

# **Developing a model for school librarians in Scotland**

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## Abstract

This work introduces a model for school libraries in Scotland, based on best practices as identified in the literature, and on five case studies undertaken in schools in the US and Scotland. Our research design is qualitative, and used elements of grounded theory with multiple case study. We chose to conduct case studies in the US and Scotland because Scotland does not fit neatly within the UK model of school librarianship, and much can be learned from the US model, which boasts an impressive body of research suggesting that school libraries there improve student attainment.

Our model represents an ideal set of circumstances for school libraries in Scotland, highlighting the interconnected web of influences that affect the success of a school library. These influences primarily fall in three areas: the school librarian, the school environment, and the professional support available to the librarian. The school librarian is the primary driver of the school library programme, but factors in these other two areas can provide opportunities and barriers that can help or hinder the success of the library service. For instance, our findings suggest that school-based factors such as curriculum, scheduling, technology facilities, and staffing can have significant influence over the access the librarian has to teachers and students. Additionally, our previous work suggested that professional associations in the UK and Scotland frustrated and perhaps hindered school librarians, however, our case study findings suggest it is local professional support at the council-level that can hold tremendous influence over the quality of a programme, and the motivation of a librarian rather than the associations. These outside influences have an impact on how well the librarian can achieve professional standards and goals. Our model includes all three areas in describing a set of circumstances that would allow a school library programme to thrive and meet the highest professional standards.

## **Declaration**

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## **1 Introduction to this research**

The purpose of our research is to develop a model for school libraries in Scotland, which will be based on best practices as identified in the literature and via comparative case studies in the US and Scotland.

To achieve our goal, we will first seek to explore what allows a school library to be successful, and what hinders its development. We will do this by surveying the literature of school librarianship, as well as related fields such as education, services management, and organizational behaviour. We will also conduct five qualitative case studies in American and Scottish school libraries, interviewing and observing librarians, teachers, and school managers. The findings from the literature and the field study will be combined into our model, which will describe a set of circumstances that would allow a school library in Scotland to thrive and meet the highest professional standards. We will include elements that are internal to the library, such as the librarian, and also elements that are external influences, such as the school environment and professional support available to the librarian.

The remainder of this chapter provides an overview of the work we have undertaken. First, we will discuss the background and rationale for undertaking this research. Then, we will describe our research goals and our methodology. We will conclude this chapter by summarizing the chapters to come.

### **1.1 Background**

#### **1.1.1 Rationale**

Throughout this work, we will refer to the US (or American) and the UK (or British) models of school librarianship, so it will be useful to define these terms at the outset. The US model of school librarianship is one in which school librarians are dual-qualified as teachers and librarians, have clerical support staff, and benefit from strong professional associations and robust professional standards (AASL, 2012; Callison, 2006; Knuth, 1995; Maatta, 2008; Michie &

Holton, 2005; Thomas & Perritt, 2003). A significant body of research collectively called the Lance studies indicates that the US model of school librarianship improves educational outcomes: American school libraries contribute positively to student learning and attainment (Barrett, 2010; Callison, 2006; Lance, 2006; Lance & Hofschire, 2011; Lance et al., 1993; Lance et al., 2007; Lance et al., 2000; Library Research Service, 2008; Lonsdale, 2003; Sinclair-Tarr & Tarr, 2007; Williams et al., 2001).

Although this is clearly not the only way to value school libraries, the Lance studies' findings are compelling because the positive impact of American school libraries on student achievement has consistently been found on such a large scale: the original study model has been replicated in over twelve other states by five different researchers or research teams, and they have collectively studied the impact of school libraries in at least 8,700 schools on more than 2.6 million students (Callison, 2006). These studies have consistently found that school libraries with more professional library staff, longer opening hours, and more hours devoted to teaching information skills contribute positively to student achievement as measured by standardized test scores, even when controlling for socio-economic factors such as race, poverty, and low adult attainment (Barrett, 2010; Callison, 2006; Lance, 2006; Lance & Hofschire, 2011; Lance et al., 1993; Lance et al., 2007; Lance et al., 2000; Library Research Service, 2008; Lonsdale, 2003; Sinclair-Tarr & Tarr, 2007; Williams et al., 2001).

The British model, in contrast, typically describes school librarians who work alone with no clerical support and no additional training beyond a standard library qualification, although many school library staff across the UK lack any professional qualifications (Knuth, 1995; Knuth, 1997; Ritchie, 2009; Ritchie, 2011; Tilke, 2002; Turner, 2005; Williams et al., 2002). UK professional associations representing school librarians are seen as weak and passive, speaking with conflicting voices (Knuth, 1995; Owen, 2009). Little research exists on the provision and quality of UK and Scottish school libraries (Johnson et al., 2004; Knowles, 2002). Because Scotland is part of the UK, it might be reasonable to assume that it would fit the British model, however, education is a

devolved power in Scotland, and Scottish school libraries, unlike the rest of the UK, typically staff professional librarians rather than library or classroom assistants (Knowles, 2002; Ritchie, 2009; Tilke, 2002), suggesting that there is a place for a model specifically tailored for Scotland. We seek to develop such a model.

Our main goal is to learn from the US model of school librarianship and apply elements of it to a model for Scottish school libraries. We seek to understand how important the broad, obvious differences between the US and UK models of school librarianship are to the daily practice of school librarians. Our model will be based on our comparative case studies in the US and Scotland, as well as the literature. Because a school library is not only a library, but also a service, a workplace, and a part of an educational institution, this work uses an interdisciplinary approach to literature. Part of our contribution to knowledge will be to apply literature from the fields of organizational behaviour, services management, and education in addition to librarianship, in developing our model. We will also contribute to what is known about Scottish school libraries via our case studies. We will undertake five qualitative case studies in total, three in the US, and two in Scotland, using elements from a grounded theory approach. This chapter will provide an overview of the work, and let the reader know what to expect in upcoming chapters.

### **1.1.2 Motivation**

The motivation for this project came from observations made in 2008 during the researcher's work placement in Glasgow school libraries. This work placement was undertaken as part of the Master of Science degree in Information and Library Studies at The University of Strathclyde. The researcher's observations in the schools were that school libraries were marginalized, seen as an extension of the English department, and that school librarians had a status similar to that of clerical staff. The perceptions held by the school librarians encountered in Glasgow could consistently be summarized as follows:

- ❖ school librarians hold the lowest status of all types of librarians
- ❖ school librarianship is a temporary post that one should escape or else risk “getting stuck”
- ❖ school librarians are respected less than other librarians
- ❖ the success of the library depends entirely on the personality of the librarian
- ❖ school managers largely do not understand or value the school library

These observations were surprising to the researcher, who is American, had worked in American schools, and was familiar with the American model of school librarianship, in which school librarians are trained, certified, and paid as teachers (Thomas & Perritt, 2003).

In order to investigate whether or not the low status and negative perceptions encountered in Glasgow were held widely throughout Scotland, the researcher focused her Masters dissertation on investigating the self-perceived status of school librarians in the UK via survey, promoting the survey particularly heavily in Scotland. A second survey, of the salaries of school librarians, was also conducted by sending Freedom of Information Act requests to every council in Scotland. These two surveys were subsequently both published (Ritchie, 2009; Ritchie, 2011).

The salary survey results indicated that school librarians’ pay varied widely across Scotland, with a £7,000 gap between the lowest and highest pay ceilings. In two-thirds of Scottish councils, school librarians face a pay ceiling of £24,500. This figure is roughly equal to the minimum pay for newly-qualified teachers (Ritchie, 2009). The salary survey also indicated that school librarians in many councils have lower pay maximums than public librarians, although the salary range of public librarians also varied across Scotland (Ritchie, 2009).

The survey of the self-perceived status of school librarians revealed that most respondents across the UK perceived their status as on par with heads of department (Ritchie, 2011). These respondents generally fit the following profile: they believed that their supervisors and teachers supported the library, they always felt welcome in the staff rooms, they felt regarded as both an

important and professional member of staff, and they were satisfied with their jobs. They also believed that they are respected as much as other types of librarians and feel like members of both the school and the library communities. The respondents who fit this profile were more likely to hold a professional library qualification than those without. This finding informed the current study by indicating that school librarians did seem to be thriving elsewhere in Scotland, and that the bleak picture painted by the Glasgow librarians was not universal.

Several findings from these surveys informed the research described in this work. Firstly, both surveys highlighted that there is a difference between school librarianship in Scotland and the rest of the UK. Nearly all respondents in Scotland held a professional qualification (97%), compared to only 67% of respondents outwith Scotland (Ritchie, 2011). The salary survey confirmed these results, indicating that 29 out of 31 responding councils hire professionally-qualified librarians rather than library assistants in school libraries (Ritchie, 2009). These results are consistent with previous research (Knowles, 2002) suggesting that in 2008 when the surveys were conducted, Scottish school libraries were almost all staffed by professional librarians, which was not the case elsewhere in the rest of the UK (Tilke, 2002). These findings informed our current work by suggesting that if staffing and qualifications were different in Scotland, perhaps other elements of school librarianship in Scotland might be different as well.

Other themes from these surveys became provisional themes for our current study; these themes relate to the challenges faced by school librarians in Scotland. Several respondents chose to write in the open comment section of the survey about the challenges they face from school management specifically, suggesting that management set the priorities for the school and that unsupportive management made it very difficult to promote the library and get teachers to use it more (Ritchie, 2011). Frequent changes in management, and the resultant changes in school priorities, presented another challenge. The importance of school management to the school library is heavily emphasized in

school library literature (Hartzell, 2002; Oberg, 2006), and will be described in depth in the next chapter.

Several respondents also wrote comments describing challenges they faced regarding training and the skills needed to be a successful school librarian. In the open comment section of the survey, many respondents expressed a desire for specialized training akin, or equal to, teacher training. 59.4% of respondents in Scotland had reported that their library training did not prepare them to be a school librarian, and several commented that training in behaviour management and how to run an information skills lesson would have been useful to them in their jobs (Ritchie, 2011). At least three Scottish respondents wanted full teacher training, and some Scottish and English respondents wanted a subset of teacher training focused on behaviour management and lesson design (Ritchie, 2011, p.99).

Many commenters wrote about their frustrations with their professional bodies: in this case, Chartered Institute of Library and Information Professionals (CILIP), which is UK-wide, or its regional Scottish branch, Chartered Institute of Library and Information Professionals in Scotland (CILIPS) (Ritchie, 2011). One English respondent felt “let down” by CILIP and their ineffectiveness in lobbying for a professional pay structure—CILIP publish salary guidelines and advice only (Ashcroft, 2003). A Scottish respondent complained that school librarians in the council had been barred from applying for public library jobs, and although the school librarians had complained to CILIPS, CILIPS supported the position of the public library in preventing the school librarians from applying.

These findings indicate that Scottish school librarians face high-level challenges such as dissatisfaction with their professional associations, variable pay, and inconsistent support. This dissatisfaction is particularly striking when compared to the American model of school librarianship, as the American Library Association (ALA) and the American Association of School Librarians (AASL) actively lobby the U.S. government on behalf of school librarians, and are credited with raising the training and qualification requirements most states

hold for school librarians (Knuth, 1995; Shannon, 2002). In contrast, there is no statutory requirement to have a school librarian in any school in the UK, although the Education (Scotland) Act of 1980 indicates that local education authorities should provide a library service to schools either by providing a dedicated service, or by entering into an arrangement with the public library for the same purpose (Education (Scotland) Act, 1980).

The difficulties facing Scottish school librarians uncovered by the surveys inspired the case studies that are at the heart of this work. The impetus for the research described throughout this work was a desire to find an answer to the following: given the differences between school librarianship in the US and Scotland, what *really* matters to the success of a school library programme? Are the highly-visible systemic differences, such as lack of pay and status, significant barriers to excellent school library programmes? Are Scottish school librarians held back by a lack of specialized training, and weak professional associations? What aspects of the American model could we apply to Scottish school libraries? What aspects would not be feasible to recommend? In the following sections, we will discuss our research design, and how we aim to approach these questions.

## 1.2 Research design

The full details of our methodology will be discussed in depth in Chapter 4. This section provides an overview of our methods, outlining our goals, our research questions, and the approaches and methods we will use to explore these questions.

### 1.2.1 Research goals

Our primary aim is to develop a model for school libraries in Scotland, based on best practices as identified in the literature and via case studies in the US and Scotland. We seek to learn from the US model of school librarianship, whilst keeping feasibility for Scotland in mind. In order to achieve our goals, we will need to investigate the many factors that influence the success of the school library. These include investigating the importance of the individual librarian, the nature and importance of the interconnected web of relationships in the



school, and the impact of professional support. The research questions of this study are:

- ❖ What allows a school library to succeed?
- ❖ What can prevent a school library from succeeding?
- ❖ What are the different internal and external factors that hold influence over the development of the school library programme?
- ❖ How important are the systemic differences between the US and Scotland to the success of a school library?

These questions attempt to address the complex relationship between the school library and its environment, and explore deeply the issues affecting school libraries. As the research questions should determine the methods chosen for a study (Corbin & Strauss, 2008, p.12), the next section will provide an overview of the methods we will be using.

### **1.2.2 Methodologies**

### **1.2.3 Research approach**

This research uses both multiple case study and elements from grounded theory tools and procedures. Put simply, case study provided the data and grounded theory provided a flexible, iterative approach to data collection and analysis that allowed for better use of the limited time spent in field study. This type of hybridization of research methods was once thought to contravene the principles of grounded theory, but is now an accepted practice in qualitative research (Charmaz, 2006, p.9; Goulding, 2005, p.298). How these two traditions relate to each other will be discussed in greater depth in section 4.2, and this section will provide an overview.

The work was inspired by comparisons made between school libraries in Scotland and those in the US, and the decision to use multiple (or comparative) case studies was the first methodological decision made. Case study was a desirable way to compare school libraries in both countries, because case study lends itself to studying complex, real-world phenomena (Denscombe, 2007, p.38), and qualitative methods were chosen because our goal was to generate

rich data on complicated, interconnected relationships and processes (Crabtree & Miller, 1999, p.6).

Our research uses elements from grounded theory to approach data collection and analysis. Grounded theory is recognized as a legitimate approach to qualitative research, and it is well-suited to small-scale research conducted by individuals (Denscombe, 2007, p.93). Grounded theory is based on the idea that one should not impose an external hypothesis on data; rather, a researcher should maintain an open mind to themes that emerge during data collection (Charmaz, 2006, p.5). In grounded theory, one does not test a hypothesis, one follows lines of enquiry as they emerge (Corbin & Strauss, 2008, p.33) and builds theory from the data collected (Bryman, 2008, p.694; Mansourian, 2006).

The type of grounded theory used in this research is the Strauss variation. Strauss and Glaser were the two progenitors of grounded theory, though their usage of the approach became divergent (Bryman, 2008, p.541). A key difference between the Strauss and the Glaser branches of grounded theory is that Strauss does not discourage the researcher from undertaking a literature review before entering the field, as Glaser does (Glaser, 1998, p.67). To Strauss, reading the literature prior to data collection is one way to develop the researcher's sensitivity to meaningful themes in the data (Corbin & Strauss, 2008, p.32). Corbin and Strauss contend that sensitivity is greatly increased by having a mind prepared by literature, pre-existing professional experience, or other pre-existing knowledge (Corbin & Strauss, 2008, p.33).

Grounded theory is an approach to research very commonly used with qualitative case study because they are both flexible approaches to studying real-world situations and processes, and both are focused on the significance, rather than the quantity, of the events observed (Bryman, 2008, p.541; Cohen et al., 2000, p.182; Denscombe, 2007, p.37; Selden, 2005, p.117). Indeed, its flexibility is one of the defining features of grounded theory: unlike methods that require the researcher to have a detailed plan at the outset of a study, and require piloting of research instruments, grounded theory encourages the

researcher to explore significant or meaningful ideas as they emerge from the data using theoretical sampling and coding, facilitating a wider potential for the investigation of relevant information (Corbin & Strauss, 2008, p.143). This flexibility allowed for significant or interesting themes that emerged during field study to be followed and compared across cases. Because the period of field study was for a fixed duration, the ability to analyze, code, and compare data across cases before the end of the field study meant that richer, more significant, and more relevant data could be collected in the limited time available.

#### **1.2.4 Field study**

The case studies for this research included five schools. American and Scottish schools divide at different age levels, so in the US cases both middle schools (ages 12-13) and high schools (ages 14-18) needed to be included to cover the same range as Scottish secondary schools (ages 12-18). The American schools chosen, two middle schools and one high school, were all in the researcher's home state of Connecticut, where the researcher maintains contacts in the education world. The Scottish schools chosen were both secondary schools. All five schools were state-funded.

The field study in each phase was scheduled so that the researcher spent two non-consecutive weeks in each school, meaning that field time was spent alternating full-weeks in the different schools. This ensured that the researcher could compare data from the schools to use as a basis for further investigation, enhancing the immediate comparative aspect of the field study.

