1989

An examination of school libraries in the Illawarra Region

Paula Narelle Brown

University of Wollongong
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AN EXAMINATION OF

SCHOOL LIBRARIES

IN THE ILLAWARRA REGION

A thesis submitted in partial fulfilment of the requirements for the award of the degree

BACHELOR OF EDUCATION
(HONOURS)

from

THE UNIVERSITY OF WOLLONGONG

by

PAULA NARELLE BROWN

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My appreciation is extended to the principals, librarians, teachers and students of the schools involved in the study.

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My special gratitude is offered to my family. To my husband, Paul, for his eternal patience and for the contribution of his computer expertise and editing skills. To my children David and Amanda - thank you for being so understanding.
ABSTRACT

An examination of five schools in the Illawarra Region was conducted to determine what was happening in school libraries in 1989. Principals, librarians and teachers were interviewed and surveyed to discover their perception of the role of a library in a school and within the curriculum.

The students were surveyed to find out what activities they participate in within their library lessons. The attitudes and feelings of the students were explored to discover their likes and dislikes about their school libraries and how they felt in a library environment.

The study also evaluated the implementation of the Libraries in New South Wales Government Schools Policy Statement 1987 at each school site.

A naturalistic paradigm was chosen for the study using a variety of data collection modes including questionnaires, interviews and classroom observations.

The results of the study indicated that the surveyed schools were at various stages of implementing the policy statement. However all schools had experienced similar problems which restricted the complete implementation of the policy.

Analysis of the student data revealed that the majority of respondents displayed a positive attitude towards the library. Students indicated that they were developing sound strategies for locating information, through involvement in interesting and stimulating experiences.
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CHAPTER ONE - INTRODUCTION

1.1 Purpose of the study

"School libraries vary greatly in size, from the large, staff complex with extensive resources in high school to the cupboard or corner in some small schools. Yet large or small, all school libraries share important characteristics. They all provide essential resources for teaching and for learning, resources which are both human and material." (Libraries in New South Wales Government Schools Policy Statement 1987)

During their education in primary and secondary school, all students have contact with a library. The level of contact at which each individual engages in can vary greatly. Research conducted by Roe and Mellon has indicated that the success of the learning achieved by the student can be enhanced or inhibited by their ability to effectively use the library and its resources. It has also been suggested that the emotional attitudes that are held by the students can also strongly affect the degree of learning that takes place. (Roe, 1972 and Mellon, 1988)

The general aim of this study is to examine what is happening in school libraries today.

Two specific aims of the study are:

- to highlight what students in today's schools think and feel about libraries,
- to illuminate exemplary practices that are happening in our school libraries today.
The issues addressed by the study are as follows:

• The role of a library in a school as perceived by the librarian, the teachers and the principal.

• The library as part of the whole learning/curriculum.

• The effectiveness of the implementation of the Library Policy.

• The problems encountered by the implementation of the policy.

• The ways in which these problems are being overcome.

• The activities experienced by students in library lessons.

• The students' attitudes and feelings about the library.
1.2 Background of the study

This study was undertaken as a follow up to a project, conducted by the researcher, which considered the attitudes of tertiary students to libraries. The project titled, *Can you help me, I'm not very good at libraries?*, indicated that many of the surveyed students had come through an education system that had not equipped them with the skills to use a library effectively. The report also highlighted that some students displayed a negative attitude towards libraries and experienced feelings of 'intimidation' and 'fear' and felt 'threatened' when in a library environment.

At the completion of the project, this thesis was undertaken to examine what was happening in school libraries today, two years after the release of a government policy on library education. In 1987, the N.S.W. Department of Education released a document titled, *Libraries in New South Wales Government Schools Policy Statement 1987*. This policy was a culmination of concepts and recommendations put forward over a period of many years. The policy was a base from which each individual school could develop their own school library policy to meet the particular needs of their students.

This study was carried out at a time when many schools were facing difficulty in implementing the library policy statement. Soon after the release of the policy statement a N.S.W. State Government election resulted in a change of party governing the state. The change in government lead to many changes within the Department of Education. Alterations to staffing levels affected services that would allow the aims of the Library Policy to be put into practice.
The Library Policy states that the purpose of the school library is to enhance teaching and student's learning within the total program of the school. This can be achieved through co-operative planning, implementing and evaluating of teaching and learning programs. As an extension of the classroom, students can develop information skills in a relevant and meaningful way.

The policy suggests that the school librarian should provide experiences to stimulate reading and develop in students a desire to read, and promote the social and recreational development of students.

"The atmosphere of the library should stimulate interest and enthusiasm for learning, and promote a desire to extend experience through reading, listening and viewing. Its physical environment should be attractive and welcoming to both students and staff. In the context of available resources, advances in technology should be assimilated into the library to maintain its relevance to its users within their wider social context."

(Libraries in New South Wales Government Schools Policy Statement 1987, p1)

These were the criteria used in this thesis to determine the degree to which the Library Policy was being implemented in each of the schools involved in the study.
1.3 The assumptions underpinning the study

The assumptions that form the basis of this study are as follows:

- libraries are an integral part of the learning process,
- students need to acquire the skills to learn how to learn,
- students should enjoy using the library,
- for libraries to be useful, students need to feel confident about using them,
- students need to know how to gather and process relevant information.

Research into attitudes of tertiary students to libraries has indicated that there is a knowledge gap that exists between ".... learning about the library in grades K-12 and using the library for research in post secondary education." (Mellon, 1988, p139)

Schooling is not simply an imparting of knowledge, but an acquisition of skills and attitudes. As education moves into the twenty first century, it will be even more important for students to develop information skills that will enable them to cope with changes in the society in which they live.

Learning should be as uncomplicated and durable as possible. Students need to develop procedural knowledge (knowing how) rather than declarative knowledge (knowing that). This is achieved through the development of information skills, the process of how to locate the information they require.
Therefore students should be able to collect, interpret and present information from a variety of sources and to develop cultural and literary interests. But most importantly students need to be able to use the library to prepare for ongoing education and fulfilling use of leisure time.

It is important to teach these skills to give students the ability to learn and to go on learning throughout their lives. The teaching of information skills will give students the ability to satisfy their changing information needs. The attainment of such skills promotes lifelong learning and allows for the development of an informed society.

1.4 Rationale

The rationale for this study can be summarised by Hall, 1969, who stated "The challenge for us is to show how the school library and its staff are integral to the whole concept of the changing emphasis from teaching to learning, and particularly for the principle of learning how to learn." (Hall, 1969, p83)

A shift away from a teacher based education system towards resource based learning has occurred due to changes in learning theory which recognises that:

- there are different learning styles among children,

- learning takes place through interaction with resources and problem solving, not just input of information,

- the significance of non-print material is increasing,

- the flood of new information has made it far more important for the student to learn how to learn than focus on subject content, that is to memorize fact,

- students need assistance to work toward a commitment for life-long learning.
The Schools Commission (1984, p4) recommended the adoption of teaching approaches which encourage the reduction of passive listening and teacher emphasis, and stress the gathering and evaluation of information in solving problems. The report highlighted the need for children to acquire a general capacity for learning skills rather than any particular learned skill.

"The teaching of information skills requires the teacher to provide opportunities for the instruction in and development of these skills to encourage students to become better learners. The teacher will be teaching learners how to learn."

(Education Department of Tasmania, 1984)

However, this theory of learning is not unique to the eighties. Kandel (1938) wrote "The development of an inquiring mind, a mind that will weigh and discriminate between useful knowledge and mere facts, a mind that is trained to raise questions, and in methods of finding answers to them, that should be the real purpose of education." (Kandel, 1938, p5)

1.5 Locus of the study

The study is located in the Illawarra district within the South Coast Region of the N.S.W. Department of Education. The sample of five schools involved in this study was selected to include schools of various sizes and students from a variety of backgrounds. This range includes students from K-12, and schools with enrolments ranging from 60 to 1300 students. The study also included one non-Government high school.

The student sample includes children from upper middle class families to children from non English speaking backgrounds. The schools involved in the study consist of three primary schools and two high schools. These schools will be referred to as schools A-E.
1.6 Outline of the remainder of the study

A review of literature compiled in Chapter 2 has been undertaken to research the history and philosophy of the Libraries in New South Wales Government Schools Policy Statement. This review also highlights previous research that has been carried out in the area of student attitudes to libraries and the relationship of these attitudes to learning. The methodology behind the study is described in Chapter 3, where the mode of enquiry is outlined and the design of the study explained.

The results of the study have been written as individual case studies of each of the sample schools and presented in Chapter 4. Each case study includes a description of the school library, its organisation, the analysis of student surveys, teacher surveys and interviews held with the teacher librarian and the school principal.

Chapter 4 also discusses the overall results of the case studies drawing together similarities, and highlighting differences between schools. A conclusion has been drawn from the results of the study in Chapter 5 and suggestions and recommendations for future planning have been made to assist schools in overcoming problems faced in the implementation of the Libraries in New South Wales Government Schools Policy Statement. The conclusion illuminates the implications for further study.

In summary

The study is designed to investigate the current trends in library education; to discover what children are doing in libraries in the Illawarra in 1989.

The study will also attempt to evaluate the implementation of the Libraries in New South Wales Government Schools Policy Statement 1987. It will examine the degree to which the policy document is being implemented in the sample schools, what problems are being faced by staff and how the problems are being overcome. From the information collected during the study, suggestions and recommendations will be made to assist schools in the implementation of the Library policy.
CHAPTER TWO - REVIEW OF LITERATURE

The literature reviewed in this chapter covers the historical development of libraries in New South Wales Government schools, and the role of the library in education. This literature outlines the beliefs of many educators that libraries are an integral part of the learning process. The review traces the development of the Libraries in New South Wales Government Schools Policy Statement 1987 from conception to implementation.

Research literature relating to library attitudes, published during the last decade, applies mainly to the attitudes of students to libraries in the tertiary field. This resulted in a small research base for that dimension of the thesis.

2.1 Development of school libraries

The importance of libraries in the role of education is not a new initiative of the eighties. Kandel (1938) stated "... that one is never too old to learn, provided that there is a desire and a purpose to learn. Education is, therefore recognised as a life long process." He also suggests that "libraries have their place, therefore, as a part of a nation's or a community's provision of educational opportunities; they can no longer be regarded merely as repositories for books, nor can librarians any longer remain content to be 'keepers' of books." (Kandel, 1938, p4)

Kandel (1938) predicted that "the time must come when training in the use of libraries will replace the assimilation of textbook information, and when schools have on their staff at least one teacher who has had some training as a librarian. In the same way, the librarian of the future must also be a teacher. Just as soon as education is directed to the development of the inquiring mind, libraries will come into their own." (Kandel, 1938, p6)

Willis (1974) reported that because of the demanding role of the librarian in a school, it is the policy in N.S.W. that the librarian is to be a qualified teacher. Willis affirmed that it was the general policy "... that all teachers should receive some training in library methods to gain their teaching qualifications." (Willis, 1974, p2)
School libraries in Australia have for many years been the subject of special attention, but it was only in the late 1960s and into the 1970s that actual development took place as a result of special funding.

The States Grants - Secondary Schools - Libraries Act, 1968 was responsible for the establishment of libraries in most secondary schools. In his report to the Fourth National Conference of School Libraries, in 1974, Willis stated that there were 149 new secondary libraries completed or nearly completed, and that it was anticipated that by 1975 a total of 290 libraries would be completed or under construction. This indicated that 70% of N.S.W. secondary schools would have a modern school library. In addition 390 new primary libraries would be under construction or in planning.

Commenting on change, Professor King (1976) stated that when thinking of change in regard to education, you must think in decades. "The dramatic development of school libraries in Australia in little over a decade is a demonstration of what can be done with interest and support from government. But this tangible outcome of an educational investment is only part of the change process. The impact of these improved school resource services on the quality of the teaching/learning process is just beginning to be felt and will continue for several decades to come."

(King, 1976, p19)

2.2 The role of the library in education

Willis (1974) recognised that the school library had a dual function to perform. "In the public mind the library is a repository of knowledge. It is one of the most important tools which mankind has devised, ensuring the transmission of knowledge and culture from one person to another and from one age to the next. This technological age places even greater importance on this role: advances in knowledge require a knowledge of where to look on the shelves." In addition to this function, the school library also has "...... an active role to play as a medium of education."

(Willis, 1974, p1)
The increase in funding and the provision of improved library facilities in schools resulted in the library assuming a more important role in education. This, combined with changes in educational theory which suggested that the emphasis should be placed on the learner rather than on teaching, resulted in many changes in the role of the school library.

Brewer (1981) wrote of how there has been a shift from the teacher to the student. She states that for many years educators have talked about individual differences and that now schools are trying to cater to the individual needs of students. "Some learn by reading, some by listening, some by doing something with their hands, some by looking and often by a combination of two or more of these. We must remember that it often depends on what the student is trying to learn and on the student's background and skills as to which of the above methods of learning will be used. The facilities and resources available in the school library assist in individualised instruction." (Brewer, 1981, p38)

Hall (1969) claimed students needed the opportunity "..... to develop individual responsibility and the skills of independent study, to develop an inquiring mind, to learn the skills of effective discussion, for effective human relations, and for satisfaction in learning. There is a need for large group instruction, small group discussion and independent learning. In this context the school librarian's role is seen as being a member of a team of teachers and other members of staff." (Hall, 1969, p82)

This statement reinforced the view of Kandel (1938) who thirty years previously had stated that the real purpose of education is to develop an inquiring mind, "....... a mind that will weigh and discriminate between useful knowledge and mere facts, a mind that is trained to raise questions, and in methods of finding the answers to them. It is an education of this kind through which proper reading habits can be developed and through which the need and use of libraries can be aroused." (Kandel, 1938, p5)
Willis also suggested that the quality of self direction and self organisation is one of the most important qualities to be acquired at school. "These qualities, so essential in tertiary education and all forms of post-school education, and indeed in so many other aspects of adult life, are engendered by the students' work in the school library." (Willis, 1974, p2)

Although Hall (1969) considered that the concepts of learning how to learn and life-long education were becoming cliches she proposed that educationalists examine them carefully and devise programs in schools and libraries that will allow them to become a reality.

2.3 Attitudes developed through library

"We should recognise that the school library has a positive role to play in the formation of the child's attitudes to life and education, in his leisure pursuits and adjustments to social change." (Willis, 1974, p2)

Willis stated that effective teaching is based on the relationship between the teacher and the student. "It is the relationship and the attitudes that the pupil remembers and incorporates in his own personality long after the detailed facts studied in class are forgotten. In the same way the student's attitude to knowledge later in life, and the use he will make of the public or municipal library in after years, will be conditioned by his experiences in, and his approach to, the school library." (Willis, 1974, p2)

Two authors who have addressed the subject of attitudes and libraries are Ernest Roe and Constance Mellon. Ernest Roe (1972) investigated children's attitudes to libraries in his book, Teachers, Librarians and Children.

Roe suggests that "if the experiences are pleasant for the child - for instance if the atmosphere in which he meets library books is warm and friendly, and if the books themselves are appealing - then the scene may well be set for the production of favorable attitudes towards later reading." (Roe, 1972, p66)
Roe also states that it is not only the reading matter, but how the child is introduced to that reading matter that is of crucial importance in the beginning-to-read period of a child's education. These factors may significantly affect the child's attitudes to not only reading, but to libraries themselves. (Roe, 1972, p70)

When the transition from primary to secondary school occurs, Roe suggests that "... at best, the child may take with him the impression of the library as a stimulating place which both satisfies and arouses a desire for knowledge as well as providing the excitement of new experiences. At worst, he will have learned to see it as a threatening place, damaging to his self-esteem, a reminder of his classroom failure, a place for kids with brains which he must reject in self-defence." (Roe, 1972, p70)

Mellon, 1988, writes of how 'attitudes' are the forgotten dimension in library instruction. She states that there are two important concerns that are rarely ever addressed, how people feel as they try to meet their information needs in libraries, and the knowledge gap that exists between 'learning about the library' in grades K-12 and using the library for research in post secondary education. From her research Mellon concluded that "First, the emotional attitudes that students bring to the learning situation strongly affect what and how much will be learned. Where anxiety is present, it must be allayed before the work of instruction can begin. Second, attitudes toward library use begin far earlier than the students first day at college." (Mellon, 1988, p139)

Hall (1969) considered one of the major concerns for education in a time of rapid social change, where there is such emphasis on continuing education throughout life, is for children to develop a positive attitude to learning and to providing individual skills that will allow the individual to participate in their own lifelong education. "Thus learning how to learn is seen as vital in effective schooling and living." (Hall, 1969, p82)

Brewer (1981) put forward the point that "the librarian can facilitate reading by making certain that readers have the necessary knowledge and skills and above all, the confidence to use the library and the books."
(Brewer, 1981, p46)
2.4 The school library and the curriculum

"As matters such as skills, attitudes and methods of thinking underlying a subject have been given new prominence in subject after subject, the boundaries between subjects have become less definite than in the past. This has given rise to fresh consideration of the curriculum as a whole and to the various ways in which the individual school subjects or areas of experience and study may fit into the total pattern of a school program." (Aims of Secondary Education in New South Wales, 1973, p6)

As the school library has developed it has become a less isolated part of the school. It is still possible to find schools where library techniques and library use are taught as formal lessons and where reading is encouraged as a peculiarly library activity. However, Vaughan (1971) stated that the library should be integrated into the school. He suggested that this was based on three assumptions:

"(a) that the existence of the library does influence the curriculum aim,

(b) that the library does contribute to the acquisition of knowledge and skills and the development of attitudes, that it does prompt thinking and feeling,

(c) that child learning is, at least in part, based on discovery in the library. The justification for these assumptions is derived from an examination of the nature and purpose of education and of interaction of teacher and child in the learning process." (Vaughan, 1971, p103)

The role of the librarian in a school is a complex one. The teacher-librarian holds a specialist position within the school and holds a dual role as a teacher and a librarian. The teaching role is quite different from that in a classroom, with the teacher often relating to greater numbers of children on an irregular basis. The knowledge of all the children and their individual learning is a far greater task than that faced by a classroom teacher.
Part of the librarian's teaching role is to work with other teachers in designing situations in which learning takes place. "If real co-operation is to occur, librarians must spend time at staff and curriculum meetings as well as working closely with teachers and students in the library."

(Brewer, 1981, p42)

Although the subject of the school library and the curriculum has been addressed by many authors, there has been little research carried out in the field of students attitudes to libraries. An Educational Resources Information Centre (ERIC) database was searched using the descriptors of 'libraries' and 'students attitudes'. The result of the search indicated that this was an area into which few researchers had ventured.

One researcher who had ventured into this field was Scholl (1987) who suggests that if you are a reader, one of the most rewarding places to become familiar with is the library. However, for those students who are reluctant readers the library is not seen as a pleasant place to be, and therefore the reluctant reader is often averse to come to the library. Scholl writes "the unsuccessful reader is in a catch-22 situation. Because his experiences have been unpleasant, he has learned to dislike reading. Because he dislikes reading he avoids it when he can." (Harris and Sipay 1985, cited Scholl, 1987, p324) Scholl considers that readers should put in time being readers, if we do indeed learn to read by reading as suggested by Smith (1978).

Scholl has devised games that could help the reluctant reader enjoy the library. "We have had success at our university reading centre with introducing reluctant readers to the library by creating a situation where the children need the librarian's help: finding books that answer clues in a mystery contest. The success of this strategy is evident by the excitement of the children and their willingness to follow over through the weeks."

(Scholl, 1987, p324)
In a report titled *School Libraries in Australia*, Fenwick (1966) reported that use of the school library was very rarely extended to the children in the infants schools. Fenwick considered that "The foundation for an educated adult who can make full use of resources of the past and the present is to be found in the school library that is accessible from the first day of school, where the child becomes acquainted with literature, finds reading a pleasurable and rewarding activity, learns that recorded ideas of men are categorised, arranged in logical order, and can be approached through aids that help him learn to ask questions. This experience makes possible the continuing education that will characterize the adult learner of tomorrow." (Fenwick, 1966, p19)

Literature is an essential part of any language program. From the first day at school, children should experience a warm literary environment that will "........ motivate a desire to read and subsequently promote a love of literature which is a basic of the educative process at every stage". (Reading K - 12, Curriculum Policy Statement, 1979, p4)

"The library plays an important role in the school's reading program, providing support for and an extension of the work done by teachers in their classroom. The effectiveness of the library depends largely on the involvement of all who use its facilities. Thus it is important that teacher and teacher-librarian complement each other in the development of reading across all curriculum areas."

(Reading K-12, Support Document No 7, 1979, p7)

Turner (1981) suggests that children who arrive at school, having already been orientated to books at home, should not be disappointed. Holdaway (cited Turner, 1981) states "....... just as speech develops in an environment which is immensely richer than the immediate needs of the infant, so the orientation to book language develops in an environment of rich exposure beyond immediate needs." (Turner, 1981, p91)
Many teachers now understand the benefits of the reading of stories to their students. The library is a resource that will provide a source of accessible good books. In schools where these conditions occur, and where the teacher and the librarian display knowledge and interest in books and are "sensitively engaged in children's responses to books, children will be strongly motivated to learn and will be encouraged to strengthen and reinforce earlier experiences with books." (Turner, 1981, p92)

Turner (1981) therefore writes that the implications for educationalists are clear. The conditions found in a 'book' home should be replicated at school. Two factors emerge, engagement and environment. "The school has a responsibility not only to teach reading but also to create an environment that will make children want to read and will enable them to discover the excitement of reading." (McKenzie & Warlow, 1977, p9)

Zahnleiter (cited Turner, 1981) makes a plea for the use of children's literature in the teaching of reading. She comments that too many teachers have lost sight of the purpose of teaching decoding skills beyond the requirements of reading. "There is no better way to reinforce these skills than by reading, which in turn is strengthened and enriched from the whole spread of the language arts - creative self-expression in writing, in drama, in dance, song poetry and art activities." (Turner, 1981, p93)

Turner (1981) considers that one of the main roles of a teacher-librarian is to be a reading consultant who works in close collaboration with all the staff of the school. It is then necessary for the librarian to have a wide and thorough knowledge of literature and related materials. Turner (1981) suggests that without the full support of the classroom teacher, the role of the teacher-librarian could be undermined.

