

ACHIEVING INFORMATION LITERACY

Standards for School Library Programs in Canada



CANADIAN ASSOCIATION FOR SCHOOL LIBRARIES



**Achieving Information Literacy
Standards for School Library Programs
in Canada**

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Canadian Association for School Libraries

Ottawa, Canada 2003
Reprinted 2006

School Libraries ...

- Active learning environments
- Student learning centres
- Gateways to the world
- Resource-based teaching and learning
- Collaborative teaching and learning

This standards handbook provides guidance for the development of school library programs that will support students as they take their place in a learning society.

This handbook has been prepared by the Canadian Association for School Libraries. It is designed to be used by parents, teachers, teacher-librarians, and administrators.

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328 Frank Street
Ottawa, ON K2P 0X8

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National Library of Canada Cataloguing in Publication Data
Achieving information literacy: standards for school library programs in Canada / edited by Marlene Asselin, Jennifer L. Branch and Dianne Oberg.

Co-published by the Canadian School Library Association and the Association for Teacher-Librarianship in Canada.

Includes bibliographic references.

ISBN 0-88802-301-4

1. School libraries-Standards-Canada. I. Asselin, Marlene, 1949- II. Branch, Jennifer L. (Jennifer Lynne), 1965- III. Oberg, Dianne IV. Association for Teacher-Librarianship in Canada. V. Canadian School Library Association

Z675.S3A23 2003 027.8'02'1871 C2003-901589-0

Print copies of this book can be ordered through the CLA Shop:

Canadian Library Association/Association canadienne des bibliothèques

1150 Morrison Drive, Suite 400

Ottawa, ON K2H 8S9

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ACKNOWLEDGEMENTS

This document was prepared by the National Standards Writing Committee – a joint committee of the Canadian School Library Association and the Association for Teacher-Librarianship in Canada, now the Canadian Association for School Libraries (CASL).

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Foreword

What can be more important than ensuring that all of our children have an opportunity to become active, confident and productive citizens in the knowledge society of the 21st century?

The state of our nation's school libraries can only be described as desperate in almost every province in Canada. How can this be in a country which is seen internationally as one of the best countries in the world in which to live? In my regular visits to communities across the country, there is consistent heartbreak in hearing the stories of school libraries, everything from those libraries and resource centres that have been totally cut to those where there is a room with some books (that are out of date) with no one trained to guide or assist the children.

It is rather telling that available statistics on Canadian school libraries are incomplete and inconsistent which makes it difficult for us to convince others of the importance of school libraries to our society, our economy, our culture, our identity. We are taking steps to ensure a more systematic gathering of these statistics to support our arguments. Meanwhile, we can point to studies in the United States which indicate a persuasive link between strong school libraries and high levels of student achievement.

Most children in Canada have the opportunity to go to school, but not every child has a parent or a caregiver with the competencies or the time to help their children develop information literacy skills. A school is the most democratic place for a child to have access to books and electronic resources - not only textbooks but books to read for pleasure and resources for acquiring information and knowledge. The school library offers them a safe environment in which to learn and practice information literacy skills. It is a wonderful setting to let their imaginations soar by discovering the joy and wonder of simply reading. Let us not forget that our children must know how to read before they can learn to find resources on the Internet. They then need to learn the skills to help them analyze the sources of all this information, be it in print or electronic form.

And the role of the teacher-librarian in this process is the magic that brings this learning together. These professionals work closely with the teachers in their schools to ensure the students develop efficient and effective learning strategies and organizational skills. They also work with their colleagues in order to select resource materials to meet the curricular, informational, and recreational needs of the students. If only two percent of elementary schools in Ontario, for example, are large enough to qualify for a full-time teacher-librarian, then we have a problem. That means that a high percentage of children will not benefit from the support they should be receiving, and this could seriously affect their capacity to become productive citizens.

If we believe that our children are our future - and I believe that we all do - then we must do what we can to ensure that our children have access to the information resources and skilled personnel in school libraries so that our children can get off to a good start in understanding and participating in society. It is not enough that there is a room full of

resources. Children need to learn how to find information, to choose and apply information. They must have teacher-librarians who are dedicated to guiding them in developing their skills, but also to developing in them the love of lifelong learning.

Canada's children are Canada's future. If we do not take it upon ourselves to ensure that all Canadian children and youth have equal access to well-equipped libraries and trained professionals in their schools from the time they are in kindergarten, to show them the ropes, to help them develop their analytical and research skills, then we will reap what we sow. It is past the time to make the investment needed to ensure that our children grow up to be literate citizens and lifelong learners in the global knowledge society of the 21st Century. And these guidelines are an excellent beginning.

I am pleased to endorse this national information literacy framework prepared by the Canadian School Library Association and the Association for Teacher-Librarianship in Canada. The framework is intended to provide a national set of standards to guide library educators and decision-makers at all levels as they implement their school library programs.

Let us all take up the challenge to see that this framework is embraced and action is taken in our schools from sea to sea to sea. Our children deserve no less.

Roch Carrier
National Librarian of Canada
May 31, 2001

“The School Library belongs to everyone as an integral part of our schools, and a fundamental right of all children in Canada...to this end we engage practicing teacher-librarians in sharing their concerns, ideas, and needs with each other, teachers, students, parents, decision makers, and community.” (*Forging Forward: A National Symposium on Information Literacy and the School Library Ottawa, Nov. 1997*).

A Message from the National Standards Writing Committee

How are educators, literacy leaders, librarians, and other participants in the domains of information and literacy fostering the development of the information literate student of which Mr. Carrier writes? Information literacy consists of skills, strategies, and ways of thinking that are essential to success in a knowledge-based economy. Information literacy is the ability to find and use information with critical discrimination in order to build knowledge. An information literate person is a lifelong learner, skilled at using complex cognitive processes and diverse technological tools in order to solve problems in personal, social, economic, and political contexts.

Educational leaders across the country identify information literate students as an outcome of schooling, and curriculum documents in every part of the country include information literacy outcomes. Several challenges appear to have prevented us from understanding clearly the vital role school libraries play in developing information literate students. Curriculum documents often omit the role of the school library and the teacher-librarian in achieving these goals. Many educators lack understanding of information literacy and misunderstand the role school library programs play in supporting its development. The school library field has struggled with providing the national leadership needed to describe and explain that role through providing standards and guidelines for developing information literacy programs in schools.

In the past, Canada was an international leader in school library programs. However, it has been nearly 25 years since school librarians in Canada last examined standards around information and literacy. This document builds upon the work begun in *Forging Forward* (1997) and *Vision 2020* (1997), national symposiums held to create standards for information literacy and the school library. It represents a collaborative effort between Canada's two national school library associations and the provincial/territorial associations, as well as over fifty leaders in both the school library and broader educational community.

This document was written to reinstate Canada's leadership in school libraries. The following goals underlie the production of this document:

1. To ensure all children have equal access to quality school library programs and services;
2. To provide schools with guidelines that facilitate long- range planning for school libraries and information literacy instruction;
3. To provide links for school library programs to all curricula in any setting, kindergarten through senior high school; and,
4. To provide evaluation tools to ensure that high standards of school library programs be available to all Canadian students.

We believe this document meets these purposes and will help structure an enlightened future for the education of Canadian children.

Gene Burdenuk, Chair Standards Writing Committee

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Introduction

This is the fourth document developed by the Canadian school library community expressing its visions and expectations for the school library program. The previous documents were:

Canadian School Library Association. (1967). *Standards for Library Service for Canadian Schools*. Toronto: McGraw-Hill Ryerson.

Association for Media and Technology in Education in Canada and Canadian School Library Association. (1977). *Resource Services for Canadian Schools*. Toronto: McGraw-Hill Ryerson.

Canadian School Library Association. (1988-1992). *Guidelines for Effective School Library Programs*. Ottawa, ON: Canadian School Library Association.

This document, like its predecessors, was developed by a team of writers from across the country who came together to share their professional knowledge and experience and to express their hopes and expectations for powerful school library programs that support teaching and learning in Canadian schools.

The document is designed to help and support educators as they work to improve student opportunities for achieving information literacy. Readers are encouraged to use this resource as a way to evaluate existing school library programs or to develop new school library programs. Developing and improving school library programs requires a commitment to ongoing and sustained efforts by many people.

It is important that educators use the document in a thoughtful way, mindful of the different contexts and situations in schools across the country. In some schools, achieving the standards will involve major changes in staffing, collections, facilities, and information and communication technologies in some schools, while in others achieving the standards will involve minor shifts in priorities and approaches. However, the changing information environment requires that all schools regularly and systematically evaluate their programs and set new goals that lead to the improvement of student learning.

The document is divided into three sections. The first presents a framework for the information literacy program. Next are standards for the management of school library programs with sections on staffing, collections of resources, facilities, and information and communication technology. The third section provides an overview of the roles and responsibilities of the members of the collaborative team necessary for achieving success in information literacy programming. In the appendices, there is information about research in school libraries, sample checklists for evaluating programs, a policy statement of competencies for teacher-librarians, and a list of provincial and territorial guidelines for school library programs.

A Vision for School Libraries in Canada

Our National Endowment

Where do Canadian children and Canadian youth access the wealth of literature and information materials that make up our Canadian cultural heritage? Where do Canadian children and youth find the literature of the world and learn about the natural world and how other cultures live? How do we ensure that all our citizens grow up with knowledge of and experience with the rich history, culture, and literature that binds all of us together as Canadians? For many people, the answers would be through our national cultural institutions, as well as our provincial and territorial network of public libraries, museums, and galleries. Unfortunately, not all Canadian children and youth have equal access to such institutions, nor are we likely to build new ones to reach every corner of the country.

“the vision of a school library: a resource centre, filled with our literature and a wealth of national and international information resources, which acts as a national endowment for all our children and youth”

However, one institution that all children and youth do have in their local communities, no matter where they live in Canada, is a school. Schools have the responsibility to teach our children and youth about our country and to use our vast cultural resources as teaching tools. This gives each school the potential to build a centralized collection of learning resources and then to use those resources effectively to give all children and youth an equal chance to develop an awareness and appreciation of our cultural heritage. Such is the vision of a school library: a resource centre, filled with our literature and a wealth of national and international information resources, which acts as a national endowment for all our children and youth. If school libraries were to be fully developed, they could be the great cultural equalizer that would give children in every corner of the country access to resources that would enhance their learning, give great personal pleasure, and help them learn about themselves and each other.

Creating a Learning Society

Members of a learning society constantly gain new knowledge and develop new skills. In their role of preparing children for society, schools are responsible for teaching children how to adapt to change and how to make decisions and solve problems based on accurate and authentic information. Critical thinking skills are essential to evaluate information and to apply information creatively and responsibly to solve problems.

“... schools are responsible for teaching children how to adapt to change and how to make decisions and solve problems based on accurate and authentic information. Critical thinking skills are essential to evaluate information and to apply information creatively and responsibly to solve problems”

All successful learning communities provide their members with access to the resources they need to be fully functioning members. Community access points including public libraries, government and private sector agencies, and locally developed support services are crucial to a democratic community. Not only do these community access points provide resources, they also employ trained staff to help people use existing resources. The same is true of the school as a learning community. The school community also needs an equitable access point for resources as well as for instructional programs that support its members in developing the skills essential to success. In the case of schools, that community access point is the school library.

Information Literate Citizens

As children progress through the school system, the school library and its instructional program help them take their place in a learning society. The school library provides a responsive learning environment where students and teachers work together to find information, answer questions, and develop new knowledge. The instructional program in the school library focuses on skills to support learning the curriculum and developing independent learning habits. The major learning outcome for the school library program is to develop students who are information literate.

The major learning outcome for the school library program is to develop students who are information literate.

An information literate citizen:

Works independently and collaboratively to solve problems

Analyses information critically in all its formats and in all media contexts

Applies information strategically to solve personal and social problems

Makes decisions based on accurate and current information

Uses information and communication technologies

Respects information sources and diverse perspectives

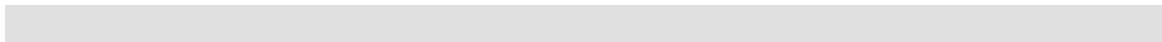
Honours intellectual property and privacy rights

Appreciates the aesthetic qualities of various creative and scientific expressions

Communicates effectively and expressively using a variety of information and media formats.

Revisioning School Libraries

If each school library were to have a teacher-librarian who taught children and youth the skills necessary to be effective users of information in all its forms, a powerful mechanism would be in place for enabling Canadian children and youth to be literate citizens, lifelong learners, and contributing adults in a learning society. However, not all schools in this country have a school library. Nor do all schools have a teacher-librarian who builds and maintains the school library collection of resources and ensures that students are taught the information literacy skills they will need as Canada's future adult citizens. The five following sections describe the components of a school library that underlie the revisioning of school libraries in Canada.



A. Learning Centres for Lifelong Learning

School libraries are places where students learn information literacy and develop lifelong learning skills and habits. In school libraries, students are taught how to:

- Access information effectively and efficiently
- Solve problems strategically
- Apply critical thinking skills
- Make responsible decisions
- Apply information accurately
- Create new information products
- Use effective and creative communication skills
- Use information appropriately and respectfully
- Develop independent reading and learning habits.