Data collection methods included unstructured observation, semi-structured interview, and documentary evidence collection (Davies, 2007, p.170; Yin, 2009, p.108). The researcher primarily observed for the first several days of each two-week period, and conducted semi-structured interviews in the final few days, in order to reduce the influence of the interview questions on participants' observed behaviour. This structure also allowed interview questions to emerge from observations made, another grounded theory approach (Mansourian,

2006, p.387). The researcher developed good relationships with the participants, who were welcoming and granted the researcher good access. The librarians in each school acted as gatekeepers, and facilitated interviews with teachers and school managers.

### **1.3 The structure of this work**

The remainder of this work is structured as follows.

Chapter 2, the first literature review chapter, describes the context of school libraries in the US, the UK, and Scotland. We will explore the US and UK models of school librarianship in greater depth. We will discuss the education systems in the US and Scotland, as well as school library provision, training and qualification requirements and the professional associations available in our respective case study areas. We will also look at recent research. Chapter 2 will primarily be divided geographically, so that the reader will understand the school library landscape in each of our case study areas.

Chapter 3, the second literature review chapter, takes a more thematic approach. In Chapter 3, we address the idea of what makes a good school library by bringing together literature from several different fields. Topics covered include the relationship between the school library and teachers and administrators, as well as the role of the librarian him or herself. We will explore critical aspects of good service provision outside of a library context. We will discuss internal services that function within a larger organization, as the school library functions within a school. We will explore aspects of education literature, the responsibilities of people who work with adolescent children, and teacher-student relationships. At the end of this chapter, we will draw up a provisional list of themes from the literature. We will form a picture of what makes a good school library programme by drawing from all of these fields. These literature-based elements will act as markers of good practice, and will be used to build the model.

Chapter 4 describes the methods used throughout this work. Our approach is multiple, qualitative case study, using elements from grounded theory, and the justification and reasoning behind the research design will be documented in detail. This chapter will describe the preparations that took place before the field study was carried out and the methods of data collection and analysis used throughout and after the field study period.

Chapters 5-8 are devoted to our case study data and findings. Chapter 5 is an introductory chapter providing background information on our five cases, including quantitative and comparative data, defining the regional and national contexts of each case. At the end of Chapter 5, we will revisit the list of themes from the end of Chapter 3, and identify which literature-based markers of good practice were found in the five cases.

Chapters 6-8 discuss case study findings in three major areas that influence the school library programme: the school environment (Chapter 6), professional support available to the librarian (Chapter 7), and the librarian him or herself (Chapter 8). These chapters are organized thematically, rather than having a chapter for each case study, because it facilitates better cross-case comparison. Throughout these chapters, we will be identifying elements from the case studies as our field-based markers of best practice. These will be included in the model as factors that contribute to the success of a school library programme.

In Chapter 9, we will discuss the development of our model, drawing together the elements identified in the literature, as well as elements identified in the case studies. We will revisit the US and UK models of librarianship, and discuss what Scottish school librarianship has and does not have in common with each. At the end of this chapter, we will present our model for school libraries in Scotland. In Chapter 10, we will tie together themes woven throughout this work, revisit provisional themes, and reflect on our findings, our model, and the research process.

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## 2 Schooling and libraries in the US and UK

### 2.1 Introduction

This chapter provides background information on school libraries and the education systems in the US and Scotland. There are many differences between the two systems at all levels, from the qualifications of individual librarians to national-level professional organizations. Some of these differences are systemic and have evolved over time. In the US, for instance, school libraries are much more tightly integrated into the education system (Knuth, 1995; Knuth, 1997). They are administered by school districts and staffed by librarians with dual teaching and library qualifications whereas in Britain, school libraries are more closely aligned with public libraries in terms of their administration and also in their focus on recreational reading (Knuth, 1995; Knuth, 1997). The following table lists some of the main differences between these two systems.

| <b>US model of school libraries</b>  | <b>Scottish &amp; UK model of school libraries</b>                        |
|--|---|
| Clerical support (Knuth, 1995)   | Solo worker (Ritchie, 2011; Tilke, 2002; Turner, 2005)                    |
| Dual-certification commonly required (Thomas & Perritt, 2003)                                  | No specialist training (Ritchie, 2011, p.101)                             |
| Better pay than public librarians and teachers (AASL, 2012; Maatta, 2008)                      | Lower pay than teachers and most public librarians (Ritchie, 2009)        |
| Active professional associations (Knuth, 1995)   | Weak professional associations (Knuth, 1995; Ritchie, 2011, p.101)        |
| Regularly-updated qualitative high professional standards (Knuth, 1995; Michie & Holton, 2005) | Guidelines instead of standards, quantitative only (Knuth, 1995)          |
| Large body of impact research (Callison, 2006)   | Scant research (Johnson et al., 2004; Knuth, 1997; Williams et al., 2002) |

**Table 1: Comparison of US and Scottish/UK models of school libraries**

Throughout the rest of this chapter, we will explore these differences in depth.

## 2.2 Government-run education

### 2.2.1 American public education

In the United States, government-funded schools are called public schools. There is no national curriculum in the US; decisions on what to teach are usually taken at the state or local level, as education is primarily the responsibility of state and local governments rather than the federal government (ED, 2010). Organizations of all kinds, public or private, can “establish schools and colleges, develop curricula, and determine requirements for enrolment and graduation,” (ED, 2010). Typically, public school systems are funded by a combination of federal, state, and local funding. The Department of Education (ED) only contributes around 10.5 percent of the funds used by public elementary and secondary schools (ED, 2010). Often, local property taxes contribute significantly towards the costs of schools (AASL, n.d.). Because of this, the quality of provision can vary widely, due to differing tax bases from area to area (Baker et al., 2010). Figure 1 shows the average breakdown of public school funding (Education Finance Statistics Center, 2008).

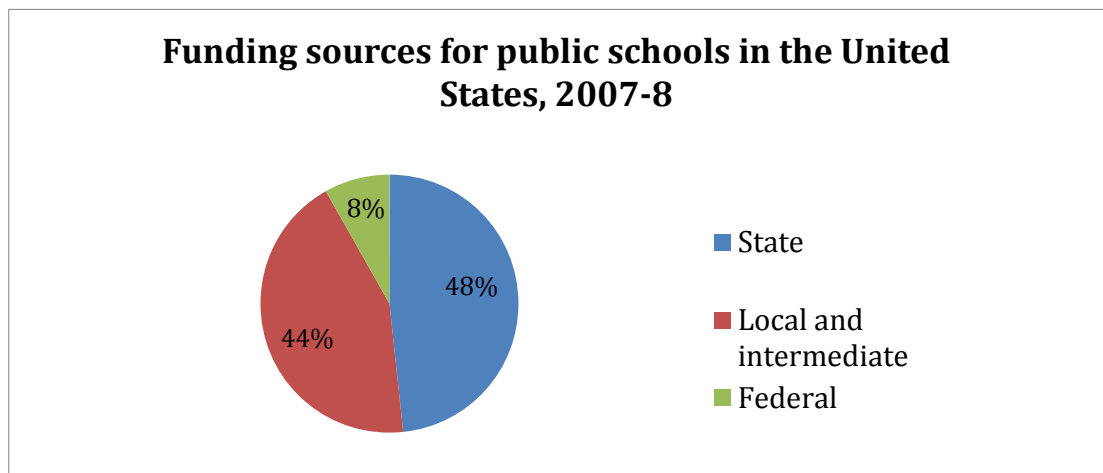


Figure 1: Funding sources for public schools in the United States, 2007-8

### 2.2.2 Scottish education

This study examines school libraries in Scotland, which are different from those in England and Wales. The Scottish education system has been on a different path than that of English education since 1885, when the Scotch (later Scottish) Education Department was formed and placed under the control of the Secretary for Scotland (The Scottish Government, 2004). In 1888, this department established a single external examination system for Scotland, a system that is currently overseen by the Scottish Qualifications Authority (SQA) (SQA, 2010). One hundred years later, a similar examination system was set up in England and Wales, when the Education Reform Act of 1988 established a national system of testing and the National Curriculum in England and Wales (Dictionary of British History, 2002). The Curriculum for Excellence is a national curriculum for Scotland, which was being implemented at the time of our field study, in 2010-2011, replacing the 5-14 curriculum (LTS, 2010b). It is designed to be more flexible than the 5-14 curriculum, and schools are to develop their own interpretations of the curriculum, whilst aiming to meet certain learning outcomes (LTS, 2010b). The Curriculum for Excellence (CfE) covers pupils ages 3-18, though it does not supersede nor does it replace the National Qualifications system, overseen by the SQA. Learning and Teaching Scotland, a non-departmental public body, is the national body responsible for reviewing CfE (LTS, 2010a). At the time of writing, CfE was still being developed for pupils aged 14-18.

Schooling is considered by the Scottish Government to be a right of all children, and it is compulsory from the ages of 5-16 (The Scottish Government, 2004). Schools in Scotland, as in most of England and Wales, are divided into primary schools and secondary schools. Pupils transition from primary to secondary at around the age of 12. Compulsory secondary education continues until the age of 16, and then pupils up to age 18 may continue to participate in secondary education either at their secondary schools or by taking courses at further education (FE) colleges (The Scottish Government, 2004).

The administration of Scottish education is “devolved to the education authorities and in some cases to the schools themselves,” (The Scottish Government, 2004). There are 32 local authorities in Scotland, and they have direct responsibility for “the provision of schools, the employment of educational staff, the provision and financing of most educational services,” and the implementation of Scottish Government policies in education (The Scottish Government, 2004). Education accounts for over half of the annual expenditure of local authorities, and is the most expensive service provided by authorities, paid for by a combination of Council Tax, taxes on business premises, and an annual grant from the Scottish Government (The Scottish Government, 2004).

Secondary school administrations consist of a senior management team (SMT), which is led by the head teacher, and assisted by deputy head teachers (or ‘depute’ in some areas). Head teachers do not teach classes, and serve an “administrative, management, and public relations role,” while deputy head teachers are typically given limited teaching responsibilities in addition to administrative and managerial duties such as the responsibility for specific year groups or subject departments (The Scottish Government, 2004). SMTs are largely responsible for managing their own budgets, including teaching materials, running costs, and the appointment of staff who are additional to the normal complement of authority-funded staff, of which school librarians are a part (The Scottish Government, 2004).

## **2.3 Historical overview of school libraries**

### **2.3.1 Historical overview of American school libraries from the 1950s**

School library provision in the United States has changed dramatically since the 1950s. Though school libraries benefitted from the expansion in education funding made available as a response to the Soviet launch of the Sputnik satellite in 1957, it wasn’t until the passage of The Elementary and Secondary Education Act (ESEA) of 1965 that federal money was earmarked specifically for school libraries (ED, 2010). Title II of ESEA, which was part of a collection of legislation known as President Lyndon Johnson’s Great Society programme,

provided the first direct federal funds available for the acquisition of school library resources. Amendments passed a year later permitted a portion of this money to be used not only for resources, but also for administration of school library programmes (Michie & Holton, 2005). In 2005, the National Center for Education Statistics (NCES) published a report surveying the previous fifty years of public school library provision in the United States (Michie & Holton, 2005). This report shows how school library provision expanded over those 50 years. Table 2 shows some highlights drawn from this data.

| <b>Key changes in public school library provision from 1953-4 to 1999-2000</b>   |  |
|--|--|
| 1953-4   | 1999-2000  |
| 36 percent of all public schools had school libraries; these schools served 59 percent of all public school students.                      | 92 percent of all public schools had a school library; these schools served 97 percent of all public school students.                    |
| At the national level, 40 percent of public schools employed a librarian.  | 86 percent of public schools employed a librarian.   |
| Excluding salaries, per pupil expenditures for public school libraries were \$6 (in adjusted 1999–2000 US dollars).                        | Per pupil expenditures for public school libraries, excluding salaries, were \$15.   |
| 24 percent of public elementary schools and 95 percent of public secondary schools had a school library.                                   | 95 percent of public elementary schools and 87 percent of public secondary schools had a school library.                                 |
| The percentage of public schools with libraries ranged from 13 percent in West Virginia to 80 percent in North Carolina.                   | The percentage of public schools with libraries ranged from 73 percent in South Dakota to 100 percent in Hawaii, Vermont, and Wisconsin. |
| The percentage of public schools with a librarian ranged from 7 percent in Vermont and the District of Columbia to 80 percent in Delaware. | The percentage of public schools with a librarian ranged from 59 percent in West Virginia to 100 percent in Hawaii.                      |

**Table 2: Key changes in public school library provision from 1953-4 to 1999-2000 (Michie & Holton, 2005)**

These highlights demonstrate that, at the end of the 50-year period, more students have access to school libraries and more schools have libraries and

librarians. These highlights also illustrate that significant variation still exists in provision by state, though the variation has narrowed greatly. What is interesting about these figures is that when school library provision of elementary (primary) schools and secondary schools is examined in two parts, it becomes clear that there has been a dramatic increase (from 24% to 95%) in the percentage of *elementary* schools with libraries, there has actually been a decrease (from 95% to 87%) in the percentage of public *secondary* schools with libraries. The authors of the report did not comment on these contradicting trends.

### 2.3.2 Overview of school libraries in the UK and Scotland

There is little research on library provision in the UK (Knowles, 2002, p.177). Exact figures are not known on how many school libraries in England are staffed by qualified librarians, though research in Scotland indicates that most Scottish school libraries are staffed by qualified librarians (Knowles, 2002, p.177; Ritchie, 2009; Ritchie, 2011). Popular annual statistical reports such as those run until recently by Loughborough University (and are now discontinued), only surveyed staffing in children's libraries and schools library services, not in school libraries (Creaser & Maynard, 2006). A UK-wide survey on secondary school library staffing conducted in 2000 found that across the UK, 36.6% of respondents were full or part-time chartered librarians, 17.6% were full or part-time teachers, and 3.6% were teacher-librarians. Nearly half of those surveyed, 46.8%, fell into the category of "other", i.e. they were neither fully qualified as teachers nor librarians (Tilke, 2002, p.22). Because of the research on staffing in Scotland, it is reasonable to assume that most of those working in school libraries without qualifications are in England.

School librarians in the UK are typically solo-workers (Ritchie, 2011; Tilke, 2002; Turner, 2005) with extremely limited potential for career advancement. Historically, school librarianship has been perceived as a job for new graduates (see, amongst others, School Library Association, 1980; Stimpson, 1976), and this perception persists in some places today (Ritchie, 2011). As solo workers,

school librarians must carry out a wide range of tasks without clerical help, including budget management, information skills training, cataloguing, computer help, maintaining a website, marketing, reader development, and interacting with patrons.

### **2.3.3 School Libraries in Scotland: the influence of the Stimpson Report**

The provision of school libraries and school library services has, since the late 1970s, been quite different in Scotland compared to the rest of the UK, largely due to the influence of the Stimpson Report. The Stimpson Report, published in 1976 for the Scottish Department of Education, is widely cited as one of the most influential works in the history of school libraries in Scotland (see, amongst others, Carroll, 1981, p.193; Valentine & Nelson, 1988, p.4). The most influential of the recommendations made in the report is that each secondary school should have a centralised resource centre staffed by a professional librarian in schools with over 600 pupils, or a qualified library assistant in schools with fewer than 600 pupils (Stimpson, 1976, p.24). There was already support for such an idea, as evidenced by the Glasgow-based report by the Working Party of Secondary School Libraries, which recommended that a chartered librarian staff each secondary school library (1974, p.15).

The number of qualified librarians in Scottish schools rose from 70 before the Stimpson Report (Stimpson, 1976, p.27) to over 300 by 2002, when nearly every school library was staffed by a professional librarian (Knowles, 2002, p.174). Currently, Scotland is the only place in the UK where education authorities must provide a library service, but nowhere in the UK are schools required to hire qualified librarians (Owen, 2009). Research conducted in 2008 indicates that in Scotland, 29 of 31 responding councils (out of a total of 32 councils) make a practice of hiring qualified school librarians, and not library assistants (Ritchie, 2009).

Though the number of school librarians in Scotland increased dramatically from 1976 to 2002, their numbers are currently in decline. Proposals have been made to cut the number of East Ayrshire school librarians by two-thirds (Wynn,



2011), and a proposal was made in Edinburgh City Council to make school librarians sessional in 2011 (equivalent to a 25% pay cut) although the latter proposal was not successful (The Scotsman, 2011). Glasgow, the largest city in Scotland, has recently implemented dramatic cuts to the school library service. The following information was obtained from a member of staff in the library services of Glasgow (Glasgow Life, 2012). In 2006, there were 29 secondary school librarians in Glasgow, one for each school (apart from the Gaelic school, which did not have any secondary students at that time); there were also four qualified librarians in the central school library service, and two members of clerical staff. During a reorganization in 2010, school libraries were moved from the education department to Glasgow Life, the trust that manages culture and sport in Glasgow. In the reorganization, nine school librarian posts were lost, and four were lost in the central services (three professional posts, one clerical). As of May 2012, there were 17.6 full-time equivalent posts for school librarians, and in the central services, there was one full-time professional librarian and one member of clerical staff. Only one school library (the largest) had a full-time librarian. The two next-largest schools had a librarian four days a week, and the remaining schools had a librarian two or three days a week, depending on their size. In total, the service was reduced from 33 professional posts to 17.6 (Glasgow Life, 2012). This reflects a current trend of deteriorating library provision across the UK (Shenton, 2011, p.538).