The teacher-librarian and all the staff should demonstrate ".... a professional commitment to reading, not simply to keep themselves informed of new developments in reading research or to keep abreast with children's books (important as these tasks are), but to be seen as models for children to emulate. If children are to see the activity of reading as well worthwhile, then they must be encouraged by the sight of adults reading." (Turner, 1981, p97)
Reading K-12 (1979) suggests that teachers could be seen reading not only at the same time as the children, but reading the same material. This could generate interest in books through discussion of author's style, skill in developing the story and the effective use of language.

"The belief that reading is worthwhile can be readily communicated. Teachers who have an insatiable appetite for literature and who radiate an infectious enthusiasm for reading can introduce children to a unique and exciting world." (Reading K - 12, Support Document No 2, 1979, p13)

The use of literature both in the library and in the classroom can serve three basic functions at all stages of the child's development. Literature can:

- provide interest and pleasure,
- help children to grow and develop,
- serve as a source of learning.

(Reading K -12, Support Document No 2, 1979, p13)

Therefore it is important that the classroom teacher and the teacher-librarian "complement each other in the development of reading across all curriculum areas." (Reading K - 12 Support Document No 7, 1979, p7)

The librarian in the school also plays an important role in the reading program of the school. The school library may be, in some cases, the only contact a child has with literature or a library.

2.6 The changing role of the library

There has also been much written about the changing role of the library within the school. The literature strongly emphasizes the need for the library to keep abreast of technology and that it is imperative for students to gain the skills needed to cope with the society into which they are growing.

Brewer (1981) concluded that school libraries have not only changed because of developments in education. It is these changes, coupled with changes in curriculum content and design, methods of instruction, advances
in technology, the emphasis on the need for information and the need to prepare students to effectively use their leisure time. "School librarians, as teachers are involved in curriculum planning, in study skills and reading programs, and in liaison with the community." (Brewer, 1981, p49)

The policy statements, Libraries in New South Wales Government Schools and Information Skills K-12, are major steps towards clarifying the function of the library within the school, and ensuring that the students of the future can develop information skills.

Kirk (cited Hawkins 1987) stated we live in an information society, "..... that in 1981, 41% of the workforce was employed in information related activities. As schooling needs to be considered in the context of the information society, all students need to acquire information literacy. Unfortunately in 1983, 17% of 15 year olds were found to be sub-literate. Information literacy has been defined as the ability to access and evaluate information for a given need." (Kirk, 1987)

"With resource based learning a student learns from confrontation with learning resources, accepting responsibility for his/her own learning". (Hawkins, 1987, p1) This supports one of the aims of N.S.W. Department of Education, to prepare the individual for lifelong and independent learning.

2.7 Cooperative Planning and Teaching

As discussed earlier in this review the style and content of the curriculum in schools has undergone many changes in the twentieth century. These changes have resulted in the emphasis being placed on the learner in preference to the teacher.

Henri (1987) reflects that these changes in emphasis away from the teacher has resulted in "strong support for schools characterised by individualised learning programs, resourced-based learning, mastery learning and continuous progression in learning." (Henri, 1987, p3)
Haycock (cited Henri, 1987) argues that the teacher-librarian's major task is to work with classroom teachers to plan, to develop and implement units of study which integrate research and information skills. "Haycock provided the clue which is needed to link the philosophy and practice of resource-based learning to an effective use of the teacher-librarian and the library program. He is in essence advocating a cooperative programming model for the teacher-librarian." (Henri, 1987, p14)

Henri list the objectives of a cooperative planning as three fold. These are:

- to establish research/study/learning/information skills in the school curriculum as a means to independent learning,
- to clarify the roles of the teacher-librarian and classroom teacher in resource-based learning,
- to realize more effective utilisation of the library resource centre and the school's stock of learning resources.

(Henri, 1987, p15)

"Cooperative planning and teaching is the integrated approach, when the whole range of skills, knowledge and attitudes are built into existing or cooperatively planned curriculum activities in the various areas such as science, social studies, language, mathematics and so on.

In this approach the teacher-librarian works with the teacher:

- at the planning stage, incorporating skills and resources into the unit, matching them to needs,
- in the implementation of the unit, at times team teaching as appropriate,
- in the evaluation of the unit, to determine both student performance and the strengths and weaknesses of the program itself." (Lundin, 1985, p3)
Lundin (1985) suggests that all school staff should work towards the common goal of helping each student to become an autonomous learner. "They should, therefore, share the responsibility of developing policies, setting up structures or systems, developing programs and teaching in such a way as to facilitate a well-rounded learning experience for every student." (Lundin, 1985 p6)

2.8 The Libraries in New South Wales Government Schools Policy Statement 1987

"School libraries vary greatly in size, from the large staffed complex with extensive resources in high schools to the cupboard or corner in some small schools. Yet, large or small, all school libraries share important characteristics. They all provide essential resources for teaching or learning, resources which are both human and material." (Libraries in New South Wales Government Schools Policy Statement 1987)

Libraries became a part of most schools in the late sixties and early seventies. With the introduction of a formal library setting came the introduction of formal library lessons into many schools. During this decade there was a revaluing of the importance of the school library and the role of the teacher-librarian.

In 1984, the MacDonald Report was issued. This report was compiled by a working party appointed by the Director-General of Education. It provided an excellent guide for the formation of school resource management and library policies.

Teacher-librarians welcomed the publication of the report as it inquired into the function and operations of libraries and duties of the teacher-librarian in N.S.W. Government Schools. It was this report, in conjunction with recommendations of sub-committees from each region in N.S.W. that led to the writing of, and subsequently the releasing of, the Library Policy in 1988.
Libraries in New South Wales Government Schools is a curriculum-related policy in the school curriculum. The policy document clarifies the function of the school library, the roles of the personnel involved in the library, and provides a range of implementation strategies. The policy also states that the main purpose of the school library is to enhance teaching and students' learning within the total program of the school.

Although 1988 saw changes to the staffing formula that involved reduced teacher numbers, many schools are still undertaking the implementation of the Libraries In New South Wales Government Schools Policy Statement 1987. A Ministerial Briefing to schools in 1989 suggested that "..... schools may need to bring about adjustments to their strategies for the implementation of the policy." (Services Directorate, 1989, p1)

One ideal of the Library policy is the development of cooperative planning and teaching between classroom teacher and the teacher-librarian. This could be achieved through discussion between the principal and teachers of the school. The development of a whole-school approach to "..... preserving resource based learning and the teaching of information skills." (Services Directorate, 1989, p1)

2.9 Information skills

Information skills is a term that includes library skills, study skills, research skills and communication skills - any skill used in selecting, interpreting and using information.

Teaching research skills in isolation from the classroom program, such as using a dictionary or using an index in a book, is focussing on content rather than skill. "Content emphasises the 'what' rather than the 'how' or more importantly the 'why'. Information skills incorporates the why, how and what into a meaningful framework. The aim should be to develop in students an information literacy which sits alongside the other basics of reading, writing and numeracy." (Services Directorate, 1989, p7)
The library policy document suggests that students should develop and use information skills competently and confidently. "Further, this should happen in the context of an information skills program which is planned and implemented within the context of the classroom learning program. The aim of the Library Policy is to assist students to become independent learners through an integrated information skills program founded on resource based learning implemented by teachers and librarians planning and teaching together." (Laverack, 1989, p29)

The teaching of information skills, as with any other skill should be taught in the context of the classroom program, related to the needs of the students and in an environment which encourages the development of independent learners. "Time in the library should not be spent learning library skills out of context from the class program. For example, there should not be an isolated lesson on how to look up a subject in an index. This should be taught as part of the class program in relation to an information need. Library time should be when information skills, which are part of the classroom program, are taught in the library using the available resources." (Services Directorate, 1989, p4)

Information skills assist students to satisfy their changing information needs. The attainment of information skills promotes lifelong learning and allows for the development of an informed society.

"It is necessary for students to develop skills in using information as part of the knowledge, skills and attitudes for life long learning. People who are aware of information sources and services, who have the confidence to approach them, and the flexibility of thinking to use them, have the basis for a better quality of life than those who are unable to pursue their information needs." (Information Skills in the School, 1989, p3)
2.10 Conclusion

The literature reviewed in this chapter forms the background reading for the issues addressed in this thesis. The historical development of libraries in N.S.W. schools forms an important foundation for the investigation what is happening in school libraries today. It is important to gain an understanding of how libraries came to be 'where they are at' in 1989.

The releasing of the documents, *Libraries in New South Wales Government Schools Policy Statement 1987* and subsequently the *Information skills in the School*, has given schools direction in setting their aims for library education to take students into the twenty first century.
CHAPTER THREE - METHODOLOGY

3.1 Naturalistic Inquiry

The methodology chosen for this study was the paradigm of Naturalistic Inquiry. "Within a naturalistic paradigm a design can be specified only incompletely in advance. To specify it in detail would be to place constraints on the inquiry that are opposite to the stance and purpose of the naturalist. The design emerges as the investigation proceeds, moreover, it is in constant flux so new information is gained and new insights are achieved." (Guba and Lincoln, 1985, p73)

Cambourne and Curtis (1988) suggest that the approach taken in naturalistic inquiry is based on a model known as 'Responsive Evaluation', which was pioneered by Stake (1975) and later refined by Guba and Lincoln (1981). This form of evaluation ".... focuses on the experiences of the participants rather than the program being evaluated. Rather than the achievement of any predetermined goals or outcomes, it is the value of the program's worth to the participants which is used as the indicator of its success or failure". (Cambourne and Curtis, 1988, p1)

Cambourne and Curtis write that the naturalistic inquiry process in its most simplistic form employs the interactions between people, yet at the same time it is an extremely complex process. "It comprises focused observation, recording, analysis and checking for reliability through the use of credibility measures." (Cambourne and Curtis, 1988, p3)

The complex nature of the naturalistic approach to inquiry is summarised in the following statement by Lincoln and Guba (1985)."

".... naturalistic studies are virtually impossible to design in any definite way before the study is actually undertaken. But naturalistic studies do have a characteristic pattern of flow or development. . . Naturalistic inquiry is always carried out, logically enough in a natural setting, since context is so heavily implicated in meaning. Such a
contextual inquiry demands a human instrument, one fully adapted to the indeterminate situation that will be encountered. The human instrument builds upon his or her tacit knowledge, and uses methods that are appropriate to humanly implemented inquiry: interviews, observations, document analysis, unobtrusive clues and the like. Once in the field the inquiry takes the form of successive iterations of four elements: purposive sampling, inductive analysis and the projection of next steps in a constantly emergent design. The iterations are repeated as often as necessary until redundancy is achieved, the theory stabilised, and the emergent design fulfilled to the extent possible in view of time and resource constraints. Throughout the inquiry, but especially near the end, the data and interpretations are continually checked with the respondents who have acted as sources, as well as with counterpart individuals; differences in opinion are well understood and reflected. The information is then used to develop a case report - a case study. The case study is primarily an interpretative instrument for idiographic construal of what was found there. It may however, be tentatively applied to other similar contexts, if empirical comparison of sites seems to warrant such as extension. The entire study is bounded by the nature of the research problem, the evaluand, or the policy being investigated, (which are, however, themselves subject to revision and extension as the study proceeds). Finally, its trustworthiness is tested by four naturalistic analogues to the conventional criteria of internal and external validity, reliability and objectivity, which are termed 'credibility', 'transferability', 'dependability', and 'confirmability', respectively. This testing begins early in the study and continues throughout, culminating in a final critical review by a panel of local respondents."

(Lincoln and Guba, 1985, pp187-189)
3.2 Methodological Details

"Research is a process. The process begins with a question." (Prehem, 1976, p10) Prehem (1976) suggests that the process of research has several elements - the question, the sample selected for study, the selection of materials or tools that will be needed to conduct the study, and a fourth element in the research process is how the selected tool of research is used.

The question addressed in this thesis is "What is happening in our school libraries in 1989?" was discussed in the introduction. This section will cover the following three elements - the study sample, the tools selected to obtain the data to answer the question and how these tools were used.

The study sample

The sample chosen for this study consisted of students and teachers from five schools in the Illawarra area. The schools invited to participate in this study were chosen to represent a cross section of schools in the Illawarra area - one large state high school, one non-state high school, one small primary school, one medium size primary school and one large primary school.

The five schools have been given pseudonyms - School A,B,C,D,E to maintain confidentiality. The students at these schools came from various social and economic backgrounds.

The tools selected to obtain the data

"Naturalistic inquiry generates a large and complex volume of data. Data ordering, reduction, analysis and synthesis for the purpose of theory building require organisation and systems that will facilitate such activities. The inquirer must engage in continual data generation, reduction, and analysis through each phase of the project."
(Cambourne and Curtis, 1988, p21)
Several methods of data collection were employed during the study. The data consisted of core data and supporting data. The core data were collected from the principal and the librarian of each of the sample schools. The method chosen for this data collection was the interview. "The research interview has been defined as a two person conversation initiated by the interviewer, and focused by him on content specific purpose of obtaining research-relevant information." (Cohen & Manion, 1984, p291)

The interview was the most appropriate tool to use with these particular members of the study sample. As described by Tuckman (cited Cohen and Manion) this method allowed for the researcher to have "access to what is inside a person's head". (Cohen & Manion, 1984, p292) A semi-structured interview was considered the most appropriate form of interview.

This form of interview is supported by Guba and Lincoln (1985) as an efficient method of acquiring data concerning the interviewees' knowledge, feelings and beliefs. In the semi-structured interview, the interviewer is able to ask for clarification of answers and to probe further in areas applicable to the study.

The supporting data consists of the information collected from the students and teachers, and from observations of library lessons at each school. Although the ideal method for collecting the information for the study would be through interview with the students, as well as teachers and librarians, the number of students involved in the study and the time restraints for the completion of the study resulted in the use of a questionnaire to collect data from the students.

Cohen and Manion (1984) suggest that the questionnaire is the most commonly used method of data collection in educational research. It is a way of "gathering data at a particular point in time, with the intention of describing the nature of existing conditions." (Cohen and Manion, 1984) Guba and Lincoln (1985) likened the questionnaire to a special form of structured interview. Englhart (1972) suggested that the interview is becoming much more highly regarded as a tool in research.
The method used to select the respondents was simple random sampling. In each class that was to be surveyed, ten students were selected, at random, to complete the questionnaire. In some grades however, there were less than ten students and therefore the entire class population was surveyed.

A questionnaire was prepared for the teachers at each school. The teachers who participated in the study were selected by the librarian, the only criteria being that the questionnaire was completed by a teacher representing each year at each school, that is, a teacher from each year 3-6 in the primary schools and years 7-12 in the high schools.

Therefore, the primary methods employed for the supporting data collection were the questionnaires presented to students and teachers.

The secondary methods employed were classroom observations and artifacts and products from those directly affected by the program, for example documentary evidence in the form of work programs, units of work and timetables. Photographs provided supportive documentary evidence of the library environs.

By employing several methods of data collection the results were able to be triangulated for their validity. The modes of data collection employed at each site are detailed in Table M1.
TABLE M1
Summary of Site Collection Modes

<table>
<thead>
<tr>
<th>Data Participants</th>
<th>Semi-structured Interview</th>
<th>Library Observations</th>
<th>Surveys</th>
<th>School Documents</th>
<th>Photographs</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL A</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL B</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL C</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL D</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL E</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Apart from the actual collection of data in the field, the preparation of this report involved a number of stages. These stages are shown in Figure M1.

**FIGURE M1**
Flow of the Study
How the tools of data collection were used

A pilot student questionnaire was designed to collect information about students' activities in their school libraries, and their attitudes and feelings in the library environment. This questionnaire was piloted with a year 3 class of eight students at School A. The purpose of the pilot study was to assess the suitability of the questions and the language used in the questionnaire.

Pilot questionnaire for students

Name: ___________________ Age: ________

1. Write down some of the activities that you do in library lessons

2. What do you like about library lessons?

3. What don’t you like about library lessons?

4. If you are unable to find what you are looking for in the library, what do you do?

5. What sort of books do you borrow from the library?

6. How often do you go to the library other than for a library lesson?

7. What is the reason that you go out of library lesson time?

8. What do you like most about going to the library?

9. What do you like least about going to the library?

10. Do you always read the books that you borrow from the library?

11. Does someone else read the books to you? If so who?

12. Do you have rules in the library?

13. If your library has rules write down what some of the rules are.

From the results of the pilot study, the student questionnaire was modified to allow for easier statistical analysis. This was achieved by the provision of forced-response answers, including yes/no answers, and multiple choice answers, a Likert Scale for the attitudinal response, as well as open response questions.

FIGURE M2
Pilot Questionnaire for Students
The above student questionnaire was prepared in five sections to allow for categorisation of the responses.

**Question 1 - information about library lessons,**

**Question 2 - students attitudes to the library environment,**

**Question 3 - library rules,**

**Question 4 - information on book borrowing,**

**Question 5 - strategies used to locate information.**

The principals from each of the five schools were contacted by the researcher and a brief outline of the study was explained to them. They were then invited to participate in the study. The data were collected over a two month period during which the researcher visited each school at least twice.
The first visit consisted of an informal chat to the principal and the librarian, in which a more detailed description of the study was presented to them. This included samples of questionnaires to be completed by the students, teachers and librarian, as well as an explanation of how the questionnaires were to be distributed. The questionnaire for teachers is shown in Figure M4.

![Questionnaire for Teachers](image)
Background information about the school population, students' backgrounds and library organisation was collected about each of the study locations. A follow-up meeting was arranged in which the librarian and the principal were interviewed and the completed questionnaires were collected.

During this second visit students participating in library sessions were observed by the researcher. The classroom observation was intended as a way to validate information received through the questionnaires as well as a way to collect additional information about what was happening in library lessons.

3.3 Analysis of the Data

After the collection of the data was completed, each study site was written up as a small case study. Bell (1989) describes a case study as "an umbrella term for a family of research methods having in common the decision to focus on inquiry around an instance." (Bell, 1989, p6)

Bassey (cited Bell, 1989) considers that if case studies "are carried out systematically and critically, if they are aimed at the improvement of education, if they are relatable, and if by publication of the findings they extend the boundaries of existing knowledge, then they are valid forms of education research." (Bell, 1989, p7)

Student questionnaires

Some of the data collected by the student questionnaires were quantifiable. These data were collated and represented in the results using simple percentages and graphs.

The remaining data, the written responses from students, were qualitative. These responses were read and reread to discover recurring words and phases with similar meaning. The responses were recorded using tally marks for the recurring comments.
The comments were then categorised according to recurring themes. This information was presented in table form, listing the categories of responses and the percentage of respondents whose reply was included in that category. Each site location was treated separately, different themes occurring at different sites. For example at one school, the replies to the question of what the students liked most about going to the library, fell into three distinct themes - for leisure activities, for academic activities and social or environmental reasons. At other sites the responses varied greatly and did not fall into set themes or categories and therefore individual responses were recorded in the table.

One teacher from each year at each school was surveyed. The survey asked for a response to four questions. The questions were designed to determine the awareness of the teachers of, and familiarity with, the Libraries in New South Wales Government Schools Policy Statement 1987, and also to discover the degree to which this policy had been implemented in their school. The replies to these questions were included in each teacher's school related case study. An interpretive comment about the collective responses to each question was then written by the researcher.

A discussion of the collective results of the case studies can be found in Chapter Four. So too can an analysis of the entire set of teacher responses which sought to discover common themes appearing in their replies.
Interviews

Where possible, two interviews were carried out at each school, one with the principal and one with the librarian. At each interview the interviewees were asked the same core five questions, however their responses sometimes included additional information.

Core questions

1. What do you perceive as the role of the library in the school?

2. How does the library fit into the whole learning curriculum?

3. Have you been able to implement the library policy in your school? If so, in what way?

4. What problems have you encountered implementing the library policy?

5. Have the problems been overcome? If so in what way?

The interviews were written up in their entirety and can be found in the appendix related to each case study. A summary statement of the interviews was then included in the case study pertinent to each set of interviews.

Comments contributed during the interviews were directly quoted during the discussion of the results in chapter four to support the results of the supporting data.
Classroom observations

Field notes were taken during the observation sessions in the schools. The notes were then written up in each the case study in the form of a descriptive summary of the activities in the library lessons. These data formed a support to the data collected in the student and teacher questionnaires.

Case study - data analysis descriptive summary

At the completion of the data collection at each site the data were analysed and a data analysis descriptive summary was written. This summary was then returned to each site for member checking for validity. The librarians and the principals involved in the study were invited to read the summary and respond to its contents.

This allowed for a check of validity, and presented the opportunity for the respondents to add relevant, or overlooked, information. It also provided an initial source of feedback to the schools involved in the study.

3.4 Conclusion

Several methods were used to collect data in this study. The selected methods were considered the most appropriate for the sample chosen for the study. The data were comprised of core and supporting data. The variety of methods also enabled triangulation of data to test for validity.
CHAPTER 4 - RESULTS AND DISCUSSION

Case study - School A
Data analysis descriptive summary

4.1A Site description

Case study A was based in a small primary school located 20 kilometres north of Wollongong. There are 63 students enrolled at the school and they are grouped into three classes. All the students come from families that speak English as a first language. There are no Aboriginal children or children from non-English speaking backgrounds.

The school was part of the Disadvantaged Schools Program several years ago. As a result, it has a reasonable standard of resources. The resources include a wide selection of books in the school library.

The school is staffed by three permanent teachers, one of whom is a teaching Principal. The position of librarian is staffed by a casual teacher who works at the school three days a week.

4.2A Library organisation as described by the librarian

All the students at this school attend library lessons for two half hour periods a week. These lessons are taken by a casual teacher who is not a trained librarian. The librarian has the assistance of a clerical aide who helps the students with the borrowing and the returning of books during these lessons.