B. Active Learning Environments

School libraries are active learning environments. Under the leadership of a teacher-librarian, working in collaboration with classroom teachers, students develop and practice the information literacy skills and habits of lifelong learners. Informally, school libraries are described in many ways. For some, they are learning laboratories and production studios; for others, they are reading rooms and treasure troves of artefacts, literature, and technology. For the teachers and children in schools, they are often gathering places, like the town squares where citizens gathered to socialize and learn. They become central places for artistic presentations with galleries for display and corners for comfortable sharing of books. Students present their completed projects, launch their web sites, and display their artistic and creative products. The school library acts as the “great room” in a school, where the “family” gathers in a large multi-functional space for a multitude of tasks. Sometimes a whole class visits or a small group works on a project. At other times, individual children access information sources and sign out the latest books and magazines. School libraries often host author visits, science fairs, book fairs, staff meetings, and a host of community events.

C. Gateways to the World

School libraries provide students and teachers with easy and equitable access to materials. Computerized library catalogues, electronic databases, and search engines help students and teachers find the information they need quickly and efficiently. School libraries are access points for rich and diverse resources available in various media formats, on the Internet, and through e-mail. School libraries are gateways to global information sources, acting as portals through which students and teachers find diverse ideas and perspectives from around the world.

D. Resource-based Teaching and Learning

To implement the resource-based teaching and learning model, school libraries must provide access to a rich range of print, non-print, media-based, electronic, and digital resources—tools that teachers and students can use for formal and informal learning. Resources must be available in sufficient quantity to meet the learning and teaching needs of students and teachers and must be professionally selected by the teacher-librarian and a team of teachers to meet the needs of the school's curriculum and the reading interests and habits of children. School libraries also connect learners to a wide range of human and community resources as well as provide them with many creative and educational experiences.

E. Collaborative Teaching and Learning

Research clearly indicates that the development of student competence in information literacy skills is most effective when integrated with classroom instruction through collaborative program planning and teaching by the teacher-librarian and the classroom teacher. The school library program is developed through the collaborative efforts of the school's educational team - the teachers, the teacher-librarian, and the principal. Teacher-librarians are qualified teachers with additional training and expertise in school librarianship and information literacy. As members of the school instructional team, teacher-librarians provide a leadership role in information literacy and work collaboratively with classroom teachers to ensure that literacy skills are integrated effectively into the instructional program. The leadership role of the teacher-librarian involves such activities as meeting regularly with school administration, providing in-service activities and professional development for teachers, and serving on curriculum and other school committees.

In sum, this vision of school libraries in Canada highlights the role of school libraries in providing resources to support student development of their Canadian identity, and teaching lifelong learning to ensure students develop as information literate citizens. The tools for realizing this vision are learning activities designed around information literacy outcomes, active learning environments, access to information sources, and the use of resource-based teaching and learning, and collaborative teaching and learning.

A Framework for the Information Literacy Program

Consistent and comprehensive implementation of information literacy programs is critical for 21st century learners. New content area curricula emphasize process-oriented information literacy strategies including critical thinking, problem solving and creative expression.

The information literacy framework presented here is based on learning outcomes drawn from multiple subject areas and current Canadian and international information literacy documents. The framework consists of eight information literacy outcomes which have been developed around the ways information is used.



Outcome 1: Uses Information with Aesthetic Appreciation

Students will demonstrate an appreciation of the creative arts, literature, various media formats and other aesthetic representation, and of the value lifelong learning.

Indicator 1:

Appreciates various forms of creative and scientific expression including multimedia, the visual and performing arts, the beauty in the world around them, and all imaginative forms of expression.

Indicator 2:

Reads a wide range of material, writes for various purposes, views visual materials and performances, and participates in other literacy activities.

Indicator 3:

Demonstrates well-developed personal interests and a willingness to participate as an avid learner.

Indicator 4:

Demonstrates an understanding of the Canada's cultural resources such as galleries, museums and libraries, as well as an understanding of the contribution of the arts to Canadian society.

Outcome 2: Uses Information Responsibly

Students will use information responsibly and ethically for individual and collaborative learning activities.

Indicator 1:

Understands and honours intellectual property rights and copyright laws.

Indicator 2:

Understands and honours privacy rights when accessing and using information and media resources.

Indicator 3:

Records all information sources accurately and uses the information found responsibly.

Indicator 4:

Demonstrates good work habits and follows safety rules while using information tools.

Outcome 3: Uses Information Respectfully

Students will use information from diverse perspectives and values with respect.

Indicator 1:

Respects the ideas, values, and cultural backgrounds of all information sources.

Indicator 2:

Recognizes the contribution of diverse points of view for learning and personal inquiries.

Indicator 3:

Creates information products that are balanced, and diverse in perspective.

Outcome 4: Uses Information Critically

Students will use information critically to evaluate the relevance, authenticity, and validity of information and its source.

Indicator 1:

Determines the relevancy of information to the learning or personal inquiry.

Indicator 2:

Identifies the authority behind the information source.

Indicator 3:

Validates the information as authentic.

Indicator 4:

Assesses the moral and ethical implications involved in personal inquiry.

Outcome 5: Uses Information Strategically

Students will use information strategically to process, organize, and select information to meet an individual or collaborative learning need.

Indicator 1:

Demonstrates strategies in reading, listening, viewing, interpreting, and processing information to answer questions, solve problems, and discover new information.

Indicator 2:

Uses effective strategies to organize and structure information into useful forms for communication.

Indicator 3:

Selects information based on the criteria needed to complete a learning task.

Indicator 4:

Applies information literacy strategies independently or collaboratively to complete a learning task.

Outcome 6: Uses Information for Decision-Making

Students will consciously use information for making personal and group learning decisions.

Indicator 1:

Recognizes the need for information in problem-solving situations.

Indicator 2:

Knows how information is organized in all information and media resources.

Indicator 3:

Applies information to solve a wide variety of learning and personal inquiries.

Indicator 4:

Works collaboratively with others to make informed decisions and to solve group problems.

Outcome 7: Uses Information Expressively

Students will use information expressively to modify, revise, and transform information and to communicate their newly created information with an intended audience.

Indicator 1:

Modifies, revises, and transforms information to create information and media products.

Indicator 2:

Applies principles of design to create information and media products.

Indicator 3:

Recognizes the requirements to create different forms of information and media products.

Indicator 4:

Tailors an information presentation or product to an intended audience.

Indicator 5:

Uses effective communication skills to share information with an audience.

Outcome 8: Uses Information and Media Tools with Technical Competence

Students will demonstrate competence and proficiency in the technical uses of traditional and digital information and media tools.

Indicator 1:

Uses traditional and digital tools effectively and efficiently to access all information and media formats.

Indicator 2:

Knows the purpose and capability of all information and media tools.

Indicator 3:

Demonstrates the basic operational skills for all information and media tools.

Indicator 4:

Uses traditional and digital tools to create and present a variety of information and media products.

Standards for the Management of School Library Programs

The primary purpose of the school library program is student learning and, in order for this to occur, the school library must have in place efficient and effective management procedures that facilitate the implementation of the information literacy program. This means there must be a clear understanding at the school administrative level, and at the district and ministry levels, that management and instruction work together to support quality school library programs.

The following key elements have been identified as being critical to the success of the school library program:

- A staffing model that includes qualified teacher-librarian(s) supported by clerical/technical staff
- A funding model that is consistent, on-going and involves long range planning
- A wide range of appropriate learning resources, carefully selected to meet the needs of all learners
- Information and communication technologies that are current, readily accessible and supportive of curriculum expectation
- Facilities that are safe, flexible, spacious and well designed to accommodate a variety of learning activities

The school library management standards that follow address these key elements and provide a basis for continuing review and assessment. Schools and districts can use them to strive for improvement and to highlight accomplishments. The standards can also serve as a guide for collecting important comparative data provincially/territorially and nationally.

Evaluation should be a collaborative process designed to help the school or district to improve practice and move forward. The standards can be used to evaluate a program broadly or selectively by focusing on specific sections that are of concern. Sample checklists can be found in Appendix B.

Standards for Staffing School Libraries

Research indicates that the level and type of staffing for the school library has a measurable impact on student learning and achievement. Students in schools with well-equipped school libraries and qualified teacher-librarians perform better on achievement tests for reading comprehension and basic research skills. It has also been found that a lack of clerical/technical staff has a negative impact on student learning.

A wide range of staffing functions is necessary to ensure that an effective information literacy program is available for students. Some of these functions involve teaching, some are clerical in nature, some technical, and others involve leadership, consulting and management. The best approach for an effective program is to develop a staffing model that integrates the necessary range of skills.

The school library program depends on the leadership of a qualified teacher-librarian and the support of trained clerical/technical staff. These two staffing components play complementary roles that facilitate an open, accessible, well-managed school library that provides students and teachers with effective, resource-based learning activities and access to a wide variety of information sources.

Adequate levels of teacher-librarian staffing are required to:

- Address curricular and literacy needs of the students
- Collaborate with classroom teachers to integrate information literacy skills across the curriculum.
- Provide leadership in resource-based learning and teaching
- Select quality curriculum-based learning resources
- Develop policies to achieve equitable access
- Integrate information and communication technologies in to all parts of the curriculum
- Support and supervise clerical/technical staff and volunteers.

In order to allow the teacher-librarian to focus on professional instructional tasks, adequate levels of trained technical/clerical staffing are required to:

- Circulate school library resources effectively.
- Process library resources so they are available for circulation
- Assist students with simple research queries and computer technology problems
- Maintain the computerized or online library catalogue
- Maintain statistics and inventories.
- Prepare reports, correspondence, and bibliographies
- Prepare displays of library resources and student work

Below standard

The school library has limited teacher-librarian and/or clerical/technical staffing. Student access to the school library is constrained in terms of the hours of operation and/or support from qualified staff. Learning resources and technology in the school library are not openly accessible to students and teachers. The quantity and quality of the collection does not reflect professional selection. The school library program is isolated from the school's instructional program. Students receive limited instruction in information literacy. Little or no collaborative planning takes place with classroom teachers. Leadership in the school library program's role in resource-based learning and teaching is limited or non-existent. Policies and procedures related to school library use are either restrictive or not evident.

Acceptable

Both teacher-librarian and clerical/technical staff are available and their roles have been defined based on their qualifications. Access to the school library is available for the entire school day, with extended hours before and after school. The collection reflects professional selection and meets curriculum objectives. The school library program supports and is consistent with the school's instructional program. The teacher-librarian takes a leadership role in the area of resource-based learning and teaching. The teacher-librarian collaborates with classroom teachers on cooperative units, and students receive instruction in the development of information literacy. Policies and procedures are developed that support an open, active library program.

Exemplary

An appropriate number of teacher-librarian(s) and clerical/technical staff are available and their roles have been integrated to reflect their expertise and training. Access to the school library is available for the entire school day, before and after school hours, and students have electronic access to online resources at other times. The collection is broad, reflects professional selection, and meets and extends curriculum objectives. The school library program supports and extends the school's instructional program and the teacher-librarian takes a leadership role in the area of resource-based learning and teaching in all areas of the curriculum. The teacher-librarian collaborates with classroom teachers on cooperative units in all areas of the curriculum. Students receive instruction in the development of information literacy as part of cooperatively planned units and as part of the library program itself. Policies and procedures are developed to support an open, active library program that addresses specific student, staff, and community needs.



It is important to determine staffing levels based on equity of access for all students. Equity can be achieved more easily, even with part-time staffing, in elementary schools because of their flexible timetables. Because of the less flexible schedules of secondary schools, full-time staff is generally required to provide this equity. Tables 1 and 2 identify staffing ratio standards for teacher-librarians and clerical/technical staff in the school library.

STAFFING

Table 1
Staffing School Libraries with Teacher-librarians:

Elementary Schools

Student Population	Below Standard	Acceptable	Exemplary
0 - 299	under 0.6	0.6+	1.0+
300-499	under 1.0	1.0+	1.5+
500-699	under 1.0	1.0+	1.5+
700-999	under 1.5	1.5+	2.0+
1000-1499	under 2.0	2.0+	2.5+

Table 2
Staffing School Libraries with Teacher-librarians:

Secondary Schools

Student Population	Below Standard	Acceptable	Exemplary
0 - 299	under 1.0	1.0	1.0+
300-499	under 1.0	1.0+	1.5+
500-699	under 1.0	1.0+	1.5+
700-999	under 1.5	1.5+	2.0+
1000-1499	under 2.0	2.0+	2.5+
1500+	under 3.0	3.0	3.0+

STAFFING

Table 3
Staffing School Libraries with Clerical/Technical Staff:

Elementary Schools

Student Population	Below Standard	Acceptable	Exemplary
0 - 299	under 0.5	0.5+	1.0+
300-499	under 1.0	1.0+	1.5+
500-699	under 1.0	1.0+	1.5+
700-999	under 1.5	1.5+	2.0+
1000-1499	under 2.0	2.0+	2.5+

Table 4
Staffing School Libraries with Clerical/Technical Staff:

Secondary Schools

Student Population	Below Standard	Acceptable	Exemplary
0 - 299	under 1.0	1.0+	1.0+
300-499	under 1.0	1.0+	1.5+
500-699	under 1.5	1.5+	2.0+
700-999	under 2.0	2.0+	2.0+
1000-1499	under 2.5	2.5+	2.5+
1500+	under 3.0	3.0	3.0+

Standards for School Library Collections

The school library provides access to information in all formats, at all levels, and to all members of the learning community. As the quantity of information escalates, the number and variety of information formats expand, and the concepts and processes of information and technological literacy increase, the school library plays an important role as a gateway to all information resources. An effective school library offers provides intellectual and physical access to a wide array of materials and services to meet learning needs, both within and beyond the school.

