respondents to the anecdotal section of the questionnaire recognize that the advent of technology into the resource centre is the most acknowledged change over the past 5 years. Reference is made to the automated circulation and research stations, as well as the inclusion of the CDROM into all of this district's School Library Resource Centres. The increase in technology appears to have generated an excitement amongst all respondents, as well as a prediction for increased services relating to this field in future years. At the time of this study, it appears that the advent of technology has been well received, even though outside the School Library Resource Centre it is not considered as important a role for the teacher-librarian. Concern was not expressed by the teacher-librarians on the difficulties of keeping the computerized School Library Resource Centre operational. It was a primary teacher who displayed some sympathy by stating,

I do not think that the position should include the technical aspect of running the computer lab or other machines. (PT)

Hauck and Schieman (1985) found that teacher-librarians had little interest in technology at the time of her study, however Betts (1991)
discovered that teacher-librarians had more expectations to participate in curricular collaboration, professional development as well as the expection of reduced collection processing. The automated circulations systems have professed to reduced Library Management tasks, but there is a question as to whether they have created challenges in the area of computer literacy.

Conclusion

In the final analysis, change has occurred in Elementary School Library Resource Centres in one urban school district in British Columbia. The perspicacity of all key players on what the teacher-librarian and School Library Resource Centre program have to offer in "the development of independent lifelong learners" (British Columbia Ministry of Education, 1991) and the correlation of these insights to the exemplary vision in the Canadian literature indicates that change has occurred. This message very clearly comes through the questions that the respondents replied to. Has the final change occurred where practice correlates to the internalized vision? In some schools the answer is overwhelmingly "yes," but
indications are that some schools have not reached this final stage in the change process.
CHAPTER SIX
CONCLUSIONS, IMPLICATIONS AND FURTHER RESEARCH

This thesis has demonstrated through a study of the literature and an analysis of the perceptions of educators in one urban school district in British Columbia that a change in the role of teacher-librarian has occurred. There is recognition by teacher-librarians, administrators, primary teachers and intermediate teachers that teacher-librarians have an important role in education today. It is a role that encompasses a wide spectrum of responsibilities making them an equal and valued partner in the education process. The following conclusions outline both the major understandings generated by this research and their implications to teacher-librarians and School Library Resource Centres.

1. Firstly, the perceived priorities of the role of the elementary school teacher-librarian are Instruction and Consultation.

Implication: If Instruction is to take place support and encouragement are essential. It is recommended that time should be provided by
administrators that allows for co-planners to work together without interruptions. It is crucial that the importance of Consultation be acknowledged and understood by all key players. Open blocks of time are essential to an effective School Library Resource Centre program that allows for the spontaneity of its users.

2. Secondly, the third most significant role of the teacher-librarian is Library Management.

Implication: Teacher-librarians must recognize that library management may become a full time responsibility unless priorities are set and tasks delegated. If clerical assistance at the elementary level is unequivocally denied, the teacher-librarian must elicit help from parents, students, and noon-hour supervisors if they are to structure the needed time for cooperative planning and teaching (instruction) as well as consultation. If this is not a possibility, then teacher-librarians must be extremely cautious to not let library management tasks supercede those of more importance.
3. Thirdly, an ambiguity exists between what the key stakeholders in a school envision concerning the role of the teacher-librarian and what is happening in reality.

Implications: Teacher-librarians must work with other stakeholders to establish common goals and guidelines for the School Library Resource Centre program, thus clarifying and implementing the shared perceptions of the role. There will need to an openness in the communications by all parties and a willingness to explore the possibilities.

4. Fourthly, teacher-librarians who have their Diploma in Teacher-Librarianship do not show statistically significant differences in their response to the majority of task statements on the role of the teacher-librarian.

Implication: Although this conclusion implies that the Diploma in Teacher-Librarianship is not essential to a successfully implemented School Library Resource Centre program, in retrospect it is perhaps more of a reflection of the effect of an active, involved Teacher-Librarian
Association that offers support and discussion to those without the additional education in the field. Teacher-librarians must make the effort to be an effective member of their local district associations.

5. Fifthly, the advent of technology is regarded as the most acknowledged change to the School Library Resource Centre over the past five years.

Implication: The increase in technology will make it essential that teacher-librarians learn to become "technicians" as well as facilitators of the automated systems. This will require great adaptability and a willingness to learn not only the new skills but how to incorporate them into the priorities of the School Library Resource Centre.