#### **2.3.4 Schools Library Services**

There is another, sometimes overlooked element of school librarianship. Across the UK, centralised schools library services provide professional services for nursery, primary, secondary, and special schools. These services are managed either by the education department or by the same department that runs public libraries in any given authority. Although service provision varies, services offered by schools library services range from professional development courses for both teachers and school librarians, library lending and professional library advisory services (Creaser & Maynard, 2006). As primary schools in the

UK typically do not have librarians, the schools library service is often the only professionally-staffed library service available to primary schools.

## 2.4 LIS training and qualifications

### 2.4.1 LIS training and qualifications in the US

For librarians in most sectors in the US, a Masters degree is the standard requirement for employment, but because school librarians are also classed as teachers in most states, school librarians are typically required to hold some form of teaching qualifications as well as library qualifications. AASL explain the requirements this way:

Certification, licensure or endorsement are terms used by the various states to recognize that a person has taken coursework in a subject area, passed a variety of tests, and/or met competency requirements. The certification or licensure then allows the person to teach or work in that subject area for specific grade levels. (AASL, n.d.)

The exact requirements vary from state to state, but most states (36 out of 50, including the State of Connecticut, where our American case studies are) require a classroom-teaching certificate as well as a Masters degree or credit hours for certification as a school library media specialist (Thomas & Perritt, 2003). Additional coursework may include topics such as educational psychology, child development, or educational foundations. 37 states require at least some time spent in practice or an internship in a school library prior to certification, “thus sending a clear message that media specialists require specialized training,” (Thomas & Perritt, 2003).

In the US, it is typical for school librarians to have undertaken more training than either their librarian or their teaching colleagues. Data gathered by the National Center for Education Statistics (NCES) indicates that school librarians are more likely than teachers to hold a Masters degree (Lance, 2006). The NCES data indicate that 98.1% of principals, 48.1% of teachers, and 69.4% of school library media specialists hold a Masters degree or higher. In addition, school

librarians are the only types of librarians for whom additional qualifications are required as a norm. There are, however, ongoing debates in academic librarianship regarding whether or not academic librarians should hold additional qualifications, either in a content area to work as subject specialists, or in teaching to work as instructional librarians (Julien, 2005; Sproles & Johnson, 2008).

#### 2.4.2 LIS education in the UK

A topic heavily debated in the 1960s and 1970s was the issue of training for librarians. Many authors called for school librarians to hold a dual-qualification, demonstrating competency in teaching and in librarianship (see, amongst others, Dyer et al., 1970; School Library Association, 1961). In 1972, the School Library Association held this position so strongly that it declared the following.

The Association does not accept as suitable in the long term for appointment to take charge of a school library anyone who has not had both training and experience as a teacher and training and experience as a school librarian (1972).

The Library Association Guidelines of 1977 quote the recommendations of the 1975 Bullock Report that “as a long term aim all school librarians should be doubly qualified in teaching and librarianship,” and comments that the “trend towards dual qualification will continue and must be taken account of,” (Library Association, 1977, p.15).

Herring (1988, p.13-14) notes that arguments in favour of dual qualification include: that school librarians do teach information skills and information literacy; that they select materials supporting the entire curriculum, and that dual qualification may enhance the status of the school librarian within the school. Brewer argues that having a dual qualification ensures that school librarians are recognised and treated as professionals by both teaching staff and librarians (Brewer, 1981, p.251). Herring, however, (1988, p.13-14) poses a counter-argument that there is a danger in being seen as an extra teacher to the detriment of the library. The current reality is that there is no financial incentive

to have dual-qualifications, because school librarians have pay ranges wholly different to, and much less than, teachers in the Scotland and the rest of the UK (Ritchie, 2009; Turriff, 2005). In contrast, American school librarians, who are typically certified teachers, earn the same salary as teachers or even more in some situations, for keeping the library open throughout the afternoon (AASL, 2012). American school librarians, on average, can also earn more than public librarians, particularly those in children or youth services (Maatta, 2008).

Though the debate over dual-qualification, and the idea of dual qualification itself, eventually died out in the UK, dual qualifications became the norm elsewhere, such as in the US and Australia (Tilke, 1998, p.11).

## **2.5 Professional support**

### **2.5.1 Professional support and standards in the US**

#### **2.5.2 National-level associations in the US**

The American Library Association (ALA) is the professional accrediting body representing librarians in the United States. According to the constitution of ALA, the mission of ALA is:

To provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all. (ALA, 2010)

The American Association of School Librarians (AASL) are the branch of ALA that fulfil the responsibilities of the broader professional association in matters specific to school libraries. For instance, AASL are responsible for drawing up national standards for school libraries, and for promoting and disseminating research within the field via the peer-reviewed journal *School Library Media Research*. AASL run an annual conference for school librarians, though school librarianship as a topic is not excluded from the presentations at the ALA Annual and ALA Midwinter conference. AASL also work with The National Council for Accreditation of Teacher Education (NCATE) to develop standards

for the education of school librarians, a function which impacts college and university-level education programmes (AASL, 2011).

### **2.5.3 State-level associations in the US**

Just as AASL fulfil the functions of a professional organization for school librarians nationally, the Connecticut Library Association support librarians and the Connecticut Association of School Librarians (CASL) support school librarians in the State of Connecticut. The goals of the Connecticut Library Association are “to improve library service to Connecticut, to advance the interests of librarians, library staff, and librarianship, and to increase public awareness of libraries and library services,” (Connecticut Library Association, 2010). In their strategic plan, CASL focus heavily on attaining and maintaining maximum membership of Connecticut school librarians, through professional development, links with educational partners such as universities training practitioners, and conferences. CASL also highlight advocacy as one of their main priorities, and seek to reach out to “classroom teachers, administrators, curriculum specialists, the State Department of Education, regional educational service centers and other constituencies who affect the quality of school library media programs,” (CASL, 2007).

### **2.5.4 Professional standards in the US**

One of the roles undertaken by ALA and AASL is the creation and promotion of professional standards. Maintaining professional standards is crucial for professional associations, as standards can formalize models and serve “as a rallying point for practitioners” and an advocacy tool (Knuth, 1997). Just as AASL and NCATE collaborate to maintain standards for the education of future librarians, ALA and AASL have partnered with other education bodies to develop appropriate standards for school libraries. The partnerships between education associations and library associations are long-standing in the US. The first national school library standards appeared in a report prepared by the Committee on Library Organization and Equipment, which was part of the Department of Secondary Education within the National Education Association

(NEA). NEA adopted these standards in 1918, and two years later, the American Library Association did the same, then republished the report as their own standards for secondary school libraries. NEA and ALA then jointly prepared standards for elementary (primary) school libraries in 1925 (Michie & Holton, 2005). Currently, AASL collaborate with the Association for Educational Communications and Technology (AECT) when developing school library standards (AASL & AECT, 1998).

Until 1998, standards for school libraries in the US were heavily weighted towards quantitative measures, such as the number of books per pupil or the amount spent per pupil. This began to change in 1988 when AASL released new standards with the publication of *Library Power*, the thrust of which was largely qualitative, though recommendations of quantitative measures did appear as illustrative examples, and were not meant as recommendations (Michie & Holton, 2005). AASL released new standards for school librarians in 1998, *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998), without these quantitative examples. *Information Power* and the standards contained therein provide a “philosophical base for programs, serving as policy frames and justification of expenditures,” (Knuth, 1995). The professional standards published in *Information Power* are too numerous to list here, as they include information literacy standards as well as sets of principles to go with the various roles of the school librarian: principles for learning and teaching, information access, and programme administration (AASL & AECT, 1998). *Information Power* is considered the gold standard by the rest of the profession, and has been adopted throughout various state and school districts as the basis for developing job descriptions, standards, and evaluative measures for school library media specialists (Shannon, 2002).

Knuth credits the AASL in the US for elevating school libraries to a standards-driven model, in which the profession grew through cycles of “setting high standards and then outgrowing and replacing them” (Knuth, 1997, p.308). Knuth also comments that AASL has shepherded American school librarianship

through the transition from being focused on “collections and materials” to focusing on promoting services and learning activities (Knuth, 1997, p.308).

### 2.5.5 Professional support and standards in the UK

#### 2.5.6 UK-level associations

The Chartered Institute of Library and Information Professionals (CILIP) were created in 2002 from the unification of the Library Association, founded in 1877 and the Institute of Information Scientists, founded in 1958 (CILIP, 2009a).

CILIP are the UK equivalent of the American Library Association. As the professional body representing librarians in the UK, CILIP are an accrediting body, setting the standards for the higher education courses that train future librarians. The mission of CILIP is to:

- ❖ set, monitor, and promote standards of excellence in the creation, management, exploitation and sharing of information and knowledge resources;
- ❖ support the principle of equality of access to information, ideas and works of the imagination which it affirms is fundamental to a thriving economy, democracy, culture and civilisation;
- ❖ enable its members to achieve and maintain the highest professional standards in all aspects of delivering an information service, both for the professional and the public good (CILIP, 2009b).

CILIP publish *Library and Information Update with Gazette* every month.

Neither *Library and Information Update* nor *Gazette* is peer-reviewed.

CILIP has special interest groups (SIGs), which are similar to the branches of ALA in that they are sector-based. There are currently two SIGs of potential interest to school librarians, School Libraries Group and Education Librarians, neither of which develop accreditation or training standards as AASL do. School Libraries Group, however, run a small conference for practitioners, and have published *The CILIP Guidelines for Secondary School Libraries*, the official professional guidelines for school libraries in the UK (CILIP, 2004). These guidelines will be discussed in greater detail in section 5.2.3.

The School Library Association is an independent organisation founded in 1937, and is a registered charity. They offer advisory services, publish guidelines and manuals for practitioners, and publish *The School Librarian*, a quarterly journal. Their vision statement is as follows:

We believe that every pupil is entitled to effective school library provision. The SLA is committed to supporting everyone involved with school libraries, promoting high quality reading and learning opportunities for all (School Library Association, 2010).

The School Library Association (SLA) are separate from CILIP and are not an accrediting body. Like AASL, however, SLA focus heavily on advocacy and promotion of school libraries. SLA publish a number of position statements on the qualifications, status, pay, and duties of school librarians. Their position on secondary school libraries is as follows:

- ❖ Secondary school libraries should be open and staffed for as much of the school week as possible, including lunchtimes and before and after school.
- ❖ This staffing should come from a Chartered professional librarian or a dually qualified teacher/librarian with appropriate support from a library assistant or classroom assistant.
- ❖ Staff who are not professionally qualified should be provided with every opportunity to pursue relevant training and acquire the specialist knowledge required by the role of School Librarian
- ❖ The Librarian should be employed for 52 weeks of the year.
- ❖ The Librarian should report to a member of the Senior Management Team with curriculum responsibility.
- ❖ The Librarian should have status equivalent to Head of Department.
- ❖ The Librarian should be included in the school's formal performance and appraisal process (School Library Association, 2006).

SLA have several branches in England, and one for all of Scotland.



### 2.5.7 Scottish associations

The Chartered Institute of Library and Information Professionals, Scotland (CILIPS) are the Scottish branch of CILIP. CILIPS grew out of the Scottish Library Association, founded in 1908, which became formally affiliated with the Library Association (LA) in 1931. The Scottish Library Association “undertook representation of the LA in the Scottish context,” given the different systems of Scottish education, laws, and governance (CILIP, 2009a). CILIPS publish *Information Scotland*, an online-only serial which is published every other month.

The Scottish Library and Information Council (SLIC) are the professional body that advise the Scottish Government on matters of policy relating to libraries. CILIPS and SLIC share many resources, including staffing and offices (Information and Libraries Scotland (SLAINTE), 2010).

### 2.5.8 UK-wide professional guidelines

The key recommendations made in the *CILIP Guidelines for Secondary School Libraries* (CILIP, 2004) are as follows.

CILIP recommend that:

1. The school see the contribution of the school library and the librarian as key priorities in all plans for whole-school improvement.
2. The school have a library policy and a development plan that reflect the needs of the school, its students and teachers.
3. The school recognize the essential management role of the librarian and seek to appoint a full-time chartered librarian with administrative support.
4. The physical environment of the school library should support its role as a whole-school learning resource at the heart of the school community.
5. The school support the vital role that quality resources play in stimulating learning with recommended levels of investment

(providing 13 items per student) and that it seek to maximize the impact of this investment by managing resources centrally.

6. The school commit itself to the development of information-literate students who are able to become independent, lifelong learners, and sees the librarian taking a lead role in this development.

7. The school librarian play a lead role in developing a whole-school reading culture, promoting literacy and reading for pleasure.

8. The school library be proactively marketed in response to evidence-based analysis of the needs of all potential users.

9. The school library evaluate its performance regularly through a programme of self-evaluation agreed with the school's senior management.

10. The school librarian work in partnership with key internal and external partners to improve the quality of the school library.  
(CILIP, 2004, p.xi)

Items 1-6 address the school rather than the school librarian. This may be due to the fact that CILIP are a UK-wide organization, and outside of Scotland, it is far less common for a school library to be managed by a qualified librarian. These guidelines, as a result, may reflect situations such as those common in England, where the person managing the school library is neither qualified as a teacher nor a librarian. It is also interesting to note that in the one recommendation devoted to the role and purpose of the school library (number 7), CILIP outline a reading and literacy-based role for the school library. This is a direct contrast to the American model of school librarianship, in which the role of the school library is to support learning across the curriculum (AASL & AECT, 1998, p.6; Montiel-Overall, 2007).

In contrast to the American Library Association's shifting focus towards qualitative standards for school libraries, the guidelines aimed at librarians in *CILIP Guidelines for Secondary School Libraries* remain heavily quantitative. CILIP recommend that secondary school libraries stock 13 items per pupil for students aged 11-16, and 17 items per pupil over 16, and they also recommend

a fiction to non-fiction ratio of 1:4 or 1:5, “depending on the priorities of the school and the school library,” (CILIP, 2004, p.36). An equivalent cost would be an average of £17 per pupil per year on resources for secondary school libraries (Roberts, 2005). This is nearly three times the average expenditure of £6.62 per pupil UK-wide in 2002 (Maynard & Greenwood, 2004). No professional body representing school libraries has authority in enforcing those standards, which are only recommendations.

Though there are no Scotland-specific professional guidelines for librarians, there is a self-evaluation document that was created by the Scottish school library community to be undertaken as part of school inspections (HMIe, 2005). Interestingly, this document, *Libraries Supporting Learners*, holds a more expansive view of the school librarian’s role than that portrayed in the CILIP guidelines. The *Libraries Supporting Learners* document highlights the following in terms of how school libraries benefit their communities and support Scotland’s National Priorities for Education (HMIe, 2005, p.1-2):

- ❖ Attainment and achievement
- ❖ Framework for learning (contributing to the ethos of the school)
- ❖ Equality and Inclusion
- ❖ Values and citizenship
- ❖ Lifelong learning (HMIe, 2005, p.2)

Additionally, this document aims to promote best practices in school libraries as contributing positively to independent learning skills, offering differentiated experiences, developing information literacy resources, developing “transferable research models” and maintaining a place at “the heart of literacy activities” in the school (HMIe, 2005, p.2).

The criteria for evaluation in *Libraries Supporting Learners* encourage librarians to be active across the entire school, asking librarians to evaluate themselves against questions such as “[i]n what ways are school library resource centre activities integrated into a variety of courses and programmes in the school?” (HMIe, 2005, p.13) and “[h]ow does the school library resource centre

contribute to raising pupils' attainment and achievement?" (HMIe, 2005, p.14). This document is a self-evaluation framework, and is voluntary, but it offers a more thorough and rigorous set of standards than those currently offered by CILIP. This may suggest that in Scotland, the school library community perceives the role of the school library to be more expansive, placing it closer, in this respect, to the US model of school librarianship than to the UK model.