Resources available in and/or accessible through the school library support:

- Resource-based teaching and learning
- Individual and group research
- Individual and group reading/viewing/listening
- Development of lifelong learning skills
- Development of information literacy skills
- Development of technological skills
- Development of media literacy skills
- Development of the love of reading and appreciation of literature
- Implementation and enrichment of the curriculum
- Diverse needs and interests of students.

Collaborative collection development and evaluation ensures that resources, in a variety of formats, are available to meet curricular objectives. Resources are to be evaluated, selected, purchased, catalogued, organized, inventoried, circulated, and maintained, in accordance with school library standards and with district approved policies and practices. The collection is to reflect an appropriate balance of print, non-print and electronic and digital resources. The library catalogue, which includes records for all resources in the school, is to be accessible through remote databases or websites. The collection is to reflect the unique needs of the specific school population. Provision must be made for access to information resources beyond the school library through interlibrary loan and through current information and communication technologies. The collection should contain materials on learning theories and teaching practices,

curriculum documents, and current scholarship in all curricular areas. Outdated and worn library materials must be regularly weeded.

Access to information and ideas is essential for students to become critical thinkers, competent problem solvers, and lifelong learners who contribute productively and ethically to society. The collection is to be designed to encourage free inquiry and to provide multiple points of view. Policy and procedures must be developed to deal with issues such as censorship, challenges to resources, intellectual property rights (copyright), and ethical use of information technologies.

“Appropriate funding for learning resources is necessary for school libraries to meet curriculum expectations and the individual learning and social needs of their students and teachers.”

Appropriate funding for learning resources is necessary for school libraries to meet curriculum expectations and the individual learning and social needs of their students and teachers. Funding may come from a variety of sources; however, consistency funding must be allocated for the purchase of resources. Funds from fluctuating sources such as parents, book fairs, and/or donations may be used to supplement the school/district budget or may be used for special projects. School/district allocations should not be reduced when funds are received from these supplementary sources.

When preparing budgets for school libraries, teacher-librarians, in consultation with administrators and classroom teachers, should ensure fiscal and program accountability by:

- Coordinating with other school departments to purchase resources
- Setting priorities for the purchase of learning resources and technology that support the implementation of the curriculum
- Planning for the purchase of a wide variety of learning resource formats including print, non-print, and electronic resources
- Making projections of future learning resource needs and developing long and short-term budgets to support the acquisition of those resources
- Providing for replacement of outdated and lost library resources.
- Using cost-effective ways to acquire learning resources, such as using wholesalers, a tendering process, bulk purchasing, site licenses, and centralized purchasing.

Below standard

Resources available in the school library provide limited opportunities for reading and learning. Materials support few areas of the curriculum, rarely meet student needs and provide little material for student interests. Little balance is reflected among print, non-print, and electronic resources. Materials are catalogued, inventoried, organized, and circulated through the school library, but are not available to all users. Resources are generally not current and may be in need of repair or replacement. Materials are weeded infrequently. Little, if any, provision is made for access to information resources beyond the school. There is not sufficient budget available to allow planned purchasing of learning resources that support the curriculum and address the special needs/interests of students. There are insufficient funds available to replace dated, worn, and missing materials or to provide access to digital resources.

Acceptable

Resources available in and/or accessible through the school library provide students and teachers with opportunities for resource-based learning, for the development of information literacy skills, for reading, listening, and viewing, for research, for curriculum implementation, and for meeting most students' needs/interests. In addition, the collection provides some materials that reflect the unique needs of the specific school population. There is an appropriate balance among print, non-print, and electronic resources. Materials are catalogued, inventoried, organized, and circulated through the school library and are available to all users. Resources are mostly current and in good repair, selected according to district approved selection policies. Outdated, worn and missing materials are weeded and replaced on a regular basis. Provision is made for access to information resources beyond the school through the use of electronic information networks. The budget process is consultative and the short-term program requirements are met. There is sufficient funding to acquire a wide range of print and digital resources to support the curriculum and to address the special needs/interests of students. Innovative learning resources are available and in-school access to digital resources is possible.

Exemplary

Resources available in and/or accessible through the school library provide students and teachers with opportunities for resource-based learning, for the development of information literacy skills, for reading, listening, and viewing, for research, for curriculum implementation, and for meeting the diverse needs/interests of students. In addition, an exemplary collection reflects the unique needs of the specific school. All resources are catalogued, inventoried, organized and circulated through the school library, and they are available to all users. Materials are current, in good repair, selected according to district approved selection policies, and reflect a balance among print, non-print, and electronic resources. Dated, worn, and missing materials are replaced immediately. The budget process is consultative, and both the short and long-term program requirements are met. There is sufficient funding to support resource-based teaching and learning and a wide range of teaching and learning styles. Innovative learning resources are available and access to digital resources is possible from home and school.

Table 5 details the standards for the total collection of resources excluding textbooks or multiple copies used as texts. The size of the basic collection is dependent upon the total student enrolment, the number of grades taught, the number and type of instructional programs, the balance of relevant print, non-print and electronic materials, the length of time the LRC is open, circulation policies and practices, the amount of sharing of resources in and outside the district, the level of technology available at the school, financial resources dedicated to the building and maintenance of the collection.

COLLECTIONS

Table 5
School Library Collections: Size of Book Collection

Student Population	Below Standard	Acceptable	Exemplary
Less than 300 students	Less than 4500 items	Minimum of 4500 items or 30 items/student whichever is greater	Minimum of 5000 items or 35 items/student whichever is greater
300-499 students	Less than 10,000 items	Minimum of 10,000 items or 25 items/student whichever is greater	Minimum of 15,000 items or 35 items/student whichever is greater
500-999 students	Less than 15,000 items	Minimum of 15,000 items or 22 items/student whichever is greater	Minimum of 25,000 items or 30 items/student whichever is greater
More than 1000 students	Less than 30,000	Minimum of 30,000 items or 20 items/student whichever is greater	Minimum of 40,000 items or 25 items/student whichever is greater

Note: For both primary and high school grades, the ratio of fiction to nonfiction including reference should range from 15-30% fiction and 70-85% nonfiction/reference.

Note: With regard to reference materials, general encyclopedias should be no older than 5 years, and every effort should be made to ensure the currency of atlases, almanacs, and specialized encyclopedias.

COLLECTIONS

Table 6
School Library Collections: Types of Resources

Resource	Below standard	Acceptable	Exemplary
<p>Periodicals Curriculum related, student interest, diverse viewpoints</p> <p>Number of print titles may be reduced if electronic access is provided</p> <p>Back issues of print periodicals kept for five years</p>	<p>Elementary: Less than 20-30 periodicals</p> <p>Middle: Less than 30-40 periodicals</p> <p>Secondary: Less than 60-75 periodicals</p>	<p>Elementary: 30-45 periodicals</p> <p>Middle: 40-60 periodicals</p> <p>Secondary: 75-100 periodicals Access to at least one full- text periodical database</p>	<p>Elementary: 45+ periodicals</p> <p>Middle: 60+ periodicals</p> <p>Secondary: 100+ periodicals Access to full-text periodical databases as program demands require</p>
<p>Periodical Indexes Preference is for electronic indexes</p>	No access to periodical indexes.	Access to at least one electronic periodical index Access to print indexes	Access to print and electronic indexes
<p>Newspapers Print and electronic</p>	No or limited access newspapers: local, provincial, and/or provincial	Access to 1 local, 1 provincial and 1 national newspaper in print or electronic format Access to full-text news database	Access to print newspapers and full-text news databases to meet program demands
<p>Non-print Resources Sound recordings, slides, posters, charts, art prints, study prints, realia, games, etc.</p>	Total of items less than 1% of collection	Total number of items is approximately 1% of total collection	Total number of titles exceeds 1% of total collection

COLLECTIONS

Table 6 (Continued)
School Library Collections: Types of Resources

Resource	Below standard	Acceptable	Exemplary
<p>Electronic & Digital Resources In a variety of formats such as: CD-ROM & on-line subscriptions</p>	25 titles	25+ titles	60+ titles
<p>Computer Software Programs: Curriculum related, instructional, reference, library management, production, administration, utility, etc.</p> <p>Subscribed and free online databases Internet access</p>	<p>Elementary: 1 reference database 5 curricular programs Word processing software</p> <p>Middle School: Less than 5 reference databases 5 curricular programs Word processing software Spreadsheet software Web page development software</p>	<p>Elementary: 1 reference database 5 curricular programs Electronic encyclopedia Internet access Presentation, database utility & word processing software</p> <p>Middle School: 5 reference databases 5 curricular programs Electronic encyclopedias Internet access Presentation, database utility, spreadsheet, & word processing software and web page development programs</p>	<p>Elementary and Middle: Includes all the components in the ACCEPTABLE category plus the following:</p> <p>Online databases in sufficient number to support all instructional programs and a broad range of user needs</p> <p>Sufficient software to support all instructional programs and a broad range of user needs</p> <p>Networked library catalogue with catalogued WWW sites</p> <p>Interactive circulation program that provides user and resource information</p>

COLLECTIONS

Table 6 (Continued)
School Library Collections: Types of Resources

Resource	Below standard	Acceptable	Exemplary
Computer Software Programs (continued)	<p>Secondary: Less than 10 reference databases</p> <p>5-10 curricular programs</p> <p>Electronic encyclopedias</p> <p>Presentation, word processing, spreadsheet and Web page development programs</p>	<p>Secondary: 10-15 reference databases</p> <p>5-10 curricular programs</p> <p>Circulation Software Database utility Electronic encyclopedias Internet access</p> <p>Online library catalogue</p> <p>Presentation, & word processing, spreadsheet and Web page development software</p>	<p>Secondary: Includes all the components in the ACCEPTABLE category plus the following:</p> <p>Sufficient online databases to support all instructional programs and a broad range of user needs</p> <p>Sufficient software to support all instructional programs and a broad range of user needs</p> <p>Networked library catalogue with catalogued WWW sites</p> <p>Interactive circulation program that provides user and resource information</p>
Videos & DVDs	<p>Less than 100 titles Access to 100 titles through school or centralized collections.</p>	100-400 titles	400+

COLLECTIONS

Table 7 details the standards for physical accessibility, intellectual accessibility, relevancy and currency of school library resources.

Issues of intellectual accessibility include age, grade, special needs, time available to access resources, skills needed to access all information formats, students right to information, censorship, barriers to information access due to social, economic, cultural or personal factors.

Table 7
School Library Collections: Accessibility and Currency

Resource	Below standard	Acceptable	Exemplary
Physical Accessibility	<p>Physically accessible to most users</p> <p>Non-existent or limited inventory lists for learning resources located in other parts of the school.</p> <p>No access to these learning resources through library catalogue</p>	<p>Physically accessible to all users most of the time</p> <p>Learning resources in other parts of the school are accessible through the school library.</p>	<p>Physically accessible to all users.</p> <p>Special formats e.g. large print, Braille, etc.</p> <p>All learning resources in the school are included in the online library catalogue.</p>
Intellectual Accessibility	<p>Intellectual accessibility is not addressed</p> <p>Materials provide limited support for students cognitive, affective and psychomotor skills</p>	<p>Intellectual accessibility is addressed in the school library</p> <p>Material available to students is within the range of their cognitive, affective and psychomotor skills, and reflects student interests and the cultural interests valued by the children's families.</p>	<p>Intellectual accessibility is addressed in the school library, and the school.</p> <p>The wide range of material available to students is within the range of their cognitive, affective and psychomotor skills, and reflects student interest and the cultural background of the student population.</p>

COLLECTIONS

Table 7 (continued)
School Library Collections: Accessibility and Currency

Resource	Below standard	Acceptable	Exemplary
Curricular Support (Relevancy)	Materials support some of the curriculum	Materials support much of the curriculum	Materials support all of the curriculum
Currency	Copyright dates within the last 10 years: less than 50% of the collection	Copyright dates within the last 10 years: 50 - 70% of the collection	Copyright dates within the last 10 years: 80% or more of the collection
Collection Maintenance	Significant number of resources are worn, damaged, missing components or need of repair	Most materials are complete and in good repair. Some items are missing components	Materials are complete and in good repair
Library Catalogue	Catalogue is not automated	Catalogue is automated and available through a WAN or as part of a central union catalogue	Catalogue is automated and available through a WAN or as part of a central union catalogue, and through the World Wide Web.

Collections

Table 8 lists budget standards, on a per-student basis, for the purchase of print, non-print, and electronic resources and digital resources as delineated in Table 6.

Note. This budget does not include funds for the purchase of library supplies, textbooks, multiple copies of titles used as texts, capital items such as furniture or audiovisual hardware, computer hardware or large peripherals, or special projects such as automation or the installation of a security system. These items should be purchased from other sources of financing such as the school or district budgets.