The collection of library materials in this library has been collated on to an Appleworks database, using an Apple [e computer. The students have access to hard copies of this database in three folders - junior fiction, senior fiction and non-fiction books.
The loan system is organised using a card file and the students are allowed to borrow two books for two weeks at a time.

The students have access to the library before school, at recess and at lunch time. During these times they are able to read, conduct research for projects and borrow and return books.

4.3A Summary statement from the interviews with the principal and the librarian

Role of the library

The principal and the librarian indicated that they perceived the role of the library as having a strong literature base. To provide the opportunity "to develop and foster a love of literature." The librarian considered that the library should be "an inviting and enticing place a place where children who don't achieve in the classroom can achieve." She also suggested that the library's role was also to provide a variety of resources to both students and teachers.

Role of the librarian

The librarian stated that in her role as a librarian she should "provide a positive environment in which children feel non threatened about looking for information or personal reading material." To was important to be helpful and available to both the students and the teachers in relation to their resource needs. The librarian commented the main difficulty in fulfilling this role was being in the school only three days per week.
The learning curriculum

It was stated that the library supported the language side of the curriculum and it was utilised for research across other curriculum areas. The library fitted into the whole learning curriculum by "providing information and resources on a variety of subjects."

Implementation of the Libraries in New South Wales

Government Schools Policy Statement 1987

The principal found that the implementation of the library policy has been difficult at this school, due to the small school size and staffing restrictions. "There are difficulties in employing flexible timetabling when you have to use the library time for relief from face to face teaching." Teachers are unable to accompany their classes to the library during library sessions as this is their relief from face to face time.

Despite these difficulties the librarian indicated that she and the teachers are attempting to implement the policy to some degree. The teachers and the librarian are beginning to co-operative plan and extending classroom programs into the library lessons. "The consultation with teachers is a good idea and is a positive aspect of the policy." The librarian is concerned that students see library as just another 'lesson' which will appeal only to the achievers.

Overcoming the problems encountered implementing the

Libraries in N.S.W. Government Schools Policy

Statement 1987

The principal suggested that the teachers need to work more closely with the librarian, and it would help to receive "input from other schools".
4.4A Responses to questionnaire for teachers

Awareness of the contents of the Libraries in New South Wales Government Schools Policy Statement 1987

Due to the size of the school and its construction of composite classes, two teachers responded to the questionnaire which represented 100% of the teaching staff other than the principal. One of the teachers was familiar with the contents of the Library policy.

Comments on the policy

The policy document was considered by one teacher to be a "fair document". The second teacher stated that she had not been able to fully implement the policy, however she "was beginning to implement the policy. The librarian and I are trying to work on a theme and literature program with some success."

The ways in which the school is implementing the Libraries in New South Wales Government Schools Policy Statement 1987

One teacher responded to this question and stated the the policy was being implemented "through trying co-operative planning with librarian." However this was difficult as she experienced a lack of time to plan with the librarian. This teacher also suggested that there be more inservice for teachers to develop understanding of the policy document and how it could be implemented fully.
Perception of the library’s role within the school

Both respondents indicated that they perceived the role of the library as one of support to the teacher and classroom activities.

Students’ use of the school library

The respondents stated that their students used the library as a support to their classroom programs in activities such as “reading and research.” The teachers also commented that their students used the library for work away from their classroom environment “as a quieter work area for independent students capable of self-motivated work.”
4.5A Analysis of student surveys

As School A is a small primary school there were limitations to the number of students that could participate in the survey. All the students in each year 3-6 completed the questionnaire which resulted in 30 respondents, representing 100% of the distributed surveys.

Library lessons

Of the 30 surveyed students, 100% replied that they did have library lessons (see Figure A1).

![Figure A1](image)

**FIGURE A1**
Percentage of Students That Have Library Lessons - School A

In response to question 1b, 97% of students replied that their library lessons were taught by the librarian and 3% said that the lessons were taught by the teacher (see Figure A2).
The library lessons are all taught by the librarian at this school. However the librarian also taught the students at other times for craft lessons. This could have influenced the results of this question as some students may not have been able to differentiate between the two roles of the teacher.

Question 1c asked how often the students had library lessons. The majority of respondents had lessons twice per week. The rest had lessons more than twice per week (see Figure A3).
The responses listed in question 1d reinforced the activities observed by the researcher during the library lessons. There were 73 replies to this question and they fell into the three main categories - borrowing books, reading books or being read to by the librarian, and compiling book reports (see Table A1).

**TABLE A1**  
Activities Carried Out in Library Lessons - School A

<table>
<thead>
<tr>
<th>Activities in Library Lessons</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• borrowing books</td>
<td>29</td>
</tr>
<tr>
<td>• reading books or being read to by librarian</td>
<td>22</td>
</tr>
<tr>
<td>• watching videos in the library lesson</td>
<td>19</td>
</tr>
<tr>
<td>• compiling book reports</td>
<td>18</td>
</tr>
<tr>
<td>• completing Rbibt folders</td>
<td>7</td>
</tr>
<tr>
<td>• craft activities</td>
<td>4</td>
</tr>
<tr>
<td>• watching television</td>
<td>1</td>
</tr>
</tbody>
</table>

Many students replied that they watched videos in the library lesson. This reply stemmed from the fact that many of the students had been viewing a video during library time over the preceding weeks. The librarian, in a later discussion, stated that the videos were based on literature being studied at the time and that this was not a frequent activity.

**Library attitudes**

The students' replies to question 2a linked to the activities that occurred in their library lessons. The responses mainly fell into the same categories as question 1d - borrowing books, reading or being read to, doing books reports and watching videos. One student stated that he liked to go to the library "to get out of work" and others because they "liked the librarian" (see Table A2).
When asked what was least liked about the library, the students responded with a variety of responses that were difficult to categorise. Some students did not like to engage in some of the normal library activities such as borrowing books, reading or being read to, or compiling books reports. Other comments were related to library rules "not allowed to sit on the cushions" and "being quiet", while some comments related to the other students in the class "silly people", "when it is crowded" and "noise" (see Table A3). One student stated that she liked it least when she could not find a book that she wanted.

TABLE A2
Students' Reasons for Liking the Library - School A

<table>
<thead>
<tr>
<th>Reasons for Liking the Library</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>borrowing books</td>
<td>29</td>
</tr>
<tr>
<td>watching videos</td>
<td>27</td>
</tr>
<tr>
<td>reading or being read to</td>
<td>22</td>
</tr>
<tr>
<td>doing or looking at books reports</td>
<td>12</td>
</tr>
<tr>
<td>liking the librarian</td>
<td>7</td>
</tr>
<tr>
<td>to get out of work</td>
<td>3</td>
</tr>
</tbody>
</table>

TABLE A3
Students' Reasons for Not Liking the Library - School A

<table>
<thead>
<tr>
<th>Reasons for Not Liking the Library</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>reading or being read to</td>
<td>17</td>
</tr>
<tr>
<td>compiling books reports</td>
<td>14</td>
</tr>
<tr>
<td>borrowing books</td>
<td>7</td>
</tr>
<tr>
<td>not being allowed to sit on the cushions</td>
<td>7</td>
</tr>
<tr>
<td>silly people</td>
<td>7</td>
</tr>
<tr>
<td>forgetting library books</td>
<td>7</td>
</tr>
<tr>
<td>being quiet</td>
<td>7</td>
</tr>
<tr>
<td>leaving</td>
<td>7</td>
</tr>
<tr>
<td>noise</td>
<td>7</td>
</tr>
<tr>
<td>nothing</td>
<td>7</td>
</tr>
<tr>
<td>sitting on the floor</td>
<td>3</td>
</tr>
<tr>
<td>when it is crowded</td>
<td>3</td>
</tr>
<tr>
<td>when a book can't be found</td>
<td>3</td>
</tr>
<tr>
<td>working</td>
<td>3</td>
</tr>
</tbody>
</table>
In response to the question of personal feelings in a library environment rated on a Likert scale, approximately one quarter of the survey sample of 30 students had no special feelings when they were in the library. Half of the students indicated that they were indicated that they were happy and the remaining quarter felt very happy in the library environment (see Figure A4). No students expressed feelings of unhappiness or sadness which suggests that most of the surveyed students felt comfortable in the library environment.

![Figure A4](image)

**FIGURE A4**
Students' Feelings in a Library Environment - School A

**Library rules**

The majority of students were aware of special library rules. These results are shown in Figure A5.
The rules were grouped into a number of categories. These included normal classroom behaviour such as no running, no shouting, and being a responsible person. There were also rules specific to the library such as loan restrictions of two books at a time for two weeks and keeping the library tidy. Table A4 shows the complete range of student responses.

**TABLE A4**
Rules Listed by Students - School A

<table>
<thead>
<tr>
<th>Rules</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Rules:</strong></td>
<td></td>
</tr>
<tr>
<td>• no shouting</td>
<td>27</td>
</tr>
<tr>
<td>• no running</td>
<td>18</td>
</tr>
<tr>
<td>• being a responsible person</td>
<td>18</td>
</tr>
<tr>
<td>• respect others</td>
<td>2</td>
</tr>
<tr>
<td><strong>Library Specific Rules:</strong></td>
<td></td>
</tr>
<tr>
<td>• only people who borrow books can sit on the cushions</td>
<td>15</td>
</tr>
<tr>
<td>• don't stand around doing nothing</td>
<td>6</td>
</tr>
<tr>
<td>• loan restrictions</td>
<td>5</td>
</tr>
<tr>
<td>• read if you don't borrow</td>
<td>5</td>
</tr>
<tr>
<td>• only talk about books</td>
<td>2</td>
</tr>
<tr>
<td>• keeping the library tidy</td>
<td>2</td>
</tr>
</tbody>
</table>
Book borrowing

The most popular reply to the reason for borrowing books was "to read them" with 25 of the respondents including this in their comments. Seven students stated that they borrowed books for research or projects and as a source of information. One student said she borrowed books "to improve her language" while another said her reason was to borrow books "to become a good reader and a good speller" (see Table A5).

TABLE A5
Students' Reasons for Borrowing Books from the School Library - School A

<table>
<thead>
<tr>
<th>Reasons for Book Borrowing</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure:</td>
<td>71</td>
</tr>
<tr>
<td>• to read</td>
<td></td>
</tr>
<tr>
<td>Academic:</td>
<td>26</td>
</tr>
<tr>
<td>• research or projects</td>
<td></td>
</tr>
<tr>
<td>• to improve language</td>
<td></td>
</tr>
<tr>
<td>• to become a good reader and good speller</td>
<td></td>
</tr>
<tr>
<td>• for book reports</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>3</td>
</tr>
<tr>
<td>• have read all the books at home</td>
<td></td>
</tr>
</tbody>
</table>

Although 25 students said that they borrowed books from the library to read, the results of question 4b showed that only 40% of the students actually read the books that they borrowed. The remaining 60% did not read the books (see Figure A6).
Many of the students stated that they borrowed books from other libraries other than the school library (see Figure A7).

Of the 23 students who borrowed from other libraries, 80% borrowed books for both school assignments and reading for their own interest. The remaining 20% borrowed to read for their own interest alone (see Figure A8).
Strategies to find information

There were 66 replies to the question of what they do when they cannot find the book/s that they want, which suggests that most of the students had more than one strategy to find information.

The two most popular responses were to ask the teacher or a friend, one quarter of the students would use the catalogue and a couple of students would forget about it. One student said that she would "get another book instead."

Although some students did indicate that they use the catalogue to locate information this did not happen during the library lessons observed by the researcher. The observations of the students locating books indicated that nearly all the students relied on the librarian or the clerical aide to help them find the book for which they were looking.
TABLE A6
Students' Strategies for Finding the Books/s - School A

<table>
<thead>
<tr>
<th>Strategies for Finding Book/s</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ask the teacher or librarian</td>
<td>39</td>
</tr>
<tr>
<td>• ask a friend</td>
<td>30</td>
</tr>
<tr>
<td>• look it up in the catalogue</td>
<td>26</td>
</tr>
<tr>
<td>• forget about it</td>
<td>4</td>
</tr>
<tr>
<td>• other:</td>
<td>1</td>
</tr>
<tr>
<td>get another book instead</td>
<td></td>
</tr>
</tbody>
</table>
4.6A Observation of the library and library lessons

The library has been established in a vacant classroom. It is a very attractive and inviting room with students’ work displayed on the wall and amongst the books. The windows are framed with bright colourful curtains and there are large cushions on the floor on which the students can sit to read. The desks are together in large group in the centre of the room. The bookshelves are labeled indicating the Dewey number and a description of what subjects can be located at each number (see Plate A1).

![Plate A1: Labelling of book shelves](image)

Three half hourly library lessons were observed between recess and lunch. The format for the three lessons was very similar. During the first twenty minutes the students returned and borrowed books.
The librarian mingled with the students and discussed with them the type of book for which they were looking and suggested where it might be located. As the students completed the borrowing procedure they were allowed to sit on the cushions and read their book (see Plate A2).

![Reading on the cushions](Plate A2)

Those students who did not wish to borrow books were encouraged to select a book to read. During this time the librarian and the clerical aide relocated returned books to the shelves.

The format of the lesson during the remaining ten minutes varied in the three lessons. In the first group, students from K/3, the librarian read a story to the students. In the second group of students from years 1/2, one of the students presented a book report to the class which consisted of a short talk and the display of a poster about the book. The third group of students from years 4/5/6, watched a video in the remaining part of their library time.
4.7A Conclusion from the Results of School A

The students attending this school are involved in many interesting activities in their library lessons. The library and the library activities experienced by the students have a strong link to literature, which reinforces one of the aims of the Library policy which is to provide experiences to stimulate reading and develop in student's a desire to read.

There is an emphasis on borrowing books as seen by 'borrowing' being one of the most popular library activities. This was reinforced during the lesson observations when almost half of the library time was devoted to the borrowing and returning of books.

The students at this school appear to have a positive attitude towards their time spent in the library with no students indicating that they felt unhappy or sad when in the library.

The most common strategies to locate information was to either ask the teacher or ask a friend. Only just over one quarter of the students' responses indicated that they would use the catalogue. However, not one of the students said that they would 'forget it' which indicates that the students are usually able to find the information that they need.

This school is in the very early stages of implementing the library policy. The available technology in this school, i.e. an Apple J[e computer has been employed to create a database of resources held in the collection. This is in line with Library policy statement. There is a minimum amount of co-operative planning being employed by the staff. Because of staffing allocations, the class teachers are unable to accompany their classes to the library. As the librarian is only at the school three days per week there is a lack of time to plan co-operatively with all staff members.
Problems encountered when implementing the *New South Wales Libraries in Government Schools Policy Statement 1987* could be overcome in this school through changes to staffing allocations which would enable the classroom teachers accompany their classes to the library. Inservice for the staff would assist in the development of a better understanding of the policy statement.
Case study - School B
Data analysis descriptive summary

4.1B Site description

School B is a state primary school located five kilometres south west of Wollongong. The current pupil enrolment is approximately 280 students in classes K-6. At present there are no Aboriginal students enrolled at the school. However there are five students who come from non-English speaking backgrounds.

There is a staffing allocation of 12 teachers to this school which includes a librarian for three days a week. There is no clerical/library aide assigned to the library.

4.2B Library organisation as described by the librarian

The library collection is organised using a card system. The students have access to the card catalogue which is arranged by author and title. As there is no clerical help within the library, the students are responsible for the filing of the loan cards, and the returning of books to the shelves. The students are permitted to borrow up to five books for a week at a time.

The librarian is responsible for the ordering of new materials and the processing of these materials. At present one parent assists the librarian with the accessioning of new materials using a computer program, Librarian's Apprentice and an Apple ][e computer. This program produces the shelf list cards for the author and title card file.

All the students at this school have one hour of lessons in the library each week. There is a structured timetable in operation and all the teachers come to the library with their classes. This encourages the students to perceive the library as an extension of their classrooms.
The activities experienced by the students during their library lessons are planned co-operatively by the librarian and each classroom teacher. The activities are directly linked to the theme or unit of work being taught in the classroom. The teacher and the librarian team teach during the library lessons.

Each library lesson for all classes is divided into two parts. The first half hour is devoted to literature and to the borrowing and returning of books. The second half hour is designed to complement the particular class' classroom work.

4.3B Summary statement from the interviews with the principal and the librarian

Role of the library

The role of the library in this school perceived was indicated by both the principal and the teacher librarian to be three fold. It is a central resource for the pupils and teachers, it encourages students to read and be enthusiastic about reading and it extends their range of reading material. The librarian stated that “the library has a role in curriculum development. It is a central resource for the whole school.”

Role of the librarian

The librarian at School B indicated that her role was to “nurture a love of reading, through a broad range of activities in literature.” She also stated that she is a facilitator of resources. In this role the librarian indicated that she encountered several problems. These were, the lack of time to plan co-operatively with teachers and the lack of clerical help to assist with accessioning of books, mending of books, etc.
The learning curriculum

The library fits into the whole learning curriculum in a co-operative sense as a facilitator of classroom programs and an extension of these programs. The principal suggests that the classroom teacher and librarian should collaborate to develop programs that show them as a team. "They should teach together whenever possible, focussing on a range of resources relevant to what the children are doing in class."

Implementation of the Libraries in New South Wales
Government Schools Policy Statement 1987

The principal indicated that the Library policy has been implemented to a considerable extent. The teachers are involved in co-operative planning with the librarian and go to the library with their classes. Both the classroom teacher and the teacher librarian initiate the plans for the lessons and the form that they take.

The librarian commented although the policy is a "wonderful document" is very difficult to implement. "As librarians as often part time and doing relief from face to face teaching the whole policy becomes fragmented and adapted so much that it is in danger of being impossible to implement."

The principal considers that the main problem of implementing the policy is the availability of time for teachers to co-operatively plan their programs. This is due to the fact that "the librarian is only at the school three days per week and during these days some teachers do not have the time to spend with her."
Overcoming the problems encountered implementing the 
Libraries in New South Wales Government School Policy 
Statement 1987

The principal stated that the problem of teachers having time to co­
operatively plan with the librarian is being addressed with the view to 
the teachers spending some of their relief from face to face time with 
the teacher librarian. The principal has “planned a series of staff 
meetings to look at an increase of collaboration and to share the 
librarian's program with the staff.”

4.4B Responses to questionnaire for teachers

Awareness of the contents of the Libraries in New South 
Wales Government Schools Policy Statement 1987

100% of surveyed teachers were aware of the policy's existence while 
75% were familiar with its contents.

Comments on the policy

The comments on the policy indicated that most of the surveyed teacher 
supported the concept of the document. One teacher suggested that 
“schools need timetables to allow for fair access.” Another teacher 
stated “when are we going to get the release time to implement it 
fully?”
The ways in which the school is implementing the
Libraries in New South Wales Government Schools Policy
Statement 1987

The surveyed teachers indicated that they supported the concept of co-operative planning and considered that this was the primary way in which the Library policy statement was being implemented in their school. One teacher stated that there was the "problem of time - getting together and planning areas of study."

Perception of the library’s role within the school

The responses from the teachers indicated the perceived role of the library in this school is that of a resource centre, an extension of classroom activities and a place to extend and develop literacy.

Students’ use of the school library

The respondents stated that their students used the library in many ways. Primarily as a resource centre and for "research, skill development, borrowing, resources and literature enrichment."

4.5B Analysis of student surveys

At this school 10 students in years 3-6 were randomly surveyed, a total of 40 surveys. One questionnaire was returned only partially completed, thereby becoming invalid. Thus the completed 39 questionnaires represented a 98% return of surveys.

Library lessons

All the surveyed students indicated that they attended library lessons (see Figure B1).
Of these lessons the majority of students stated that the lessons were taught by the both the teacher and the librarian (see Figure B2).

All the respondents stated that they attended library lessons once a week (see Figure B3).
The Frequency of Library Lessons - School B

The 99 responses to question 1d were organised into four categories. The results of these responses is shown in Table B1.

### TABLE B1
Activities Carried Out in Library Lessons - School B

<table>
<thead>
<tr>
<th>Activities in Library Lessons</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• projects &amp; research activities</td>
<td>36</td>
</tr>
<tr>
<td>• reading of stories</td>
<td>27</td>
</tr>
<tr>
<td>• borrowing/returning of books</td>
<td>26</td>
</tr>
<tr>
<td>• miscellaneous activities:</td>
<td>11</td>
</tr>
<tr>
<td>reading - 4%</td>
<td></td>
</tr>
<tr>
<td>writing stories - 3%</td>
<td></td>
</tr>
<tr>
<td>finding books in fun ways - 2%</td>
<td></td>
</tr>
<tr>
<td>learning to find books easily - 1%</td>
<td></td>
</tr>
<tr>
<td>homework - 1%</td>
<td></td>
</tr>
</tbody>
</table>

Library attitudes

From the 39 students who completed the questionnaire, there were 48 responses to question 2a. The responses were again categorised into the three themes of borrowing, storytime and project/research activities, and a miscellaneous category. The results of the responses to question 2a are shown in Table B2.
### TABLE B2
Students' Reasons for Liking the Library- School B

<table>
<thead>
<tr>
<th>Reasons for Liking the Library</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• storytime</td>
<td>33</td>
</tr>
<tr>
<td>• the opportunity to borrow books</td>
<td>31</td>
</tr>
<tr>
<td>• miscellaneous reasons:</td>
<td></td>
</tr>
<tr>
<td>reading - 15%</td>
<td></td>
</tr>
<tr>
<td>being there on a cold day - 2%</td>
<td></td>
</tr>
<tr>
<td>liked 'everything' about library - 2%</td>
<td></td>
</tr>
<tr>
<td>the work was not hard - 2%</td>
<td></td>
</tr>
<tr>
<td>• project/research activities</td>
<td>15</td>
</tr>
</tbody>
</table>

The reasons for least liking to go to the library drew 29 responses which were grouped into the same categories as question 2a. The results for this question are shown in Table B3.