As the conclusions indicate, it is studies like this one that continue to reinforce observations that change is occurring and will continue to occur, despite economical restraints that limit budgets and cut teacher-librarian positions. Due to the limited nature of Canadian research into the perceptions of the role of the teacher-librarian and School Library
Recommendations for Further Research

One major recommendation for further research would be to conduct a study using a qualitative method, instead of the quantitative method used in this paper and the referenced Canadian studies. A qualitative method of research would allow for an in-depth study into the teacher-librarian's role and the School Library Resource Centre program using extensive observations and interviews, instead of questionnaires, for staff, students and possibly other key players in School Library Resource Centre programs. Through the personal approach of interviewing individuals, the opportunity to include more data from teachers will weight the perceptions more evenly. In this study, the teachers returned 20% fewer questionnaires than did teacher-librarians and administrators. It will also help to further address the lack of significant differences between teacher-librarians will their Diploma and teacher-librarians without. Are there any differences in the expertise with which they
perform the job? There could be two possibilities for the population sample to be selected. The first, is carefully choosing one school initially where a successful resource centre program is in practice. Interviewing a large population from that school would allow the researcher to determine to what extent a teacher-librarian meets everyone's needs in a way that supports the exemplified vision of the role in the literature. A second possibility would be to select a small sample of schools. The more in-depth look into the viewpoints and practice at several schools will allow the researcher to determine whether School Library Resource Centres and teacher-librarians are successful and, if not, perhaps look at reasons for the difficulties in making changes throughout the key personnel involved. It would also allow the research to more closely look into the effect of technology in the elementary School Library Resource Centres.

A second recommendation for future research would be to examine the role of the teacher-librarian in junior and senior high schools of the same school district and so determine whether or not there is a statistically significant difference in both perception of the teacher-librarian's role and the role of the School Library Resource Centre program between elementary and secondary schools. Due to the limited number of
schools at the high school level, it would be probable that a more qualitative method of research should be used. This method would also allow for more discussion into whether or not the reality is the same as the written/spoken vision and why or why not? An intriguing question to further develop would be whether sufficient differences or needs exist between the School Library Resource Centre program at the secondary level, compared to the elementary level, to warrant the additional clerical assistance.
BIBLIOGRAPHY


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implications for teacher-librarians. *Emergency Librarian*, 16(2), 9-14.


Knight, A. (1985). The teacher-librarian's role in the curriculum development process. An MA paper submitted and approved to the University of British Columbia, Vancouver, B.C.


31, January 1994

Dear Principal, Teacher, Teacher-Librarian:

I am writing to ask for your assistance and your participation in a role perception study designed to identify the role of the teacher-librarian and library resource centre in our schools. By examining the perceptions of the role of the teacher-librarian and library resource centre through the vision of the principal, teacher and teacher-librarian, it will be possible to correlate the findings and work towards a common vision, one that strengthens our programs and benefits our students.

To help clarify what you believe the role of the teacher-librarian is, I am asking you to participate in the accompanying survey. Your candid opinions would be most helpful. The questionnaire is designed to take as little as possible of your valuable time. Approximately 30 minutes will be needed. All information will be handled in complete confidence. Raw data will be available only to the researchers both during and after the study. A report of the study itself will present only summarized data, thus preserving anonymity of respondents and schools. If the questionnaire is completed, it will be assumed that consent has been given. As well, the subject has the right to refuse to participate or withdraw at any time.

Four envelopes and four questionnaires are enclosed. The four parties asked to participate are as indicated on each of the surveys. This researcher is requesting that the principal select both the primary teacher and the intermediate teacher. The envelopes should be sealed and sent directly, through the school mail, to Amanda Hufton, Teacher-Librarian, XXXXXX Elementary School, XXXXXXXXX.

As Masters student or co-investigator, I thank you very much for your cooperation. Your expertise is needed and appreciated. (The principal investigator is Dr. Ron Jobe.)

Sincerely,

Amanda Hufton
Teacher-Librarian
XXXXXX Elementary
APPENDIX B: QUESTIONNAIRE

THE ROLE OF THE TEACHER-LIBRARIAN
INSTRUCTION SHEET

Directions

Please respond to each statement by circling the appropriate number on the questionnaire. Remember that what we are asking of you is your perception of the appropriate roles for a teacher-librarian today. Your opinion will be a measure of relative importance and will be on a scale ranging as follows:

1. very important
2. important
3. less important
4. slightly important
5. not important

Since previous literature has indicated that many of these roles are of significance, it is essential that you be discriminating in making your judgements about the relative importance of each. Throughout the questionnaire the abbreviation LRC has been used to stand for Library Resource Centre.