Collections

Table 8
Standards for School Library Collections: Funding

School size	Below Standard	Acceptable	Exemplary
Elementary	Less than \$25	\$26 - \$35	\$36 +
Middle/Junior Secondary	Less than \$30	\$31 - \$42	\$43 +
Secondary	Less than \$35	\$36 - \$45	\$46 +

Note. The budget standards, like all standards in this document, need to be used in a thoughtful way, mindful of the different contexts and situations in schools across the country. However, to maintain the current quality of any collection of resources, an annual investment of funds is required. The standards presented here are based on an annual 5-10% depreciation of materials (due to loss, wear and tear, and currency/accuracy of content) and the average costs of materials in the year 2002. A quick way to calculate the funds required each year for maintaining a quality collection is to multiply the average cost of a hardcover book by the number of students using the collection of resources.

Note. The amounts indicated above are from school, district, or provincial funds and not from external sources such as parent funds, book fairs or donations.

Standards for School Library Facilities

Excellent school libraries require facilities that provide support for a variety of learning and teaching styles and equitable access to new and developing technologies. The school library facility needs to be open and inviting. The design must allow for flexibility in the use of space and furnishings and incorporate spaces that will accommodate concurrent, multiple learning activities such as whole class instruction, individual research, group work, recreational reading, and quiet study. A carefully planned physical layout contributes to smooth traffic patterns, simultaneous use, and a safe and welcoming atmosphere.

Given the variety of school situations, it is difficult to devise one design upon which all school libraries can be modelled. Many factors such as grade levels, the nature of the student population, enrolment patterns, school location, and provincial/territorial planning guidelines affect design. Because each instructional program is different, diversity in school library design is expected and desirable. A plan for the renovation or construction of a school library requires the collaborative efforts of school administrators, architects, district school library coordinators, teachers, teacher-librarians, other staff members, community members, and students.

A well-designed school library will show evidence of the following tenets:

- Form follows function
- Aesthetic principles and sound ergonomics are essential
- Safety, security, location and traffic flow are fundamental to good design
- Access to information, space, and resources must be equitable for all users
- Space allocations must allow for all essential functions.

An excellent school library has the following characteristics:

- Barrier-free, flexible, functional facility of sufficient size, reflective of student population and instructional program
- Centrally-located, easily accessible to all users, encouraging frequent use
- Aesthetically pleasing, safe interior design
- Smooth traffic flow through all the areas, minimizing interruptions and distractions
- Well-organized and readily accessible collection of print, nonprint, and electronic information sources
- Production area for the preparation of student and teacher media and multimedia projects
- Space for the evaluation, selection, acquisition, organization, preparation, circulation, storage, and maintenance of resources
- Space for media equipment and its distribution and maintenance
- Learning areas that can accommodate individuals, small groups, and large groups in diverse teaching and learning experiences
- A flexible floor plan that can respond to changes in population, program, collection, staff, and technology
- Clear sightlines for student supervision
- Capacity for flexible utilization of equipment with ample electrical outlets, conduits, lighting control, and access to various data sources for information retrieval
- Standardized, ergonomic, modular wall, storage, shelving, and seating units to maximize flexibility
- Adequate security controls
- Adequate acoustic provisions to facilitate multiple activities
- Optimum natural and artificial lighting, temperature, and climate control conducive to multiple usage and materials preservation
- Adequate and appropriate seating and furnishings in all work and study areas
- Access to hallways and classrooms for ease of equipment delivery
- Dedicated space for the technical services functions of the school library program
- Dedicated space for the educational functions of the school library program, especially resource-based teaching and learning
- Access to adjacent computer labs
- Display space for student projects, new resources, and curriculum-related materials.

Below Standard

The school library facility is usable but uninviting and may be inconveniently located with little or no dedicated space for individuals, small groups, or large groups. Areas where students and teachers can browse, read, research, listen or view may be limited. The facility provides little or no support for the wide range of activities that comprise resource-based teaching and learning. There is no production area.

Acceptable

The school library facility is a barrier-free learning environment that ensures access to a centrally organized collection of learning resources.

The school library is an inviting, safe, and stimulating place for individuals and small and large groups to use for research, browsing, listening, viewing, and reading. The design of the facility supports the wide range of activities that comprise resource-based learning and teaching. There may be a limited production area.

Exemplary

The school library facility is an open, barrier-free learning environment that ensures immediate access at the point of need to a centrally organized collection of learning resources. The school library facility is an inviting, safe, accessible, and stimulating place with work space for individuals, small groups, and large groups to use for research, browsing, listening, viewing, and reading. The design of the facility fully supports the wide range of activities that comprise resource-based learning and teaching. There is ample production space for creating a variety of multimedia and digital materials to meet curricular objectives and students' needs and interests.

FACILITIES

Table 9
Standards for School Library Facilities

	Below standard	Acceptable	Exemplary
Accessibility	<p>Partial barrier-free design</p> <p>Limited access to some physical locations, information sources and functions</p> <p>Not centrally located</p>	<p>Barrier-free design</p> <p>Access to all physical locations, information sources and functions</p> <p>Centrally located for access by students, teachers, administrators</p>	<p>Barrier-free design</p> <p>Full access to all physical locations, information sources and functions</p> <p>Centrally located for access by students, teachers, administrators and the public.</p>
Administration	<p>No teacher-librarian office is provided</p> <p>No workroom is provided</p>	<p>Teacher-librarian office is separate from workroom</p> <p>Open view of facility</p> <p>Contains desk, chair, networked computer, shelving, telephone, fax, and Internet</p>	<p>Teacher-librarian office is separate from workroom</p> <p>Open view of facility</p> <p>Contains desk, chair, networked computer, shelving, telephone, fax, and Internet</p> <p>Meeting space for cooperative program planning.</p>
Catalogue	<p>Card catalog</p>	<p>Catalogue is automated and available through a WAN or as part of a central union catalogue.</p> <p>One dedicated computer workstation for catalogue access per 150 students.</p>	<p>Automated catalogue is available through WAN or as part of a central catalogue and through the World Wide Web.</p> <p>More than one dedicated computer workstation for catalogue access per 150 students.</p>

Table 9 (continued)
Standards for School Library Facilities

	Below standard	Acceptable	Exemplary
Circulation	No designated area	Designated area with computer workstation adjacent to entrance/exit	Designated area with computer workstation adjacent to entrance/exit, reference area, teacher-librarian's office and library workroom.
Large Group Instruction	No classroom space in or adjacent to the facility	Instructional space in the main area of the facility for at least one class of students Flexible arrangement of furniture, adequate electrical outlets, wall screen, whiteboard, easy access to resources.	Instructional space in the main area of the facility sufficient for at least one class of students as well as a separate library classroom sufficient for one class of students. Flexible arrangement of furniture, adequate outlets, wall screen, whiteboard, TV cable, and easy access to resources and the Internet.
Conference Rooms	No conference room for small group activities	Minimum of one conference room for small group activities Acoustically treated, separate light control, electric outlets, whiteboard and wall screen	Two or more conference rooms for small group activities with separate lighting, temperature, ventilation and humidity control. Acoustically treated with electric outlets, whiteboard, wall screen, Internet and local network access.
Display	No or minimal display area	Functional and readily accessible display space located in area of high traffic visibility.	Functional, readily accessible, and highly visible display areas: bulletin boards, display cases, shelving.

Table 9 (continued)
Standards for School Library Facilities

	Below standard	Acceptable	Exemplary
Entrance/Exit	Entrance and exit are separate and doorways are narrow.	One double doorway for main entrance and exit Convenient flow of traffic Emergency exit as required by law.	One double doorway for main entrance and exit Convenient flow of traffic Additional entryway to accommodate operation after normal school hours. Emergency exit as required by law.
Individual Study	No individual study space	Study space for 1% of student population or 50% of a class whichever is greater	Study space for 2% of student population or one class whichever is greater Study space with access to Internet and school network.
Seating for Entire Library Facility Sufficient space for concurrent, multiple learning activities. No one area should seat more than 40 seats.	Accommodates less than one class of Elementary or Secondary or students with insufficient area for concurrent, multiple learning activities	Elementary: Seating for more than one class or 10% of the student population, whichever is greater Secondary: Seating for two classes or 10% of the student population, whichever is greater	Elementary: Seating for two classes or 12% of the student population, whichever is greater Secondary: Seating for more than two classes or 12% of the student population, whichever is greater. Main space subdivided by furniture and shelving into functional areas for concurrent, multiple learning activities. No area to seat more than 40 students.

Table 9 (continued)
Standards for School Library Facilities

	Below standard	Acceptable	Exemplary
Reading	No informal reading area	Informal reading area in a relaxed setting with comfortable chairs, and inviting space near fiction section and/or periodical section	Informal reading area in relaxed setting with comfortable chairs, inviting space, listening area with headphones, displays of current materials, and adjacent to fiction and/or periodicals section.
Reference	Limited access to standard print, non-print and electronic reference sources	Adequate access to standard print, non-print, electronic and digital reference sources Space and shelving sufficient to accommodate both print & electronic sources of information Located near circulation area	Ready access to standard print, non-print, electronic and digital reference sources Space and shelving for traditional print reference materials is dependent upon the balance between print and electronic/digital information sources. Defined reference area with student seating and specialized furniture and equipment for the use of print, non-print, electronic/digital information sources.
Reference (furniture and equipment)	No specialized furniture	A few pieces of specialized furniture	Specialized furniture and equipment e.g. dictionary and atlas stands, microform readers and printers, CD-ROM towers, etc.

Table 9 (continued)
Standards for School Library Facilities

	Below standard	Acceptable	Exemplary
Shelving	Inadequate or inappropriate shelving for the storage, maintenance and display library resources.	Adequate shelving for the storage, maintenance and display of all library resources.	Appropriate and specialized shelving for the storage, maintenance and display of print, non-print, electronic and digital information sources to meet immediate and future needs.
Storage (AV equipment)	No separate storage space	Separate room adjacent to library workroom with secured access, space for storage of large AV carts and deep shelving for smaller equipment, and access to hallway.	Includes all components in the ACCEPTABLE category plus the following: Separate room adjacent to library workroom with secured access, separate lighting, temperature, ventilation, and humidity controls, space for large AV carts, deep shelving for smaller equipment, software storage, equipment for TV reception and distribution, public address system, video distribution, hallway access, and space for maintenance and repair.
Teacher Professional Workspace	No defined area for professional materials or group meetings.	Defined area for professional materials with tables, chairs, electric outlets and equipment for previewing resources	Separate room for professional materials and group meetings with tables, chairs, electric outlets and equipment for previewing resources, and access to photo-copiers and the Internet.

Table 9 (continued)
Standards for School Library Facilities

	Below standard	Acceptable	Exemplary
Library Staff Workroom	No separate library staff workroom	<p>Separate room with work table, chair, desk, sink, counter, computer workstation, shelves, cabinets, book trucks, secure entrance, and lockable storage; allows open view of facility and access to telephone and automated library catalogue.</p> <p>Open view of facility</p> <p>Secure entrance with lockable storage</p> <p>Access to computerized library catalogue</p>	<p>Separate room with work table, chair, desk, sink, counter, computer workstation, shelves, cabinets, book trucks, secure entrance, lockable storage, and separate lighting, temperature, ventilation, and humidity controls.</p> <p>Rooms allow open view of facility, and access to telephone, automated library catalogue, internet, school network, processing space, laminator, and book repair equipment.</p>
Media Production (for middle and secondary schools)	No media production area	Media production area and equipment are determined by the quantity and type of media produced, and may include audio and video recording, live television production, sound and video editing, graphic production, duplicating, darkroom, desktop publishing, CD production, and/or animation	Separate room or rooms specifically designed for media production and editing including special lighting, ventilation, temperature, humidity, and sound controlled space, suitable wiring, computer drops, and equipment.

Table 9 (continued)
Standards for School Library Facilities

	Below standard	Acceptable	Exemplary
Security System (Secondary)	No security system	Adjacent to entrance/exit and circulation desk Installed with gateless access	Adjacent to entrance/exit and circulation desk Installed with gateless access Security system is not intrusive and does not require staff intervention.
Storytelling Area (Elementary)	No defined storytelling area.	An area with comfortable seating for one primary class located adjacent to picture book area and possibly defined by low shelving.	An area with comfortable seating for one primary class located within picture book area and defined by low shelving. Includes space for bulletin boards, displays, electric outlets, wall screen, and facilities for puppet shows and dramatizations.

Standards for Information and Communication Technologies

New and developing technologies have stimulated opportunities for different and exciting approaches to teaching and learning. As well, the proliferation of information in our society and the huge impact of information and communication technologies (ICT) mean students must develop new information seeking skills.

From the perspective of information access, information and communication technologies in the school library offer:

- Ready access during and beyond the school day
- Equitable opportunities for students who do not have computers at home
- Supervised settings for the use of the Internet and electronic, digital, and online resources.
- Increased productivity and learning through learner-focused activities
- Enhancement and extension of the curricula through integration of technologies.
- Support for a variety of teaching and learning styles.

When the school library has adequate teacher-librarian and clerical/technical staffing, is well supplied with information and communication technologies, and is connected to the school and district networks and to the Internet, then the school library program increases students' opportunities to become information literate.

Information and communication technologies are integrated into cooperatively planned units that are curriculum-based in order to support and extend the school curriculum. The teacher-librarian and classroom teachers involve students in discussions and learning activities with regard to ethical use of information accessed through technology.

A school library equipped with an automated catalogue maximizes the availability of learning resources for staff and students and minimizes the time spent on management tasks. The database of resources may be limited to school library materials; however, inclusion of other resources in the school and the community broadens student access to resources.