## 2.6 Recent research

### 2.6.1 Recent research in the US: impact research

In the US, a large body of research spanning twenty years and 14 states has indicated with remarkable consistency that student achievement is improved where schools have libraries with longer opening hours, more teaching hours spent on information skills, high-quality collections, and higher numbers of professional staff. These studies are called "Lance studies" after the researcher Keith Curry Lance, who published a seminal study using state-wide educational and socioeconomic data in Colorado from school year 1988-89 (Lance et al., 1993, p.12). This study, referred to as the first Colorado study, concluded the following:

- ❖ Academic achievement was higher in schools that have better-funded libraries regardless of the economic status of the students or local communities and the educational attainment of adults in the area.
- ❖ Academic achievement was higher at schools where the librarian participated in library-related instruction.
- ❖ Amongst predictors of academic achievement, the size of the library staff and collection was second only to the absence of "at-risk" conditions such as poverty and low adult educational attainment. (Lance et al., 1993)

By 2005, the first Colorado study had been replicated in more than a dozen other states by Lance as well as several other researchers and research teams, covering approximately 2.6 million students, with remarkably consistent findings: test scores were significantly positively correlated with high levels of

library resourcing and library teaching activity (Callison, 2006). It is a hallmark of Lance studies that these correlations are still found even controlling for socio-economic variables (Lonsdale, 2003, p.12). The following tables highlight both the aspects of school library programmes that have consistently emerged as significant to academic achievement, as well as the socio-economic variables that the studies typically control for (Lance, 2006; Lance & Hofschire, 2011; Lance et al., 1993; Lance et al., 2007; Lance et al., 2000; Lonsdale, 2003; Sinclair-Tarr & Tarr, 2007):

| <b>Qualities of school library programmes that impact achievement</b> |
|---|
| Schools with a professional librarian                                 |
| The number of hours a librarian is on duty                            |
| Higher levels of library staffing                                     |
| Library staff dedicated to information skills                         |
| The number of information skills lessons students receive             |
| Good levels of funding  |

**Table 3: Typical aspects of Lance Studies (Lance, 2006; Lance & Hofschire, 2011; Lance et al., 1993; Lance et al., 2007; Lance et al., 2000; Lonsdale, 2003; Sinclair-Tarr & Tarr, 2007)**

| <b>Controlled variables</b>      |
|----------------------------------|
| Socioeconomic status of students |
| Teacher-pupil ratio              |
| Per-pupil spending               |
| Poverty                          |
| Adult educational attainment     |
| Racial and ethnic diversity      |

**Table 4: Typical controlled variables in Lance studies (Lance, 2006; Lance & Hofschire, 2011; Lance et al., 1993; Lance et al., 2007; Lance et al., 2000; Lonsdale, 2003; Sinclair-Tarr & Tarr, 2007)**

School librarians who have shared these research findings with their principals and teaching colleagues have found that their relationships with their colleagues improved, that they spent more time collaboratively planning with

teachers, they spent more time teaching information skills to students, and that library usage increased (Callison, 2006).

### 2.6.2 Recent research on UK school libraries

There is little research on the impact of school library provision in the UK, no national picture of provision in Scotland (Knowles, 2002, p.177), and the collection of annual library statistics published by LISU at Loughborough University has been discontinued. As such, many scholars in the UK who wish to comment on the impact of school libraries refer to the Lance studies and other research from around the world. The most significant contributions in this area come from the work of Dorothy Williams, Caroline Wavell, and Louisa Coles.

Williams and Wavell (2001) conducted a study of the non-curricular impact of school libraries, finding that teachers, librarians, and pupils have different ideas of how the school library makes an impact, however, all three groups believe it contributes to independence, motivation, and interpersonal skills. Through data collected via case studies, the researchers found evidence to support these perceptions as being accurate. They recorded many instances of the school library impacting on the development of pupils in terms of independence, peer support, motivation and attitude, and progression of reading, study, and ICT skills (Williams & Wavell, 2001).

In 2001, Williams et al. conducted a critical review of the literature regarding the impact of school libraries on learning and attainment (Williams et al., 2001). Their areas of interest included literature related to:

- ❖ impact on academic achievement as measured by performance on tests
- ❖ impact on broader areas such as personal growth
- ❖ models of school library service provision
- ❖ professional training, experience and attitudes of key stakeholders (Williams et al., 2001, p.4)

The authors sought to identify areas of further research, investigate how applicable the impact research would be to school library services in England,

and explore methods of service evaluation (Williams et al., 2001, p.4). The authors conclude that librarians who take a “professional and proactive approach” to the role are able to gather evidence of their impact on learning, and are better able to improve and develop their programmes (Williams et al., 2001, p.26). Their conclusions also include the observation that although there is good evidence to suggest how well school libraries can impact student learning, further research is necessary to explore the transferability of findings elsewhere to school libraries in England (Williams et al., 2001, p.26). This conclusion is similar to the premise underpinning our own work, as we are exploring how transferable aspects of the US model of school librarianship would be to school libraries in Scotland.

Williams, et al. followed their 2001 publication with a related critical review of the literature pertaining to the links between educational attainment and school library use at the primary school level (Williams et al., 2002). In their 2001 report they had highlighted the differences between English primary education and primary education in the countries where much impact research has been carried out (Williams et al., 2001, p.26). In the 2002 report, the authors acknowledge the relative under-development of primary school library provision in the UK compared to the US, particularly in terms of the number of librarians staffing primary school libraries (2002, p. 25). Remember that in the US, 95 percent of public elementary schools had a school library in 2003-4, and most public school libraries at all levels were staffed by a librarian (Michie & Holton, 2005). In the UK, little is known about library provision for primary schools, but primary schools typically do not have librarians (Streatfield et al., 2010), and any library services primary schools enjoy are typically offered by centralized school library services (Williams, et al., 2002, p. 21).

In the 2002 report, the authors recommend that every primary school should have a full-time librarian, and they suggest that further development of primary school library provision is necessary before conducting long-term impact studies in the UK. Specifically, they argue that further research should be done to identify models for “training for teachers in library management and

resource integration within the curriculum” and “ensuring that all primary schools have the support of a Schools Library Service”, and only then would it be appropriate to conduct a longitudinal study of the impact of primary school library provision on learning outcomes,” (Williams et al., 2002, p.5).

Although our research focuses on the secondary level, these conclusions are relevant to our work for two reasons. Firstly, these conclusions acknowledge how different the US and UK models of school librarianship are, and that in comparison, school library provision in the UK is not as well developed as it is in the US. Secondly, these conclusions highlight the importance of developing a realistic picture of current practices before recommending the adoption of foreign models of working. We will apply similar attitudes towards making our own recommendations in our model for school libraries in Scotland.

### **2.6.3 Recent work on US and Scottish school libraries**

Alison Turriff’s 2008 PhD thesis included case studies on school libraries in the US and in Scotland. The title of her thesis is “The Effective Evidence-Based High School Librarian: A Journey To Decision”, and though there are elements similar to this work, such as using case study to draw US-Scotland comparisons, the focus of Turriff’s work is significantly different from this one, focusing on the decision-making processes of librarians. Though the focus is different, Turriff’s findings about resourcing are largely consistent with the findings in this study. For instance, both this study and Turriff’s study support the statement that American secondary schools have larger budgets and more staff than the Scottish secondary schools (2008, p.363). Further similarities and dissimilarities will be discussed in Chapter 9.

### **2.6.4 Challenges in school library research**

School library research is, for the most part, “piecemeal, practice-oriented, and descriptive” (Knuth, 1997). Small-scale school library research undertaken in professional practice “is considered to be of value alongside evidence from published research studies,” (Todd, 2003; in Clyde, 2005). Johnson, et al.,



attempt to sound the alarm by warning that, given "the present weak state of evidence linking the activities of libraries and information services with organisations' performance," it will be difficult to make the case for more resources for school libraries "without more and better research," (Johnson et al., 2004). School library research is different from many other fields in that in order to study school libraries fully, one must touch on at least one other discipline (that of education) within the scope of study. This means that school library research often straddles a line between library research and education research, and "research aimed at evaluating the role of library and information services in support of other disciplines lacks a conceptual framework and an accepted body of methodologies," (Johnson et al., 2004).

Knuth comments that theory can provide a framework of language and purpose to the researcher (1996), and that an absence of theory could be interpreted as a sign of a lower level of disciplinary sophistication (1997). Various studies tracking use of theory in library and information science (LIS) research indicate that most LIS research does not use theory, and the theory that is used is used inconsistently and to different degrees (McKechnie & Pettigrew, 2002).

McLelland comments that the problem with contemporary school library literature in the UK is that little library literature is research-based, and research in librarianship tends to be carried out by individuals rather than properly-funded teams (McLelland, 2005). McLelland attributes this imbalance in the literature to the preference on the part of practicing librarians for information about practical problems, also arguing that librarianship journals are more likely to publish a study if it is dramatic or favourable rather than critical (McLelland, 2005, p.9).

### **2.6.5 Theory and practice in school library research**

In the world of librarianship and information science, as in other disciplines such as education, practice is often presented in contrast to theory. The tension between theory and practice is treated as an age-old, irresolvable conflict, and is based on the ideas that theory does not solve immediate problems faced daily

by practitioners, whilst practitioners rely too heavily on anecdotal accounts of success or good practice. Matteson argues for a greater focus on the practical in the development of theory, referring to the idea of useful theory as “the practical best theory that addresses the way things work in real-life settings,” (Matteson, 2008). As it stands, few practitioners write published articles about research. Clyde and Oberg carried out a study on articles published in *School Libraries Worldwide (SLW)* from 1995-2003, in order to find out how well SLW supported evidence-based school librarianship. They calculated the percentage of research articles published, and the occupation of the people who wrote them. They found that over 80% of research articles were written by university faculty or PhD students. 7.5% of articles were written by a mixed group, such as a collaboration between an academic and a school librarian, and various practitioners, such as school librarians, employees of university libraries, and officers of library authorities each contributed just over 2% of articles (Clyde, 2005).

## **2.7 Previous work by the author related to school libraries**

The author has previously investigated school librarians in the UK through work leading to a Masters degree. The research supporting the author’s Masters dissertation comprises two parts. The first, a survey of school library salaries across Scotland (Ritchie, 2009), used Freedom of Information Act requests to obtain the pay grades and salaries of school librarians and public librarians in local authorities in Scotland. The results indicate that there is a very wide variation in the salaries of school librarians from council to council, and most school librarians in Scotland (two-thirds) face a maximum salary of £24,000 per year. In addition, there is also a lack of consistency regarding the relative salary of public librarians and school librarians. In many Scottish local authorities, public librarians have both higher salary minimums and maximums than school librarians, though in some, public librarians only enjoy a higher maximum, and there are many more variations as well. In addition, the results indicate that local authorities in Scotland maintain a policy of hiring librarians rather than library assistants to staff school libraries, with the exception of two responding

councils (31 out of 32 councils responded to the school library survey, which was issued separately from the public library salary survey because different bodies are responsible for public and school libraries in many councils in Scotland).

The other part of the dissertation (Ritchie, 2011) discusses the findings of research conducted on the self-perceived status of secondary school librarians in the UK, with a focus on Scotland. The aim of the research was to ascertain how school librarians perceive their status within the school by looking at their perceptions of: their relationships with their colleagues and supervisors, their role within the school, job satisfaction, and views on their careers and their training. The survey asked school librarians to compare their own perceived status in the school to job levels including “clerical staff”, “teacher” and “head of department”, and asked respondents whether they felt that teachers and their supervisors treated them as important and professional members of staff. The survey asked respondents about their training and qualifications, and asked them to comment on their experiences in the role, which generated over 100 thoughtful and, at times lengthy, responses. A very brief summary follows.

Most respondents reported levels of self-perceived status on par with heads of department, along with many other positive feelings toward their jobs. These respondents generally fit the following profile: they believe that teachers and their supervisors support the library, they always felt welcome in the staff rooms, they feel regarded as both an important and a professional member of staff, and they are satisfied with their jobs. They also believe that they are respected as much as other types of librarians and feel like members of both the school and the library communities. This is a very positive picture of school librarianship, however there are those whose working lives are not so fulfilled.

The findings indicated that those who identify themselves as having a low status within the school are less likely to offer workshops for teachers, are more likely to report that school librarians as a whole are respected less than other librarians, are less likely to feel supported by management and colleagues, and

are less likely to feel regarded as important or professional members of staff. They are also less likely to be satisfied in their jobs. Of the respondents who ranked themselves as having an equal status to clerical staff, only 50% report holding a CILIP-accredited qualification (compared to 78% of all respondents), so half of those who do not feel regarded as a professional member of school staff are not actually professional librarians. Does this mean that having a professional qualification improves one's status within the school? The findings suggest a link between not having a professional qualification and not feeling as if one is perceived as a professional.

## 2.8 Summary

The literature in this chapter has illuminated, in greater detail, the US model of school librarianship and the UK model of school librarianship. Of course, exceptions exist everywhere, but generally, as we have seen, the following can be said about school librarianship in the US, UK, and Scotland specifically. In the US, school libraries are generally more tightly integrated into the education system, are staffed by dual-qualified librarians, and are supported by a robust professional association that publishes guidelines, disseminates research findings, and actively lobbies the government for higher standards for school libraries (Thomas & Perritt, 2003). Most schools have school libraries, and librarians, even at the level of primary education. In Scotland, most secondary schools have qualified school librarians, unlike in England, where libraries are likely to be run by teachers or by teacher assistants. Scottish school libraries are not tightly integrated into the education system. The professional association representing school librarians in the UK is weak relative to the US, providing neither robust guidelines nor active lobbying efforts for higher standards. There is a significant body of research indicating that in the US, school library provision is linked to the academic achievement of its pupils. There is no equivalent body of research in the UK, and there is a dearth of research overall in the UK pertaining to school libraries. The next chapter will continue to review the literature in order to examine good service provision, and the many factors that contribute to it.

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### **3 What makes a good school library?**

This chapter examines literature related to good service provision. We aim to investigate what enables school library programmes to succeed, and in order to do that, it is important to look at various ideas of success. Professional guidelines for practitioners will be touched on briefly, as they are useful and often contain their own visions of success, but they are limited in their purpose and are not always informed by research. In addition to librarianship, we are drawing on the literature from other disciplines. We will examine literature in related fields such as education and services marketing in order to gain as full and complete a picture as possible as to what a well-run service might look like. These ideas will be used to inform the field investigation, described in the following chapter.

#### **3.1 The individual employee**

The librarian, as the manager of the school library, is perhaps the single most important factor in the school library programme. As such, this section examines literature relating to what makes a good school librarian.

##### **3.1.1 A good personality**

Personality was frequently mentioned in school library guidebooks of the 1960s-80s as the key to a successful school library (Carroll, 1981; Delaney, 1968; Herring, 1982; Valentine & Nelson, 1988). Delaney argues that the ability to attract patrons is a professional skill, and that it is very important for the librarian to make friends in the staff room and develop a positive perception in others: “[i]t is extremely doubtful that he can afford the luxury of ignoring what the rest of the school thinks of him,” (Delaney, 1968, p.50). Carroll comments that the educational role of the librarian is not universally recognized:

Where there is good co-operation and integration between the library and the subject departments, it often seems that this is due to the efforts of individual school librarians rather than to a

generally accepted philosophy of school librarianship. (Carroll, 1981, p.193)

Under this way of thinking, the school library *is* the school librarian. Herring (1982, p.73) supports this idea by commenting that the personality of the school librarian is the single most important factor in determining teacher-librarian relations, and in forming the image of the library: “An active, responsive school librarian can, to a great extent, ensure that the school library is also seen as an active and responsive part of the school,” (1982, p.78). Valentine and Nelson found that teachers surveyed also believed the personality of the librarian to be more important than his or her qualifications or resources (Valentine & Nelson, 1988, p.43, 68, 83).

In later years, discussion centred on more specific skills. Interpersonal and communications skills have been linked not only to the centrality and integration of the school library within the school, but have also been linked to the financial health of the school library: in a study of school library programmes in the US state of Indiana, the frequency of communication between the school librarian and the principal correlated with the dollar amount allocated for the school library programme (Shannon, 2002). In a study of library school administrators, faculty, and library students (future librarians), all three groups rated highest the ability to work well with others, and this was the only quality that all three groups agreed was important (Roys & Brown, 2004).

Recent research has returned to the question of the librarian’s personality, though with an updated and more specific meaning of the word ‘personality’ that is more in line with psychometrics and other psychological tests. A study of personality traits of librarians in different sectors suggests that public and school librarians are characterized by being high on adaptability, assertiveness, customer service orientation, emotional resilience, extraversion, openness, optimism, and teamwork, and possessing a visionary work-style, which focuses on long-term strategic planning and developing an organizational vision and

mission. Cataloguers, in contrast, were characterized as being “low on customer service orientation and possessed an operational work style” which focuses on the short-term and day-to-day activities (Williamson et al., 2008).

Currently, school librarianship in the US is adopting the term “dispositions” to describe a person’s behaviour. As school librarianship is borrowing the term dispositions from the world of education, we shall discuss it in detail in the next section.

### **3.1.2 The individual teacher: dispositions, relationships, and caring**

Sizer and Sizer comment that as with “most professional work, the quality of a school is no better than the quality—the *authority*—of its on-the-line professionals, its teachers and administrators,” (Sizer & Sizer, 2004). The focus on the quality of individual teachers grew out of the standards movement of the 1980s that pushed a restructuring of American schools (Bush & Jones, 2010b). This movement was largely the result of efforts by three professional groups: the National Council for the Accreditation of Teacher Education (NCATE), the Council of Chief State School Officers (CCSSO), and the National Board for Professional Teaching Standards (NBPTS). The efforts of these groups culminated in a report in 1996, concluding that school improvement is heavily dependent on improving the quality of teachers (Bush & Jones, 2010b). It is now accepted by many that who the teacher is matters a great deal to the quality of education coming out of that teacher’s classroom (White, 2000). As such, recent research has been directed towards trying to decipher what makes a good teacher better than his or her peers.

One aspect of teaching that is dependent on the teacher him or herself is the teacher-student relationship. Positive teacher-student relationships improve students’ academic achievement, whilst distressed teacher-student relationships can have a negative impact on students’ adjustment to school and class participation (Newberry, 2010, p.1695). Evidence suggests that this relationship can be more important than improving pedagogical methods in terms of engaging student learning (White, 2000). Positive teacher-student

relationships can also affect how well students are accepted by their peers (Hughes et al., 2001, p.292). Teachers similarly benefit from good student-teacher relationships, as they can give meaning to a teacher's work and increase a teacher's sense of effectiveness (Day et al., 2006, p.253).