After each individual has completed the questionnaire, they may seal it in their individual envelope. The envelopes can then be submitted to the principal, who would please use the school mail service to send the questionnaires to Amanda Hutton, Teacher-Librarian at XXXX Elementary School. I would appreciate it if you would return the completed questionnaires in the enclosed envelope by February 28, 1994.
THE ROLE OF THE TEACHER-LIBRARIAN IS TO:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Very Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare oral and written reports for teachers on developments in school library program.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. Develop a written policy for evaluation and selection of learning resources that meets curricular, informational and recreational needs.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Keep informed about findings of current research related to instruction and learning.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Plan and develop units of instruction with teacher.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5. Become involved with the teachers in the evaluation of learning experiences.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>6. Encourage and participate in teaching students to communicate and express their ideas through a variety of media.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>7. Provide information in answer to questions from students.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>8. Establish written policies and procedures that achieve the goals of the LRC program.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>9. Involve school staff in evaluating the effectiveness of the LRC program.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>10. Organize teacher involvement in the preview, evaluation and selection of learning resources.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>11. Analyze present and future curriculum needs in order to select suitable materials.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>12. Organize use of the District Resource Centre materials for the entire school.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>13. Use knowledge of research findings and current developments in technology to stimulate educational innovations to improve learning in school programs.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>14. Plan a program of media and study skills integrated with classroom instruction.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>15. Design and conduct in-service experiences to demonstrate effective co-operative planning and teaching.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
THE ROLE OF THE TEACHER-LIBRARIAN IS TO:

Statements Very Important Not Important

16. Provide information in answer to questions from teachers. 1 2 3 4 5
17. Provide listening, viewing and reading guidance. 1 2 3 4 5
18. Perform regular evaluation of LRC program. 1 2 3 4 5
19. Develop a working relationship with public libraries and outside organizations. 1 2 3 4 5
20. Assist teachers to incorporate outside resources into learning experiences for students. 1 2 3 4 5
21. Plan and conduct workshops to demonstrate audiovisual services. 1 2 3 4 5
22. Give orientations to new teachers. 1 2 3 4 5
23. Teach media skills and media appreciation integrated with classroom instruction to large and small groups. 1 2 3 4 5
24. Be familiar with school textbooks. 1 2 3 4 5
25. Prepare regular reports to the principal on the library resource centre program. 1 2 3 4 5
26. Participate in cooperative sharing of learning resources inside the school district. 1 2 3 4 5
27. Prepare and justify a budget which reflects the instructional program of the LRC. 1 2 3 4 5
28. Initiate specific teaching units to integrate the effective use of learning resources with classroom instruction. 1 2 3 4 5
29. Write articles in professional journals to disseminate new ideas. 1 2 3 4 5
30. Be familiar with curriculum guides in use in the school. 1 2 3 4 5
31. Participate with teachers in the analysis of student learning styles. 1 2 3 4 5
32. Identify and prepare solutions for such potential problems as censorship, bias and stereotyping. 1 2 3 4 5
33. Apply technological advances to LRC services. 1 2 3 4 5
Please rank the follow statements in order of priority, starting with "1" as the highest priority.

___ The teacher-librarian should be available to help students learn to use the new technology to locate materials.

___ The teacher-librarian should be available to work with teachers on co-operatively planned and/or taught units of study.

___ The teacher-librarian should be a "manager" of the library resource centre, maintaining and cataloguing resources, and maintaining equipment.

___ The teacher-librarian should prepare bibliographies for teachers.

___ The teacher-librarian should plan special themes and activities and invite teachers to have their students participate.

How would you divide up the amount of time spent on the following activities, by a teacher-librarian employed full time or part time, as a percentage?

FT  PT

___%   ___% Co-operatively planning units with teachers.

___%   ___% Co-operatively teaching units with teachers.

___%   ___% At teacher's request, visit classrooms to observe activities and make presentations.

___%   ___% Participate in professional organizations to keep abreast of new issues/knowledge.

___%   ___% "Manage" library resource centre, maintaining and cataloguing resources, maintaining equipment, and organizing circulation of materials.

___%   ___% Organize use of audiovisual equipment in the school.

___%   ___% The teacher-librarian would be available to help students select books for information and/or leisure reading.