Automated library management systems can support resource-based learning and teaching and student information literacy by:

- Providing access to all learning resources in the system.
- Allowing students and staff to use a variety of search strategies to find appropriate resources
- Promoting effective circulation of resources and resource sharing.
- Encouraging staff and students to access a broad range of age/grade appropriate print, non-print, electronic and digital resources from a variety of sources
- Providing an effective option for identifying and booking or reserving learning resources from other parts of the school or from home.

In order to allow students to access and utilize information efficiently, the school library must be well-equipped and supported with the following:

- Adequate clerical/technical staff
- Training for clerical/technical staff on basic troubleshooting
- Standardized network cabling
- High speed access to the Internet
- Adequate servers and software
- Regularly maintained, updated equipment, software, computerized library management system
- Various configurations of computers.

Below Standard

Access to I.C.T. in the school library is limited for staff and students. Information technology is viewed as an adjunct to the book collection due to lack of hardware and software and/or policies that restrict access. Student research is constrained, and students are unable (or disinclined) to access electronic information in and outside of the school library. Information literacy, as it relates to I.C.T., is not supported in an organized, purposeful way, and the school library program and the teacher-librarian are not seen as playing key roles in providing students with information literacy skills that apply to all areas of the curriculum.

Acceptable

The school library provides open and effective access to a wide range of ICT resources for students and staff. The technology is current and the bandwidth of the network allows the students to extend their research beyond the school library collection via the Intranet (in school) and the Internet (outside world). Space and equipment are provided to support student involvement in the production of multi-media. The teacher-librarian uses I.C.T. to support the development of information literacy skills across grade levels and the curriculum. These skills are taught in the school library and the classroom through cooperatively developed units and are part of a planned, curriculum-related continuum.

Exemplary

I.C.T. is fully integrated into the school library program, and student and teacher access is open, free-flowing and curriculum related. The school library provides two-way communication, and students and teachers can access all of the school library's electronic databases and digital resources (e.g. video) from their classrooms and from their homes as well as being able to communicate via the network (email, teleconferencing etc.). The teacher-librarian provides leadership in the development of policies related to information literacy skills and the role of I.C.T. in the school. The school library is seen as part of a worldwide information network and students and staff are able to determine the value of information based on the source and its validity, not on the medium from which it has been obtained.

The school library is seen as part of a worldwide information network and students and staff are able to determine the value of information based on the source and its validity, not on the medium from which it has been obtained.

INFORMATION TECHNOLOGY

Table 10
Information and Communications Technologies

	Below standard	Acceptable	Exemplary
Communications through ICT	<p>Students and teachers have limited electronic access to each other and to contacts outside the school e.g. no email</p> <p>School library has limited methods of communicating.</p>	<p>Students and teachers are provided with opportunities for curriculum/ school-related email access</p> <p>School library ICT allows students and staff to communicate easily via telephone, fax, and email</p> <p>The school library website provides information, access to online databases and links.</p>	<p>Students and teachers are provided with opportunities for curriculum/ school-related email access</p> <p>Students and teachers can communicate with distant locations via teleconferencing, videoconferencing, telephone, fax, and email</p> <p>The school library website provides access to automated library catalogue with online booking, resources for students, comprehensive databases, school library information, and links.</p>
Computer Lab	No computer lab	Close access to a half or full computer lab	<p>Full computer lab adjacent to and easily accessible from the school library</p> <p>Presentation area with LCD projector(s).</p>
Computer Workstations	<p>No or few student workstations</p> <p>Older technologies</p> <p>Not networked</p>	Workstations arranged in various configurations including stand-alones and pods to accommodate 15-30 students.	Workstations for 30+ students in a variety of configurations including stand-alones, small and large pods

INFORMATION TECHNOLOGY

**Table 10 (continued)
Information and Communications Technologies**

	Below standard	Acceptable	Exemplary
I.C.T. for Loan to Students and Teachers	No laptops available	Laptops available for loan for use in school library Equipment to support multi-media and digital productions for in-school use only. e.g. digital cameras	Laptops and equipment to support multi-media and digital productions available for use in school library, classrooms, or outside the school.
Internet Access	Limited or slow access from one or more workstations in the library	Reasonably fast access from most workstations in the library	Fast access from all workstations in the library with access via broad band width.
Library Catalogue and Circulation System	Card catalogue and manual circulation system.	Fully automated MARC compliant library system with circulation and cataloguing modules and access to online public access catalogue (OPAC) via the school network or online union catalogue. 2 or more computers for circulation and administrative functions on computerized library system	Fully integrated, MARC compliant library automated system accessible from all computers on school network and via the Internet from outside the school 4 or more computers for circulation and administrative functions on computerized library system Online resource booking and reserves available.

INFORMATION TECHNOLOGY

Table 10
Information and Communications Technologies

	Below standard	Acceptable	Exemplary
Listening/Viewing Centres	No listening/viewing centre available No data projector	Listening/viewing centre with audio/video stations for 8-15 students with headphones and speaker devices Large screen television monitor with cable connection and data projector for large group presentations	Listening/viewing centers for 15+ students Equipment and space for large group (1-2 classes) to view video/computer presentations Data projector for large group presentations with access to school network and the Internet.
Network Access	School library network only or limited access to school and district network.	All computers in school library networked with access to school and district network.	School-wide, high speed access to all internal and external networks.
Printers, Scanners and Peripherals	Printer(s) not networked No access to scanners and other peripherals	Printers networked on system Access to scanners and other peripherals	Networked printers of various types. Ready access to high speed, high quality scanners and other peripherals.
Production Area	No production area	Multi-media workstation(s) in a production area	Production area that includes: digital editing suite, multi-media stations, publishing stations, peripherals etc.

A Collaborative Team for Achieving Information Literacy

Introduction

Within school learning communities, people play interconnected and interdependent roles in making that community successful. A collaborative team of educators is required to achieve information literacy and successful school library programs and services. This team must include a qualified teacher-librarian, classroom teachers, the school administrators, curriculum consultants, a coordinator for the district library, and the superintendent of the school district. In addition, each of these participants needs support staff to assist in the implementation of programs, policies, and procedures.

At the school level, development of the school library program is the result of collaborative program planning and teaching (CPPT). Teacher-librarians receive special training in this process. When classroom teachers and teacher-librarians teach and evaluate information literacy learning activities together, a school-wide plan for information literacy emerges. The CPPT process is well developed in successful school library programs and is endorsed by current research linking successful school library programs with student achievement.

*“Key to the success of teacher and teacher-librarian
collaboration and the school-wide development of
information literacy is the Principal.”*

Key to the success of teacher and teacher-librarian collaboration and the school-wide development of information literacy is the Principal. The principal facilitates collaboration by providing opportunities for it to happen, setting up professional development for all staff on its benefits, and by celebrating and sharing the positive impact it has on student learning.

At the district level, leadership for school library programs starts with the superintendent’s knowledge about the effect of school library programs on student achievement and commitment to a district-wide support of strong school library programs.

At the district level, curriculum consultants are also needed to lead the professional development necessary for achieving information literacy outcomes. In addition, technical services are needed to provide support for the computer automation systems in school libraries, as well as the network of information and communication technologies essential for modern school library programs.

Provincial and territorial ministries of Education also play a major role in ensuring that all children in a province or territory receive the same opportunities to achieve information literacy.

The following sections outline the roles for some of the key players on the collaborative team. This collaborative team is required for students to become information literate.

District Superintendent

Excellence in school library programming at the school and district levels is achieved when there is strong leadership, active encouragement, and positive reinforcement from the district administration. Central to this support is the role of the district superintendent. The interest and commitment that the superintendent gives to school library programs in the district will determine the level of success. It is through the superintendent's leadership that information literacy becomes a priority in the district.

One of the key indicators of this commitment is the establishment of a district resource centre (DRC). This DRC is organized and managed by a district library coordinator who provides resources and professional development to the schools within the district; this DRC also connects individual schools into a library services network to meet the demands of information literacy programs.

District superintendents see the big picture. Effective superintendents recognize that support in some areas will reap benefits across the system and in key components of the educational system. Such is the case with support for school library programs and the instructional role of the teacher-librarian in implementing an information literacy continuum for all children from kindergarten to grade twelve.

With support for resource sharing through the union catalogue, the superintendent ensures that all children have access to all the resources the district is able to provide. Support for school library programs connects schools to their local and world communities, uses limited resources wisely, and ensures equity for all learners.

Support for school library programs is fiscally responsible, research-based, and educationally sound.

In order to build strong school library programs, the district superintendent has a major leadership role which includes responsibilities for:

- Holding a strong educational vision, and actively advocating, both within and outside the district, the importance of school libraries, teacher-librarians, and information literacy.
- Staying informed and being supportive of the activities taking place in the district relating to information literacy
- Striving to improve the facilities, staff, collection, and financial support of every school library in the district
- Understanding the critical role of the school library and the teacher-librarian in implementing an effective information literacy program.
- Ensuring that qualified staff are employed in carrying out the information literacy program at the district and school levels
- Encouraging and ensuring the participation of teacher-librarians on district-level curriculum, resource development, professional development, and instructional technologies committees. Nominating teacher-librarians to sit on provincial curriculum committees.
- Promoting the school library program to the board of trustees, the senior administration, and the community at large
- Knowing research relating to information literacy and its impact on student learning
- Knowing current guidelines and standards for school library programming
- Keeping current and informed about new information technologies and their impact on student learning
- Understanding the importance of the development and continuous revision, monitoring, and evaluation of local and district-wide policies and procedures relating to school library programs and information literacy

District Library Coordinator

Successful school library information literacy programs require the leadership and coordination of a school library professional who is responsible for planning, implementing, monitoring, and evaluating the program at the district level. As well as acting as an advocate for information literacy and instructional technologies, the district level administrator helps coordinate the integration of information literacy outcomes. District coordinators may also be involved in developing and maintaining a district resource collection that supports teaching and learning in the district.

Responsibilities of the District School Library Coordinator include:

- Developing and administering the district's school library budget
- Keeping abreast of current standards (re: cataloguing standards, program standards) and ensuring application within the district.
- Assisting in the selection, supervision and evaluation of all school library staff in conjunction with school and district administrators
- Assisting school administrators and teacher-librarians in developing successful and effective school library information programs
- Supervising the centralized acquisition, cataloguing, and processing of library materials and equipment
- Serving on district curriculum and technology committees
- Reporting to the board and senior administration on matters relating to school library developments in the district
- Assisting with the planning implementation and evaluation of professional development activities relating to information literacy and information and communication technologies
- Participating in professional organizations, activities, workshops, continuing education, and community activities
- Serving as the school library liaison with the district and wider community
- Interpreting and communicating the information literacy program to the superintendent, teachers, parents, students, and the community
- Assisting in the planning of new construction and renovations for school library facilities in the district.

Principal

Key to the success of teacher and teacher-librarian collaboration and school-wide development of information literacy is the principal. There is substantial research documenting the important leadership role of the school principal in developing the school library. As the instructional and administrative leader of the school, the principal is responsible for creating a learning community that fosters an effective school library program that integrates information literacy skills across the curriculum. The principal ensures that all students in the school have equitable access to the resources and instructional program of the school library. The principal helps to establish a climate conducive to collaborative program planning and teaching, lifelong learning, and information literacy. The principal also provides leadership by encouraging the development of district policies on the role and function of the school library, the selection of resources, staffing, facilities, budget, community access, and the sharing and use of other library and information services.

“The principal also provides leadership by encouraging the development of district policies on the role and function of the school library, the selection of resources, staffing, facilities, budget, community access, and the sharing and use of other library and information services.”

Principals demonstrate leadership in information literacy by:

- Understanding the critical role of the school library and the teacher-librarian in implementing an effective information literacy program
- Advocating within and outside the school for the importance of school libraries, teacher-librarians, and information literacy.
- Staying informed and being supportive of the activities taking place in the school relating to information literacy
- Striving to improve the facilities, staff, collection, and budget of the school library
- Including teacher-librarians on school committees related to curriculum, planning, professional development, program evaluation, and information and communication technologies
- Demonstrating knowledge about research relating to information literacy and reading and their impact on student learning
- Providing school-wide staff development on information literacy and the collaborative process of CPPT.
- Knowing current standards for management of school library programs
- Keeping current and informed about new information technologies and their impact on student learning
- Encouraging the wide use of information resources
- Interpreting the information literacy program to the superintendent, teachers, parents, students, and the community
- Providing adequate funding for the school library program
- Ensuring flexible scheduling of time and resources to allow students and teachers full access to the school library and school library programs.
- Evaluating on a regular basis: staffing, collection of resources, facilities, and information and communication technologies in the school library

Teacher-Librarian

Excellence in school library programs requires teacher-librarians to be leaders in the school community. They see the big picture in curriculum implementation, particularly in developing students' information literacy and lifelong reading and learning habits. They keep abreast of new developments in curriculum, instruction and technology, and they assist other teachers with implementing these developments in their classroom programs. They are active in professional organizations and on advisory and decision-making bodies at the school, district, provincial and national level. They share recent research findings and facilitate research programs within the school and provide professional development at a variety of levels.

In many schools, teacher-librarians are technology leaders in the school and are particularly skilled in the use of digital technologies. They have knowledge of the technological resources that are appropriate for use with students in various areas of curriculum. They work with students and teachers to enable them to use these resources effectively. Teacher-librarians keep up to date on new developments in technology and work extensively with teachers in helping them incorporate new technologies into their classroom teaching.