### 3.1.3 Dispositions

How does one talk clearly and effectively about aspects relating to the teacher him or herself, and how he or she behaves in a classroom with students? In the field of education, teachers' values, attitudes, and beliefs are now being referred to and formalized in national standards, under the term *dispositions*. Katz and Raths are widely-cited as the progenitors of dispositions in teaching and educational research. They define a disposition as an observable behaviour one is inclined to exhibit consciously and repeatedly (1985). In order to differentiate dispositions from its cousins, attitudes, traits, habits, and beliefs, they make the following distinctions:

- ❖ Skills v. dispositions: one may have a skill but only use it infrequently, whereas a disposition involves a repeated inclination to perform an action (1985, p.302).
- ❖ Attitudes v. dispositions: an attitude reflects a predisposition towards a particular situation, and is often measured by inquiring about one's stance towards something, whereas dispositions are observable actions (1985, p.302).
- ❖ Habits v. dispositions: habits are actions that exist without thought or reflection, and may even be unintentional, whereas dispositions are intentional actions (1985, p.302-303).
- ❖ Traits v. dispositions: traits describe some aspect of a person's character, such as honesty, ambition, or courage, whereas dispositions do not include a judgement of character. Additionally, a level of intensity is inherent in trait-attribution (for instance, there must be a temptation or incentive to lie for someone to be called honest), whereas adversity or intensity is absent from discussion of dispositions (Katz & Raths, 1985, p.303).



AASL has adopted the term *disposition* in *Standards for the 21<sup>st</sup> Century Learner* (AASL, 2007). They do not use the term to refer to a teacher's behaviour, however, the standards describe desirable dispositions that a student should develop, with the help of the school librarian. The standards are actually for the learner to meet, not the librarian. For instance, the first standard in the document is "[i]nquire, think critically, and gain knowledge" and the accompanying "Dispositions in Action" are:

- ❖ Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- ❖ Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- ❖ Demonstrate creativity by using multiple resources and formats.
- ❖ Maintain a critical stance by questioning the validity and accuracy of all information.
- ❖ Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- ❖ Display emotional resilience by persisting in information searching despite challenges.
- ❖ Display persistence by continuing to pursue information to gain a broad perspective (AASL, 2007, p.4).

Bush and Jones suggest that any school librarian should also exhibit all of the recommended dispositions in order to be able to effectively instil them in students because "dispositions are best acquired, taught, and caught through modeling," (Bush & Jones, 2010a, p.4).

The National Council for Accreditation of Teacher Educators (NCATE), the accrediting body for teacher education institutions, defines professional dispositions as follows:

Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviours as educators interact with students, families, colleagues, and communities. These positive behaviours support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviours in

educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions (NCATE, 2010).

As NCATE have the power to strip teacher education courses of their accreditation, the standards they set have a significant effect on the field, and universities have had to modify their own teacher preparation programmes to include awareness and assessment of dispositions (Schussler, 2006). There is evidence to suggest that state teacher licensing agencies are also being urged to consider dispositions as an important element of effective teaching. The Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of national and state educational organizations and agencies, who advise state-level teacher licensing agencies on teacher licensing and professional development (Council of Chief State School Officers, 2012). They have highlighted the following dispositions as being desirable qualities to have in effective teachers:

- ❖ The teacher is disposed toward being a lifelong learner who has a passion for subject matter
- ❖ The teacher is disposed to healthy and helping relationships with children/youth
- ❖ The teacher is disposed toward opportunities to grow in understanding and appreciation of human diversity
- ❖ The teacher is disposed toward creativity, problem solving, and/or divergent thinking
- ❖ The teacher is disposed toward promoting positive social interaction (Council of Chief State School Officers, n.d.)

Their dispositions cross several aspects of teaching: the subject matter, relationships with students, cultural awareness, expansive thinking, and promoting positive social behaviour in students. Schussler et al. view dispositions as existing across similar areas, classifying them into three domains:

- ❖ Intellectual: dispositions related to content and pedagogy
- ❖ Cultural: dispositions related to meeting the needs of diverse learners
- ❖ Moral: dispositions related to awareness of values and responsibility towards others (Schussler et al., 2008a, p.107-108; Schussler et al., 2008b)

They comment that dispositions in the moral and cultural domains underlie those in the intellectual domain: the teachers in one of their studies were not aware of the moral and cultural assumptions they were making, even though those assumptions ultimately affected how they behaved whilst exhibiting content and pedagogy (i.e. intellectual) dispositions (Schussler et al., 2008b, p.47), underscoring the importance of a teacher's underlying values. This is consistent with O'Connor, who comments that values can act as a rationale for teachers' professional actions (O'Connor, 2008, p.118). Values are important to a teacher's identity and commitment, serving as a source of emotional support (Day et al., 2006, p.1311).

Another disposition in the moral domain is "the responsibility to care for others" (Schussler et al., 2008b, p.40). Caring has been identified in the literature as important to getting students to engage in their learning (Newberry, 2010, p.1695; O'Connor, 2008, p.121-122). O'Connor comments that there is a performative aspect of teaching in relation to caring such that the caring must be visible and perceived by the students (O'Connor, 2008, p.122). Although Katz and Raths discount the effort or intensity required to perform an action (1985, p.303), Newberry distinguishes *natural caring* from *ethical caring*: natural caring exists without effort, and is innate, whilst ethical caring is performed out of duty and does not come naturally (Newberry, 2010, p.1696). Newberry comments that ethical caring requires significant emotional work, and should be a greater focus in initial teacher education (Newberry, 2010, p.1702).

#### 3.1.4 VITAE study

Although we have been discussing the importance of the individual teacher, it is also important to recognise the forces that act upon the teacher. The VITAE

study, a four-year research project involving 300 teachers in 100 primary and secondary schools in the UK, attempts to better understand teacher effectiveness (Gu & Day, 2007, p.1302). The authors of the study concluded that teachers' effectiveness is linked to one's sense of identity, which they divide into three dimensions:

- ❖ Personal identity: influenced by personal experiences, family and social roles.
- ❖ Situated identity: influenced by school culture, school leadership, feedback on performance, relationships with colleagues and pupils.
- ❖ Professional identity: influenced by long-term policies, professional development, workload, role expectations, and the idea of what makes a good teacher. (Day et al., 2006, p.149)

The authors state that:

The extent to which teachers sustain their commitment (i.e. are resilient) is dependent upon their capacities to manage interactions between personal, work and professional factors which mediate their professional lives and identities positively or negatively. (Day et al., 2006, p.vi-vii)

These three spheres are dynamic: at any one time, any of them may become dominant in the teacher's life and require more attention; conflict may arise between them that can reduce the commitment of a teacher; also, a sphere that is a source of strength for a teacher can serve to mitigate potentially negative effects of upheaval in another sphere (Day et al., 2006, p.150). We will see how this is manifest in our own case studies later on.

### **3.1.5 Employees and organizational citizenship behaviours**

One visible attribute of an employee's attitudes, dispositions, or attitudes is in whether and how that employee goes beyond the minimum required in the job description to expend extra effort at work. Organizational citizenship behaviours (OCBs) are behaviours that go beyond specified job requirements, which positively contribute to the functioning of an organization but are not formally rewarded (Becton et al., 2008, p.495-496). The term "extra-role

behaviour” can be used interchangeably with “OCBs” (Somech & Drach-Zahavy, 2000). Amongst teachers, OCBs have been positively correlated to job satisfaction, self-efficacy, and professionalism (Oplatka, 2007; Somech & Drach-Zahavy, 2000). Additionally, when there are high levels of collective commitment, individual professional goals and organizational goals are more likely to be the aligned (DiPaola & Neves, 2009, p.493). Delaney described this as the school library being run “in harmony with the rest of the school,” (Delaney, 1968, p.45).

A common conceptualization of OCBs is based on the following five workplace behaviours:

- ❖ Altruism: volunteering to assist on projects in which you are not directly involved.
- ❖ Generalized compliance: doing more than what is required to meet minimum task requirements or making unsolicited suggestions about how to solve organisational problems.
- ❖ Sportsmanship: tolerating nuisances on the job without complaining.
- ❖ Courtesy: communicating with others before making decisions that would affect their work.
- ❖ Civic virtue: actively participating in company affairs and keeping up to date with organisational issues. (Becton et al., 2008, p.496)

Somech and Drach-Zahavy argue that when job definitions are ambiguous, specifically in times of change, organisations are more dependent on extra-role behaviour for successful change (2000, p.649). This suggests that the success of an organization may be related to behaviour that is neither required nor rewarded. However beneficial these behaviours are for the organization, it is highly problematic for employers to expect OCBs from their employees, because by definition, OCBs are voluntary acts that are not required for the role. Employers who do try and incorporate OCBs into a formal evaluation system risk reducing the occurrence of OCBs in intrinsically-motivated employees (Becton et al., 2008, p.507).

### 3.1.6 The importance of the service provider

The importance of the behaviour of the person doing the job is also outlined in services marketing literature. As a school library is a service, this literature will be relevant to our work. A service is characterized by:

- ❖ Intangibility: services cannot be evaluated before use.
- ❖ Perishability: the service element cannot be stored, and therefore the demand and capacity of the service are dealt with directly.
- ❖ Simultaneity: the customer must be present in order for the service can take place.
- ❖ Heterogeneity: there is inherent variability in the service being offered. (Roberts & Rowley, 2004, p.161)

This means that the service being performed cannot be manufactured like a product, it cannot be prepared beforehand, cannot exist in isolation without a customer, and will be different every time. Godson separates services offered into two categories, billable services and non-billable services (Godson, 2009, p.61). Billable services represent the core service offering, for example, in the case of a technical support company, the actual fixing of a broken computer, or in the case of a library, the successful answering of a query, such as the lending of a book or the provision of information. Non-billable services, according to Godson, represent customer relations:

These might include things like the friendliness of staff, the speed in which a telephone is answered, or the manner in which a complaint is dealt with—in other words the human face of the organization. (Godson, 2009, p.61)

Godson warns that because these elements are not part of the core service offering (for example, a book can be lent even by the foul-tempered) they can be overlooked in term of policy and training. This can become a key weak point in a service, given that most customers who are dissatisfied do not complain (Priluck, 2003). An absence of feedback makes it even more difficult to assess the ongoing success of a service, which is why complex instruments have been

developed to try and gain insight into customer perceptions, however these instruments are outside the scope of this work and will not be discussed.

One way to describe how a single employee is likely to behave with customers is service-orientation. Being service-oriented means possessing a predisposition or an "inclination to provide service, to be courteous and helpful in dealing with customers and associates," (Alge et al., 2002, p.468). Schneider uses the labels "service enthusiast" and "service bureaucrat" to describe employees in terms of whether they are outwardly-focused or inwardly-focused, respectively (Godson, 2009, p.289). Service bureaucrats are more focused on following rules and procedures than on providing a satisfying service, whereas service enthusiasts are willing to be more flexible in order to ensure customer satisfaction. An example would be the train driver who moves away from the platform at the exact time published in the schedule even if there are people running to catch the train, compared to the driver who leaves the doors open to accommodate them even if it means that the train leaves one or two minutes late. These two types illustrate the difference between exercising the letter of the law and the spirit of the law (Godson, 2009, p.289).

Johnson and Zinkhan (1991) examined various attributes of a service and their influence on customer affect, or emotional state. The attributes of service in their model are: the success of the outcome, the competence of the provider, and the courtesy of the provider. Their research indicates that of the three attributes, courtesy has the most impact on the affective, or emotional, response of the customer. They point out that some services do rely on outcome, such as dry-cleaners, but in professional services, where there is extended contact between two people, it is in the best interest of the organization "that personnel be aware of how they interact with clients," (Johnson & Zinkhan, 1991, p.12). They stress that in professional services, focusing on the outcome, for instance, the success of the transaction, may not be appropriate. In person-focused services, they suggest that focusing on the mutual relationship between provider and customer may result in happier customers (Johnson & Zinkhan, 1991, p.12).

Empathy is one way that service employees can create a more positive service experience for customers (Harte & Dale, 1995, p.37). Birdi, Wilson, and Cocker highlight that empathy as understood by psychologists has three different components:

- ❖ As a cognitive or intellectual process that involves perspective-taking and an imagined understanding of others.
- ❖ As an intuitive, emotional response that can be instinctual or involuntary.
- ❖ As a multi-dimensional phenomenon blending cognitive and emotional elements. (Birdi et al., 2008, p.585)

They have been among the first to apply empathy to librarianship (Birdi et al., 2008, p.587), and they recommend that more attention should be paid to empathy in librarianship research as a way to help public librarians engage with all patrons and improve social inclusion in the library “due to the positive impact of empathic transactions upon client empowerment and continued service use,” (Birdi et al., 2008, p.587).

A process related to empathy is perspective-taking, or seeing another’s point of view (Parker & Axtell, 2001, p.1085). As with empathy, a distinction can be made regarding different types of perspective-taking:

- ❖ Cognitive perspective-taking: the ability to recognize and understand the thoughts of others.
- ❖ Affective perspective-taking: the ability to understand what someone else is feeling. (Oswald, 1996, p.614)

In a study of internal customer and supplier relationships, Parker and Axtell found that feeling a sense of ownership and having an integrated understanding of the processes within the organization were antecedents of perspective-taking and positive attributions towards the behaviour of the other party (Parker & Axtell, 2001, p.1097). Oswald’s study indicated that those who engage in affective perspective-taking are more likely to engage in altruistic helping behaviours than those who engage in cognitive perspective-taking, and that



perspective-taking of any form increased helping behaviours over those who did not engage in perspective-taking (Oswald, 1996, p.620).

### **3.1.7 Service encounters and service relationships**

A customer's encounter with employees of a company will influence how they judge the quality of that company, even more so than the actual technical quality of the service received (Chandon et al., 1997; Ng et al., 2011). In services marketing, individual interactions between service employees and customers are known as service encounters. A service encounter has been defined as the period of time during which a customer is interacting with a service (Bitner et al., 1990; Chandon et al., 1997; Czepiel et al., 1985; Gremler et al., 1994). Put another way, a service encounter is essentially "one human being interacting with another," (Czepiel et al., 1985, p.3). A service encounter is an isolated incident, with no expectation of interacting with the other person again. A series of service encounters over time, however, between the same patron and service becomes a service relationship (Guttek et al., 2002, p.133).

In a service relationship, the librarian and the patrons get to know each other personally, and the librarian uses information about the patron's tastes to further tailor the service, making personalized recommendations or suggesting resources that better fit in with the patron's needs (Guttek et al., 2002, p.133). Customers enjoy service relationships, and report higher levels of satisfaction with providers within which they have a relationship (Guttek et al., 2002, p.137). The beginning of a service relationship is influenced more by affective factors than cognitive (Nicholson et al., 2001). In other words, people enter into the service relationship because they like each other. The stability of service relationships increases over time, as does customer loyalty (Dagger & O'Brien, 2010, p.1530).

The service relationship is relevant to school libraries because school libraries operate as an in-house service, serving the same patrons every day. One may think that a school library need not pay attention to its marketing strategy because it is an internal service, and it is the only library available to teachers

and students during the day. This would be a false assumption, however. Although internal customers, such as teachers and students in a school, do not have a choice of services, they can still choose whether or not to enter into a service relationship with the library. As Godson writes, “they will only enter if they perceive something attractive or positive within the relationship,” (Godson, 2009, p.41). The perception of utility, or attraction, to a service such as the library is something that can be influenced by marketing. Another barrier to forming service relationships with internal customers is that internal departments can get stuck in a ‘silo’ mentality, and become focused only on their own objectives (Godson, 2009, p.277).

### **3.1.8 Singh’s Marketing Orientation model**

Singh’s model of marketing orientation describes libraries as having either strong, medium, or weak marketing orientations (Singh, 2009). In Singh’s model, libraries with a strong market orientation approach marketing with the goal of “identifying and meeting customer information needs”. Libraries with strong market orientation view meeting their customers’ needs as critical in terms of the future survival of libraries. They believe in putting in effort to find out what their customers need. As Singh states:

These libraries aim to build a relationship with their customers by offering tailored services and products which satisfy their information needs and problems (Singh, 2009, p.28).

Libraries with a medium market orientation have mixed feelings about marketing. Singh points out that the most typical attitude of this group is the focus on price and promotion at the expense of place and product. These libraries see value in the promotional aspect of marketing the library and its services, but are perhaps slightly less flexible in terms of tailoring the ‘product’ to meet their customers’ needs over their own goals (Singh, 2009, p.28).

Libraries with a weak market orientation do not see the value in marketing, and they do not seem to grasp the concept of tailoring their services to meet

customer needs. They are inward-looking and oriented towards traditional services. Their attitudes towards customer needs is described this way:

The libraries do not seem to appreciate that the quality of library services can be raised by putting more efforts in acquiring good knowledge about customers' needs and demands. (Singh, 2009, p.28)

The market orientation of libraries in Singh's model rests on how focused the library is on finding out the customer's needs and meeting them. In libraries with one member of staff, the views of the librarian will typically define how market-oriented the library is.

## **3.2 The school environment**

The school library is a service within a parent organization, serving the goals of the parent organization as well as its own. This section examines aspects of how the library fits into the wider school, including collaborative working between the librarian and the teachers, and relationships between the school librarian and his or her colleagues and managers.