### TABLE B3
Students' Reasons for Not Liking the Library- School B

<table>
<thead>
<tr>
<th>Reasons for Not Liking the Library</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• miscellaneous:</td>
<td>62</td>
</tr>
<tr>
<td>work, some of the work,</td>
<td></td>
</tr>
<tr>
<td>or some of the lessons - 37%</td>
<td></td>
</tr>
<tr>
<td>the library was boring - 11%</td>
<td></td>
</tr>
<tr>
<td>dictionary work - 11%</td>
<td></td>
</tr>
<tr>
<td>when the librarian was angry - 3%</td>
<td></td>
</tr>
<tr>
<td>• project/research activities</td>
<td>31</td>
</tr>
<tr>
<td>• storyline</td>
<td>4</td>
</tr>
<tr>
<td>• borrowing books</td>
<td>3</td>
</tr>
</tbody>
</table>

When asked how they felt in the library most students either experienced no special feeling, or felt happy (see Figure B4).
In response to the question which addressed the students' awareness of the rules of the library, the majority of students stated that their library had special rules. The results are shown in Figure B5.

The 36 respondents listed 75 rules which were catagorised into classroom rules and rules that related specifically to the library.
The first general category covered such rules as no running, no loud noises, no eating, listening when the teacher is talking, and being sensible. The library specific rules were telling the teacher when you borrow an encyclopedia, don't tread on the pillows, and the borrowing of five books for one week.

There were two other rules listed. These were the respecting of books and equipment, and that uncompleted work should be finished for homework. Both these rules could relate to either a classroom or library environment. Percentages of responses for the various rules listed are shown in Table B4.

**TABLE B4**
Rules Listed by Students - School B

<table>
<thead>
<tr>
<th>Rules</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Rules:</td>
<td></td>
</tr>
<tr>
<td>• no loud noises</td>
<td>38</td>
</tr>
<tr>
<td>• no running</td>
<td>32</td>
</tr>
<tr>
<td>• no eating</td>
<td>5</td>
</tr>
<tr>
<td>• listening when the teacher is talking</td>
<td>5</td>
</tr>
<tr>
<td>• being sensible</td>
<td>5</td>
</tr>
<tr>
<td>Library Specific Rules:</td>
<td></td>
</tr>
<tr>
<td>• borrowing 5 books for 1 week</td>
<td>2</td>
</tr>
<tr>
<td>• telling the teacher when you borrow an encyclopedia</td>
<td>1</td>
</tr>
<tr>
<td>• not treading on the pillows</td>
<td>1</td>
</tr>
<tr>
<td>Other Rules:</td>
<td></td>
</tr>
<tr>
<td>• to respect books and equipment</td>
<td>10</td>
</tr>
<tr>
<td>• uncompleted work should be finished for homework</td>
<td>1</td>
</tr>
</tbody>
</table>

**Book borrowing**

The 45 responses to question 4a were divided into two themes - leisure or academic reasons for borrowing books from the library. The leisure theme drew a range of responses such as "to read", "I like reading", "for the fun of it", and "for my own interest". Leisure was the most popular reason for borrowing.
Academic reasons for borrowing the book/s such as "to learn", "to help you to read", "to learn about authors" was the next most popular reason. The remaining response from one student was "I don't go to other libraries".

TABLE B5
Students' Reasons for Borrowing Book/s from School Library
- School B

<table>
<thead>
<tr>
<th>Reasons for Book Borrowing</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure:</td>
<td>78</td>
</tr>
<tr>
<td>• to read</td>
<td></td>
</tr>
<tr>
<td>• I like reading</td>
<td></td>
</tr>
<tr>
<td>• for the fun of it,</td>
<td></td>
</tr>
<tr>
<td>• for my own interest</td>
<td></td>
</tr>
<tr>
<td>Academic:</td>
<td>20</td>
</tr>
<tr>
<td>• to learn</td>
<td></td>
</tr>
<tr>
<td>• to help you to read</td>
<td></td>
</tr>
<tr>
<td>• to learn about authors</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>2</td>
</tr>
<tr>
<td>• I don't go to other libraries</td>
<td></td>
</tr>
</tbody>
</table>

Question 4b asked the students if they always read the books that they borrowed from the library. The responses are shown in Figure B6.

FIGURE B6
Students' Reading of Library Books - School B
In response to question 4c, a high percentage of the respondents borrowed books from libraries other than the school library (see Figure B7).

FIGURE B7
Students' Borrowings from Other Libraries - School B

The reasons given for borrowing of books from these other libraries are shown in Figure B8.

FIGURE B8
Why Students Borrow from Other Libraries - School B
Strategies to find information

There were 49 responses from the 39 students who answered this question, which indicated that some students employed more than one strategy to locate the book or information they required. A variety of strategies were listed (see Table B6), including six respondents who stated that they would forget about it.

**TABLE B6**
Students' Strategies for Finding Book/s - School B

<table>
<thead>
<tr>
<th>Strategies for Finding Book/s</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>look it up in the catalogue</td>
<td>38</td>
</tr>
<tr>
<td>ask the teacher</td>
<td>30</td>
</tr>
<tr>
<td>ask a friend</td>
<td>18</td>
</tr>
<tr>
<td>forget about it</td>
<td>12</td>
</tr>
<tr>
<td>other:</td>
<td>2</td>
</tr>
<tr>
<td>look for another book</td>
<td></td>
</tr>
</tbody>
</table>

4.6B Observation of the library and library lessons

The library is located in the central building of the school. It is a bright airy, modern environment, to which there is access from the assembly hall and from a playground courtyard.

The walls of the library are covered with samples of the students' work which has been covered during library lessons. There are many signs designed to assist the students in locating information. The library is arranged to cater for both individual and group work. The tables are organised to seat groups of four or six students, and there are areas for listening to audio tapes, viewing film strips and silent reading (see Plate B1).
The observed lessons were that of a year 3 class and a kindergarten class. During the first half of both lessons the librarian read several stories to the students. The students then had the opportunity to return their library books and to borrow new ones.

Year 3 lesson - during the second half hour of their lesson the students were asked to complete an activity sheet as a culmination of work done in the library over the past three terms (see Plate B2). The sheet was developed by the class teacher and the librarian as a form of ongoing evaluation of the information skills being developed by the students (see Appendix School B).
As the students completed the sheet they left their seats and browsed the library, talking and reading in small groups until the end of the lesson.

Kindergarten lesson (unable to be observed due to change in timetable, but described by librarian). First half of lesson followed the same format as the year 3 lesson. However the books that were being read to the students were directly linked to the theme of 'dreams and nightmares' which was being studied in their classroom.

During the second half of the lesson the students were taken outside by their teachers and asked to lie down on the grass and watch the clouds in the sky. They were then asked to think what the clouds made them think or dream about. On return to the library the students were asked to draw 'their dream' in a cloud shape which was then decorated with cotton wool and displayed in the library.
An example of a recent year 1 library lesson was described by the librarian. The students were shown a book in which all the words were covered with paper. The students were then asked to think about the story the pictures in the book told them. They could then write their story to go with the pictures. The students would then share their stories with their classmates and finally compare their stories to the one in the book.

4.7B Conclusion from the results of School B

The examination of the library at School B indicated that the library lessons are team taught by the teacher and the teacher librarian during a one hour session once a week. The responses to the question about activities undertaken during this library time strongly reinforce the structure of each session. Many of the students enjoyed going to the library because of the storytime session, and the opportunity to borrow books. These responses were supported later in the survey when 78% of the students replied that they borrowed books for enjoyment or leisure activities.

Almost half the surveyed students indicated that they had no special feelings when they were in the library. However 51% stated that they were happy or very happy in the library environment.

Most students surveyed at this school were able to locate the books they needed using a variety of strategies. Looking for information in the catalogue or asking the teacher or friends were the two most popular methods employed.

The emphasis on the library as an extension of the classroom was evident in the observed lessons taught by the teacher and teacher librarian, as well as the responses from the principal, librarian and the surveyed teachers.
The Library policy, considered to be idealistic, is being implemented very effectively despite difficulties arising from lack of time to co-operatively plan. The librarian has a firm understanding of the aims of the policy document, and this is reflected by the functions of the library within the school.

The teachers surveyed displayed a knowledge of the library policy document and the advantages of co-operative planning. However, most indicated that the ability to implement the policy to its full potential was restricted by the lack of time to plan effectively and the librarian only being available three days of the week.
4.1C Site description

Case study School C was carried out in a large primary school located eight kilometres south of Wollongong with an enrolment of 515 students from a total of 32 nationalities. A high percentage of the students come from non-English speaking backgrounds (NESB), their first encounter with the English language occurring in the school environment.

The school is staffed by 28 teachers which includes 0.8 of a librarian position, and two language teachers. The school is currently part of the Disadvantaged Schools Program.

4.2C Library organisation as described by the librarian

The school library collection is catalogued onto a card system. A flexible timetable is in operation for the primary grades which allows teachers to book into the library at various times of the week (see timetable in Appendix School C). The booking can take the form of a block booking or a single lesson and can be a borrowing session or a lesson planned to concentrate on a particular skill in conjunction with the classroom thematic work. The infants classes have one permanent booking scheduled each week.

The librarian and teacher co-operatively plan the format of the lesson and it may be located in the library or in the classroom. For example, the librarian recently team taught a cooking lesson in a year 5 class that was studying Instructional Text.

An independent borrowing scheme is in operation within the library. Before school and at lunch time, library monitors assist the students with borrowing procedures.
During the day the students are responsible for their own borrowing which often results in a few 'housekeeping' problems, such as books being incorrectly carded.

This could be overcome with the training of two or three students from each grade to be responsible for the borrowing routine. However, the librarian feels that this removes the independence from the individual and this is not good for their self esteem.

4.3C Summary statement from the interviews with the principal and the librarian

Role of the library

The principal stated he perceived the school library to be a central resource "a place where resources are housed and managed." The librarian supported this with her view of the role of the library is "to house a centralised school resource collection for their implementation of the school's curriculum and recreational reading." The principal considered that this is achieved by diverting all school resources into the library, and that these resources are managed by "a good librarian."

Perceived role of the librarian

The librarian perceived her role to be one of a coordinator of programs involving "services, personnel, materials and equipment, and the information system." To be involved in co-operative planning, implementing and evaluating of teaching/learning programs. Other roles include the general organisation of the library, an evaluator of the school's use of the library "... the effectiveness of the library program for students and teachers", and as a facilitator of staff development. The librarian considered her major problem encountered as a teacher librarian was that of "planning time."
The learning curriculum

The principal restated that the library is a central resource in this school. "The librarian controls the resources for the thematic sequence, maintains and manages them. She has organised the unit boxes that support the sequence. Many of the resources come from a Disadvantaged Schools Program submission for a Curriculum K-6 Acquisition Program which supports the whole school curriculum."

The librarian stated that as the library is the centre point of this school, it must fit into the whole learning curriculum if the resources are integrated.


The principal reported that full implementation of the policy statement was achieved as soon as the document was published "particularly with flexible timetabling and flexible timetabling and team teaching."

The librarian stated that a school policy had been written to incorporate the ideals of the government policy and included a sequential skills chart for the teaching of library and information skills. She added that the Library Policy was been implemented through the use of a flexible timetable and co-operative planning with the teachers. The librarian commented that "there was also an emphasis on independent borrowing for children to release the teacher librarian for teaching."
Overcoming the problems encountered implementing the Libraries in New South Wales Government Schools Policy Statement 1987

It was the opinion of the principal that there were very few problems to overcome. He stated that the teachers at this school were not afraid of change. “If they see library as part of the classroom program then it will work.” The librarian indicated that she was not completely sure that they were implementing the policy as the department wished, rather implementing it through the schools interpretations of the statement.

4.4C Responses to questionnaire for teachers

Three of the four distributed questionnaires were returned which represented a return rate of 75%.


100% of the returned surveys indicated that the teachers were both aware of, and familiar with, the contents of the Libraries in New South Wales Government Schools Policy Statement 1987.

Comments on the policy

The very supportive comments about the policy statement indicated its worth to the teachers at this school. The teachers considered the statement a sound policy which is in line with Whole Language Learning. Implementing the policy “brings the librarian and her skills into the classroom.”
One teacher stated that "The overall idea is a good concept but needs a lot of planning time which is difficult to come by in the current busy environment of the school."

The ways in which the school is implementing the Libraries in New South Wales Government Schools Policy Statement 1987

All the respondents indicated that they were implementing the policy statement through co-operative planning with the librarian. "We have regular meetings with our librarian who "guides" us negotiating a meaningful series of lessons tied to our theme/area of interest."

Perception of the library’s role within the school

The teachers stated that the role of the library within the school is to function as a resource centre.

Students’ use of the school library

The teachers indicated that their students used the library in a variety of ways."Borrowing personal books, reference for class projects and activities, lessons with librarian/teacher, show place for work." They used the library as individuals, in small groups and as whole classes, before school and at lunchtime. The teachers commented that the lessons lessons were conducted co-operatively by teacher and librarian.
4.5C Analysis of student surveys

The student questionnaires were distributed to ten students in Years 3-6, a total of 40 questionnaires. Thirty of the questionnaires were completed and returned to the researcher which represented a return rate of 75%.

Library lessons

Of the students who completed the questionnaires, 100% stated that they had library lessons (see Figure C1).

![Figure C1: Percentage of Students That Have Library Lessons - School C](image)

More than half of these lessons were taught by the librarian. Team teaching situations accounted for almost all of the remaining lessons, with a very small percentage of students stating that the lessons were taught by the teacher (see Figure C2).
The majority of the students indicated that they had library lessons once a week (see Figure C3).

The response to this question caused confusion with some students. Many of the 'library lessons' at this school were taught in the classroom and therefore some students did not perceive this to be a 'library lesson'.

There were 59 responses to question 1d about the type of activities experienced library lessons. The responses varied greatly and therefore did not fall into distinct groups. It was decided to group them into four categories - responses directly related to reading, such as reading books and listening to stories, information skills - learning about the library, Dewey numbers, finding information and using the catalogue.

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**FIGURE C2**
The teacher of the Library Lessons - School C

**FIGURE C3**
The Frequency of Library Lessons - School C
Almost one third of responses were grouped as lesson activities related to classroom theme work, and the remaining activity was the borrowing of books (see Table C1).

**TABLE C1**
Activities Carried Out in Library Lessons - School C

<table>
<thead>
<tr>
<th>Activities in Library Lessons</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• reading activities-</td>
<td>32</td>
</tr>
<tr>
<td>reading books</td>
<td></td>
</tr>
<tr>
<td>listening to stories</td>
<td></td>
</tr>
<tr>
<td>• activities related to classroom theme work</td>
<td>31</td>
</tr>
<tr>
<td>• information skills -</td>
<td>29</td>
</tr>
<tr>
<td>learning about the library</td>
<td></td>
</tr>
<tr>
<td>Dewey numbers</td>
<td></td>
</tr>
<tr>
<td>finding information</td>
<td></td>
</tr>
<tr>
<td>using the catalogue</td>
<td></td>
</tr>
<tr>
<td>• borrowing of books</td>
<td>8</td>
</tr>
</tbody>
</table>

**Library attitudes**

Question 2a drew 38 responses from the 30 respondents. These responses were grouped similarly to those in question 1d. Reading, to learn to read or to listen to stories. Some students liked to borrow books, many enjoyed the craft activities and games, a minority found enjoyment in locating information and the remaining respondent, "liked to read every book in the library" (see Table C2).

**TABLE C2**
Students' Reasons for Liking the Library - School C

<table>
<thead>
<tr>
<th>Reasons for Liking the Library</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• reading, learning to read, or listening to stories</td>
<td>57</td>
</tr>
<tr>
<td>• enjoyment of craft activities and games</td>
<td>21</td>
</tr>
<tr>
<td>• the opportunity to borrow books</td>
<td>13</td>
</tr>
<tr>
<td>• enjoyment in locating information</td>
<td>7</td>
</tr>
<tr>
<td>• &quot;liked to read every book in the library&quot;</td>
<td>2</td>
</tr>
</tbody>
</table>
The greatest response within the 27 responses to question 2b, was from the majority of students who stated that there was "nothing" that they did not like about going to the library. The remaining responses related to personal feelings about the library, each 4% representing one respondent (see Table C3).

**TABLE C3**

Students' Reasons for Liking the Library - School C

<table>
<thead>
<tr>
<th>Reasons for Not Liking the Library</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• &quot;nothing&quot; that they did not like about going to the library</td>
<td>84</td>
</tr>
<tr>
<td>• didn't like it when people annoyed him</td>
<td>4</td>
</tr>
<tr>
<td>• having to be quiet</td>
<td>4</td>
</tr>
<tr>
<td>• did not like to go to the library when they were doing good things in class</td>
<td>4</td>
</tr>
<tr>
<td>• didn't like to leave the library</td>
<td>4</td>
</tr>
</tbody>
</table>

When in a library environment almost half of the respondents indicated that they felt either happy, or very happy. One respondent indicated that he felt sad and the remaining students expressed no special feelings (see Figure C4).

![Figure C4](image)

**FIGURE C4**

Students' Feelings in a Library Environment - School C
Library rules

Of surveyed students, 100% were aware that their library had special rules. These results are shown in Figure C5.

However the rules listed were not all 'special' to the library. Some could relate to any classroom environment. From the 70 responses, most were categorised as general classroom rules - these included don't run, don't shout, no eating or drinking, have clean hands, listen to the teacher and put your hand up before you speak. The remaining rules were more pertinent to the library environment- take care of the books, be quiet, read quietly, you need a library bag to borrow (see Table C4).

TABLE C4
Rules Listed by Students - School C

<table>
<thead>
<tr>
<th>Rules</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Rules:</td>
<td></td>
</tr>
<tr>
<td>• no running</td>
<td>30</td>
</tr>
<tr>
<td>• no shouting</td>
<td>27</td>
</tr>
<tr>
<td>• no eating or drinking</td>
<td>10</td>
</tr>
<tr>
<td>• have clean hands</td>
<td>10</td>
</tr>
<tr>
<td>• listen to the teacher</td>
<td>3</td>
</tr>
<tr>
<td>• put your hand up before you speak</td>
<td>3</td>
</tr>
<tr>
<td>Library Specific Rules:</td>
<td></td>
</tr>
<tr>
<td>• take care of the books</td>
<td>7</td>
</tr>
<tr>
<td>• be quiet</td>
<td>4</td>
</tr>
<tr>
<td>• read quietly</td>
<td>3</td>
</tr>
<tr>
<td>• you need a library bag to borrow</td>
<td>3</td>
</tr>
</tbody>
</table>
Book borrowing

The students gave 38 responses to why they borrowed books from the school library. These were grouped into leisure and academic categories.

The leisure category consisted of students who borrowed books to read and for enjoyment. The academic category was made up of those students who borrowed to learn to read, to learn, for homework and assignments, to do book reports, and to get ideas for writing. These results are shown in Table C5.

TABLE C5
Reasons for Borrowing Book/s from School Library - School C

<table>
<thead>
<tr>
<th>Reasons for Book Borrowing</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure and Academic</td>
<td></td>
</tr>
<tr>
<td>• both reasons</td>
<td>46</td>
</tr>
<tr>
<td>Leisure:</td>
<td></td>
</tr>
<tr>
<td>• reading for own interest</td>
<td>30</td>
</tr>
<tr>
<td>• Academic:</td>
<td></td>
</tr>
<tr>
<td>school assignments</td>
<td>22</td>
</tr>
</tbody>
</table>

The majority of the students stated that they read the books that they borrowed (see Figure C6).
Figure C6
Students' Reading of Library Books - School C

Figure C7 below shows that more than half of the students borrowed books from libraries other than the school library.

Figure C7
Students' Borrowings from Other Libraries - School C

Figure C8 indicates the reasons given by students for borrowing from libraries other than their school library. The reasons given are distributed evenly between academic and leisure reasons.
FIGURE C8
Why Students Borrow from Other Libraries - School C

Strategies to find information

Of the 30 students surveyed, there were 37 responses to question five which asked what the student would do if they were unable to locate the book/s they wanted. This response rate indicated that most students only employed a single strategy.

TABLE C6
Students' Strategies for Finding Book/s - School C

<table>
<thead>
<tr>
<th>Strategies for Finding Book/s</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• look it up in the catalogue</td>
<td>59</td>
</tr>
<tr>
<td>• ask the teacher or librarian</td>
<td>27</td>
</tr>
<tr>
<td>• ask a friend</td>
<td>14</td>
</tr>
</tbody>
</table>

This result suggests that many of the students have the confidence and the skill to locate the information independently.

4.6C Observation of the library and library lessons

Observation of the library lessons at School C was not undertaken due to the time constraints of the study. On the day the researcher scheduled to observe lessons there were no library lessons timetabled as it was the last week of the school term.
The library is located in the centre of the school environment. It is a large and airy structure with high ceilings. Every available space around the walls is decorated with the student’s work that has been completed in their library lessons (see Plate C1).

PLATE C1
Library decorated with students’ work

The desks are organised in small groups to allow for individual or group work. At one end of the library was a large display that related to the Dream Time theme of Book Week (see Plate C2).
4.7C Conclusion from the Results of School C

The examination of the library at School C revealed that there are many interesting activities happening in the library sessions. This school employs a flexible timetable which allows the teachers to book into the library at a time for activities that suit the specific needs of the students. All the teachers at the school accompany their students to the library and teach in a team teaching situation with the librarian. The librarian also takes her library expertise into the classroom if the lesson does not require the library environment.

The most popular activity within library lessons was reading books and listening to stories, which indicates that many students are developing a love of reading and literature.
Other activities experienced by the students suggest that there is an emphasis on the development of information skills - learning about the library, Dewey numbers, finding information and learning to use the catalogue.

This seems to be successful as most of the surveyed students employed only one strategy to locate information and more than half of the students indicated that they would use the catalogue to assist them.

There was a positive attitude towards these activities indicated by the students with the majority of students commenting that there was "nothing" that they didn’t like about going to the library. Activities relating to theme work demonstrate how the library is functioning as an extension of the classroom program.