Teacher-librarians work collaboratively with other teachers and school administrators to develop information literate students. Teachers and teacher-librarians work together to develop an instructional program that ensures that information literacy outcomes are integrated into student learning experiences in a developmental and sequential manner. These experiences allow students to learn and practice the necessary information skills across the curriculum. Teacher-librarians develop school information literacy plans that pinpoint the levels at which specific skills will be introduced and identify subject areas where they are most appropriately incorporated.

Teacher-librarians are trained as teachers. Their educational background emphasizes curriculum development and implementation, learning theory, and a wide range of instructional strategies. Teacher-librarians have training in school librarianship through graduate or post-baccalaureate programs in library organization and administration, collection development, information literacy, technology, advocacy, and leadership. Teacher-librarians should have personal skills such as a commitment to lifelong learning, communication skills, leadership skills, flexibility, a positive attitude, and the abilities to accept a challenge and be a team player.

Teacher-librarians enhance teaching and learning in their schools with the following specialized abilities:

- Expertise in a variety of instructional strategies
- Knowledge of the curriculum and the learning outcomes developed for all students
- Knowledge of a variety of learning resources
- Skill in the accessing and ethical use of traditional and electronic/digital resources
- Strong connections to a full range of human and community resources for use in school library programs
- Expertise in the collaborative planning process
- Ability to team-teach to ensure that students develop the necessary skills to access, interpret, evaluate, and communicate information while they learn subject area curriculum.

Teacher-librarians work with students and teachers to provide leadership for independent reading and research. Their knowledge of the various resources available is a valuable asset in the development of literacy and reading programs, voluntary reading, and individual and group research. They assist students in preparing effective presentations and in the production of research projects, puppet shows, and other multimedia presentations.

Teacher-librarians provide access to well-designed, well-equipped school libraries that will meet the changing needs of the students and staff. These facilities operate on a flexibly-scheduled basis so that access is provided to individuals, and small and large groups at the time of need. In making school libraries accessible, teacher-librarians develop a rapport with staff and students to ensure that they are provided with equitable access to the centre, its facilities, and its resources.

Teacher-librarians use their expertise in selection and collection development to work with other teachers to ensure that appropriate resources are chosen to support the learning outcomes of the curriculum and the learning styles and interests of the students. The school library's collection provides access to resources which are housed in the centre as well as to various electronic resources and to collections housed in other institutions, e.g. public libraries, museums, etc. Teacher-librarians are also responsible for the identification, evaluation, and access of various electronic resources, including CD-ROM and online databases and materials on the Internet.

Teacher-librarians maintain an up-to-date automated catalogue of the resources. They also maintain a library web site with links in various subject areas to appropriate web sites.

Teacher-librarians manage a budget to provide resources and equipment that reflect the necessary quality at the most economical price.

Teacher-librarians have many responsibilities within the context of the administration of the learning resource centre and the implementation of the learning resource program of the school. These responsibilities are outlined more extensively in the *Student's Information Literacy Needs in the 21st Century: Competencies for Teacher-librarians* (ATLC and CSLA, 1997) in Appendix C.

Technical/Clerical Staff

Technical/clerical staff in the school library play an essential role in providing day-to-day services in school libraries for students and staff. Their services free the teacher-librarian to plan and teach with classroom teachers and to help students with learning activities. The support staff is part of a team that maintains a positive learning environment focused on information literacy. They provide service to students, teachers, and parents in the use and operation of resources in all formats. Technical/clerical staff work with their teacher-librarian supervisor and school administrators to maintain high standards in technical and clerical functions of a school library.

Technical/clerical staff have major responsibilities in the areas of resource circulation and maintenance. Increasingly, their work involves proficiency in the use and maintenance of technological resources, particularly the automated library catalogue and online public access catalogues (OPACs). A two-year post-secondary diploma in library science is necessary background education to be able to manoeuvre in the complex, dynamic environment of a 21st century school library.

In order to build strong school library programs, the technical/clerical staff have the following responsibilities:

- Assisting users with electronic searches, and the location of school library resources
- Circulating and caring for school library resources including preparation of new materials for shelf-readiness
- Maintaining and repairing equipment including computer hardware and software
- Supporting parent and student volunteers
- Performing duties to meet school library objectives and goals.

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Appendix A

Research in School Library Programs Linking Teacher-librarians, School Libraries and Student Achievement

by Ken Haycock

Effective school library programs have a positive impact on student achievement, in the processing and use of information, in knowledge content areas, on reading motivation and achievement, and on the quality of experiences that teachers and students have in school. Much of the evidence for the statements and propositions made here is based on analyses of research conducted in elementary and secondary schools in Canada and the United States. Specific citations are listed at the end of this article.

The mere presence of a facility with staff and resources is not sufficient in and of itself to bring substantial gains in achievement, however, although there is evidence for improvements in student learning even by the mere provision of these resources. Substantial gains are made through specific behaviours of that staff and the nature of their interaction with teachers and administrators.

Foundations for school library programs

Quality programs require specific actions and behaviours:

- A stated aim for the program;
- A clear definition of the role of each of the “partners” in program development and student achievement - the provincial government, the school district, school administrators, teachers;
- A priority on collaborative program planning and team teaching between the teacher-librarian and classroom colleagues;
- A systematic approach to teaching an “information process” based on a school-based continuum of information skills and strategies;
- Flexible scheduling of classes and groups after planning; and
- Appropriate and effective program and personnel evaluation by administrators.

A program such as this requires administrative leadership and support and effective staff development.

Curriculum collaboration

Studies indicate that student competence in handling information is mirrored in achievement, and is most effectively developed when integrated with classroom instruction through collaborative program planning and team teaching by two equal teaching partners - the classroom teacher and teacher-librarian - in a flexibly scheduled school library. The teacher-librarian plays important roles as information and resource specialist, teacher and collaborative planner.

The most significant change in roles occurs when the school moves to flexible scheduling and curriculum-integrated instruction. Greater curriculum involvement by the teacher-librarian occurs when flexible scheduling is combined with team planning. Increased interest in books and more enjoyment in reading are also more apparent with reading integration throughout the curriculum, and flexible scheduling of classes and groups. Even student attitudes toward the resource centre and reading are more positive in flexibly scheduled programs, compared to fixed time-tabling of “library” periods.

Although collaboration between teacher and teacher-librarian can be difficult to achieve, the result is improved student learning. In order to survive, partnerships must receive support, maintenance and reward from administrators. These partnerships are facilitated by open communication and maintained by consideration, cooperation, compromise and commitment. Also, formal planning, even if brief, is more productive than informal planning. Although teacher/teacher-librarian partners maintain team building relationships and form strong networks, school contextual constraints such as the environment for working together and attitudes of the principal can support or impede collaboration.

Implementation of collaborative partnerships is most positively affected by visionary leadership, a curriculum planning process led by the teacher-librarian, staff development, minimum expectations by administrators for initial teacher involvement and clerical assistance.

Students taught through collaborative program planning and teaching have a better understanding of effective use of the library resource centre and achieve significantly better academic scores for both content knowledge and skills/strategies.

Impact on student achievement

“Although I cannot verify that the improvement was due to the district’s move to resource-based learning, that was the only substantive program change we made...”

Jim Thompson, former Superintendent, Blue Valley School District, Kansas, commenting on improvements in district achievement after implementation of an integrated, collaborative and flexible library-based program.

“We never thought of libraries in connection with SchoolMatch...”

Bill Bainbridge, Chief Executive Officer, SchoolMatch, an executive placement firm, commenting on their finding that the strongest correlation with student achievement of 23 variables for public schools and 33 for private schools was school system expenditure on school library programs and services.”

Although there are more than forty years of research to support the notion that teacher-librarians affect student achievement, this information is almost unknown outside the school library community, and even then it is known only by those who have professional qualifications, belong to professional associations and read the professional literature.

Teacher-librarians, through collaboration with teachers, have an impact on academic achievement in research and study skills, or information literacy, and in content areas as measured by teacher assessment, standardized tests and provincial scholarship examinations.

In what is commonly referred to as the “Colorado Study”, the Colorado Department of Education determined that among school and community predictors of academic achievement, the size of the resource centre staff and collection is second only to the absence of at-risk conditions, particularly poverty and low educational attainment among adults. Students who score higher on norm-referenced tests tend to come from schools that have more library resource staff and more books, periodicals and videos, and where the instructional role of the teacher-librarian and involvement in collaborative program planning and teaching is more prominent.

In order to improve student performance the researchers concluded, the school resource centre should be staffed by a qualified teacher-librarian who is involved not only in identifying materials suitable for school curricula, but also in collaborating with teachers and others developing curricula. These activities require that the teacher-librarian have adequate support staff.

Collaboration of this type depends on the availability of both the teacher-librarian and teacher to plan and work together. It thus cannot be the role of the teacher-librarian to provide the teacher's preparation time or the critical element affecting student achievement is lost.

This involvement in the instructional process helps to shape a larger, and more appropriate, local collection of print, video and electronic resources.

School expenditures affect resource centre staff and collection size and, in turn, academic achievement.

Studies in Colorado have since been replicated in Alaska, Oregon, Pennsylvania and Texas, with similar results. Teacher-librarians who are most effective, that is, have a positive impact on student achievement, collaborate with colleagues in flexibly scheduled programs and provide leadership in the effective use of resources, including information technologies.

Specific tests for academic achievement varied by state, but these studies found that reading scores are so highly correlated with other types of test scores that such other scores are statistically redundant in identifying significant variables.

Student success

Students learn more, and produce better research products, following planned, integrated information skills instruction by the teacher and teacher-librarian together. During the research process students move through different stages, with predictable thoughts, feelings and actions; these thoughts progress from general to more specific, and more focussed, and confidence increases from initiation of the search through to closure.

Knowledge of student response to each phase of assignments enables teachers and teacher-librarians to plan appropriate intervention strategies. For example, students typically lack clear research focus at the beginning of the process and need better search strategies; the appropriate skills and strategies can be planned, integrated with classroom content, and taught together to ensure student learning and success.

Students are positive about resource-based research assignments, but are often not given sufficient instruction or time to produce quality work. Students are more successful when whole class, full period instruction occurs in the classroom with brief reminders at the beginning of the process in the library resource centre than when information skills are taught for a full period solely in the library by the teacher-librarian. Frequent interventions by the teacher-librarian, especially one-on-one conferencing, help to bridge the gap between the student's actual and potential developmental level.

At the secondary level, one often hears that teachers need to "cover the curriculum" and process issues, as embodied in resource-based learning, cannot be incorporated with classroom instruction. However, research suggests that students learn best when units of study emphasize both subject matter and information seeking and information use and that units are best planned and implemented by teacher and teacher-librarian together.

Several domains or learning strands influence the decisions a student makes about information seeking and use; these domains include, for example, the subject-matter domain (e.g., science) the life skills domain (including problem solving, planning, interpersonal communication) and the production domain (e.g., the required product or output). Students make most of their decisions based on prior learning. As they work in a domain, their ideas become more connected. The domains then act as learning strands and together support student activity during a unit of study; in other words, prior learning in each domain - for example, subject matter and information skills and strategies - support or interfere with overall student learning.

Problems occur regularly for students without these connections, to illustrate:

- If the student does not understand the subject matter, the student cannot recognize or state information needs to guide searches; however, if the student has useful prior learning in information seeking, projects can be started by finding a general overview to expand subject matter understanding;
- If the student has limited prior learning of information sources, decisions about the usefulness of the school resource centre are made after one limited search;
- If the student does not have a strong understanding of organizing information, the information will be left essentially as originally recorded without paraphrasing or synthesis.

Student learning in the subject area is impaired by lack of knowledge of appropriate and effective information-seeking and use behaviours and skills. The teacher-librarian's intervention and support of student learning is impaired as student knowledge of subject matter is often overestimated and the student's inability to clarify the information need is not recognized. The teacher's intervention and support of student learning is impaired as teacher knowledge of information seeking, especially through libraries, is limited. Students cannot overcome these adult barriers alone.

Units of study that emphasize one strand only, that is, subject matter or information seeking and use, limit learning on all strands. Clearly, specialists in the domains, teachers and teacher-librarians, need to collaborate in planning and implementing the unit of study for the benefit of student learning and academic achievement.

Impact on reading

Stephen Krashen, in his review of research on reading and schooling, found that providing time for free voluntary reading in schools had a positive impact on reading comprehension, vocabulary development, spelling, written style, oral language and control of grammar. Free voluntary reading means that time, typically fifteen minutes a day, is set aside for young people to read what they want to read, even if it is comics or teen romance. Sustained silent reading and self-selected reading are powerful tools for reading development; the longer free voluntary reading is practised in a school, the more consistent the results.

Several studies show that free voluntary reading is the way we become readers, develop a good writing style, an adequate vocabulary, advanced grammar, and become accurate spellers.

More reading is done where there is a school library and a teacher-librarian. Children also read more when they live close to a public library. A print-rich environment, including larger library collections, and a good reading environment, including comfort and quiet, affect reading, literacy and test scores.

Children and young people read more when they are read to, when they see adults reading and when they have access to a wide range of reading material, including magazines [due to reader-specific interest] comic books [typically more complex than adults realize] and teen romances [often 40-50,000 words per novel]. Light reading can and should be a conduit to more serious reading.