### **3.2.1 Principals and head teachers**

The support of a head teacher is critical to the development of a school library, particularly in terms of vision, planning, resources, and monitoring problems (Oberg, 2006). Principals establish school climate, determine performance expectations, and set priorities for teaching and learning (Church, 2008). Ofsted found that in their survey, "overwhelmingly, the most significant element in bringing about improvements was the commitment and support of effective head teachers," (Ofsted, 2006, p.1). Successful school librarians enjoy the support of their principals (Shannon, 2009). Principals are particularly powerful stakeholders in Scotland, Australia, Canada, and Finland, where "the trend is to increasing decentralization of educational decision-making," (Henri et al., 2002).

### 3.2.2 Head teachers' perceptions of the school library

Turner, et al., comment that senior management is a major factor affecting the running of school libraries in England and Wales, but found that 27.2% of survey respondents disagreed (slightly or strongly) that senior management understand the way the library is run (Turner et al., 2007). A survey carried out by Wilson and Blake in 1993 in the US found that 90% of responding school librarians felt that principals were not knowledgeable of school library programmes, and that 68% of responding principals agreed (Church, 2008). Many school librarians believe that principals neither understand nor appreciate their role, nor do they believe that principals understand the potential influence of the school librarian on teaching and learning (Shannon, 2009). Oberg also notes that research has shown that teacher-librarians have low expectations of the support of head teachers, although they believe that support of the head teacher is critical to the success of the school library (Oberg, 2006). Recent research indicates that school librarians who feel that their supervisor is not supportive of the library were more likely to feel they have the same status within the school as clerical staff, more likely to be planning on leaving their jobs within two years, and are also far less likely to feel respected by teaching staff (Ritchie, 2011).

Kaplan characterizes the principals' attitudes towards school libraries as one of benign neglect, and concluded that principals are ignorant of the instructional role of school librarians and their potential contributions to the instructional programme of the school (Church, 2008). Many other authors have commented on the lack of awareness school principals have of their own school library programmes (Hartzell, 2002). Church points out that ignorance on the part of the principal regarding the teaching and learning role of the school librarian "prevents the library program from developing to its full potential and prevents the library media specialist from actively contributing to student learning to the greatest possible extent," (Church, 2008). In fact, Mardis reports that many school librarians are prevented from carrying out an instructional role because they are perceived as traditional librarians by teachers and administrators

(Mardis, 2007). This perception is so pervasive that many librarians execute the role of a traditional librarian more than that of a programme manager, teacher, or instructional partner (Mardis, 2007). It is perhaps a positive sign that Wilson and Blake's 1993 survey also found that 78% of principals agreed that information about school library programmes should be included in courses designed for principals-in-training (Church, 2008).

Hartzell comments that principals tend to have a traditional view of the school librarian as one who manages a book collection, and whose major role is in reference and research (Hartzell, 2002). They also perceive school librarians to be stereotypically fussy, difficult, and socially inadequate (Hartzell, 2002). Hartzell (2002) comments further that principals do not view school librarians as instructional partners, curriculum consultants, staff developers, or programme advisors, all of which are roles highlighted in various standards and documents published by AASL, such as *Information Power* (AASL & AECT, 1998).

Despite the body of evidence linking school libraries with increased academic achievement, a 2002 School Library Journal survey found that fewer than half of responding principals (47%) acknowledged a direct connection between the school library programme and student achievement, and 41% acknowledged a direct effect on standardized test scores (Church, 2008). Principals are also likely to consider school libraries to be of lesser importance compared to other units within the school. Roys and Brown (2004) conducted a survey of principals, asking them to rate the importance of various characteristics of a school librarian. Principals rated managerial skill and sociability as very high, which is an indicator that they see librarians as department managers, however, they considered having an MLS (Master of Library Science degree) to be "of less than fair importance," the only item to be designated as such (Roys & Brown, 2004). An MLS was ranked the lowest of all the items in the survey, which included having a background in young adult literature and having a school library media specialist endorsement in one's teaching certification (Roys & Brown, 2004). Roys and Brown comment that this may mean principals do not see librarianship as a "knowledge area", whereas in contrast, a principal would

consider it important for a physics teacher to have a degree in physics (Roys & Brown, 2004).

Alexander, Smith, and Carey found that given a choice of five aspects of the school librarian's role (information literacy, collaboration, learning and teaching, information access, and programme administration) most of the 180 principals surveyed rated learning and teaching the least important. Of greater concern to school librarians will be their finding that on a scale of 1 to 5, "the highest mean on any of the rankings was 3.30... Findings indicate somewhat low principal perceptions of the SLMS in all five roles," (Alexander et al., 2003). The authors comment that school librarians might not be "particularly pleased" with a rating of 3.30 on a five-point scale. Roys and Brown comment that, since the MLS appears to be the best indicator of training for librarianship, and principals do not consider it important when hiring a school librarian, it is possible that principals understand neither the duties of a school librarian, nor the training involved in an MLS (or equivalent), and as a result, "may have a narrow view of the role of the school library media program," (Roys & Brown, 2004).

Shannon's work contradicts many of these earlier findings. Her survey of principals in South Carolina found that the competencies rated most highly by South Carolina school principals "were competencies associated with teaching and learning... three of the four most highly rated competencies were related to the role of the librarian as teacher and instructional partner," (Shannon, 2009).

Research comparing school libraries in Australia, Canada, Scotland, and Finland suggests that Scotland is an exception in terms of the training and qualifications of school librarians. The authors comment that in Scotland, where school librarians are not qualified teachers, head teachers believed that school librarians should have dual qualifications as teachers and librarians, "and that cooperative planning and teaching should take place in the library and in the classroom," (Henri et al., 2002). School librarians in Scotland did not agree. According to the authors, school librarians in Scotland were the only responding group who "did not rank the dual qualification belief in their high-priority belief

list." In contrast, school librarians in Scotland, but not head teachers, reported believing that school librarians should be IT leaders in the school (Henri et al., 2002). School librarians in Scotland, like in Canada and Finland, though not Australia, reported that getting support from school administrators and teachers was a critical challenge (Henri et al., 2002). Participants in Scotland believed that teachers' attitudes and beliefs, and the head teacher's lack of understanding and leadership on information skills were barriers to the integration of information skills across the curriculum. Scottish respondents also agreed that there was not enough time available for teachers and librarians to work together (Henri et al., 2002).

### **3.2.3 Origins of head teachers' perceptions**

Principals' perceptions of school libraries are shaped by their own experiences and training (Church, 2008). Hartzell comments that administrator training not only overlooks the positive potential of the school library and school librarian to the curriculum, but that "principalship textbooks are almost universally silent on school libraries and their operation," (Hartzell, 2002; Hartzell, 1997). Most educators training future principals are themselves former principals, and perpetuate this omission. According to a survey by Veltze, 90% of responding lecturers of educational administration programmes did not view the principal as an important influence in teacher-librarian collaboration, despite the fact that a number of studies suggest that the principal is a key influence (Hartzell, 2002). Hartzell also comments that publications aimed at principals and administrators rarely cover issues relating to school libraries.

Personal experience is also an important factor in how head teachers perceive school librarians. Principals' perceptions of the school library began forming when they were students themselves, as well as when they were classroom teachers (Church, 2008). Principals learn from their own personal observations and conversations with school librarians, teachers, students, and parents, and this forms the basis for the knowledge about the school library programme. One study found that principals gain most of their knowledge about school libraries

from their current school librarian, (Church, 2008) a position backed up by Tilke (2002). Tilke poses a potential reason why head teachers may have little understanding of the role of school librarians: because many may never have ever hired one. As Tilke points out, if a school librarian has worked at a school for ten years, and the head teacher has worked there for nine, then that head teacher will have never hired a librarian in that school. The school librarian in that school may even be the only school librarian the head teacher has ever managed, potentially providing a narrow perspective on the capabilities of school librarians. The same circumstances could lead to similarly limited experiences of school librarians for the business manager, or any other member of the senior management team in a school (Tilke, 2002, p.32).

What is the significance of the pre-existing perceptions that principals hold of school librarians? Research suggests that these perceptions influence decision-making, and the more decision-making power a principal holds in terms of the school library, the greater the significance this is to school librarians.

Psychology research suggests that when making decisions which are difficult because of complex or unfamiliar information or a lack of time, people are more likely to rely on stereotypes, which, according to Hartzell, may explain why many principals rank school libraries as more important in theory than they do within their own schools (2002).

#### **3.2.4 Teachers and the school library**

Teachers' ignorance of the school librarian's role is a well-worn topic in the literature (Asselin & Lee, 2002; Hartzell, 1997; Knuth, 1995; Miller, 2004; Shannon, 2008; Wolcott et al., 1999). Teachers generally have little to no knowledge of the role of the school library and librarian (Miller, 2004). This ignorance afflicts both new and veteran teachers, and the wider literature suggests that teachers are most ignorant about the teaching and instructional-partner roles of the school librarian (Miller, 2004). The traditional tasks of promoting reading and providing resources are more readily accepted by teachers than the idea of the school librarian taking on a more central role in



curriculum and instruction (Shannon, 2002). Although the bulk of the studies cited in this paragraph took place in the US and Canada, teacher ignorance of the role of school library media specialists is not limited geographically. A study in New Zealand found that teachers in all four schools studied were “uncertain whether the library was central to learning,” (Miller, 2004). Wolcott, Lawless, and Hobbs (1999) comment that pre-service teachers identify the school library media specialist with the “more traditional ‘librarian’ role”, suggesting that any misperceptions future teachers had upon entering teacher education were retained.

Hartzell (2002) comments on the egalitarian culture of teaching, noting that veteran and newly-qualified teachers perform the same duties. Hartzell comments further that this egalitarian culture makes it difficult for one teacher to teach another better methods of doing things within the same school. He concludes that the American idea of the pro-active information literacy leader and instructional partner is a threat to teachers:

By definition, the involved school library media specialist described and encouraged in *Information Power* violates these egalitarian norms. The *Information Power* media specialist is asked to provide leadership rather than just support not only by teaching students, but by teaching teachers... Many teachers still see specialist attempts to behave as a staff developer, curriculum advisor, or instructional consultant as academic incursions, and interpret them as encroachments on teacher autonomy by an arrogant peer. (Hartzell, 2002)

Hartzell suggested in 1997 that that the fault in teacher education was to omit collaboration with any other adult at all, in contrast to collaborative models of working found in other professions such as medicine, law, and architecture (1997). As we will discuss in the next section, collaboration amongst classroom teachers has developed considerably in the education community in recent years, however, evidence suggests that teachers do not have a full understanding of the role of the school librarian because the school library media centre is not included in most teacher education courses (amongst

others, see Asselin & Lee, 2002; Hartzell, 2002; Hartzell, 1997). Knuth comments that teachers must absorb and accept the school library as a pedagogical tool in order for school libraries to be used to their full potential, recommending that all teacher training programmes “incorporate resource-based learning and co-operative teaching methods which enhance concepts of the library as an educational resource,” (Knuth, 1995).

### 3.2.5 Teacher-librarian collaboration

Collaboration amongst teachers is a relatively recent (and still emerging) development in American education. Traditionally, teachers have enjoyed autonomy and taught in isolation, and teacher education courses have neither modelled collaborative working nor directly required it (Goddard et al., 2007, p.878; Levine & Marcus, 2007, p.118). Recent research suggests that this is still the case in many places, and that teachers prefer to work alone, adopting a policy of non-interference (Levine & Marcus, 2007, p.128). Recent educational reform movements have emphasized increasing teacher collaboration, and with good reason, as several studies have suggested collaboration amongst teachers, as well as teachers working in teams, have yielded positive results for teachers, as well as both academic and behavioural improvements in students (Goddard et al., 2007, p.881). According to Darlington-Hammond and McLaughlin, the following systems should be in place in order to enable collaboration amongst teachers:

- ❖ Blocks of time to work collaboratively
- ❖ Systems for working on teams
- ❖ Participation of non-teachers alongside teachers (such as parents, administrators, and school support personnel) (Darling-Hammond & McLaughlin, 1995, p.1)

They also recommend that leadership at the local authority level should encourage and provide resources for collaboration (Darling-Hammond & McLaughlin, 1995, p.1).

In the US, collaboration between the school librarian and the classroom teacher is accepted as an essential part of a model school library programme (Montiel-Overall, 2005, p.25). Collaboration is one of the major themes underpinning the vision of school librarianship put forth in *Information Power* (AASL & AECT, 1998, p.4). Collaboration is also a well-covered topic in the school library literature. Loertscher's Taxonomies comprise a series of models of librarian-teacher collaboration, each taxonomy representing a spectrum of involvement (Loertscher, 2000). At the low end of the spectrum there is "no involvement", where the library is bypassed entirely, and at the other end there is "curriculum development" where the librarian is actively involved in developing curriculum in the school or district (Loertscher, 2000, p.17). Montiel-Overall has built upon this work, focusing exclusively on the collaborative aspect of the school library programme in the "TLC" model, which stands for "teacher-librarian collaboration" (Montiel-Overall, 2007). The TLC model is based on four facets of collaboration: coordination, cooperation, integrated instruction, and integrated curriculum. The four facets can be described as follows.

- ❖ *Coordination (facet A)*: organizing or synchronizing events with a minimal need for communication or collegiality.
- ❖ *Cooperation (facet B)*: goals and objectives are developed independently, and although joint instruction may be involved, sequencing and connectedness of library and subject content are not necessarily considered.
- ❖ *Integrated instruction (facet C)*: involves joint thinking and planning, as well as integrating teacher's and librarian's expertise in coherent lessons that reflect both disciplines in order to improve students' learning and understanding.
- ❖ *Integrated curriculum (facet D)*: the librarian and teachers meet regularly and jointly think and plan in order to integrate information literacy and subject content across the curriculum. (Montiel-Overall, 2007)

These four facets of collaboration are not stages towards an ideal, as in Loertscher's taxonomy, nor are they isolated practices. The four facets of collaboration are all part of the collaboration process, and each facet is required to make collaboration work (Montiel-Overall, 2008, p.152).

Montiel-Overall has also studied the processes enabling collaboration. According to her research, good personal relationships, the librarian's knowledge of the curriculum, and shared goals of improving learning are important to successful collaboration (Montiel-Overall, 2008). Time is a significant barrier to collaboration, and teachers often needed to spend time outwith their contracted hours to work (Montiel-Overall, 2008, p.153). Montiel-Overall's work exploring what enables teachers and librarians to collaborate highlights the level of interplay and connectedness between the school librarian and the school environment. She uses the term "catalyst" to describe the right person, or the right set of behaviours, interacting with the right environment, as the process that allows collaboration (Montiel-Overall, 2010, p.49). The relatedness of the teacher or librarian to their working school environment will be critical in the examination of the data collected for this work.

### **3.3 Professional support**

Literature suggests that professional support can be significant in the lives of professionals. Two major forms of professional support are peer networks and authoritative bodies, such as professional associations. We will discuss these in turn.

#### **3.3.1 Peer support**

One form of peer support for professionals is communities of practice: groups of people who share problems, concerns, or interests, and who also interact regularly in order to broaden or deepen their expertise in their area of shared concern (Wenger et al., 2002, p.4). Wenger uses communities of practice to further theory on learning as social participation. That is, people learn and develop professional knowledge by "being active participants in the practices of social communities and constructing identities in relation to these communities," (Wenger, 1998, p.4). Wenger suggests that communities can exist online as well as via face-to-face interactions (Wenger et al., 2002, p.4), but Harada, in a study of teacher-librarian partnerships, recommends that teachers should form communities of practice in their own schools to solve immediate,

authentic problems (Harada, 2009, p.8). We will revisit the idea of local support for school librarians in later chapters.

The benefits of participating in a community of practice extend beyond the simple deepening of professional knowledge. Participants also gain personally from knowing colleagues “who understand each other's perspectives and [from] belonging to an interesting group of people” (Wenger et al., 2002, p.5). Chapman and Hadfield similarly describe professional peer networks as a net held together by a combination of soft (social) and hard (professional) links. Soft links are the social threads that keep people together, but the purpose of the endeavour is the hard links: activities, meetings, and the amelioration of joint problems and fulfilment of shared professional goals (Chapman & Hadfield, 2010, p.311).

The suggestion made by these authors that social links support deeper professional purposes is consistent with Montiel-Overall's work on teacher-librarian collaboration (Montiel-Overall, 2008), however, explicit discussion of communities of practice of librarians is overlooked in the literature. Librarians are mentioned as potential facilitators of communities of practice for other disciplines: Harada's study of teacher-librarian partnerships is one such example (Harada, 2009), and Tyndall's study of how librarians can contribute to the professional development of medical students is another (Tyndall, 2008).

### **3.3.2 Professional associations**

The major functions of professional organizations, as identified by the American Society of Association Executives, include encouraging robust research activity, the publication and dissemination of research findings, skills training and professional development, the propagation and maintenance of standards, providing professional peer networking opportunities, and advocacy on behalf of its members, both in matters of public policy and simply by raising awareness of issues affecting its members (Chernow et al., 2003; Matteson, 2008).