Is there anything else you would like to comment on in relation to roles/responsibilities of the Teacher-Librarian?
Role of the Teacher-Librarian Background Information Sheet

1. Your present teaching assignment
   a) primary classroom teacher   b) intermediate classroom teacher   c) administrator

2. Number of hours of courses, workshops or seminars you have taken which dealt with the role of the teacher-librarian and/or the school library program
   a) None   b) Less than 4 hours   c) 4-8 hours   d) More than 8 hours

3. Your use of the library in your teaching program (excluding scheduled book exchange time)
   a) Never use it   b) Use it frequently   c) Use it fairly often   d) Use it as a major component of my program

4. Current level of information technology in your school library resource centre (circle all appropriate choices)
   a) Student computer station(s)
   b) CD-ROM(s) available for staff/student use
   c) On-line databases (via modem) for staff/student use
   d) Video machine for student use
   e) Film strip or film projector for student use
   f) Cassette player for student use
   g) None of the above
   h) Unaware

5. Since September 1993, I have planned and implemented a co-operatively developed teaching unit with the teacher-librarian:
   a) Several times   b) twice   c) once   d) never

6. If you have planned a unit when did you plan the unit?
   a) after school, lunch hour or before school
   b) prep time
   c) co-operative release time
   d) other

7. I did not plan a unit with the teacher-librarian because: Circle any choice(s) that is appropriate)
   a) I do not have sufficient time
   b) my school program is too full
   c) of lack of space in the library because of scheduled classes
   d) I am not comfortable with team teaching
   e) I was not approached by the teacher-librarian
   f) I do not have enough knowledge about co-operative planning
   g) I was unaware that time was available for co-operative planning
Teacher-Librarian Background Information Sheet

1. School: ________________________________________________

2. School Population: ______________________________________

3. Time officially allocated to school library resource centre: ______

4. Use of time officially allocated:
   (timetable may be used to answer question)

5. Training:
   Bachelor of Education __
   Diploma in Teacher-Librarianship __
   Other (please specify) ________________________________

6. Total years of experience as teacher-librarian: _____________

7. Years in present school: _________________________________

8. Current level of information technology in your school library resource centre (circle all appropriate choices)
   a) Student computer station(s)
   b) CD-ROM(s) available for staff/student use
   c) On-line databases (via modem) for staff/student use
   d) Video machine for student use
   e) Film strip or film projector for student use
   f) Cassette player for student use
   g) None of the above
   h) Unaware
APPENDIX C: FOLLOW-UP LETTER ONE

February 17, 1994

Dear Principal

Approximately 2 weeks ago, you should have received a package of questionnaires for yourself, the Teacher-Librarian in your school, and the primary and intermediate teacher of your choice. These questionnaires are important as they are the basis on which my research into the role of the teacher-librarian is founded. I hope that you have had the opportunity to distribute the questionnaires to your staff. As well, I am hoping that all of you have found a moment in your busy schedule to complete the survey.

I have now begun to receive the first questionnaires through the interschool mail. It is quite exciting and I am looking forward to their tabulation and analyzation. If you did not receive the questionnaire package at your school, please call me at XXXXXX School, and I will remedy the problem without delay. If you and your staff have already completed your questionnaire and returned them to me, I extend my sincere appreciation to all of you for your participation.

Once this research on the role of the teacher-librarian is completed, a copy of the document will be forwarded to the XXXXXXX School Board. As well, any individual or school who voluntarily participated in the study, is welcome to request a copy of the results.

Again, thank you for the assistance that you and your staff will hopefully have given, or will give, with this study.

Respectfully yours

Amanda Hufton
M.A. Student, University of British Columbia
Teacher-Librarian
APPENDIX D: FOLLOW-UP LETTER TWO

March 1, 1994

Dear Principal

Approximately one month ago, you received a package of questionnaires for yourself, the Teacher-Librarian in your school, and one primary and intermediate teacher of your choice. I wish to sincerely thank all of you who have taken the time to distribute, complete, and return these questionnaires.

I am now in the process of beginning my analyzation of the data, and I wish to ensure that every school has had the opportunity to give input with their vision of the Teacher-Librarian and the role of the Library Resource Centre. It is for this reason, that I am contacting you one last time.

In research, the largest sample possible lends greater strength to the findings. I would appreciate it, if you could check one last time to see if the questionnaires have been completed and returned.

Once again, I thank you and your staff for the assistance you have given me in completing your questionnaire.

Respectfully yours

Amanda Hufton
M.A. Student, University of British Columbia
Teacher-Librarian