Krashen, a linguistics professor, contends that to improve reading scores and motivation to read, schools and school districts need to improve school library staffing and collections. If reading is a priority, then every school must improve its school library through more accessible reading material and qualified staff. In addition, to encourage free voluntary reading, schools need to provide time for students to read self-selected material.

Long-term development of reading interest and grade level achievement are more assured through print-rich environments, quality literature programs, reduced pressure to achieve on tests and opportunities to read for pleasure and interest. These learning effects and results are even more pronounced for second language learners.

Accuracy in writing comes from reading; reading ability comes from reading - skills need to be taught specifically to make texts more comprehensible and to edit writing. For some educational decision-makers, Krashen goes too far in suggesting that literacy-related technology should be de-emphasized until school libraries have adequate print collections and that language testing should be reduced, with the savings in time invested in worthwhile literacy activities and the savings in dollars invested in school library books; nevertheless, the evidence appears to support his case.

Canadian studies further suggest that only with qualified teacher-librarians are materials and resources reflective of the Canadian experience acquired or accessed for teacher and student use. In other words, the use of Canadian learning resources, critical to notions of Canadian culture, is more apparent in schools with well-stocked libraries and qualified teacher-librarians.

Impact on the teaching and learning environment

Recent studies place the school library and teacher-librarian firmly in the context of the school's culture. Where the school fosters and supports collaborative work environments, the collaborative role of the teacher-librarian is more easily achieved. Where this collaboration leads to greater cohesion around instruction, there are greater gains in academic achievement.

At the same time, while the teacher-librarian can markedly improve the school's teaching environment, the degree of material and intellectual support the principal is prepared to offer is critical to the success of the teacher-librarian's role. A higher level of awareness about the role of the teacher-librarian among teaching colleagues and students is encouraged by close working relationships between the teacher-librarian and individual teachers or groups of teachers. Again, collaborative program planning and teaching is central to the role of the teacher-librarian, but this is the most difficult part of the job, as collaboration requires a high level of marketing, meticulous planning, effective interpersonal skills and a high degree of bravado on the part of the teacher-librarian. These are not always the characteristics sought by administrators for the school's teacher-librarian.

Both qualitative and quantitative use of resources by teachers and students increases with a qualified teacher-librarian.

Prerequisites for achievement

Australian researcher Ross Todd has also synthesized the related research as evidence for informed decision-making around school programs. His conclusions are remarkably similar:

- A shared educational philosophy centring on inquiry-based learning provides an appropriate and common climate for engaging teacher-librarians and school staff in collaborative, integrated learning opportunities. A “shared philosophy of learning” underpins a shared vision for the learning outcomes, and a commitment to a shared collaborative process.
- A process approach focussing on the systematic and explicit development of students’ abilities to connect with, and utilize information to construct personal understanding, results in improved performance in terms of personal mastery of content.
- The systematic and explicit development of students’ abilities to connect with, interact with, and utilize information to construct personal understanding results in more positive attitudes to learning, increased active engagement in the learning environment, and more positive perceptions of themselves as active, constructive learners. Researchers have studied attitudes and feelings of certainty and confidence in the search process, and demonstrate how feelings of uncertainty and poor self-concept can change positively through engagement in active inquiry-centred learning.
- The development of student competence is most effective when it is integrated into flexibly delivered instruction at the point of need.
- Active reading programs foster higher levels of reading, comprehension, vocabulary development and language skills.
- There are benefits to students when school and public libraries communicate and co-operate more effectively. Evidence suggests that students who are active school library users are more likely to have more positive attitudes to public libraries and to use those libraries.
- Successful school library programs are ones that set clear expectations and manageable objectives, establish realistic time lines, and gather meaningful and systematic feedback from students and teachers on the impacts of these programs.
- School leaders tend to be more supportive when they can see the library actively engaged in the teaching and learning process, and when they can articulate specific impacts of this engagement. Such evidence to them demonstrates people-centred, learning-centred empowerment.

Central to the role of the teacher-librarian is the major task of developing school evidence that supports these findings -building the local case in the context of these more global findings, as well as identifying specific local learning dilemmas, and exploring how the school library program might contribute to their solution.

Revisiting the school library

In the past decade financial constraints have resulted in reductions in support for school library staffing, collections, and technological capabilities. Other jurisdictions which faced these challenges earlier are now re-examining decisions taken during budget reductions.

The Chicago Public Schools, for example, a model for school-based decision-making and site management, is rebuilding its central support system for school libraries, integrating libraries, media and technology. That system cannot locate sufficient qualified personnel such that it has developed a university-district partnership to provide access to master's programs in teacher-librarianship for classroom teachers, who are provided with release time.

The Los Angeles Public Schools recently embarked on a program to revitalize elementary school libraries due to declining reading scores. The stated goal of the district is to provide qualified teacher-librarians and clerical staff in each elementary school as currently exist in their secondary schools. The California state legislature recently mandated US \$28 per student per year for school library resources.

The state of Arkansas, like many other states, requires a full-time teacher-librarian in every school to improve student achievement. Most states require qualifications and certification as a teacher-librarian.

The DeWitt Wallace Foundation provided US \$43 million over five years to local public education foundations to develop partnerships with urban school districts to revitalize school library programs based on the elements of effective programs outlined above, as a catalyst for improved achievement, particularly in inner city schools. This was the largest non-governmental school reform effort in the history of the United States.

Further afield, the Soros Foundation has provided millions of dollars in grants to revitalize school libraries in countries of the former Soviet Union as instruments of national culture.

The World Bank and the East Asia Pacific Bank are funding thousands of school libraries, with trained personnel, to improve student achievement and to spur economic development in Greece, Spain, Sri Lanka and other countries.

School libraries, with qualified teacher-librarians, which operate in partnership with the province, the district, administrators and teachers, and according to the principles outlined above, make a difference to student achievement - and that is the bottom line.

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Appendix B

Sample Evaluation Checklists

1. Program focuses on teaching information literacy and promoting reading	Yes	Somewhat	No
a. Research connected to a continuum of information literacy skills			
b. Integration of information literacy program across the curriculum			
c. Collaboration between teachers, teacher-librarians, administrators, parents and community members			
d. Teacher-librarian involved in assessment and reporting of student achievement			
e. Equitable access for all students to library programs			
f. Reading and literacy program development, support and implementation			

2. Staffing model includes qualified, competent and highly motivated teacher-librarian(s), supported by technical and clerical staff	Yes	Somewhat	No
a. Collaborative planning and teaching where subject goals and information literacy goals are met through resource-based, research projects.			
b. Teacher-librarian teaching technology and information literacy skills to staff and to students in research projects and on as-need basis			
c. Collection development of a variety of resources based on provincial curriculum requirements and local interests			
d. Efficient management of human resources (clerical, technical staff, student pages, volunteers)			
e. Efficient management of equipment (loans, acquisition and maintenance)			
f. Efficient management of the facility (bookings, layout, furniture, maintenance)			
g. Clerical processes (circulation, acquisitions, budgets, ordering, tracking, cataloguing, shelving, reporting, data entry)			
h. Leadership (incorporation of new learning theories in resource based joint projects, teaching new technologies)			
i. Professional development (e.g. web based activities and opportunities)			

3. A funding model which involves inclusive and long-range planning, connected to the school goals	Yes	Somewhat	No
a. Program budget prepared yearly by teacher-librarian, based on curricular needs and interests of all staff and programs			
b. Budget with a base plus yearly amount per student for long range planning			
c. Budget to include on-going and new school initiatives			
d. Budget to include resources, supplies, repairs, equipment, service contracts, professional development and capital expenditures			
e. Budget that identifies and prioritizes needs of the school			
f. Budget that reflects input of stakeholders			
g. Funding for special programs - author visits, reading initiatives, etc.			

4. Library has a wide range of appropriate learning resources, which are carefully and expertly selected to meet the formal and informal needs of all learners.	Yes	Somewhat	No
a. There is a selection policy that reflects the learning needs of the school			
b. There is balance in the variety of formats (e.g. print, serials, video, audio, electronic, online databases, internet, others)			
c. There is balance in the accessibility levels of materials			
d. Sufficient computer work stations and printers			
e. Sufficient viewing and listening equipment			
f. Sufficient number of items per student (quantitative)			
g. High correlation between resources and learning needs of community i.e. curriculum and interests (qualitative)			
h. The collection is current (weeded and replenished) and in good repair			
i. Access to a central union database			
j. Access to virtual library resources			
k. Access to website information			
l. Procedures for access, coordination and sharing of resources			

5. Library has technologies that are current, readily accessible and supportive of curriculum expectations	Yes	Somewhat	No
a. Library program teaches effective and responsible use of technologies			
b. Contains sufficient workstations and software to assist students to seek, analyze, synthesize and communicate information in new and meaningful ways			
c. Access for all students and teachers throughout the school to current information resources and some databases 24/7			
d. Organization and management of basic library routines through automated systems.			

6. Library facilities are safe, flexible, spacious and well-designed to accommodate a variety of learning activities	Yes	Somewhat	No
a. Has workspace for individuals, small group learning and class instruction			
b. Is designed to adapt to new emerging technologies and applications			
c. Allows for flexibility in restructuring and reconfiguring library for new and traditional functions, efficiency, quality and growth			
d. Is comfortable - sound, lighting, temperature, wiring, furniture			
e. Is accessible before, during and after the instructional day			
f. Is visually attractive			
g. Is safe			

7. Meaningful involvement with community partners enhances student learning within and beyond the school	Yes	Somewhat	No
a. Regular communication with parents and community through a variety of means to reach a diverse audience			
b. Access to networks of information and sharing within the local, national and global communities			
d. Participation in distance learning			
c. Private sector participation is non-commercial and is not driving the curriculum			

8. Curricular leadership and technical support at the district level	Yes	Somewhat	No
a. Equitable and consistent support for program development and the implementation of new technologies			
b. Centralized support for library technical systems (acquisitions, union databases, cataloguing, automation issues, training)			
c. Centralized support for processing of acquisitions to secure cost efficiencies either through centralized employment of staff to handle bulk processes, or through centralized purchasing.			
d. Centralized resource centre that augments individual school collections for maximum financial accountability			
e. Centralized participation in cost-sharing initiatives (consortia for electronic resources and video co-acquisition purchases)			
f. Centralized support for computer technical services (virtual collections, trouble shooting, training, web page design)			

Appendix C

Students' Information Literacy Needs In The 21st Century: Competencies For Teacher-Librarians

Prepared by the Association for Teacher Librarianship in Canada and the Canadian School Library Association, November 1997.

Introduction

Students in Canada today need to be able to think rationally and logically. With more and more sources of information, both print and electronic, and the increasing difficulty of ensuring that students can derive meaning from this information, the role of the teacher-librarian becomes central. Teacher-librarians are skilled in accessing and evaluating information regardless of delivery system, book or computer, and providing leadership in the appropriate use of newer information technologies.

There is a significant body of research that demonstrates that a qualified teacher-librarian has a positive impact on school culture and student achievement. Indeed, several studies have established that teachers collaborate more in schools with a teacher-librarian and students read more, enjoy reading more, write better, access and use information more effectively and excel in academic content areas. This does not happen by chance, however.

In these schools information literacy is incorporated into school and classroom programs because:

- The program is recognized as a partnership of the principal, teacher and teacher-librarian, supported by the school district and community;
- The district insists on flexible scheduling [the teacher-librarian is not the preparation time or “relief” for classroom colleagues];
- The principal encourages collaboration and team teaching through this flexible schedule;
- Teachers acknowledge that the processing and use of information is a school-wide concern, for integration with classroom content instruction;
- The teacher-librarian takes the initiative, places a priority on cooperative program planning with colleagues and encourages team planning.

The teacher-librarian is a highly skilled teacher, with competencies provided by a combination of teacher education, classroom experience and courses in teacher-librarianship and information studies. The teacher-librarian should be in the forefront of curriculum and staff development, familiar with the full range of instructional strategies and learning styles, able to organize time and resources, and active in professional concerns within the school and the district.

In approving this document, school boards, agencies and professional associations affirm the research evidence that indicates that integrated library programs impact positively on collaboration, leadership and student achievement when the teacher-librarian has experience as a classroom teacher, qualifications in teacher-librarianship, information studies and learning resources management, preferably at the graduate level, and works collaboratively with teachers in flexibly scheduled programs to integrate information problem-solving skills and strategies in the ongoing instructional program.

The competent teacher-librarian is committed to:

- The principles outlined in the Students' Bill of Information Rights;
- Implementing curriculum with colleagues;
- Initiating collaboratively planned and taught programs to integrate information literacy in the context of the curriculum; and
- The effective use of information technologies.

Professional Competencies relate to the teacher-librarians' knowledge and skill in the areas of collaboration and leadership, curriculum and instruction, cooperative program planning and teaching, information resources, information access, technology, management and research, and the ability to apply these abilities as a basis for providing library and information services.

Personal Competencies represent a set of skills, attitudes and values that enable teacher-librarians to work efficiently and effectively, be good communicators, focus on continuing learning throughout their careers, demonstrate the value-added nature of their contributions and thrive in the new world of education.

The following sections highlight the major professional and personal competencies of teacher-librarians and provide practical examples of the multitude of roles and tasks that teacher-librarians can perform. The examples are illustrative and are tempered by critical factors such as the nature of school leadership and culture, the climate for collaboration and innovation in the work environment, flexible scheduling, the time allocation of professional and support staff and the specific education and training of the teacher-librarian to do the job.