School C is fully implementing the Libraries in New South Wales Government School Policy Statement 1987. The only problem encountered by the librarian in the implementation of the statement was "planning time" when she could work cooperatively with the classroom teachers.

The surveyed teachers, the principal and librarian indicated that they perceived the role of the library to be a central resource of the school and the results of this study indicate that this is how it is functioning.
Case study - School D

Data Analysis - Descriptive Summary

4.1D Site description

School D is a state high school which is located approximately 20 kilometres south of Wollongong. The current pupil enrolment is 1275 students, of which 15% come from non-English speaking backgrounds. Exchange students from Japan and Europe are found in the senior years. There are 10 Aboriginal students enrolled at the school. The school has a teacher allocation of 86.4 who teach across ten faculty areas.

The library is staffed by 1.4 teachers who consist of one full time teacher librarian, and a primary trained teacher librarian who makes up the other 0.4 of the staffing allocation.

The library building is large bright and airy. It is one of the newer buildings at the school. It is fully carpeted and heated. Along the centre of the building is a mezzanine area which is reached by stairs at either end of the library.

4.2C Library organisation as described by the librarian

This school library has been chosen to trial the OASIS library automation system. To date, 4000 items have been processed into the system. The students have access to two computer terminals to search for the location of specific information.

Prior to the introduction of this system the library used a card cataloging system which was described by the librarian as "an inefficient instrument". The librarian has noticed that the number of loans by the students has "increased dramatically" since the computer terminals were made available for use by the students.
This could be attributed to the novelty of the computers. However the librarian feels it is a result of the ease of finding relevant material and the simplicity of the borrowing procedure. Senior students and staff have unrestricted borrowing rights. Junior students can borrow four non-fiction books and two fiction books.

Students have access to the library before and after school, and at lunchtime. The senior students also have access at recess, during their free periods and in the absence of a teacher. This has caused some problems however as up to 70 students can unexpectedly arrive at the library at the one time. Teachers are permitted to give small groups of students permission to use the library during lesson time for specific research tasks.

A flexible planning policy exists within this school. There is no scheduled timetable for the use of the library, instead teachers are able to book the library for their own classes' specific needs or requirements, e.g. a lesson for skills development, research or private study (see Appendix School D).

The teachers have the option of teaching the classes singly, or in a team teaching situation with the librarian, or having the librarian teach the class. The librarian commented that for this form of timetabling to be a complete success, the librarian should be seen as an innovator, not just in the role of providing a service.

The librarian also arranges specific materials for teachers, such as books and reference materials on a set topic to use in the library or bulk loans for classroom use.
All year 7 students participate in an introduction to the library program which covers such information as a library tour, details of specific sections of the library such as the reference section, fiction and non-fiction sections, borrowing procedures and the use of the computer terminals.

Two special programs have been introduced in the library to attract both teachers and students to the library. One example is the TROLL program, *Teenagers Reading Of Library Literature*, which is a reading promotion scheme designed to encourage the access of reading material in a positive way. The second program is a maths program for year 8 which incorporates a history of maths assignment with information skills and computer awareness.

4.3C Summary statement from the interviews with the principal and the librarian

Role of the library

The role of the library in this school was indicated by the librarian and the principal be one of support, not only to the curriculum but to the reading interests of the students.

The principal stated that it should "*ideally be the focus of the school, a curriculum resource for teacher and student use.*"

Perceived role of the librarian

The librarian perceived his role to be seen as an innovator, not just in the role of providing a service.
The learning curriculum

The librarian commented that although the library relates to every curriculum in the school, it is often relegated to a service function instead of an initiator. The difficulty in a high school situation is the breaking down of faculty barriers, and creating a whole curriculum. "Some teachers view the library as a support to the learning curriculum, however it should be more than that. There needs to be a responsibility within the school for the whole curriculum and the school lacks the notion of across the curriculum skills." He added that use of the library is often determined by the individual teacher's attitude towards the library and librarian.

Implementation of the Libraries in New South Wales
Government Schools Policy Statement 1987

The principal explained that the policy was introduced to the staff by the librarian shortly after it's release. The librarian stated that aspects of the library policy have been in implementation since its release in 1988. "For example access to curriculum documents, new technology and flexible planning."

The librarian has found that the main problems in continuing the implementation relate to the understanding of the document by many staff members, and the time to involve teachers and the librarian in the planning stages of library activities. "There is an expectation within the policy that the librarian should be a staff development person. However some librarians do not have the personality or skills to achieve this with other members of staff."
Overcoming the problems encountered implementing the
Libraries in New South Wales Government Schools
Policy Statement 1987

The librarian considered that problems in the implementation of the policy could be overcome through more inservice with individual faculties to understand the policy, and the education of the staff in their own information skills.

The principal concluded the interview with the statement that “the quality of the library in the school depends on the librarian - a good librarian means a good library - a warm and friendly place where everyone is made feel welcome.”

4.4D Responses to questionnaire for teachers

Awareness of the contents of the Libraries in New South Wales Government Schools Policy Statement 1987

Six questionnaires were distributed to teachers who taught a class of students in Years 7-12. Five of these questionnaires were completed and returned representing a response rate of 83%.

60% of the surveyed teachers were aware of the existence of the library policy. Of the 60% that were aware of the policy, 100% of these stated that they were familiar with its contents.

Comments on the policy

The opinion of the surveyed teachers that the policy was “basically a sound document” One teacher stated that “... more emphasis could be made of the "student-centred" approach - at times it appears the policy is directed solely at teachers.”
Another response indicated that the teacher thought that more money to schools would allow the statement to become a reality "..... by **providing a stimulating atmosphere, access to technology, supporting school curriculum, to become a reality**".

**The ways in which the school is implementing the Libraries in New South Wales Government Schools Policy Statement 1987**

The responses of the teachers indicated that they considered the policy was being implemented in a variety of ways. Through the installation of computer, the arranging of stimulating displays; encouraging reading and the provision of access to curriculum documents. One teacher stated that the "*Librarian is very much part of school staff and encourages teachers to work with him to develop meaningful library usage. Teachers are encouraged to fully use all library services.*"

**Perception of the library's role within the school**

The teachers responses indicated that they perceived the role of the library to be primarily a resource centre. "*To provide a service and for the librarian to be involved in planning, policies, curriculum resources, etc.*" One teacher suggested that "*It should be used as an aid in the problem solving process and should be seen as a place to which people want to go. It should represent a range of information options for all student activities.*" Another teacher added that it's role should be that of a "*leisure resource for all.*"

**Students' use of the school library**

The responses to this question indicate that the library is used for research work, therefore as a resource centre. It is the avenue for the completion of assignments relating to classroom work.
4.5D Analysis of student surveys

60 questionnaires were distributed to students at this school, 10 students in each year 7-12. The questionnaires were distributed by two science teachers who taught a class in each year. The teachers then chose, at random, ten students in each year. 60 questionnaires were received by the researcher, which represents 100% return of surveys.

Library lessons

The results of section one of the student survey showed that almost half the students in this school attended library lessons. 100% of students surveyed in year 7 replied yes to question 1a, as all year 7 students participated in an introductory library program (see Figure D1).

![Figure D1](image)

Percentage of Students That Have Library Lessons - School D

The response to question 1b indicated that of that most of the lessons were taught by the teacher or by either teacher and librarian in a team teaching situation (see Figure D2).
The majority of the survey sample stated that they had library lessons once a week (see Figure D3).

The replies to question (1d) fell into three categories—library activities that related to compulsory school work, leisure activities, and specific activities such as TROLL, and watching videos (see Table D1).
TABLE D1
Activities Carried out in Library Lessons - School D

<table>
<thead>
<tr>
<th>Activities in Library Lessons</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• activities related to compulsory school work</td>
<td>52</td>
</tr>
<tr>
<td>• watching videos</td>
<td>25</td>
</tr>
<tr>
<td>• leisure activities</td>
<td>23</td>
</tr>
<tr>
<td>• specific activities such as TROLL</td>
<td>23</td>
</tr>
</tbody>
</table>

Library attitudes

Question (2a) and (2b) examined what the students liked most and least about going to the library. These responses indicated that there were three main reasons that the students liked to go to the library. Some students enjoyed the opportunity to work independently on assignments and homework. Others liked to go to the library to read and borrow books for leisure activities.

The remainder of the responses referred to the environment of the library. They stated that they liked to go to the library because it was a warm place. This comment reflected that fact that the survey was conducted in the middle of winter. Other students enjoyed the quiet atmosphere that the library offered and a minority saw the library as a place to socialise with their friends (see Table D2).

TABLE D2
Students' Reasons for Liking the Library - School D

<table>
<thead>
<tr>
<th>Reasons for Liking the Library</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• opportunity to work independently on assignments and homework</td>
<td>31</td>
</tr>
<tr>
<td>• to read and borrow books for leisure activities</td>
<td>26</td>
</tr>
<tr>
<td>• quiet atmosphere that the library offered</td>
<td>22</td>
</tr>
<tr>
<td>• a place to socialise with friends</td>
<td>6</td>
</tr>
<tr>
<td>• because it was a warm place</td>
<td>5</td>
</tr>
</tbody>
</table>
There were 56 responses given as reasons for not liking the library. While some students disliked the quiet, there was a slightly greater number that disliked noise and distractions from other students. The remainder of the responses related to personal preferences regarding the library environment and the tasks undertaken in this environment.

### TABLE D3
Students' Reasons for Not Liking the Library - School D

<table>
<thead>
<tr>
<th>Reasons for Not Liking the Library</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• other students talking/distracting</td>
<td>21</td>
</tr>
<tr>
<td>• not being able to find books/information</td>
<td>16</td>
</tr>
<tr>
<td>• having to be quiet</td>
<td>16</td>
</tr>
<tr>
<td>• rules and discipline</td>
<td>14</td>
</tr>
<tr>
<td>• doing work/assignments/homework</td>
<td>9</td>
</tr>
<tr>
<td>• limitations of time/loans</td>
<td>5</td>
</tr>
<tr>
<td>• nothing</td>
<td>5</td>
</tr>
<tr>
<td>• it is boring</td>
<td>4</td>
</tr>
<tr>
<td>• looking for information</td>
<td>2</td>
</tr>
<tr>
<td>• using computers</td>
<td>2</td>
</tr>
<tr>
<td>• when library is full</td>
<td>2</td>
</tr>
<tr>
<td>• limited computer access</td>
<td>2</td>
</tr>
<tr>
<td>• reading</td>
<td>2</td>
</tr>
</tbody>
</table>

When the students were asked to rate how they felt when they were in the library on a Likert Scale the majority selected 'no special feeling, or indicated that they felt happy and very happy (see Figure D4). No students indicated that they felt unhappy or sad.

**FIGURE D4**
Students' Feelings in a Library Environment - School D
Library rules

Of the 60 students surveyed, 56 stated that the school library had special rules. Four students did not respond (see Figure D5).

![Pie chart showing 94% Aware and 7% No Response.]

FIGURE D5
Students' Awareness of Library Rules - School D

When asked to list the rules, the responses indicated that most of the rules would apply in any library or classroom - no running, shouting, eating or drinking. However, some responses were about rules that were directly related to the library environment - be quiet, borrow, don't steal, restrictions on loans, fines for overdue books and the seniors were not allowed upstairs into the mezzanine area (see Table D4).
TABLE D4
Rules Listed by Students - School D

<table>
<thead>
<tr>
<th>Rules</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Rules:</td>
<td></td>
</tr>
<tr>
<td>• no eating or drinking</td>
<td>27</td>
</tr>
<tr>
<td>• no running</td>
<td>10</td>
</tr>
<tr>
<td>• no smoking</td>
<td>1</td>
</tr>
<tr>
<td>Library Specific Rules:</td>
<td></td>
</tr>
<tr>
<td>• be quiet</td>
<td>37</td>
</tr>
<tr>
<td>• no bags</td>
<td>10</td>
</tr>
<tr>
<td>• seniors not allowed upstairs into the</td>
<td></td>
</tr>
<tr>
<td>mezzanine area</td>
<td>5</td>
</tr>
<tr>
<td>• restrictions on loans/ fines for overdue</td>
<td></td>
</tr>
<tr>
<td>books</td>
<td>5</td>
</tr>
<tr>
<td>• borrow, don't steal</td>
<td>4</td>
</tr>
<tr>
<td>• work or leave</td>
<td>1</td>
</tr>
<tr>
<td>• one person per computer</td>
<td></td>
</tr>
</tbody>
</table>

Discussion with the librarian about the responses to this question revealed that he felt the rules were needed and justified. He considered that a low noise level was required in respect for those students who wished to use the library for study and reading, and for the teachers who were teaching lessons in the library.

The seniors students, and in fact all the students at the school, were not allowed upstairs without teacher supervision as it was difficult to supervise the area and there was a high rate of misbehavior and vandalism when students had been allowed in this area in the past.

**Book borrowing**

There were 76 responses to the question of why books were borrowed from the library. Some students listed more than one reason for borrowing books. 30 responded that they borrowed books to read, 45 borrowed books for assignments and homework and one student stated that he borrowed books because he didn't have books at home (see Table D5).
TABLE D5
Students' Reasons for Borrowing Book/s from the Library
- School D

<table>
<thead>
<tr>
<th>Reasons for Book Borrowing</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic:</td>
<td>59</td>
</tr>
<tr>
<td>• for assignments and homework</td>
<td></td>
</tr>
<tr>
<td>Leisure:</td>
<td>40</td>
</tr>
<tr>
<td>• to read</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>1</td>
</tr>
<tr>
<td>• did not have books at home</td>
<td></td>
</tr>
</tbody>
</table>

Of the 57 responses to whether or not the books borrowed from the library were read, approximately half of the students indicated that they did read the books (see Figure D6).

50 of the surveyed students replied that they did borrow books from libraries other than the school library. See Figure D7.
Many students stated that they only borrowed books for school assignments and homework, and a few stated that they borrowed books only to read for their own interest. Half of the surveyed sample indicated that they borrowed the books for both reasons (see Figure D8).

Strategies to find information

This question asked students to nominate the strategy or strategies that they employed if they were unable to find the books for which they were looking.
There were 105 different responses to this question indicating that the respondents often had more than one strategy that they employed if they could not find the book/s that they wanted (see Table D6).

### TABLE D6
Strategies Used by Students to find Books - School D

<table>
<thead>
<tr>
<th>Strategies for Finding Book/s</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• look it up in the catalogue</td>
<td>41</td>
</tr>
<tr>
<td>• ask the teacher or librarian</td>
<td>29</td>
</tr>
<tr>
<td>• forget about it</td>
<td>8</td>
</tr>
<tr>
<td>• ask a friend</td>
<td>4</td>
</tr>
</tbody>
</table>

These results suggest that the strategy most frequently employed to find information was to use the catalogue which in this school library was a computer system.

#### 4.6D Observation of the library and library lessons

The library was observed by the researcher for a period of approximately one hour. During this time two teachers had brought their classes to the library to complete assignment and research work. Neither teacher had arranged for specific help from the librarian. However the teachers did ask for assistance during the lesson time, to locate material that their students needed.

As there was no structured lesson, the students were able to work independently or in groups (see Plate D1). The students were observed reading alone, talking in small groups, looking around the shelves, writing alone and in groups, using reference materials and searching for information on the computer (see Plate D2).

The teachers supervised their classes, wandering from group to group offering assistance and helping when required. At the completion of the lesson many of the students queued up to borrow books from the library.
PLATE D1
Small group work

PLATE D2
Using the computer to locate information
4.7D  Conclusion from the results of School D

The examination of the library at School D indicated that the majority of students use the library for activities related to compulsory school work. This is reflected by the teachers' comments that the role of the library is one of a resource centre for research related to class work. The students indicated that most of the books that they borrowed from the library were for school assignments, this applied to both the school library and other libraries.

The students displayed positive attitudes towards the library environment with no students stating that they felt either unhappy or sad when in the library.

The library policy has been in implementation at this school for several years. Flexible timetabling is in operation and teachers are being encouraged to plan co-operatively with the librarian. Special programs to encourage students to use the library have been introduced and have proved successful. Some staff at the school are taking advantage of the opportunity to team teach with the librarian.

The librarian perceives his role to be more than to provide a service, he can be an innovator as well. This is achieved with some teachers through co-operative planning, implementation and evaluation of teaching programs.

Further improvements to the implementation of the policy could be achieved through inservice with teachers to develop their understanding of the expectations of the policy document.
Case study - School E
Data analysis descriptive summary

4.1E Site description

School E is a non state high school located 10 kilometres north of Wollongong. It has a current student enrolment of 830 and is staffed by 55 teachers. The students come from multicultural backgrounds including students from overseas and one exchange student. Some students travel long distances to the school.

The staffing of the school includes one full time librarian who is a qualified librarian but not a trained teacher. The librarian is supported by three clerical personnel who work a total of 59 hours per week.

4.1E Library organisation as described by the librarian

The collection held within this library is currently organised by a card system. The OASIS automated system has been approved for the school but the school is still awaiting funding before this system can be introduced into the library.

The junior students are allowed to borrow two fiction and two non fiction titles at a time. However this is flexible according to the needs of each student. Senior students have unlimited loans. There is no fine system employed in the library. Students are permitted to borrow books during vacation times providing that they have no books overdue.

The library has recently been renovated and the new environment is very spacious and open. There are large windows along the eastern side of the library which capture extensive views of the ocean and the Illawarra escarpment.
The library has been arranged to accommodate three class groups at a time. However this has caused some problems with noise traveling from the various groups and responses in the student survey indicated that this is disturbing to some of the students using the library for private study. More information on this issue can be found in the analysis of student surveys following later in this section.

Flexible timetabling is in operation with teachers having the opportunity to book parts of the library for their specific needs, either as an individual teacher or in a team teaching situation with the librarian (see Appendix School E). The school time functions on a six day cycle, and some components of the library are permanently book as classrooms, for example the audio visual room.

All students in year 7 are timetabled for a library session each week. This begins with an orientation program which takes nine weeks. The purpose of this program is to develop in students an understanding of what the library is, and how to locate the information that they need. During this program the students complete a information skills workbook. This is deemed to be necessary as the students come from different primary schools and cultural backgrounds.

During the remainder of year 7, and in some classes in year 8, students are involved in a special reading program to encourage them to read and become familiar with the fiction books in the library. The format of these lessons consists of the students reading books of their choice and then preparing a book review, poster or diorama, and being involved in a verbal discussion or round table discussion of the book. The students are expected to read at least two books per term. The class teacher takes half the class for these sessions and the librarian takes the other half of the class.
Units of work concentrating on information skills have been prepared by the librarian and some of the teachers at the school. One particularly successful unit was one prepared by a maths teacher on Islamic Art which links a class assignment and a library assignment together. Other library activities are directly associated with using the various parts of the library.

The students are assigned to workstations located around the library and complete activity sheets on each location over a period of weeks. (Examples of these worksheets can be located in Appendix School E).

Students have access to the library during recess and lunch. There used to be a pass system in operation for those students who wished to use the library. This has been disbanded and the library is now open to all students.

4.3E Summary statement from the interview with the librarian

The principal at this school was unavailable for interview and due to the time constraints of the study and the impending school holidays, it was decided to omit this interview from the study.

Role of the library

The librarian indicated that her perception of the role of the library in the school is "that the library is used as a learning centre for resource based teaching. "It is the centre of the school. This school employs resourced based learning and therefore the library provides the students and the staff with resources for assignments, extended reading and the teacher's own studies."
Perceived role of the librarian

The role of librarian as perceived by this librarian was three fold. "As an administrator of the resource centre and all its activities, as a teacher and advisor to staff and students on information related needs and as a liaison between staff executive, students parents and community."

In this role the librarian has encountered some problems. She commented that she experienced difficulty "getting staff to understand the 'teaching' aspect of the job." The librarian added that she would like to reach the 50% of staff that never use the library. It was also a problem to ensure that students at all levels gain adequate information skills "using the topic based strategies rather than fixed library lessons (which don't work)."

The Learning curriculum

The librarian indicated that the library fits into the whole learning curriculum through supporting the resourced based learning employed by the school. "Our resource centre is designed to be the 'hub of the school' with a fully integrated system supporting all curriculum areas.” The librarian organises special programs to encourage the students to use the library, to promote reading and to develop information skills.


The librarian stated that the library statement supports her own philosophy of how a library should function in the school "the policy is a support document to my philosophy of how a school library should function."
Therefore the policy has been implemented to a certain extent in this non state school. "Parts of the policy are being implemented, that is co-operative planning and flexible timetabling."

The implementation of the policy statement has been hindered by several factors. The librarian commented that some staff members do not fully understand the document. She added that as she is a trained librarian and not a qualified teacher some staff members do see her in a teaching role, "they don't believe I can help the students."

**Overcoming the problems encountered implementing the Libraries in New South Wales Government Schools Policy Statement 1987**

The librarian indicated that the problems of implementing the policy could be overcome through further inservice with the staff of the school and through library promotion. "The new library has improved the image of the library and made it a more inviting place for the students and the staff."

**4.4C Responses to questionnaire for teachers**

**Awareness of the contents of the Libraries in New South Wales Government Schools Policy Statement 1987**

Six questionnaires were distributed to teachers who taught a class of students in Years 7-12. All the questionnaire were completed and returned which represented a 100% return rate.

Of the surveyed teachers at this school, 83% were not aware of the government library policy, 17% were aware of the policy but were not familiar with its contents.
Perception of the library’s role within the school

The surveyed teachers indicated that they perceived the role of the library as one of a resource centre, for both leisure and academic pursuits. "Resources - books and audio visual - for students and staff. Teaching students research skills in collaboration with other teaching staff."

Students’ use of the school library

The statements by the teachers of how their students use the library indicated that most students used the library for research and assignment work. The teachers also stated that their students use the library to develop information skills, as a study venue and for social gathering.

4.5C Analysis of student surveys

60 questionnaires were distributed to students at this school. 10 students in each year 7-12. The questionnaires were distributed at random by the librarian. Of the 60 distributed surveys, 59 were completed and returned which represented a return rate of 98%.