Professional associations also act as agents of change, spreading new ideas throughout the profession (Knuth, 1997). The security of the occupation itself,

and the opportunity to shape the future of the profession are other reasons members benefit from strong professional organizations (Chernow et al., 2003). The social aspect of professional associations should not be overlooked (Broady-Preston, 2010, p.68). School librarians in particular benefit from the professional networking opportunities provided by a professional association, because school librarians, “whose work by nature spans two professions, may be especially prone to feelings of alienation that membership in a professional association can offset,” (Knuth, 1996).

### **3.3.3 Perceptions of US versus UK professional associations**

The American Association of School Librarians (AASL) are the voice of school librarianship in the United States, and they have “profoundly affected the course of school librarianship” by successfully acting as an agent of change and innovation (Knuth, 1997, p.307-308). In the UK, the voice of school librarianship is divided between the Chartered Institute of Library and Information Professionals (CILIP) and the School Library Association (SLA), who “frequently issue conflicting policy statements and standards, and as a result the acceptance and implementation of school libraries have been inhibited,” (Knuth, 1997, p.308). CILIP is seen by some as passive and as not taking the lead in matters of advocacy (Ashcroft, 2003; Owen, 2009). For instance, CILIP take a passive approach to salary guidelines, having employers come to them to ask about salary guidelines for librarians (Ashcroft, 2003). Achieving statutory status for school libraries in England and school librarians across the UK is not currently a priority for CILIP. The Policy & Advocacy Director of CILIP stated in 2009 that campaigning for school libraries to become statutory is not part of current CILIP policy and “would be broaching totally new territory,” adding that “any such campaign would best be done in partnership and I expect schools and local education authorities might oppose,” (Owen, 2009). In contrast, AASL have successfully lobbied state governments to raise the training and qualification requirements for school librarians, fulfilling the advocacy purpose of a professional association (Chernow et al., 2003;Knuth, 1995; Shannon, 2002).

### 3.4 Facets of a good school library

One of the contributions of our work will be to take an interdisciplinary approach and apply literature from related fields to our model for school libraries in Scotland. Much can be learned from research in the fields of librarianship, education, and service marketing, particularly when one considers that a school library is at once a library, a part of an educational institution, and a service. Based on the literature reviewed in this chapter, the following sets of qualities have emerged as what one might expect would support a successful school library programme. For ease of reading, these qualities have been put into lists, in the following categories: the school librarian, the school environment, and the professional support available to the librarian.

According to the literature, a successful school librarian will:

- ❖ Be a professionally qualified librarian (Stimpson, 1976, p.24)
- ❖ Develop positive relationships with students (Hughes et al., 2001; Newberry, 2010; White, 2000)
- ❖ Demonstrate appropriate dispositions across the intellectual, cultural, and moral domains (Katz & Raths, 1985; Council of Chief State School Officers, n.d.; NCATE, 2010; Schussler et al., 2008b)
- ❖ Display a disposition of caring towards students (Newberry, 2010; O'Connor, 2008)
- ❖ Display empathy and perspective-taking (Birdi et al., 2008; Oswald, 1996; Parker & Axtell, 2001)
- ❖ Deliver strong service encounters and build strong service relationships (Chandon et al., 1997; Godson, 2009; Gutek et al., 2002; Nicholson et al., 2001; Ng et al., 2011)
- ❖ Interact courteously with users (Johnson & Zinkhan, 1991, p.12)
- ❖ Offer tailored services which satisfy users' information needs and problems (strong market-orientation) (Singh, 2009, p.28).
- ❖ Be a service enthusiast rather than a service bureaucrat (Godson, 2009, p.289).
- ❖ Be service-oriented (Alge et al., 2002, p.468).

- ❖ Go beyond the minimum required and voluntarily do more than what is strictly specified in the role description (Becton et al., 2008; DiPaola & Neves, 2009, p.493).
- ❖ Align one's own goals to the goals of the school (Delaney, 1968, p.45; DiPaola & Neves, 2009; Oplatka, 2007)
- ❖ Be enthusiastic about working with others (Montiel-Overall, 2008)
- ❖ Have as a main goal the enhancement of teaching and learning (Montiel-Overall, 2008)
- ❖ Be trustworthy and capable of developing personal relationships with colleagues (Montiel-Overall, 2008)

The school environment has been shown in the literature to have a significant impact on the functioning of the school library programme. The successful school library sits within a school that will:

- ❖ Facilitate a culture of collaboration in which librarians and teachers co-plan projects (Loertscher, 2000; Montiel-Overall, 2007).
- ❖ Have an atmosphere where colleagues have strong relationships and trust one another (Montiel-Overall, 2008).
- ❖ Employ administrators who expect collaboration and idea-sharing to occur (Montiel-Overall, 2008)
- ❖ Employ administrators who are knowledgeable about the school library programme and who support the school library programme in terms of vision, resources, planning, and problem-solving (Church, 2008; Oberg, 2006).
- ❖ Employ administrators who do not want a school librarian to fulfil a traditional (i.e. operational) role (Hartzell, 2002; Mardis, 2007)
- ❖ Employ administrators who see the librarian as having an area of expertise (Roys & Brown, 2004).

The literature also suggests that professional support is important to the personal and professional wellbeing of professionals. According to the literature, this professional support will comprise:

- ❖ A professional association that generates standards, which serve to formalize models of practice (Knuth, 1997)
- ❖ A single professional association that acts as "the voice" of school librarians (Knuth, 1997)



- ❖ A professional association that provides networking opportunities to combat professional isolation (Chernow et al., 2003; Knuth, 1996)
- ❖ Peer support networks that meet regularly (Chapman & Hadfield, 2010; Wenger, 1998; Wenger et al., 2002)

A school library that meets all of these criteria, in all of these areas, would most likely be an example of excellence.

In addition to factors in these three areas, the Lance studies collectively suggest the importance of good library resourcing. Though they do not recommend specific levels of resourcing, the Lance studies indicate that school library programmes that have more of the following have a greater impact on student attainment (Lance, 2006; Lance & Hofschire, 2011; Lance et al., 1993; Lance et al., 2007; Lance et al., 2000; Lonsdale, 2003; Sinclair-Tarr & Tarr, 2007):

- ❖ Funding
- ❖ Professional librarians on staff
- ❖ Library staff
- ❖ Librarians who participate in library-related instruction
- ❖ Number of hours a librarian is on duty
- ❖ Library staff dedicated to information skills
- ❖ Number of information literacy lessons students receive

This indicates that a well-resourced school library programme has more of an impact on student attainment, although it does not speak to the other measures of success that we have discussed throughout this chapter. Quantitative measures of library provision will not be a significant feature of this work, nor will they be part of our model, however, we will provide an overview of aspects of budgeting and staffing in our case study libraries for comparison in Chapter 5.

### 3.5 Summary

This chapter examined the question of what makes a good school library through the literature. The literature suggests that the success of a school library programme is multi-dimensional, complex, and potentially dependent on inter-connected relationships within the school. Although much of the literature

indicates that the librarian is the major internal influencer on the quality of a programme, the library and librarian work within a larger system, and there are potentially many external influencers on the quality of the programme. The case study data presented later on will highlight how these relationships and multiple factors both limit and expand the potential for the school library. In the next chapter, we will begin discussing our case studies, addressing, in depth, the methods and procedures undertaken throughout our field study and analysis.

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## 4 Methods

### 4.1 Developing the research questions

The purpose of this study is to develop a model for school libraries in Scotland based on best practices identified through the literature and through our case studies in the US and Scotland. This work was motivated by the researcher's experience whilst completing the work placement portion of a Masters degree in Library and Information Science at the University of Strathclyde in Glasgow.

After spending four weeks in Glasgow secondary schools and two in the central school library services, the researcher was struck by how isolated the school librarians were from the rest of the school, and by the low profile of school librarians generally, even within librarianship. The researcher had previously lived in the US for many years and had worked in a combined elementary and middle school in the State of Connecticut that employed two librarians and a library assistant. The library there was treated as integral to the functioning of the school, and focused strongly on supporting the curricular learning of all students. The librarians there delivered instruction to classes in various year groups on information skills and information seeking. The difference was striking.

As part of Masters research on the self-perceived status of school librarians in the UK, the researcher attempted to find out if librarians across the UK felt similarly low in status within the school, and if they felt ignored by their colleagues. In addition, the researcher sought to find out how widespread the perception was of school librarianship as a job for new graduates who risk "getting stuck" if they stay in the job for more than a year or two (Ritchie, 2011). The results of this research presented a complicated picture, the depth of which was limited by the size of the study and the quantitative nature of the data.

In order to gain a deeper and richer picture of how school libraries work, the researcher wanted to observe, closely, the workings of a school library. Much is

written about American school libraries, and little is written about Scottish school libraries. It would be irresponsible to assume that one could import the US model of school librarians to Scotland, given the systemic differences in training and qualifications, as well as the different size and relative strengths of the professional associations. As such, this research was driven by the desire to find out *what allows school libraries to succeed*, at an individual level. The research questions developed for this work grow from this desire. The research questions of this study are:

- ❖ What allows a school library to succeed?
- ❖ What can prevent a school library from succeeding?
- ❖ What are the different internal and external factors that hold influence over the development of the school library programme?
- ❖ How important are the systemic differences between the US and Scotland to the success of a school library?

These questions attempt to address issues affecting school libraries deeper than resource provision or knowledge gained from surveys or questionnaires. The research questions should dictate the methods chosen for any given study (Corbin & Strauss, 2008, p.12), and the remainder of this chapter explains how they did.

## 4.2 Research Design

This research uses a methodology that is part-grounded theory, part-multiple case study. It is not purely one or the other, although concepts, tools and procedures from both are the primary foundation of the methods used in this work. This practice of mixing methodologies in this way has traditionally been seen as violating the principles of grounded theory, although it is now considered valid to use grounded theory in part, alongside other methodological approaches (Goulding, 2005, p.298).

Grounded theory is well suited to, and often used with qualitative case study: both are flexible methods, focusing on the significance of events regarding real-world problems in real-world settings (Bryman, 2008, p.541; Cohen et al., 2000,

p.182; Denscombe, 2007, p.37). Despite their common pairing, inherent contradictions exist in combining the two methods: Yin comments that a researcher must develop theory prior to the collection of case study data, however, this stance “contravenes a key tenet of grounded theory,” (Fernandez et al., 2002, p.114). Denscombe agrees, suggesting that the grounded theory notion of not identifying who or what will be included in a sample prior to fieldwork, for example, runs counter to conventional social research because social researchers are normally expected to have a clear vision prior to fieldwork based on existing theories (Denscombe, 2007, p.90). Charmaz reconciles these tensions by commenting that researchers can use basic grounded theory procedures such as coding, memo-writing, and theoretical sampling like “any container into which different content can be poured,” (Charmaz, 2006, p.9).

Although the researcher had not developed theory by the start of case study data collection, there were already a number of provisional themes in the researcher’s mind at the outset of this study, and much literature had been read. Additionally, the goal of the research, to develop a model for school libraries in Scotland based on case studies in the US and Scotland, had already been established by the time it was decided to use grounded theory. The sequencing of this may cause some to object legitimately that the research aim was already too specific for this to be called a pure grounded theory study, although the grounded theory tools of sensitivity, theoretical sampling, memoing and iterative coding were used extensively, openmindedness was maintained throughout and indeed, provisional ideas were discarded or modified as data emerged from the cases. Adaptations have similarly been made regarding case study methods, in that the researcher conducted five case studies but presents the data thematically, and emphasizes the cross-case comparisons more heavily than the cases themselves.

Using Charmaz’s image above, the case study data was poured into a grounded theory container—in other words, the case study data was collected, analyzed and presented, using a grounded theory framework. It is neither pure grounded

theory nor pure case study research. Given the entire set of methods used, it is perhaps accurate to say that the researcher uses multiple case study and grounded theory as part of a hybridized, qualitative piece of research. This research uses grounded theory as an approach to data collection and analysis that accounts for case study data but is limited neither by traditional case study methodology, nor by strict tenets of grounded theory. This type of adaptation is recommended by Fernandez, et al. (2002, p.113) and considered accepted practice by Charmaz and Gouling (Charmaz, 2006, p.9; Gouling, 2005, p.298). Mixing different research methods is particularly appropriate for research that is pragmatic in orientation, and seeks to resolve practice-related problems (Cresswell & Plano Clark, 2011, p.40). This remainder of this section will outline the methods that were chosen, and the reasons for doing so.

#### **4.2.1 Narrowing the approach: early decisions about research design**

The decision to use a comparative case study method was the first decision made regarding the research design. This decision was reached because a comparison between the United States and Scotland was fundamental to the project, and because case study would serve the goal of accommodating an investigation of complicated interconnected relationships and hidden meanings within a natural, pre-existing setting (Denscombe, 2007, p.38). The goal was to go beyond published statistics and guidelines and generate complex, rich data. It was therefore decided to use purely qualitative methods of data collection, because that would allow the researcher to seek the meanings of phenomena and their interconnected nature (Crabtree & Miller, 1999, p.6). Once it had been decided that the basic research design was qualitative multiple case studies, elements from grounded theory were chosen as the framework of analysis. Grounded theory will be discussed in detail in the next section. Grounded theory is well suited to case study, and it is a particularly common pairing with qualitative case study: both have a real-life, pragmatic focus, both are flexible and allow for spontaneity, and both focus on the significance of events, rather than the quantity of events (Bryman, 2008, p.541; Cohen et al., 2000, p.182;

Denscombe, 2007, p.37). Thus, the first essential decisions made about the research methods were as follows:

- ❖ Approach: multiple (comparative) case study
- ❖ Data type: qualitative
- ❖ Framework for analysis: grounded theory

The primary objective in grounded theory research is not to impose an external set of hypotheses on data before beginning research, rather, to enter into a study with an open mind and allow ideas, concepts, and themes to emerge from the data (Charmaz, 2006, p.5). There is much disagreement about what exactly constitutes grounded theory methodology, in no small part due to the fact that the two progenitors of grounded theory, Strauss and Glaser, disagreed over the development over their ideas and eventually developed divergent approaches (Bryman, 2008, p.541). A key difference between the Strauss and the Glaser branches of grounded theory is that Glaser discourages the researcher from undertaking a literature review prior to entering the field, in order to protect emergent themes in the data from potential bias (Glaser, 1998, p.67). Strauss embraces the literature review, as we will discuss in the next section.

The variation of grounded theory used for this research is the Strauss model, with input from Charmaz, who simplifies some of the coding procedures (Charmaz, 2006). This study uses basic grounded theory guidelines such as coding, memo-writing, and sampling for theory development, and discards the more rigid and prescriptive elements, as Charmaz advises (Charmaz, 2006, p.9). This study follows Charmaz's view that grounded theory methods are a set of "principles and practices, not as prescriptions or packages," emphasizing "flexible guidelines, not methodological rules, recipes, and requirements," (Charmaz, 2006, p.9). It is these principles that have informed this work.

### **4.3 The grounded theory process**

Grounded theory is an approach to qualitative data analysis that aims to generate theory from data (Bryman, 2008, p.694). The term 'grounded theory' is often used interchangeably with 'inductive approach', though 'grounded theory'

really refers to a set of procedures wherein the researcher generates concepts, further lines of enquiry, and theory from the data that is gathered (Bryman, 2008, p.541). Like case study, grounded theory is focused on real life situations and problems (Selden, 2005, p.117). Grounded theory methods, mainly those promoted by Corbin and Strauss, as refined by Charmaz, guided this study from start to finish. Grounded theory was chosen for this study because:

- ❖ It facilitates the exploration of new ideas
- ❖ It is recognized as a legitimate qualitative research method
- ❖ It is an adaptable approach suitable to a variety of data collection methods
- ❖ Its pragmatic focus makes it well-suited to studies in education and other fields concerned with interpersonal relations
- ❖ It is well-suited to small-scale research conducted by individuals (Denscombe, 2007, p.93)

Grounded theory is iterative, meaning that data collection and analysis occur simultaneously, feeding back into each other to propel the generation of theory (Bryman, 2008, p.541). Two concepts, sensitivity and theoretical sampling, should be discussed here, as they are hallmarks of grounded theory research, and readers who are more familiar with deductive or quantitative research may appreciate the explanation.

Sensitivity, in the context of grounded theory, means the ability to pick up on subtle cues and nuances in the data that point to meaning (Corbin & Strauss, 2008, p.19, 32). Sensitivity means that the researcher becomes an instrument of research, and uses his or her insight to see events in the data and derive their meaning through analysis (Corbin & Strauss, 2008, p.33). Sensitivity stands in contrast with the notion of objectivity, the idea that phenomena exist as external facts that are beyond the reach, influence, or perception of social actors (Bryman, 2008, p.18). Corbin and Strauss, however, comment that “we all know that objectivity in qualitative research is a myth,” (Corbin & Strauss, 2008, p.32). It is here that Corbin and Strauss’ acceptance of a literature review matters, because they contend that sensitivity is greatly increased by having a mind prepared by literature, pre-existing professional experience, or other pre-



existing knowledge (Corbin & Strauss, 2008, p.33). Sensitivity is facilitated by closeness to the data, not by the distance required of quantitative methods that stress objectivity (Corbin & Strauss, 2008, p.32).