PROFESSIONAL COMPETENCIES

The Teacher-librarian:

- **Places a priority on staff relationships and leadership in the implementation of change.**

EXAMPLES: Establishes rapport with school staff, students and the community. Develops a collaborative approach with the principal, teachers and other staff. Provides an environment conducive to learning. Keeps abreast of and communicates developments in curriculum, instructional strategies, and newer information technologies. Participates in the school's governance by serving on advisory and decision-making bodies.

- **Provides leadership in collaborative program planning and teaching to ensure both physical and intellectual access to information and commitment to voluntary reading.**

EXAMPLES: Advocates the integration of information skills and strategies in classroom programs through collaborative program planning and team teaching with colleagues. Develops with teachers a coordinated approach to information literacy, including decision-making, problem-solving and research strategies, integrated with classroom instruction. Understands and distinguishes between physical and intellectual access to information. Provides leadership for reading and research programs, incorporating both informational and imaginative literature and technologies. Plans and teaches with teachers from establishing objectives through to student assessment and unit evaluation.

- **Knows curriculum programs mandated by the province, district and school.**

EXAMPLES: Is aware of new curricula and implications for implementation. Provides support for teachers through training and implementation. Understands the appropriate integration of resources and technologies with specific curriculum areas. Promotes congruence of stated learning outcomes, delivered curriculum, assessment and supporting resources and technologies.

- **Understands students and their social, emotional, and intellectual needs.**

EXAMPLES: Understands child and adolescent growth and development for the age levels of the school. Can respond to student needs and interests. Works with teachers and others to match resources to a variety of learning styles and requirements and to adapt the curriculum and program for students with special needs.

- **Has expert knowledge in evaluating learning resources in different formats and media, both on-site and remote, to support the instructional program.**

EXAMPLES: Works within written school and district policies on the selection of learning resources and their appropriate use. Works within a written school policy on the purchase and management of all school resources and their access. Evaluates print, CD-ROM and on-line versions of databases. Selects the best books, journals, nonprint and electronic resources for specific curriculum areas and specific learning outcomes using authoritative evaluation sources and selection “tools”. Organizes teacher involvement in evaluation. Compiles guides to resources both on and off site. Develops and manages a collection of quality materials that reflect resource-based units of study.

- **Develops and promotes the effective use of informational and imaginative resources in all formats through cooperative professional activities.**

EXAMPLES: Promotes voluntary reading throughout the school. Develops themes and celebrations that reflect the school’s curriculum and unique community. Designs and produces materials for specific instructional purposes, where commercial materials are not available. Assists students and teachers in the effective use of resources and technologies.

- **Provides appropriate information, resources or instruction to satisfy the needs of individuals and groups.**

EXAMPLES: Recommends learning resources for specific learning outcomes. Works with individuals and groups to identify’ problems, frame questions, check authority, evaluate information and develop critical thinking. Provides guidance on accessing information appropriate to the specific need. Understands the design and structure of bibliographic and other databases. Conducts searches from complex or difficult sources. Answers questions using on-site and remote resources. Assists students and teachers with using authoring tools in print, electronic and multimedia formats. Supports colleagues who are accessing information services from the classroom.

- **Uses appropriate information technology to acquire, organize and disseminate information.**

EXAMPLES: Establishes, maintains and teaches the use of an on-line catalogue of the library collection. Works on information management teams to select appropriate software, hardware and security for desktop access. Contributes to a home page for the World Wide Web for the school. Links the library page to other relevant curriculum sites. Informs school community of copyright issues. Keeps up-to-date with new products and modes of information delivery. Plans and participates in the development and provision of information networks.

- **Manages library programs, services and staff to support the stated educational goals of the school.**

EXAMPLES: Develops an integrated library program linked to the curricular goals of the school. Develops procedures for the cost-effective selection, acquisition, organization, management and use of resources. Manages professional and support staff. Recruits, selects, trains and motivates volunteers. Manages space and equipment. Maintains an inventory of materials and equipment. Plans and manages a budget which reflects the instructional program. Develops a marketing plan for specific audiences. Plans strategies for securing support for learning resource services in the school and community.

- **Evaluates program and services.**

EXAMPLES: Actively seeks opportunities for improvement and strives for excellent programs and services. Involves school staff in program evaluation. Conducts regular needs assessments using research tools such as questionnaires, focus groups and interviews. Prepares oral and written reports on program development. Reports regularly and confers with the principal and staff on program implementation. Conducts research related to the solution of information management problems. Demonstrates how library and information services add value to the school. Refocuses programs and services on new needs.

PERSONAL COMPETENCIES

The Teacher-librarian:

- **Is committed to program excellence.**

EXAMPLES: Seeks feedback and uses it for continuous improvement. Celebrates own success and that of others. Takes pride in a job well done. Shares new knowledge with others at conferences and in the professional literature. Uses the research base of education and teacher-librarianship as a resource for improving services.

- **Seeks out challenges and sees new opportunities both inside and outside the library.**

EXAMPLES: Takes on new roles in the school community that require an information leader. Uses library-based knowledge and skills to solve a variety of information problems. Expands the library collection beyond traditional media such as books and journals. Creates the “library without walls”.

- **Sees the big picture.**

EXAMPLES: Recognizes that information seeking and use are part of the creative process for individuals. Sees the library and its information services as part of the bigger process of making informed decisions. Anticipates trends and proactively realigns library and information services to take advantage of them.

- **Looks for partnerships and alliances.**

EXAMPLES: Provides leadership in information management. Forms partnerships with other libraries for resource sharing. Seeks alliances with vendors to improve products and services. Seeks alliances with researchers in education and library and information studies to conduct relevant studies.

- **Creates an environment of mutual respect and trust.**

EXAMPLES: Knows own strengths and the complementary strengths of others. Is dependable. Values and acknowledges the contributions of others in a problem solving environment.

- **Has effective communications skills.**

EXAMPLES: Runs meetings effectively. Presents ideas clearly and enthusiastically both orally and in writing. Requests feedback on communication skills and uses it for self improvement.

- **Works well with others in a team.**

EXAMPLES: Seeks out opportunities for team participation. Asks for mentoring from others when needed. Looks for ways to enhance personal performance.

- **Provides leadership.**

EXAMPLES: Exercises leadership as a member of teams within the school and community. Seeks opportunities for leadership.

- **Plans, prioritizes and focuses on what is critical.**

EXAMPLES: Recognizes that ongoing planning and time management are required. Reviews goals with administrators and colleagues on a regular basis.

- **Is committed to lifelong learning.**

EXAMPLES: Advocates for a learning environment to encourage the contributions of staff members. Participates in professional associations.

- **Is flexible and positive in a time of continuing change.**

EXAMPLES: Willing to take on different responsibilities and respond to changing needs. Maintains a positive attitude and helps others to do the same. Looks for solutions. Uses technology as an enabler.

GLOSSARY OF TERMS

Teacher-librarian: A professional teacher with a minimum of two years of successful classroom experience and additional qualifications in the selection, management and utilization of learning resources, who manages the school library and works with other teachers to design and implement resource-based instructional programs.

School library: The instructional centre in the school that coordinates and provides on site and offsite access to information, resources, services and programs that integrate information literacy, the intellectual access to information, with teachers, to develop independent learners who are effective users of information and ideas and committed to informed decision-making.

School library program: The collaboratively planned and taught units of study developed through the shared expertise and equal partnership of classroom teachers and teacher-librarians based on the principles of resource based learning and designed to achieve the educational goals of the school.

Support staff: Under the direction of a teacher-librarian, may include graduates of a post-secondary library technician program who organize and maintain the resources and equipment and provide reference and technical support services to teachers and students; clerical staff who provide support services in areas such as acquisition, circulation, and processing of resources, shelving and filing of materials, and typing or word processing; adult and student volunteers.

Information literacy: The ability to: recognize the need for information to solve problems and develop ideas; pose important questions; use a variety of information gathering strategies; locate relevant and appropriate information; assess information for quality, authority, accuracy and authenticity Includes the abilities to use the practical and conceptual tools of information technology to understand form, format, location and access methods, how information is situated and produced, research processes, and to format and publish in textual and multimedia formats and to adapt to emerging technologies.

This document is based on prior work by the Association for Teacher-librarianship in Canada and the Canadian School Library Association. The format has been adapted from one developed by the Special Libraries Association (Washington, DC). Prepared by a joint committee of the Association for Teacher-librarianship in Canada and the Canadian School Library Association - Joan Harper (CSLA); Ken Haycock (ATLC/CSLA Chair), Judith Kootte (CSLA); Pat Parungao (ATLC); Liz Austrom (ATLC) - in consultation with provincial and national education groups and associations and a national response panel. Research evidence for these competencies has been reported in scholarly and professional journals and monographs and in Australia, Canada, the United Kingdom and the United States.

Appendix D

Provincial and Territorial Guidelines for School Library Programs

NEWFOUNDLAND AND LABRADOR

Learning to learn: Policies and guidelines for the implementation of resource-based learning in Newfoundland Labrador schools. Newfoundland and Labrador Department of Education, 1991.

PRINCE EDWARD ISLAND

School library policy for the province of Prince Edward Island. Prince Edward Island Department of Education, 1989.

NOVA SCOTIA

Nova Scotia school libraries: Standards and practices. Nova Scotia Teachers Union, 1987.

NEW BRUNSWICK

Standards and practices for New Brunswick school libraries. New Brunswick Teachers Association Library Council, 1989.

QUEBEC

Direction générale d'évaluation et des ressources didactiques. Also: Library resources in the schools: Pedagogical and organizational aspects [English translation]. Québec Ministère de l'Éducation, 1987.

ONTARIO

Partners in action: The library resource centre in the school curriculum. Ontario Ministry of Education, 1982.

Information literacy and equitable access: A framework for change. Ontario Ministry of Education, 1995.

MANITOBA

Resource-based learning: An educational model. Manitoba Education and Training, 1994.

SASKATCHEWAN

Resource-based learning: Policies, guidelines and responsibilities for Saskatchewan learning resource centers. Saskatchewan Education, 1988.

ALBERTA

Focus on learning: An integrated program model for Alberta school libraries. Alberta Education, 1985.

Focus on research: A guide to developing student research skills. Alberta Education, 1990.

BRITISH COLUMBIA

Developing independent learners: The role of the school library resource centre. British Columbia, Ministry of Education, 1991.

NORTHWEST TERRITORIES

Guidelines for the development of school information centres. Northwest Territories Education, 1990.

Appendix E

UNESCO School Library Manifesto

The School Library in Teaching and Learning for All

The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens.

The Mission of the School Library

The school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School Libraries link to the wider library and information network in accord with the principles in the UNESCO Public Library Manifesto.

The library staff support the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic, both on-site and remote. The materials complement and enrich textbooks, teaching materials and methodologies.

It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills.

School library services must be provided equally to all members of the school community, regardless of age, race, gender, religion, nationality, language, professional or social status. Specific services and materials must be provided for those who are unable to use mainstream library services and materials.

Access to services and collections should be based on the United Nations Universal Declaration of Human Rights and Freedoms, and should not be subject to any form of ideological, political or religious censorship, or to commercial pressures.

Funding legislation and networks

The school library is essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development. As the responsibility of local, regional and national authorities, it must be supported by specific legislation and policies. School Libraries must have adequate and sustained funding for trained staff, materials, technologies and facilities. They must be free of charge.

The school library is an essential partner in the local, regional and national library and information network.

Where the school library shares facilities and/or resources with another type of library, such as a public library, the unique aims of the school library must be acknowledged and maintained.

Goals of the school library

The school library is integral to the educational process. The following are essential to the development of literacy, information literacy, teaching, learning and culture and are core school library services:

- supporting and enhancing educational goals as outlined in the school's mission and curriculum;
- developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
- offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;
- supporting all students in learning and practising skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community;
- providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions;
- organizing activities that encourage cultural and social awareness and sensitivity;
- working with students, teachers, administrators and parents to achieve the mission of the school;
- proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy;
- promoting reading and the resources and services of the school library to the whole school community and beyond.

The school library fulfils these functions by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff.

Staff

The school librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by as adequate staffing as possible, working together with all members of the school community, and liaising with the public library and others.

The role of school librarians will vary according to the budget and the curriculum and teaching methodology of the schools, within the national legal and financial framework. Within specific contexts, there are general areas of knowledge that are vital if school librarians are to develop and operate effective school library services: resource, library, and information management and teaching.

In an increasingly networked environment, school librarians must be competent in planning and teaching different information-handling skills to both teachers and students. Therefore they must continue their professional training and development.

Operation and Management

To ensure effective and accountable operations:

- the policy on school library services must be formulated to define goals, priorities and services in relation to the school's curriculum;
- the school library must be organized and maintained according to professional standards;
- services must be accessible to all members of the school community and operate within the context of the local community;
- co-operation with teachers, senior school management, administrators, parents, other librarians and information professionals, and community groups must be encouraged.

Implementing the Manifesto

Governments, through their ministries responsible for education, are urged to develop strategies, policies and plans which implement the principles of this Manifesto. Plans should include the dissemination of the Manifesto to initial and continuing training programmes for librarians and teachers.

The Intergovernmental Council of the UNESCO General Information Programme approved the text of the School Library Manifesto at its meeting in December 1998 and it was ratified by the UNESCO General Conference in November 1999.