Library lessons

The responses to question 1a indicated that 41% of students at this school had library lessons (see Figure E1).
Percentage of Students That Have Library Lessons - School E

Of the students who had library lessons, the nearly half were taught by the class teacher. A small percentage were taught by the librarian and the remainder by either the teacher, the librarian or both (see Figure E2).

The Teacher of the Library Lessons - School E

When asked how often they had lessons, the students gave varied responses (see Figure E3). Students in years seven and eight were involved in compulsory library lessons. Students in later years only attended the library in lesson time at the choice of their teachers, or in private study time.
The question about what activities were experienced in the lesson drew 35 responses. These were categorized into six groups (see Table E1).

### TABLE E1

Activities Carried Out in Library Lessons - School E

<table>
<thead>
<tr>
<th>Activities in Library Lessons</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• research</td>
<td>31</td>
</tr>
<tr>
<td>• reading</td>
<td>29</td>
</tr>
<tr>
<td>• book reviews and posters</td>
<td>17</td>
</tr>
<tr>
<td>• private study</td>
<td>14</td>
</tr>
<tr>
<td>• discussion of assignments</td>
<td>6</td>
</tr>
<tr>
<td>• book borrowing</td>
<td>3</td>
</tr>
</tbody>
</table>

Many students used the library for research. The high percentage of students who responded that they experienced reading, book reports and poster activities in library lessons could be attributed to those students involved in the year 8 reading program.
Library attitudes

Question 2a and b asked the students to state what they liked most and least about going to the library. There were 61 responses of reasons why the students liked to go to the library and these were grouped into six categories (see Table E2).

Many responses related to the atmosphere of the library. The second most common response indicated that the students enjoyed the opportunity to read books and the latest magazines.

TABLE E2
Students' Reasons for Liking the Library - School E

<table>
<thead>
<tr>
<th>Reasons for Liking the Library</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>library atmosphere:</td>
<td>31</td>
</tr>
<tr>
<td>the quiet</td>
<td></td>
</tr>
<tr>
<td>it's comfortable</td>
<td></td>
</tr>
<tr>
<td>it's warm</td>
<td></td>
</tr>
<tr>
<td>being out of the wind</td>
<td></td>
</tr>
<tr>
<td>reading books or magazines</td>
<td>23</td>
</tr>
<tr>
<td>liked nothing about going to the library</td>
<td>15</td>
</tr>
<tr>
<td>the opportunity to locate information</td>
<td>13</td>
</tr>
<tr>
<td>borrowing books</td>
<td>9</td>
</tr>
<tr>
<td>the opportunity to go to the library to catch</td>
<td>9</td>
</tr>
<tr>
<td>up on school work and assignments</td>
<td></td>
</tr>
</tbody>
</table>

There were 62 reasons liked least about going to the library. Again many of the responses were related to the library atmosphere - the steep stairs, the quiet, the noise, the cold and sitting on the carpet. There was a response from students about a teacher who frequently "yelled" at her class and this caused irritation to many students.

Some students did not like it when they could not find the information that they wanted and some students did not like the assignments or work that they had to do. There was a dislike for the rules enforced in the library, while a minority of students found the library boring, did not like reading and did not like the library staff (see Table E3).
Table E3
Students' Reasons for Not Liking the Library - School E

<table>
<thead>
<tr>
<th>Reasons for Not Liking the Library</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the library atmosphere:</td>
<td></td>
</tr>
<tr>
<td>the steep stairs</td>
<td>30</td>
</tr>
<tr>
<td>the quiet</td>
<td></td>
</tr>
<tr>
<td>the noise</td>
<td></td>
</tr>
<tr>
<td>the cold</td>
<td></td>
</tr>
<tr>
<td>sitting on the carpet</td>
<td></td>
</tr>
<tr>
<td>• a teacher who frequently &quot;yelled&quot; at a class</td>
<td>20</td>
</tr>
<tr>
<td>• not finding wanted information</td>
<td>12</td>
</tr>
<tr>
<td>• assignments or work that had to be done</td>
<td>10</td>
</tr>
<tr>
<td>• the rules enforced in the library</td>
<td>10</td>
</tr>
<tr>
<td>• nothing that wasn't liked about the library</td>
<td>6</td>
</tr>
<tr>
<td>• the library was boring</td>
<td>5</td>
</tr>
<tr>
<td>• don't like reading</td>
<td>3</td>
</tr>
<tr>
<td>• the library staff</td>
<td>2</td>
</tr>
<tr>
<td>• never went to the library</td>
<td>2</td>
</tr>
</tbody>
</table>

Question 2c asked for a rating of the students feelings when they were in the library environment. A high percentage of the students stated that they had 'no special feelings' when in the library (see Figure E4).

Figure E4
Students' Feelings in a Library Environment - School E
Library rules

Of the 59 students who completed the survey, 88% were aware of the library rules (see Figure E5).

There were 119 responses to what the library rules were, and these were grouped into rules that could relate to a classroom and specific library rules. Rules that could apply to any classroom were no loud noises, no eating, no running, respect others, and don't waste time.

The rules listed that applied specifically to this library were no glue or liquid paper, don't take books without checking them out, three students to a table, no bags inside the library, library passes needed to work in the library (see Table E4). The rule about the library passes no longer applies.
TABLE E4
Rules Listed by Students - School E

<table>
<thead>
<tr>
<th>Rules</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Rules:</td>
<td></td>
</tr>
<tr>
<td>• no loud noises</td>
<td>34</td>
</tr>
<tr>
<td>• no eating</td>
<td>24</td>
</tr>
<tr>
<td>• no running</td>
<td>17</td>
</tr>
<tr>
<td>• respect others</td>
<td>2</td>
</tr>
<tr>
<td>• don't waste time</td>
<td>2</td>
</tr>
<tr>
<td>Library Specific Rules:</td>
<td></td>
</tr>
<tr>
<td>• no glue or liquid paper</td>
<td>12</td>
</tr>
<tr>
<td>• don't take books without checking them out</td>
<td>3</td>
</tr>
<tr>
<td>• 3 students to a table</td>
<td>2</td>
</tr>
<tr>
<td>• no bags inside the library</td>
<td>1</td>
</tr>
<tr>
<td>• library passes needed to work in the library</td>
<td>3</td>
</tr>
</tbody>
</table>

Book borrowing

The responses to why books were borrowed from the library drew 62 responses. These responses were grouped into three categories - leisure, academic and others. The highest percentage of students borrowed the books for assignments or 'to learn', followed by those who borrowed to read for enjoyment. The remainder of students borrowed because of the easy access - while some students stated that they did not borrow books at all.

TABLE E5
Students' Reasons for Borrowing Books from School Library
- School E

<table>
<thead>
<tr>
<th>Reasons for Book Borrowing</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic:</td>
<td>46</td>
</tr>
<tr>
<td>• for assignments or 'to learn'</td>
<td></td>
</tr>
<tr>
<td>Leisure:</td>
<td>31</td>
</tr>
<tr>
<td>• to read for enjoyment</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>16</td>
</tr>
<tr>
<td>• did not borrow books at all</td>
<td></td>
</tr>
<tr>
<td>• easy access</td>
<td>7</td>
</tr>
</tbody>
</table>
Of the 55 students that responded to question 4b, less than half replied that they did read the books that they borrowed from the library (see Figure E6).

![Figure E6](image)

**FIGURE E6**

Students' Reading of Library Books - School E

When asked if they borrowed books from libraries other than the school library, 59 students responded. Of this 59, a large proportion did borrow from other libraries (see Figure E7).

![Figure E7](image)

**FIGURE E7**

Students' Borrowings from Other Libraries - School E

The reasons given for why the books were borrowed from other libraries were - primarily for both school assignments and for reading for own interest. However some students only borrowed for assignments or reading for own interest (see Figure E8).
Why Students Borrow from Other Libraries - School E

Strategies to find information

From the 59 surveyed students, question five drew 113 responses, which indicated that most students had more than one information finding strategy. The responses for this section are shown in Table E6.

TABLE E6
Students’ Strategies for Finding Book/s - School E

<table>
<thead>
<tr>
<th>Strategies for Finding Book/s</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ask the teacher</td>
<td>27</td>
</tr>
<tr>
<td>• look it up on the computer</td>
<td>25</td>
</tr>
<tr>
<td>• forget about it</td>
<td>17</td>
</tr>
<tr>
<td>• other:</td>
<td></td>
</tr>
<tr>
<td>go to another library</td>
<td>16</td>
</tr>
<tr>
<td>look for something else</td>
<td></td>
</tr>
<tr>
<td>leave the library</td>
<td></td>
</tr>
<tr>
<td>• ask a friend</td>
<td>15</td>
</tr>
</tbody>
</table>

Approximately equal numbers of students would ask the teacher or would look it up on the computer. A lower percentage would ask a friend or would forget it. Some of students suggested an alternative strategy. These alternatives included going to another library, looking for something else or leaving the library.
4.6C Observation of the library and library lessons

The week chosen to visit this school was the last week of term and there were no library lesson scheduled in this week due to end of term exams and stocktaking. However the use of the library was observed by the researcher for a period of approximately one hour. During this period of time several students came into the library to find a specific book for either themselves or a class teacher. Also during this period of time several small groups of senior students came to the library for private study (see Plate E1).

A class of year 7 students came to the library to participate in their reading program. During the forty minutes that they were there, some of the students laid on the floor or sat in small groups to read (see Plate E2). The teacher sat at a table and students occasionally went to her to discuss their book or hand in a book report. The students were permitted to talk quietly to each other.
4.7C Conclusion from the results of School E

Although it is not mandatory for non-state schools to adopt government policy, this school is implementing parts of the library quite effectively. The policy document supports the librarian's own philosophy of library education.

The school employs resource-based learning and this is supported by the role of the library in the school and the way in which the teachers perceive the role of the library. It is further supported by the way in which the students use the library which is predominately for research and assignments related to class work.

The co-operative planning with some staff members has resulted in the production of topic-based units of work to develop the students' information skills (see Appendix School E).
There is need for some staff members to develop a greater understanding of the Library policy document for it to be implemented to a greater extent. It is hoped that this can be achieved through inservice with the various faculties at the school. It is anticipated the introduction of the OASIS system into the library will assist the staff as well as the students with the locating of specific information.

It is the aim of the librarian with the assistance of some staff, to ensure that the students "at all levels get adequate information skills using the topic based strategies rather than fixed library classes (which don't work)."
CHAPTER FIVE - CONCLUSION

Libraries are an integral part of the learning process as students need to develop the skills to learn how to learn. The examination of the school libraries within this study indicated that students were indeed developing these skills in the school libraries surveyed in the Illawarra region.

5.1 The role of a library in a school as perceived by the librarian, the teachers and the principal

The role of the library within the school, as perceived by the librarians, principals and teachers varied from school to school. However, there were recurring themes in the responses indicating that most respondents considered the role of the library in their school was to provide resources for both the students and the teachers, to develop research skills and "to develop and foster a love of literature". (Principal School A)

The libraries in each of the studied schools were functioning at different levels in this role. The library in School C was operating as the central resource for the whole school curriculum, with the librarian being involved in the planning, implementing and evaluation of classroom programs. This supports the belief of Hall (1969) that educators should devise programs in libraries and classrooms that will allow the students to learn how to learn and to develop the skills needed for life-long education.

Each of the librarians who were interviewed perceived their role to be a complex one which went beyond the provision of a service role. The librarians organised the library and all its resources. This role included the selection of the resources, as well as accounting and budgeting.
The librarians were facilitators of resource provision and were involved in co-operative planning, team teaching and the process of evaluation. But primarily the librarians indicated their role was to nurture a love of reading.

Roe (1972) believed that the atmosphere where a child meets books should be warm and friendly. He states when this happens ".... then the scene may well be set for the production of favourable attitudes to later reading". (Roe, 1972, p66) This was evident in all the library environments observed. They were inviting and enticing places to visit, with each one displaying examples of the students' work that had been completed during their library sessions.

5.2 The library as part of the whole learning curriculum

The case study schools’ libraries were found not to be an isolated part of the school but were integrated into the school curriculum. This was achieved in the majority of schools by providing information and resources for all curriculum areas. "The library is the centre point of the whole school. It must fit into the whole learning curriculum if the resources are integrated." (Librarian, School C)

The integration of the library into the school is an acknowledgement of the beliefs of those educators who claim that the library is supporting the curriculum and does contribute to the acquisition of knowledge and skills, to the development of attitudes, and that it does prompt thinking and feeling, as proposed by Vaughan, (1971). The integration of the library into the school curriculum was most evident at Schools B, C, D and E.

The librarian at secondary School D was very keen to integrate the library even further into his school but found that the faculty boundaries were very difficult to break down.
He stated that there are "rigid faculty boundaries where teachers are locked into individual faculty aims. Some teachers view the library as a support to curriculum, but it should be more than that." (Librarian, School E)

This appeared to be overcome at School E where the library was considered by the librarian to be "the hub of the school" with a fully integrated system supporting all curriculum areas.

5.3 The effectiveness of the implementation of the
Libraries in New South Wales Government Policy
Statement 1987

Several indicators were selected to evaluate the degree to which the library policy was being implemented into each school (see page 4). The major indicator was the degree to which the library and librarian were utilised as an extension of the classroom teacher's program. This involved the teacher and the librarian planning, implementing and evaluating the program together and involved the students developing information skills in a relevant and meaningful way.

Other indicators were the provision of experiences to stimulate reading and the desire to read, and the use of technology for information retrieval in the context of available resources.

The principals at School B, C and D claimed that the library policy was being fully implemented at their schools. The principal of School A indicated that the library policy was only partially implemented at his school. Although at School E it was not mandatory to implement government policy, this school had successfully put into practice many of the concepts of the library policy.
Co-operative planning was employed in four of the five schools. The remaining school was beginning to embark on this concept. Both secondary schools and one primary school were using a flexible timetable approach, where the teachers were able to book into the library for a specific type of lesson at a time that best suited the needs of their students.

"The atmosphere of the library should stimulate interest and enthusiasm for learning, and promote a desire to extend experience through reading, listening and viewing." (Libraries in New South Wales Government Schools Policy Statement 1987, p1) This was apparent in all of the libraries involved in the study. The reading experiences were planned to develop in students a desire to read and to promote their social and recreational development. This was supported by the results of the student questionnaires in which reading, storytime, borrowing of books, theme work, and craft work were the reasons the majority of students liked to go to the library.

Four of the case study schools were using their available technological resources for information retrieval. The use of technology ranged from the highly sophisticated OASIS library system running on IBM compatible hardware, to the use of an Apple [e microcomputer with database management and card cataloging programs.

The implementation of the library policy has been effective in four of the five case study schools. School A was less effective than the other schools.
5.4 The problems encountered in the implementation of the Libraries in New South Wales Government Schools Policy Statement 1987

Although the case study schools varied in their stage of implementation of the library policy, the problems encountered by all the schools were very similar. The greatest problem encountered by teachers and librarians in the primary schools was TIME.

One ideal of the library policy was the concept of co-operative planning and teaching between the classroom teacher and the librarian. To achieve this there needs to be time when the teachers and the librarian can be free from class responsibilities. The change of State Government in 1988 resulted in variations to the staffing formula in schools which restricted the ability of many schools to implement the library policy effectively. However a Ministerial Briefing to schools in 1989 suggested that ".... schools need to bring about adjustments to their strategies for the implementation of the policy."

(Services Directorate, 1989, p1)

Difficulties in adjusting implementation strategies were being experienced in the surveyed primary schools. The librarians at Schools A and B only attend the school three days per week.

At School A the librarian takes the library classes within the class teacher's relief from face to face time, which results in the class teachers not being able to attend library with their classes, nor being available to plan with the librarian. This has restricted the degree to which the library policy has been implemented in this school.

The teachers at School B are able to attend the library classes with their classes, but again as the librarian is only in the school three days a week she is not always available when the class teachers are free of classes.
"I have suggested that the teachers give one hour of their relief from face to face time to work with the librarian. However with her only being here three days a week some teachers would not see her until almost the end of term." (Principal, School B)

School C is part of the Disadvantaged Schools Program and benefits from a supplemented staffing formula. This has resulted in the librarian being employed five days per week. However she also indicated that her greatest problem in implementing the library policy was "planning time."

All the schools within the study had encountered the problem of their staff's understandings and interpretations of the library policy, which had caused a degree of concern.

5.5 The ways in which these problem are being overcome

The problem of 'lack of time to plan' is not being overcome in any of the schools. There would need to be changes in the staffing formula and in school organisation to ensure that all teachers are free to accompany their classes to the library lessons and have time during which they are able to co-operatively plan with the librarian.

The problem of lack of understanding of the library policy is being addressed in some of the schools. The librarian at School A has visited other primary schools to view how they are implementing the library policy. At School B the librarian has held a staff meeting to inservice the staff on the policy document, and to share her own teaching program with her peers. School C has developed a school document which explains and supports the library policy.
In the secondary environments of School D and E, both librarians are addressing this issue through the gradual process of education of their staff. They are achieving this by presenting individual faculty staff meetings and practical demonstrations of the available search facilities. However both librarians feel a higher level of understanding could be achieved through staff development days, staff inservice and consultancy.

5.6 The activities experienced by students in library lessons

The results of the students' questionnaires and library observations indicated that students at all levels of their schooling had the opportunity to be involved in stimulating and interesting library activities. In the primary school libraries the activities had a link to literature or to theme work being taught in the classroom.

There was a diverse range of activities experienced by the students which included reading, writing, art, craft, games, and research. All these activities contribute to the students development of information skills, fulfilling one of the aims of the library policy which was to develop these skills “...... in the context of an information skills program which is planned and implemented within the context of the classroom learning program.” (Laverack, 1989, p29)

In the secondary schools there was a greater emphasis on research and assignment work. Both high schools had compulsory orientation programs for years 7, and offered special programs to encourage reading.

The responses from the surveyed students indicated that they were all developing strategies to locate the information that they required in a library environment. A high percentage of students used the available catalogue system to locate their information, particularly where it involved the use of technology.
A minority of students stated that they would ‘forget about it’ and not try to find the information. The further development of these strategies will assist the students to satisfy their changing information needs.

5.7 The students' attitudes and feelings about the library

Positive attitudes were indicated by most of the surveyed students and these were reflected in the observation of the library lessons by the researcher. Those students who did not feel at ease in the library suggested that it stemmed from personal preferences about the environment. Some liked the library to be quiet, some liked to be able to talk to the friends. As the survey was conducted in the winter months the warmth and "being out of the wind" appealed to students.

The positive attitude to reading was evident in the primary schools with many respondents commenting on their enjoyment of "going to the library to read", the pleasure of participation in "storytime" and "the opportunity to borrow books."

These type of comments were not as common in the secondary school as the students responses suggested that the use of the school library was more directly connected to the completion of compulsory school work. However many students did indicate that they borrowed books from other libraries "to read for pleasure."
5.8 Summation

The examination of school libraries in the Illawarra region resulted in many positive findings. The aims of the study were achieved by illuminating exemplary practices that are happening in our school libraries today, and highlighting what students in today's schools think and feel about libraries.

The evaluation of the implementation in the *New South Wales in Government Schools Policy Statement 1987* suggested that its full implementation is being restricted by the current staffing formula and the lack of consultancy and inservice opportunities for teachers, both within and outside the schools.

5.9 Recommendations

The results of the study indicate that there is a need for an evaluation of the *Libraries in New South Wales Government Schools Policy Statement 1987*, on a larger scale, to discover if the aims of the document are able to be practically implemented in all schools.

The research base on which the study had its foundations was very restricted, particularly in Australia. This suggests that libraries in pre-tertiary institutions, is a field of education which could benefit from further research.
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Appendix - School A

Transcript of interviews with the Principal and the Librarian

Question 1: What do you perceive as the role of the library in the school?

Principal: "To develop and foster a love of literature"

Librarian: "To provide a variety of resources to both students and teachers to which there is free access, to see books as a pleasure not a chore, to make the library enticing and inviting, a place where children who don't achieve in the classroom can achieve."

Question 2: How does the library fit into the whole learning curriculum?

Principal: "It doesn't fit into the whole curriculum, it supports the language side of the curriculum although it is utilised across the curriculum in research and project work."

Librarian: "Providing information and resources on a variety of subjects, by teaching students to access their own information."

Question 3: Have you been able to implement the library policy in your school? If so, in what way, and what problems have you encountered?

Principal: "We have not been able to implement the policy completely. There are staffing restrictions and difficulty in employing flexible timetabling when you have to use library time for relief from face to face teaching."
Librarian: "No, the policy has not been fully implemented, only some parts have. Limited time, being a small school should make it easier but it doesn't. Flexible timetabling only works if teachers are willing to use this approach and if the librarian is in the school full-time. The consultation with teachers is a good idea and is a positive aspect of the policy. The only other concern is that students see library as just another 'lesson' and appealing only to the achievers."

Question 4: Have the problems been overcome. If so in what way?

Principal: "Input from other schools and a need to work more closely with teachers".

Question 5: What do you perceive is the librarian's role within the school?

"The librarian must be helpful and available to aid both students and teachers to use a variety of resources. To provide a positive environment in which children feel non-threatened about looking for information or personal reading material."

Question 6: What problems do you encounter as a teacher librarian?

Librarian: "Being limited to three days a week in the school."
Responses to Questionnaire for Teachers

Question 1: With regard to the *Libraries in New South Wales Schools Policy Statement 1987*, are you - aware of its existence - yes/no familiar with its contents - yes/no?

100% of the surveyed teachers were aware of the policy's existence. 50% were familiar with its contents.

Question 2: Are there any comments that you would like to make in reference to the Policy?

"Fair document - easy or rather open to lots of interpretation."

"I have not had the opportunity to fully implement the policy. The librarian and I are trying to work on a theme and literature program with some success."

Question 3: In what ways, that you are aware of, has your school been able to implement the policy?

"Through trying co-operative planning with librarian, but problems are relief time, time to plan, and lack of inservice. Inservice has been available (little) to librarians but none that I know of to staff."

Question 4: What do you perceive is the library's role within the school?

"Supportive; planning with the classroom teacher."

"To support the classroom activities; reading schemes - special social studies, health, etc."
Question 5: How do your students use the school library?

"All the time when it is not in use. Research, reading - a great place to be."

"Supporting classroom activities and as a quieter work area for independent students capable of self-motivated work."
Appendix School B

Transcript of interviews with the Principal and the Librarian

Question 1: What do you perceive as the role of a library in the school?

Principal: "To provide the teachers and the children with access to relevant resources. It introduces primary age children to the skills of research. It enables children to widen the range of literature that they use."

Librarian: "The library's role is to encourage children to read, and be enthusiastic about reading. The teacher/librarian's role is to teach children how to use the library, to understand how a library works. The library has a role in curriculum development. It is a central resource for the whole school."

Question 2: How does the library fit into the whole learning curriculum?

Principal: "Only in a co-operative sense. I believe the teacher librarian and class teacher should collaborate to develop programs that show them as a team. They should teach together whenever possible, focussing on a range of resources relevant to what the children are doing in class."

Librarian: "It is a facilitator of classroom programs and an extension of these programs. This can take any form from a craft activity through to reading books on subjects being studied in the classroom."
Question 3: Have you been able to implement the library policy in your school? If so, in what way?

Principal: "Yes, in a sense we have in that the teacher librarian understands the policy and has structured her work in line with it. The real challenge is to get classroom teachers to understand the way they should be involved. I don't think we are ready for flexible scheduling but there is a fair collaboration between many of the teachers and the teacher librarian."

Librarian: "The policy is a wonderful document but it is difficult to implement. Co-operative planning has been undertaken by all teachers, through the use of co-operative planning sheets detailing objectives and strategies. The teachers often initiate the plan, the librarian follows up and complements the plan, sometimes the reverse happens."

Question 4: What problems have you encountered implementing the policy?

Principal: "The teachers' understanding the policy and finding the time for planning when the teacher librarian is only here three days a week."

Librarian: "This document was idealistic and given the correct conditions could be implemented to the benefit of all. However with librarians being part time, doing Relief from Face to Face, the whole policy has to be fragmented and adapted so much so that it is in danger of being impossible to implement however excellent the ideas contained are.

In this school the limited number of days, namely three days a week, does not allow for a flexible timetable which would prove more effective for the implementation of the policy and these limited days
allows little time for an organised, planned program with better results. You are not always around when the teachers are free to talk to you about planning their programs."

Question 5: Have the problems been overcome? If so, in what way?

Principal: "I have suggested that the teachers give one hour of their relief from face to face time to work with the teacher librarian. However with her only being here three days a week some teachers would not see her until almost the end of term. I have planned a series of staff meetings to look at an increase of collaboration and to share the teacher librarians' program with the staff. It is an excellent document."

Librarian: "At the other school in which I work the first week in each term there are no library lessons, the teachers come to the library to plan the terms work. They consult together and plan together."

Question 6: What do you perceive is the teacher librarian's role within the school?

Librarian: "To nurture a love of reading, through a broad range of activities in literature. As a facilitator of resources and an extension of classroom activities in the library.

Question 7: What problems do you encounter as a teacher librarian?

Librarian: "Lack of time to plan co-operatively with teachers. Having no clerical assistance to process materials, I have to rely on volunteer parental helper who is untrained, which in itself takes more time. Purchasing of resources, seeing booksellers, mending and shelving books, etc., etc., etc."
Additional comment by the principal

"The current policy is probably a better view of how a library should work. The government devalued the impact of the policy by not supplying sufficient staff resources e.g. a school with 280 students receives a librarian only three days a week and no clerical support (with library backup)."
Responses to Questionnaire for teachers

Question 1: With regard to the Libraries in New South Wales Policy Statement 1987, are you -
aware of its existence -yes/no
familiar with its contents - yes/no?

Of surveyed teachers, 100% were aware of the policy's existence. 75% were familiar with its contents.

Question 2: Are there any comments that you would like to make in reference to the policy?

"Schools need timetables to 'be given fair' access."

"Co-operative planning is excellent."

"When are we going to get the release time to implement it fully? The minister has cut out many teaching positions which affect many schools."

"The problem of time - getting together and planning "areas" of study, problems of a part time librarian vs. full time."

Question 3: In what ways, that you are aware of, has your school been able to implement the policy?

"Teachers working with our librarian."

"Teacher working with the librarian when time is available."

"Liaison between teacher and librarian."

"Very aware school, policy implementation except flexible times! (We'd all be there at once!)"
Question 4: What do you perceive is the library's role within the school?

"Assistance, extension of classroom, resource both student and teacher, group access. Two team teachers, individual access."

"Stimulate and extend reading interest, add to and extend classroom work, provide useful skills enabling children to use any library effectively."

"To work within the framework of the class' programs. To reinforce skills necessary to work effectively in a library."

"Resource centre, promoter of literacy, quiet area for passive activities, i.e. reading of scripts, games, an area for group work."

Question 5: How do your students use the school library?

"As a resource centre, for enjoyment, stimulation."

"Individual borrowing, research, developing skills necessary for both class work and library work, not to mention a cool room during the heat."

"Research, skill development, borrowing, resources, literature enrichment."

"Own time, borrowing, lessons, work area, research, theme help."
1. In what section of the library will you find encyclopedias?

2. Write out these groups of research topics in alphabetical order according to the first letter in the title.
   China, Families, Music, Aztecs, Food, Seasons, Dancing, Stars.

3. Use a dictionary to find the meaning of these words:
   oasis, mercury, granite, echo.

4. Check in your dictionary and circle the correct spelling of:
   dumb, peruse, skeleton, cupboard
   dumm, purse, Skellaton, cubbard
   dum, purs, skeleton, cubberd
   dum, pers, Skelation, cupbard

5. Put each group of words in alphabetical order:
   painter, pal, brite, basket
   parent, payment, bag, band
   passenger, patch, bell, barrel

6. Read this paragraph and write in one sentence what the main idea is (or what it is about).
   It was very still. The trees stood upright and the grass was not moving. The air was very hot. Dark clouds were building up. Sometimes a flash of lightning could be seen and a distant rumble of thunder could be heard. The storm was coming.

7. Fill in the name of the country. Check the shelf and call numbers on the spine of the books.
   Last week Snoopy fought the Red Baron over
   (914) ___________ - The Red
   finally landed in (916) ___________ - Hart's plain
   will play (794.1) ___________ - Charlie Brown
   with Lucy tomorrow.
   Lucy hasn't seen her
don travelled to
   (919.35) ___________ (912) ___________ - and all over (919.5)
Appendix - School C

Question 1: What do you perceive as the role of the library in the school?

Principal: "The library has a multitude of roles but is primarily a resource centre, a place where resources are housed and managed. This is achieved by a good librarian and by diverting all school resources into the library including personnel. The ethnic clerical aides are based in the library providing further library assistants when they are not involved in interpreting and classroom work.

Librarian: "To provide a stimulating, interesting and "warm" environment. To house a centralised school resource collection for the implementation of the school's curriculum and recreational reading. To provide a retrieval system, a card catalogue for knowledge regarding resources/access to resources. To provide a borrowing system for effective and efficient use of resources."

Question 2: How does the library fit into the whole learning curriculum?

Principal: "The library is a central resource as in answer to the previous question. The librarian is a member of most committees within the school and can often provide answers to questions that others don't have.

The librarian controls the resources for the thematic sequence, maintains and manages them. She has organised the unit boxes that support the sequence. Many of the resources come from a D.S.P. submission for a Curriculum K-6 acquisition program which supports the whole school curriculum."
The librarian is responsible for the purchasing and ordering of all the resources because of her wide knowledge of the current school's resources and the school's needs. This eliminates impulse buying and this makes resource acquisition more efficient."

Librarian: "Total integration of resources. The resources are bought for the thematic units and recreation reading which supports the Whole Language program. The library is the centre point of the school. It must fit into the whole learning curriculum if the resources are integrated."

Question 3: Have you been able to implement the library policy in your school? If so, in what way?

Principal: "Full implementation was achieved as soon as the document was published. Despite only 0.8 staffing for the librarian, we were able to implement the policy 100% particularly with flexible timetabling and team teaching, not just in library lessons."

Librarian: "A school library policy formulated incorporating the ideals of the New South Wales Government Policy and including a sequential skills chart for the teaching of library and information skills. Flexible timetable. Co-operative programming and planning of teacher and teacher-librarian on grade and individual basis. Emphasis on independent borrowing for children to release teacher librarian for teaching."

Question 4: What problems have you encountered implementing the policy?

Principal: Very few problems. The teachers at this school are not afraid of change. The librarian is hard working and has an infectious manner that spreads to other teachers."
Librarian: "I guess the problems have been for all of us - both teachers and librarians. Firstly, we are not completely sure that we are implementing the policy as the Department wishes, we are using own own interpretations."

Question 5: Have the problems been overcome? If so, in what way?

Principal: "There are no problems that cannot be overcome. If people want it to work it will. If they see the library as part of the classroom program, not an interruption, then it will work."

Librarian: "The support document to the policy has not been released yet. However I have gleaned other sources, e.g. "Partners in Action" to prepare a skills sheet that does support the policy. This skills sheet is used to highlight the skills being focussed on each term. I think we are on the right track."

Question 6: What do you perceive is the librarian's role within the school?

Librarian: "Co-operative planning, implementing evaluating of teaching/learning programs. To co-ordinate programs involving services, personnel, materials and equipment, the information system.

Selection of resources - budgeting and accounting, ordering and acquisitioning.

Organisation of library - timetables, special events (Book Week), library monitors, stock control, etc. Involvement in curriculum planning and program development.

Evaluate - e.g. the school's use of the library; effectiveness of library program for students and teachers. Facilitator of staff development - e.g. knowledge and understanding concepts of resources and library development."
Question 7: What problems do you encounter as a teacher librarian?

Librarian: "Planning time."

General comment from the principal

"I am very happy with the whole operation of the library. The learning environment is an extension of the classroom. It is relevant. It is full of kid's work."
Responses to questionnaire for teachers

Question 1: With regard to the Libraries in New South Wales Schools Policy Statement 1987, are you -
aware of its existence - yes/no
familiar with its contents - yes/no?

Of the surveyed teachers, 100% were both aware of, and familiar with, the contents of the Libraries in New South Wales Government Schools Policy Statement.

Question 2: Are there any comments that you would like to make in reference to the policy?

"A sound policy, is in line with my beliefs about Whole Language learning. The library is available, within the booking guidelines, when the children need it. It brings the librarian and her skills into the classroom. Library skills are part of language skills."

"The use of a librarian as a co-operative and valid resource is not only overdue but allows her to fulfill the true librarians role - a specialised resource within the school."

"The overall idea is a good concept but needs a lot of planning time which is difficult to come by in the current busy environment of the school."

The very supportive comments about the policy statement indicate its worth to the teachers at this school.
Question 3: In what ways, that you are aware of, has your school been able to implement the policy?

"We have regular meetings with our librarian who "guides" us in negotiating a meaningful series of lessons tied to our theme/area of interest."

"Through the use of library-grade teachers coordinating planning sessions, we've been able to implement the policy in a meaningful way."

"The librarian and teacher plan co-operatively to integrate the skills of using the library as an integral part of the classroom activities."

Question 4: What do you perceive is the library's role within the school?

"Resource centre, integrated activity centre, a place where teachers and children want to be, i.e. relaxing, inviting."

"To be a resource centre for K-6."

"A resource centre staffed by a person with a specialised knowledge and skill."

Question 5: How do your students use the school library?

"Borrowing personal books, reference for class projects and activities, lessons with librarian/teacher, show place for work."

"Often and well! Individually; small group researching - fiction and non-fiction, individually, small group reading/sharing."

"Class lessons conducted co-operatively by teacher and librarian. Before school and lunchtime reading, browsing, borrowing, working. Small group or individual research."
## Library Timetable

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<td>AND</td>
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**Recess**

- 10:55 a.m.
- 11:15 a.m.
- 12:55 p.m.
- 2:00 p.m.
- 2:30 p.m.
- 3:00 p.m.
"As the library is central to the functioning of the school, its role is critical to the provision of education in the school."

"Schools as public institutions with responsibility for educating students have accountability to the government and to the system of which they are a part. This accountability is related to the efficient management of resources and effective planning to ensure that the school's curriculum, organisation and facilities are an effective, coherent, educational entity."

"The school library is a valuable resource both in terms of the learning materials which are organised there and in the services the library program can provide to support the whole school curriculum."

"Role of School Library" Pamphlet 2.
INTRODUCTION

The School Library Policy represents an attempt to incorporate the mandatory N.S.W. Education Department Policy Statement within the context of the school's integrated learning document. When consideration is given as to how children learn language the school library assumes a role of major importance.

The Rationale, Child Objectives and Teacher Objectives for Language Learning are specified within the "GUIDE TO ENVIRONMENTAL-BASED INTEGRATED LEARNING" document and are as relevant in the library as they are in the classroom.

The resources based in the library together with the expertise of the teacher-librarian are ideally suited to be utilised co-operatively with classroom teachers to develop the skills necessary for each child to more efficiently and effectively learn how to learn.

The library experience should ensure that the child learns through language whilst learning language.
RESOURCE-BASED LEARNING

RATIONALE

Resource-based learning refers to planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, non-print, and human resources. Such programs are designed to provide students with alternative learning activities; the selection of activities and learning resources, the location of the activities, and the expectations for a particular student depend on the objectives established for that student.

* Recognising the diversity of individual abilities and interests, we view the learner as an active participant in education who gains satisfaction from the dynamics of learning. The concept of the learner as a mere processor of information has been replaced by the image of a self-motivated, self-directed problem-solver, aware of both the processes and uses of learning and deriving a sense of self-worth and confidence from a variety of accomplishments.

* Teaching and learning are based on a process of continual interaction in which teacher and child are partners. For learning to be effective, the one who makes the first move must find the other ready to respond. The child will indicate his or her needs, readiness, and capacity through questions and behaviour; the teacher must be prepared to respond or initiate and motivate appropriate learning activities. In either case, the teacher must take responsibility for the general purpose and direction of learning by building variety and choice into the learning sequence and materials.

Resource-based learning is a concept that provides the teacher with a holistic approach for designing curriculum. Teachers may select from a wide range of learning activities, locations or facilities, and resources to create curriculum plans that actively involve the participants. Choices from these three components are made by the teacher in response to the learning needs and styles of individual students.
In resource-based programs students and teachers require access to a wide variety of print and non-print learning resources that have been carefully selected with the educational needs of the school program in mind. A centralised learning resource collection permits the school's resources to serve different audiences and be used in a number of teaching situations.

Resource-based programs cannot be successful unless students master the learning and research skills necessary to use materials effectively. A co-operatively developed, sequential program for teaching these skills can ensure that students learn the skills in the context of meaningful curriculum-related activities. This suggests the need for a teacher-librarian, who not only is a learning-materials specialist, but is also able to work with teachers as a partner in the total curriculum process.
The principal, teacher, and teacher-librarian share a common bond in that they are all teachers who have a commitment to provide successful learning experiences for students. Each of these partners brings particular skills, knowledge and responsibilities to the educational enterprise.

The task of developing a partnership within the school requires a thorough understanding of team teaching, effective and open communications, and empathy. The partners need to know and respect each other's skills, philosophy of education, and responsibilities. The sharing of ideas, creative brainstorming, consensus, and common sense are all important elements of a successful partnership.

In order to develop a working partnership, each participant needs:

* a belief that the personalising and individualising of programs for students are essential to the development of lifelong learners and self-confident, resourceful citizens

* an understanding of the impact that learning resources can have on learning

* a willingness to use the variety of resources that are available from within the school and the community

* an understanding of various teaching techniques, including a willingness to experiment and try new or alternative methods

* an understanding of how technology can be used to advantage in meeting many learning needs and in helping to personalise and individualise both the instruction and the learning experiences designed for students

* a positive attitude towards innovations and change

* a desire to become involved in co-operative planning, teaching, and evaluation

* a willingness to communicate openly and effectively

* a willingness to know and respect each other's skills, knowledge and responsibilities
During the implementation of resource-based programs, the principal, the classroom teacher and the teacher-librarian become involved in a number of continuous interactions, all of which take place in an environment of communication, co-operation and support.

* The classroom teacher and the teacher-librarian interact as they implement the school curricula by designing appropriate learning experiences for students and by determining the best teaching approaches to use in meeting specific curriculum objectives.

* The classroom teacher and the teacher-librarian interact with the students to provide instruction, guidance, and learning activities to meet the needs of the students, the objectives of the curriculum, and the goals of the school.

* The students interact with the teacher and the teacher-librarian as they respond to the instruction, guidance and teaching approaches provided.
# Sequential Skills Chart for Teachers and Teacher-Librarians

**Kinder to Year 13**  
Ottawa Board of Education (Canada)

This chart:-

- lists the sequence of skills that students require to collect, organise and present information
- encourages a standardisation of expectation across the system
- provides flexibility for the teaching of skills over a range of grades

The skills listed must be integrated into the school curriculum and not taught in an isolated or artificial situation. The teaching of these skills is a joint responsibility of the teacher and the teacher-librarian.

## A. Library-Resource Centre Orientation

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<tr>
<th>Awareness</th>
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<th>Maintenance</th>
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<tbody>
<tr>
<td>1. Know location of Library</td>
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</tr>
<tr>
<td>2. Identify Library personnel</td>
<td>K</td>
<td>1-2</td>
</tr>
<tr>
<td>3. Observe Library rules and manners</td>
<td>K</td>
<td>1-2</td>
</tr>
<tr>
<td>4. Identify specific terms for furniture</td>
<td>K</td>
<td>1-3</td>
</tr>
<tr>
<td>5. Check out own book/s</td>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>6. Check out all other material</td>
<td>1</td>
<td>2-3</td>
</tr>
<tr>
<td>7. Know how to renew material</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. Identify areas of Library centre</td>
<td>K-2</td>
<td>3-4</td>
</tr>
<tr>
<td>9. Identify kinds of media</td>
<td>K-2</td>
<td>3-4</td>
</tr>
<tr>
<td>10. Handle material properly</td>
<td>K-2</td>
<td>3-6</td>
</tr>
</tbody>
</table>

## B. Organisation of Resources

1. Know the location and arrangement of:
   - a) picture books | K | 1 | 2-13 |
   - b) fiction books | 2 | 3-5 | 6-13 |
   - c) non-fiction books | K-3 | 4-8 | 9-13 |
   - d) general reference material | 1-3 | 4-9 | 10-13 |
   - e) audio-visual material | K-3 | 4-10 | 11-13 |
   - f) periodicals | K-3 | 4-8 | 9-13 |
   - g) vertical-file materials | 3-4 | 5-10 | 11-13 |
   - h) specialised referenced books | 3-10 | 9-12 | 13 |
   - i) periodical indexes | 7-10 | 11-12 | 13 |
2. Identify author, title, subject cards in the card catalogue | 3 | 4-8 | 9-13 |
3. Locate material by call number | 1-3 | 4-8 | 9-13 |
### C. SELECTION OF RESOURCES

<table>
<thead>
<tr>
<th></th>
<th>Awareness</th>
<th>Mastery</th>
<th>Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distinguish fiction and non-fiction</td>
<td>K-3</td>
<td>4-8</td>
<td>9-13</td>
</tr>
<tr>
<td>2. Select materials from resources outside the school</td>
<td>K-3</td>
<td>4-10</td>
<td>11-13</td>
</tr>
<tr>
<td>3. Use card catalogue as selection tool</td>
<td>3-6</td>
<td>7-8</td>
<td>9-13</td>
</tr>
<tr>
<td>4. Distinguish between Australian and non-Australian where relevant</td>
<td>K-6</td>
<td>7-10</td>
<td>11-13</td>
</tr>
<tr>
<td>5. Select desired material independently</td>
<td>K-6</td>
<td>9-10</td>
<td>11-13</td>
</tr>
<tr>
<td>6. Proceed from general to specific or vice versa when researching subject</td>
<td>5-8</td>
<td>9-10</td>
<td>11-13</td>
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<tr>
<td>7. Select general reference material</td>
<td>3-8</td>
<td>9-10</td>
<td>11-13</td>
</tr>
<tr>
<td>8. Select specialised reference material</td>
<td>3-10</td>
<td>9-12</td>
<td>13</td>
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<tr>
<td>9. Evaluate material for currency</td>
<td>4-8</td>
<td>9-10</td>
<td>11-13</td>
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<tr>
<td>10. Identify stereotype, bias, prejudice</td>
<td>K-1</td>
<td>9-13</td>
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<tr>
<td>11. Select material with alternate point of view</td>
<td>5-10</td>
<td>11-12</td>
<td>13</td>
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<tr>
<td>12. Use a bibliography to select additional information</td>
<td>7-10</td>
<td>11-12</td>
<td>13</td>
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<tr>
<td>13. Identify primary, secondary and tertiary sources</td>
<td>7-11</td>
<td>12-13</td>
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</table>

### D. UTILISATION OF RESOURCES

1. Know parts and aspects of a book:
   a) front, back, spine, cover
   b) name of author, illustrator, editor
   c) table of contents, title page, index
   d) name of publisher, copyright date
   e) bibliography, glossary, footnotes

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<td>b)</td>
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<td>3-4</td>
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<td>e)</td>
<td>5-8</td>
<td>9-11</td>
<td>12-13</td>
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2. Use and compare material appropriate to reading level and need:
   a) audio-visual material
   b) vertical-file material
   c) periodicals
   d) general reference material
   e) specialised reference material
   f) periodical indexes
   g) primary, secondary, tertiary sources

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<td>g)</td>
<td>7-11</td>
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</table>
E. I. COMPREHENSION AND STUDY SKILLS

1. Identify main idea, facts, and/or concepts in material appropriate to level of comprehension:
   a) orally presented material
   b) audio-visual material
   c) written material
   2-3
2. Use audio-visual clues to aid in understanding material
   K-1
3. Know how to work independently and in small groups
   1-2
4. Record facts:
   a) by completing a sentence or simple outline
   b) visually
   c) by making jot notes
   d) orally
   e) by writing an outline using prescriptions standard procedures
   5-6
5. Use alphabetical order
   1-6
6. Use table of contents
   1-5
7. Record bibliographical information
   3-5
8. Use key words
   2-6
9. Use index
   4-6
10. Skim to get overview and to select relevant material
    4-6
11. Use cross references
    6-9
12. Recognise use of/prepare footnotes
    7-10

E. II. CRITICAL READING, VIEWING, LISTENING

1. Compare sources for differing viewpoints and to verify facts
   3-4
2. Formulate questions (content and reasoning type)
   4
3. Distinguish fact, fantasy, opinion
   K-9
4. Recognise the effect of sound and colour on mood and content
   K-9
5. Recognise and interpret symbolism
   K-9
6. Recognise stereotyping in all forms
   K-10
7. Recognise bias and prejudice
   K-10
8. Recognise effect of juxtaposition of images
   K-10
F. MODES OF PRESENTATION

<table>
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<th>Mode</th>
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<tbody>
<tr>
<td>1. Experience chart</td>
<td>K-1</td>
<td>2-3</td>
<td>4-13</td>
</tr>
<tr>
<td>2. Pictures &amp; other artistic activities</td>
<td>K-3</td>
<td>4-8</td>
<td>9-13</td>
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<tr>
<td>3. Dramatisation, puppet show</td>
<td>K-3</td>
<td>4-8</td>
<td>9-13</td>
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<tr>
<td>4. Booklet</td>
<td>1-3</td>
<td>4-8</td>
<td>9-13</td>
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<tr>
<td>5. Oral presentation</td>
<td>K-3</td>
<td>4-10</td>
<td>11-13</td>
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<tr>
<td>6. Charts, tables, diagrams</td>
<td>1-5</td>
<td>6-13</td>
<td></td>
</tr>
<tr>
<td>7. Maps and graphs</td>
<td>1-5</td>
<td>6-13</td>
<td></td>
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<tr>
<td>8. Audio-visual presentation</td>
<td>3-6</td>
<td>7-10</td>
<td>11-13</td>
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<tr>
<td>9. Report on a given topic</td>
<td>3-6</td>
<td>7-11</td>
<td>12-13</td>
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<tr>
<td>10. Interview</td>
<td>1-6</td>
<td>7-11</td>
<td>12-13</td>
</tr>
<tr>
<td>11. Model</td>
<td>K-8</td>
<td>9-13</td>
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<td>12. Essay</td>
<td>7-10</td>
<td>11-13</td>
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<tr>
<td>13. Research paper with standardised procedures</td>
<td>7-10</td>
<td>11-13</td>
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<tr>
<td>14. Seminar on a given topic</td>
<td>10-13</td>
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</tbody>
</table>
Appendix - School D

Question 1: What do you perceive as the role of the library in the school?

Librarian: "To support the curriculum, to support the reading and leisure interests of the school population."

Principal: "Ideally the focus of the school, a curriculum resource, for student and teacher use."

Question 2: How does the library fit into the whole learning curriculum?

Librarian: "The library is often relegated to a service function, it needs to be more of an up front thing. In a primary school there is a better opportunity for planning and a concrete idea of 'across the curriculum'. In the secondary school there are rigid faculty barriers where the teachers are locked into individual faculty aims. What happens in the library often depends on each teacher's own attitude to the library and librarian. Some teachers view the library as a support to the learning curriculum. However, it should be more than that. There needs to be a responsibility within the school for the 'whole' curriculum and the school lacks the notions of across the curriculum skills, e.g. handwriting which is nobody's responsibility."

Principal: "The library is the school's number one resource, it relates to every curriculum in the school."
Question 3: Have you been able to implement the library policy in your school? If so, in what way, and what problems have you encountered?

Librarian: "Most aspects of the library policy had been implemented in our school before the release of the policy, for example access to curriculum documents, new technology, flexible planning."

Principal: "The policy document was introduced and explained to the staff by the librarian at a staff meeting in 1988."

Librarian: "Personnel, in regard to cooperative planning. The library is functioning as a service. However it should be an innovator as well. There is a need to change teacher's ideas from support, to input at planning and evaluation stages. An example of this problem is where a teacher asks for his students to use the library to research of a specific topic. I was not consulted on the choice of topic and there seemed to be no specific purpose for the research.

The questions set by teachers can be time consuming for no real purpose, e.g. finding statistics and writing them up into an essay. Some teachers need to realise that there is a complex process of setting questions, finding information and writing up that information. Teachers don't always perceive that you have other responsibilities and expect their requirements provided the next day. If the librarian is consulted at the planning stage there is better use of resources and time. There is also a policy expectation that the librarian be a staff development person. Some librarians do not have the training or personality to achieve this expectation."

Principal: "No problems implementing the policy."
Question 4: Have the problems been overcome? If so, in what way?

Librarian: "Through the process of education of the staff. This could be achieved better through staff development days, inservice and consultancy. More one to one work with each faculty and the education of staff on how to use the search facilities available. You need to be careful not to build up a demand that cannot be fulfilled. For example I cooperatively planned a unit of work with one teacher. The teaching of this unit was observed by another teacher who requested a similar unit of work for his class. When I said this could not be achieved by the following week as he wanted, he was upset and has not brought the class back to the library. This is particularly unfortunate as that class would benefit from time spent in the library. The teacher librarian is often isolated from other teachers."

Concluding comments by the principal

"The extensive trialling of OASIS is a major asset to the school. The librarian is very proud of the library and this influences the students and the parents. The library is generously supported by the P&C who provided approximately $5,000 - $6,000 a year towards library materials. They have also provided a back-up unit for the OASIS system.

The quality of the library in the school depends on the librarian - a good librarian means a good library - a warm and friendly place where everyone is made feel welcome."
Responses to Questionnaire for Teachers

Question 1: With regard to the *Libraries in New South Wales Schools Policy Statement 1987*, are you -
aware of its existence - yes/no
familiar with its contents - yes/no?

Of the surveyed teachers, 60% were aware of the existence of the library policy. Of the 60% that were aware of the policy, 100% of these were familiar with its contents.

Question 2: Are there any comments that you would like to make in reference to the policy?

"*Basically sound - co-operation between teacher and librarian is essential.*"

"*The spirit of the policy appears to be sound, although more emphasis could be made of the "student-centred" approach - at times it appears the policy is directed solely at teachers.*"

"*Seems to be an area where MONEY would allow the policy statement, e.g. stimulating atmosphere, access to technology, supporting school curriculum, to become a reality*."

Question 3: In what ways, that you are aware of, has your school been able to implement the policy?

"*Installation of computers. Support to curriculum due to the interest of the teacher librarian in questioning staff about appropriate resources. The teacher librarian has carried out many of the provisions of the policy. (MOST!!)*"
"In a variety of ways, stimulating displays; encouraging reading; variety of materials; provision of curriculum documents. Perhaps more could be done regarding usage patterns - so available resources are not used at the same time."

"Librarian is very much part of school staff and encourages teachers to work with him to develop meaningful library usage. Teachers are encouraged to fully use all library services - books available for class loan, group work and extension activities are encouraged."

Question 4: What do you perceive is the library's role within the school?

"To assist classroom teachers and students to have a wide variety of materials in various forms for both research/school and for interest. To provide a service and for the librarian to be involved in planning, policies, curriculum resources, etc."

"Multi media resource centre - as freely accessible as possible- given the need for the teacher librarian to remain sane!"

"From a humanities based subject, the library represents the students' laboratory. It should be used as an aid in the problem solving process and should be seen as a place to which people want to go. It should represent a range of information options for all student activities."

"To provide resources for school students class work. To provide suitable reading material for leisure. To teach correct research methods."

"To be a resource pool for students. To provide some resources for teachers. A leisure resource for all."
Question 5: How do your students use the school library?

"In their own time, for assignments, etc. I book classes into the library for research. I book videos frequently."

"As a class group to do assignments or quiet reading (for the lower ability groups, quiet reading in the afternoon calms them down)."

"Basically for research work. The new trend in History is for students to research their way to understanding via sources - it is no longer seen as a content-based course. My students are actively encouraged to understand how the library operates and what it has to offer."

"Juniors (Years 7-9) generally supervised in research, with a guide to follow, in class time. Years 10-12 own time - research- less guidance."

"Assignments/research - group work activities - extension activities, development of library skills, audio visual."
LIBRARY ASSIGNMENT INFORMATION SHEET

BOOKINGS

Date: __________

1. Please give the library staff 48 hours notice to enable the maximum use of the available resources.

2. All bookings must be made 24 hours in advance unless there are extenuating circumstances that are acceptable to the Teacher-Librarian.

3. Please do not use the library as a child minding centre.
   Your class must be accompanied by their teacher to do work that is an integral part of your teaching program.
   It is not a place to send a relief teacher to give them an easy period while you are on excursions etc.
   Student teachers should be accompanied by their supervisor.

4. Please supervise your class in the library area that has been assigned to you.

   (1) SUBJECT/DEPT. ____________________________
   (2) CLASS ______ (3) TEACHER _________________
   (4) DATE ASSIGNMENT IS DUE ___________________

5. LIBRARY BOOKINGS REQUIRED: (State days and periods required - also to be written in booking book - please see Librarian).

6. OTHER REQUIREMENTS (Please tick those appropriate)
   a) Library Skills - Introduction to topic by teacher/Librarian (i.e. how to locate information) [ ]
   b) Team teaching [ ]
   c) Materials placed on Closed Reserve [ ]
   d) Materials on Closed Reserve for student use to be held until: Date __________ [ ]
   e) Bulk loan to classroom [ ]
   f) Materials able to be borrowed by students [ ]

7. TOPIC IN DETAIL:

   ____________________________
   ____________________________
   ____________________________

8. FURTHER INFORMATION ____________________________

9. APPROVED: ___________________ Teacher-Librarian

10. BOOKING CONFIRMED: [YES] [NO]
Appendix E
Transcript of Interview with the librarian

Question 1: What do you perceive as the role of the library in the school?

Librarian: "It is the centre of the school. This school employs resource based learning and therefore the library provides the students and the staff with resources for assignments, extended reading and teacher's own studies. The library promotes information skills for both the staff and the students. The librarian's role is organisation of the library, to ensure that it has a balance collection and the accessioning of books. As a teacher and advisor to staff and students on information related needs. To liaise between staff, executive, students parents and the community."

Question 2: How does the library fit into the whole learning curriculum?

Librarian: "By supporting the resource based learning in the school. Our resource centre has been designed as the 'hub of the school' with a fully integrated system supporting all curriculum areas. Through the implementation of special programs such as the orientation program for Year 7 and the reading programs for Years 7 and 8. It is a learning centre. Co-operative planning is encouraged and often library assignment work begins in the classroom to allow the students to plan before they actually get to the library."

Question 3: Have you been able to implement the library policy in your school? If so, in what way, and what problems have you encountered?

Librarian: "Long awaited and encouraging for teacher librarian. Catholic Secondary Schools are not a party to it but as with other
statements usually follow the same guidelines. Parts of the policy are being implemented, that is co-operative planning and flexible timetabling. Problems have been lack of understanding of the policy by some members of staff, they do not understand the librarian’s role and because I am a librarian not a teacher they don’t believe that I can help the students.

However, I have had a lot of support from the executive staff at the school. The policy is a support document to my philosophy of how a school library should function."

Question 4: Have the problems been overcome? If so, in what way?

Librarian: "Through inservice with the staff. Through library promotion. The new library has improved the image of the library and made it a more inviting place for students and staff. The new on-line catalogue will assist with subject searching by both the students and the staff. When new magazines arrive at the school I circulate the contents page to each staff member to alert them of new material coming into the library. This has received a positive response."

Question 5: What problems do you encounter as a teacher librarian?

"Getting staff to understand the 'teaching' aspect of the job and the difficulty students have with badly designed, badly researched assignments being set. Trying to ensure students at all levels get adequate information skills using the topic based strategies rather than fixed library classes (which don't work). Reaching 50% of the staff who never use the library."
Responses to Questionnaire for Teachers

Question 1: With regard to the Libraries in New South Wales Schools Policy Statement 1987, are you -
aware of its existence - yes/no
familiar with its contents - yes/no?

Of the surveyed teachers at this school, 83% were not aware of the government library policy; 17% were aware of the policy but were not familiar with its contents.

Question 2: no responses

Question 3: no responses

Question 4: What do you perceive is the library's role within the school?

"Teaching component, staff and students and team teaching, as a resource centre and as a resource in terms of how to access certain types of information."

"Source of information, source of 'reading for pleasure' material - no matter what reading age they have. To encourage students to diversify their reading material."

"Resources - books and audio visual - for students and staff. Teaching students research skills in collaboration with other teaching staff."

"To provide good fiction and non-fiction for students. To provide and assist student research in all subjects. To organise, exchange loans, etc."

"The focus for individual study."
"Resource centre, additional teaching area. Storage for AV resources. Organised method of obtaining material not in this school."

Question 5: How do your students use the school library?

"Research assignments that complement class work. Obtain up to date information not possible in text books. Audio visual resources."

"Haphazardly. Need a lot of individual/small group rooms, soundproofed so that resources can be used and discussed. A big noisy barn is a waste of space."

"For research basically - group and individual. Hopefully for additional reading - pertaining to course."

"Research assignments - extension of work covered in class - aimed at improving research skills, learning about topic, learning how to present work in preparation for tertiary studies."

"Information source, developing reading skills and ability by reading for pleasure own choice of material."

"As a resource centre, study venue, also social gathering, the research or work element is usually at my instigation."
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<thead>
<tr>
<th>PER.</th>
<th>YR 9</th>
<th>RM 13</th>
<th>RM 28</th>
<th>RM 41</th>
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<th>AV. EQUIP.</th>
<th>Rm. 44</th>
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<th>LIBRARY</th>
<th>FICTION AREA</th>
<th>SEMINAR Rm.</th>
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<td>Year 10</td>
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<td>R.E.</td>
<td>Yr. 10 R.E.</td>
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<td>Fr. C.</td>
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<td>L.C. Sue (Girls)</td>
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<td>7-1 Eng. H.I</td>
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<td>7-5 Reading</td>
<td>M.O.</td>
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**BREAK**
SEARCH STRATEGY

Be DEFINITE!!! The key to research!!

Define

THE QUESTION IS

KEYWORDS:

Explore

THINK ABOUT THE QUESTION. BRAINSTORM.

TOPIC EXPLORATION

Find resources

WHERE SHOULD WE LOOK?
SUBJECT HEADINGS (in the catalogue & index) Dewey Number
Inspect/select

1. Locate resources
2. Look up contents, contents page & index
3. Scan relevant sections & select best resources

Notemake

Use notemaking sheets.
Be brief! List points!

Is it enough?

1. Can you answer the question?
   - Yes
   - No

Translate

1. Organise your notes
2. Plan your assignment
3. Do drafts then your final copy
4. Reference list
5. Present assignment

Evaluate

What have you achieved?
Remember! Whatever you do...

Be definite!

Look again! Did you consult all the sources of information?
Catalogue: Books, Audiovisual, Vertical file, Videos, Charts
Reference books: Dictionaries, Encyclopaedias
Newspapers, Periodical index, Maps, Databases
Try another subject heading!

Other sources:
Other libraries, Organisations, Government departments, Local Govt. Dept., Telephone directory, People, interviews, Visits, Use your imagination!

ACCESS No. 2 NOVEMBER 1987

179
THE PAMPHLET FILE

Sometimes called a VERTICAL FILE

COLLECT a FILE with this [ ] on its label.

EMPTY the contents of the file onto the table or floor.

SORT the pieces of material into these different groups.

BOOKLETS [ ] PICTURES [ ] POSTERS [ ] NEWSPAPER CUTTINGS [ ] INFORMATION SHEETS [ ]

COUNT the number of pieces in each group and write the number in the box.

CHOOSE what you think are the 3 best pieces of material in the file and record this information about them:

1. TITLE: ____________________________________________________________________________

WHICH GROUP IT CAME FROM: ____________________________________________________________________________

WOULD IT BE USEFUL FOR PROJECT WORK? ____________________________________________________________________________

IF, YES WHAT SUBJECT AREA/S DOES IT DEAL WITH ____________________________________________________________________________

IF, NO, WHY WOULD THE INFORMATION BE OF NO USE FOR PROJECT WORK? ____________________________________________________________________________

WHY DO YOU LIKE THIS PARTICULAR PIECE OF MATERIAL? EXPLAIN you may like to refer visual impact, the use of pictures, graphics, graphs and tables, text headings, organisation of information, photographs etc ____________________________________________________________________________

USE the BACK of this sheet to write about two other pieces of material.

VERY IMPORTANT: REPLACE all material back into the file neatly. REPLACE file in correct place and order in the cabinets.
ABORIGINAL TOOLS AND WEAPONS

LIBRARY SKILLS ACTIVITY

USING DIFFERENT ENCYCLOPEDIAS

YOU WILL REQUIRE TWO PIECES OF REFERENCE MATERIAL FOR THIS ACTIVITY, EACH FROM A DIFFERENT SET OF ENCYCLOPEDIAS.

** WHEN YOU FIND YOUR REFERENCE PUT A PAPER MARKER IN THE PAGE**

RECORD YOUR REFERENCES HERE:

1. TITLE OF ENCYCLOPEDIA_______________________________
   ________________________________
   EDITION________________________DATE OF PUBLICATION____________________
   NAME OF PUBLISHER_______________________________
   VOLUME NUMBER________________PAGES USED____________________

2. TITLE OF ENCYCLOPEDIA_______________________________
   ________________________________
   EDITION________________________DATE OF PUBLICATION____________________
   NAME OF PUBLISHER_______________________________
   VOLUME NUMBER________________PAGES USED____________________
NOW USE THESE REFERENCES TO FIND THE FOLLOWING INFORMATION:

NAME OF TOOL OR WEAPON ____________________________

WHAT DOES IT LOOK LIKE? __________________________

WHO USES IT? ____________________________________

WHAT FOR? _______________________________________

WHICH OF THE 2 REFERENCES GAVE THE BEST INFORMATION FOR YOUR TOPIC? WHY? ____________________________
A LIBRARY SKILLS ACTIVITY

FIND TWO ITEMS FROM THE VERTICAL FILE ABOUT ART OR ARTEFACTS OF THE ABORIGINAL PEOPLE AND ANSWER THE FOLLOWING QUESTIONS.

N.B. The items may be pictures, text, or a combination

A) IS IT A PICTURE OR TEXT OR A COMBINATION?

ITEM 1

ITEM 2

WHAT IS EACH ABOUT?

ITEM 1

ITEM 2

COMPARE THE TWO ITEMS. WHICH DO YOU THINK PROVIDES THE MOST INFORMATION? WHY?


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Islamic Art

The Islamic Empire was established in the seventh century by the Arabian prophet Mohammed, who preached a religion based on submission (Islam) to the will of one god (Allah).

Islamic Art is something more than the collection of the art of all its territories. The majority of Islamic art is essentially abstract geometric patterning of the surface. Its architecture makes frequent use of domes and arches in its many forms, always covered with surface patterning.

This assignment is divided into 2 parts.
1. the library assignment.
2. the class assignment.

Library:
1. What will I do?? You are required to answer a questionnaire on your findings in the library. Included in the questionnaire you will be asked to identify, describe, compare, contrast, research, define and sketch examples of Islamic Art.
2. What will I learn? You will be learning something of the history of Islamic Art, as well as use of geometry in the various art forms, ie paintings, pottery, textiles, architecture. As part of developing your library skills you will be learning:

- use of table of contents
- use of catalogue
- use of alphabet
- use of Art Encyclopedia

3. Organising Information

- use more than one source
- select main idea (or pictures)
- take notes
- classify pictures, facts, events etc.

Assignment

1. Complete Search Strategies
2. Complete Questionnaire
3. Write a Bibliography.

Note: Bibliography: First reference should be an encyclopedia, second reference can be encyclopedia or other reference word. Third reference should be a book, fourth reference should be a book. Include, Author, Title; (edition); date; pages used.
Questionnaire:

1. Name the religion founded by Mohammed

2. Write 5 lines about Mohammed, his life and religion.

3. Name five types of Islamic Art

4. What is a minaret?

5. What is a mosque?

6. What would you find on the floor of Islamic buildings?

7. Name any famous building which is an example of Islamic Architecture. State where it is found?

8. What types of things are characteristic of the architecture?

9. What types of things can be found on Moslem carvings?

10. An example of Moslem textiles are their Persian carpets. Why are they considered magical?

11. Name three things Moslem paintings or manuscripts deal with in their illustrations
12. Name at least 4 animals which are characteristic of any Islamic Art forms ___________ ___________ ___________ ___________

13. Name at least 6 geometrical shapes which are used in any Islamic Art forms ___________ ___________ ___________ ___________ ___________ ___________

14. Name any sport which is depicted on any Islamic Art form. __________________________

15. Choose an example of Islamic Art from any text, and
   Name the type of art. __________________________
   Comment on the following:
   Geometrical patterns __________________________
   Scene depicted __________________________
   Border of Artwork __________________________
   Colours used __________________________
   Symmetry __________________________
   Major Characteristics __________________________

Bibliography:
**Class:**

1. Choose any of the examples of Islam geometric patterning displayed for you in the classroom, and generate your own Islamic design.
2. Colour it and prepare a presentation.
3. Answer the questions below about your design.
   A. What geometrical shapes have you used in your design.
      ________________________________________________
   B. What geometrical instruments have you used in your design.
      ________________________________________________
   C. What colours have you used in your design.
      ________________________________________________
   D. Name what constructions (if any) you have performed in your design.
      ________________________________________________
   E. On what type of Islamic Artform would you find your design. (Name the piece if possible).
      ________________________________________________

**Search Strategies**
- Questionnaire
- Bibliography

**TOTAL**
Marking.

Library: Search Strategies
        Questionaire
        Bibliography.

Class: Design
      Presentation
      Questions

TOTAL