This closeness to the data similarly encourages grounded theory researchers to make decisions based on themes in the data being analysed, a process called theoretical sampling. Theoretical sampling requires the researcher to make decisions about where next to collect data by looking at the data already collected, analyzing it, identifying further lines of inquiry, and determining how those lines of inquiry are best followed (Corbin & Strauss, 2008, p.143). Contrary to methods that require the researcher to have a detailed plan at the outset of a study and, for example, require questions to be piloted or tested beforehand, theoretical sampling aims to maximize the discovery and exploration of relevant information, concepts, variations, and the relationships between them (Corbin & Strauss, 2008, p.143). Some commentators warn that theoretical sampling should not be done too early in the research process, or the path of data collection will be forced rather than emerge (McCreaddie & Payne, 2010, p.788). There will be further discussion of grounded theory methods throughout the rest of the chapter as appropriate.

## **4.4 Literature review**

### **4.4.1 Concepts generated from literature review**

The literature provided a preliminary framework for what might be encountered thematically in the field. As Corbin and Strauss point out, literature can be used to formulate questions and develop the sensitivity of the researcher to the data (Corbin & Strauss, 2008, p.38). Sensitivity, or the ability to pick up on relevant issues in the data, does not happen by chance: literature, theories, professional knowledge, and past experience all serve to prepare the researcher's mind to see emergent themes in the data (Corbin & Strauss, 2008, p.32). As such, the characteristics of a successful school library programme discussed in the previous chapter were used to sensitize the researcher and

focus attention on phenomena in the field, which is consistent with the variation of grounded theory we are using for this work (Corbin & Strauss, 2008, p.146).

Preliminary themes pulled from the literature include:

- ❖ The attitude of the head teacher or principal towards the library (Church, 2010; Church, 2008; Hartzell, 2002; Oberg, 2006)
- ❖ The personality or dispositions of the librarian (Delaney, 1968)
- ❖ The relationships between the school librarian and the teachers (Hartzell, 1997; Knuth, 1995; Miller, 2004; Montiel-Overall, 2005)
- ❖ Information literacy lessons in the library (Lance et al., 1993; Lance et al., 2007)
- ❖ Teaching activity of the librarian (Lance et al., 1993; Lance et al., 2007)
- ❖ Training and qualifications of the librarian (Herring, 1988)
- ❖ Differences in the strength of the national professional associations in the US and UK (Ashcroft, 2003)

The last two items were of particular interest since they represent embedded, systemic features that are completely different in the US and UK models of school libraries. One of our research questions asks how important these differences are to the daily functioning and success of our case study school libraries. These preliminary themes served to guide the first week of field study. Additional provisional themes that informed the beginning of the field study were those that emerged from the researcher's previous work: that Scottish school librarians suffer from a lack of specialized training and teacher training, and that they are also poorly supported by weak professional associations (Ritchie, 2011).

#### **4.4.2 The literature review in grounded theory and the writing process**

Although the fieldwork was informed by provisional themes from the literature, the process of writing up this work and shaping it into a readable document risks leaving the impression that the process of reviewing the literature was more linear and straightforward than it was. As is appropriate in grounded theory, themes and concepts that emerged from the data were a critical part of

the case studies, and were integrated throughout, often by a concurrent or subsequent investigation of the literature, as they had not been anticipated by the literature up to that point. An example is the inclusion of the service encounter and the terms “service bureaucrat” and “service enthusiast” in the literature review. These concepts emerged from the field study at CT3, the only case to have more than one professional librarian. This library was staffed by multiple librarians with noticeably divergent attitudes, as observed in their interactions with students. The observations of these interactions led directly to investigations in the literature regarding the service encounter and the interactions between a customer and a service provider (see Chapter 8 for an in-depth discussion of how this manifested itself at CT3). Because the structure this work is put together to ground the reader in the literature before presenting the findings, it may seem as if this had been a known concept from the beginning, but this was not the case.

## 4.5 Fieldwork

### 4.5.1 Case studies

Case study has been described as the study of an instance in action (Cohen et al., 2000, p.181). Case study is not a single method, but is a collection of methods focused on the examination of a specific, natural situation (Bell, 1999, p.10; Yin, 2009, p.101). Case studies are set in naturally-occurring contexts that enable temporal, geographical, and organizational boundaries to be drawn around the case, and can be defined by characteristics of individuals and groups involved and by participants’ roles and functions in the case (Cohen et al., 2000, p.182). Case studies generally have the following characteristics:

- ❖ Depth of study rather than breadth
- ❖ The particular rather than the general
- ❖ Relationships and processes rather than outcomes
- ❖ Holistic view rather than isolated factors
- ❖ Natural settings rather than artificial situations
- ❖ Multiple sources rather than one research method (Denscombe, 2007, p.37)

Case study was chosen for this work because it can provide insight into real life situations and the complexities of real people in them (Cohen et al., 2000, p.182). Case study was also chosen because it works best when the researcher wants to investigate an issue in depth, accounting for the complexity and subtlety of real life situations—it is particularly suited to the study of processes and relationships in a given setting (Denscombe, 2007, p.38). Case study is a very flexible method that allows the researcher to include unanticipated events, and the capacity to include details that would not be possible with a broader set of data (Cohen et al., 2000, p.184). Case study encourages the researcher to employ a variety of research methods; for instance, observational data, documentary evidence, and interview data can be combined to create as full a picture of the case as possible (Bryman, 2008, p.700).

#### **4.5.2 Criticisms of case study**

Many of the criticisms made of case study can be made of qualitative research in general. Denscombe complains that case study suffers from unwarranted criticism that it produces 'soft data' and lacks the rigor of other social science methods (Denscombe, 2007, p.45). He links this view with the association of case study research and qualitative, interpretive methods "rather than quantitative and statistical procedures," (Denscombe, 2007, p. 46). A common criticism is that it does not produce data that can credibly be generalized (Bell, 1999, p.11; Cohen et al., 2000, p.184; Denscombe, 2007, p.45). Qualitative researchers, however, value depth rather than the breadth easily obtainable with quantitative methods (Corbin & Strauss, 2008, p.13), and in complex real-life settings such as those studied in this investigation, qualitative research will allow us to achieve that depth.

#### **4.5.3 Multiple-case studies**

This research used the multiple-case study approach, defined by Bryman as a case study that uses qualitative methods to examine more than one case (2008, p.60). Bryman comments that the main argument for multiple-case study is that by comparing two or more cases, the researcher is in a stronger position to

build theory (2008, p.60). Multiple-case study suits this research because this research was motivated by comparisons between school libraries in Scotland and the US. One of our fundamental questions is: what can we learn from US school libraries that we can apply to Scottish school libraries? This is the idea that binds the individual cases together, which is how a multiple-case study starts (Stake, 2006, p.23). Stake uses the term *quintain* to mean the target collection of cases, and a "phenomenon or condition to be studied" (Stake, 2006, p.6). When choosing cases for multiple-case study, attributes of the case itself and how the case itself fits into the quintain are considered.

#### 4.5.4 Developing case typology

The unit of case study in this research is the school, and its surrounding environment. This means that each case will be focused on one school, its school library and librarian, its teachers and administrators, its district or authority structure, and other elements that define what it is like to work in that school. The description of a school as a case or case unit should not undermine its status as a complex environment full of interconnected people and processes, as this very complexity is what is desirable in this study.

One of the criteria to consider when evaluating a potential case site is its appropriateness to the research (Lofland, et al., 2006, p.18). It is important for a researcher to choose a site that will help answer the research questions. In order to evaluate the appropriateness of a site, the researcher used Stake's method of developing a typology, or a set of attributes the sites will cover. When choosing cases for multiple-case studies, Stake offers the following three criteria (2006, p.22):

- ❖ Is the case relevant to the quintain?
- ❖ Do the cases provide diversity across contexts?
- ❖ Do the cases provide good opportunities to learn about complexity and contexts?

In selecting cases for multiple-case studies, it is important to maintain balance, variety, and relevance to the larger collection of cases (the quintain) and to the

goals of the research (Stake, 2006, p.26). For this research, the following typology was developed in order to maintain this balance and diversity (see table):

| <b>Typology of cases</b> |                       |                       |
|--------------------------|-----------------------|-----------------------|
| <i>United States</i>     | <i>Small district</i> | <i>Large district</i> |
| Middle school            | CT2                   | CT1                   |
| High school              | CT3                   |                       |
| <i>Scotland</i>          |                       |                       |
| <i>Small district</i>    | <i>Small district</i> | <i>Large district</i> |
| Secondary school         | SC01                  | SC02                  |

**Table 5: Typology of cases**

This typology produced six cells reflecting all possible combinations of the following attributes: country, size of the district, and age of the pupils. The goal when choosing sites was to reflect each attribute at least once. A large district and a small district were desired because the original inspiration for this research grew out of the researcher’s experience in Glasgow City Council, a district with around 30 secondary schools and over a hundred primary and special schools, and it was desirable to view another similarly-sized district, as well as a much smaller district (fewer than ten schools), in order to get as full a picture as possible about the potential differences between districts of differing sizes. The different levels of the schooling were included in the typology because Scottish secondary schools serve pupils aged 11-18, whereas American secondary schools typically only serve ages 14-18, so it was necessary to include a middle school, which serves ages 11-13, to represent the same age range across both countries. In the US, the three schools chosen reflect large and small districts, and middle and high school settings. The Scottish schools chosen are both secondary schools, and reflect both large and small districts (see Figure 2).

#### 4.5.5 Choosing and contacting the sites

With the typology developed, the researcher was in a position to evaluate sites for access and risk (Lofland et al., 2006, p.18). Access means not only gaining permission to enter and remain on a site for a set period of time, it also means having chances to observe and talk to participants. In order to facilitate this, contacts should be used where possible, and if one has no contacts at a particular site, it is important to identify and develop ties with “key gatekeepers” to facilitate access (Lofland et al., 2006, p.43).

The researcher and the department have existing education contacts in both the US and Scotland. In the US, these links are to individual schools, and exist through the researcher’s previous background in primary and middle school education. In Scotland, links with local authorities exist through previous studies carried out by the researcher and through contacts held by the researcher’s supervisor. Because the links in Connecticut were with individual schools, and the links in Scotland were with heads of school library service in local authorities, the selection process differed slightly in the two countries. In Connecticut, the researcher chose and contacted the schools directly. In Scotland, the researcher chose and contacted the authorities directly, who then selected a school and liaised with school personnel. See section 5.9 in this chapter for a discussion about obtaining ethical consent from schools prior to the start of field study.

In one case, in Connecticut, the researcher had no contacts at one school that otherwise fit into the typology, so the researcher identified and developed ties with a “key gatekeeper” at that school, in this case the school librarian (Lofland et al., 2006, p.43). Because the researcher had never personally met any of the librarians prior to starting the field work in any of the schools, the relationship between the researcher and the school librarian at CT1 was the same as the relationship between the researcher and every other school.

#### **4.5.6 Sites in Connecticut**

In the case of all three Connecticut schools, the researcher emailed or phoned the librarians and asked if the librarian was willing to allow the researcher into the library for two weeks. The researcher sent a statement of intent, approved by the departmental ethics committee, to the librarians, who passed this document on to their head teachers or principals and supervisors for approval. When all approvals were assured, the researcher scheduled two non-consecutive weeks in each school. As we will discuss in section 5.4, non-consecutive weeks were chosen to allow for comparisons to be made and additional lines of enquiry to be opened before fieldwork finished in each school.

#### **4.5.7 Sites in Scotland**

In Scotland, the researcher contacted heads of the school library services in each authority, and sent the statement of intent, approved by the departmental ethics committee. The researcher liaised with the heads of school library services and did not know which schools would be part of the study until relevant approvals had been gained and the researcher had confirmed that a successful Disclosure Scotland application had been made. When all approvals were assured, the researcher scheduled two non-consecutive weeks in each school.

#### **4.5.8 Basic timeline**

In this section we will give a brief overview of the period of field study, mentioning specific methods that we will discuss in detail in subsequent sections. The Connecticut case studies were conducted in May and June 2010. The Scotland case studies were conducted in February and March 2011. During the period of field work, the researcher spent two non-consecutive weeks in each school observing and interviewing participants, who were aware of the researcher's identity. As part of the grounded theory approach, the researcher used data as soon as it was collected to find further lines of enquiry, develop



preliminary concepts and connections, and form interview questions (Corbin & Strauss, 2008, p.32). The grounded theory framework complemented the comparative nature of the case studies: the field work in each phase was scheduled so that the researcher spent two non-consecutive weeks in each school, meaning that weeks were spent alternating between schools. During the second week of the field visit to each school, the researcher had had a chance to spend a week in another school, and could ask questions that were generated by comparing observations. Structuring the visits in this way ensured that the researcher had data from more than one school to use as a basis for further investigation, enhancing the comparison in enough time to draw even deeper data from the field setting. The researcher used the grounded theory methods of sensitivity and theoretical sampling to direct data collection in the second week of field visits in each school.

The researcher primarily observed for the first three-quarters of each visit, and conducted semi-structured interviews in the final few days of each visit, in order to reduce the influence of the researcher and the researcher's questions on observed behaviour. The researcher developed good relationships with the participants, who were welcoming and granted the researcher open access. The librarians in each school acted as gatekeepers, and facilitated interviews with teachers and administrators.

The rest of this chapter will include detailed discussions of the specific methods used during our investigation, such as observation and interview. We will also discuss in depth the collection, processing, and analysis of our field data.

#### **4.5.9 Observation**

Observation is a method commonly undertaken in qualitative case study, as it allows a researcher to gain rich insights into complex, social, human processes (Denscombe, 2007, p.224). Observation can reveal characteristics that would have otherwise been impossible to discover (Bell, 1999, p.156). Observation can reveal hidden attitudes or ideas that participants take for granted (Gorman &

Clayton, 2005, p.40), and it can also reveal whether or not people do what they say they do or behave the way they say they behave (Bell, 1999, p.156).

Unstructured observation, the type used in this study, occurs along a continuum defined by the level of interaction the observer has with the observed. On one end is *unobtrusive observation* in which the researcher is passive, acting as a recorder of events. On the other end is *complete participant* observation, in which the researcher becomes a fully integrated member of the community, organization, or group being studied (Gorman & Clayton, 2005, p.106). The type of observation used in this study is in the middle of the spectrum, called *observer-as-participant* by Gorman and Clayton, and *participation as observer* by Denscombe (Denscombe, 2007, p.218; Gorman & Clayton, 2005, p.106). At this level of participation the researcher interacts to some degree with those being observed, especially at later stages of the project to verify or clarify what has said or what has happened (Denscombe, 2007, p.218; Gorman & Clayton, 2005, p.106).

#### **4.5.10 What was done**

The researcher chose overt observation for this study, and concealed neither her identity nor her purpose for being in the school. Overt observation is more common than covert research, particularly where researchers must gain the approval of an ethics committee (Davies, 2007, p.170). Having one's identity known meant the researcher could enjoy the benefit of being able to discuss observations with those being observed, and to seek out clarification on unexplained activities, motives, attitudes, and opinions (Davies, 2007, p.170). Overt observation also allowed the researcher to obtain participant consent for observation and interviewing.

Consent was obtained prior to the start of the field study from the head teacher and the librarian, who granted the researcher permission to observe and interview adults in the school. Additional permission was granted for each meeting or event the researcher attended, typically by the person conducting the meeting or event. It was neither possible nor desirable to stop everyone

who came across the path of the researcher and ask them to consent to being observed. Such a practice would have made the observations without value, as it would have changed the behaviour of those being observed, and it would have been extremely disruptive to the working environment of a busy library and school (Lofland et al., 2006).

Unstructured observations were carried out daily, during most of the school day, for the entire first week, and some of the second week of field study. Because we used *observer-as-participant* observation, the researcher was able to talk and interact extensively with staff, as well as take part in school events with the staff, becoming closer to the subject matter than would have been possible with a more passive form of observation (Denscombe, 2007, p.218; Gorman & Clayton, 2005, p.106). *Observer-as-participant* observation afforded the researcher the freedom to follow the librarians around every day, shadowing them in their daily tasks, whilst asking questions about what was happening.

Field notes were written *in situ* on an encrypted laptop as incidents took place. The researcher made detailed notes, recording the actions of groups and individuals, noting what the participants mentioned or considered important, and emphasizing processes that occurred in the setting. The researcher included anecdotes and use of language in the field notes, and kept a note of the context surrounding these anecdotes or incidents. In keeping with grounded theory methods of observation, the researcher's field notes became progressively more focused on key analytic ideas (Charmaz, 2006, p.22).

When it was not possible to make notes as events occurred, notes were made as soon as possible after an event or conversation took place. This was to ensure that there was a record of events as the human mind quickly forgets much of what has occurred (Lofland et al., 2006, p.108). At the end of each day, the notes were condensed and categorized by theme, so that, for instance, all interactions between librarian and student were grouped, and all comments by the librarian on beliefs, values, or organizational structures within the district were all

grouped accordingly. By the middle of week two, the data reached a saturation point, meaning that the themes emerging from observations were being repeated (Cohen et al., 2000, p.189).

#### **4.5.11 Caveats regarding observation**

In choosing overt observation, and therefore exposing the fact that people were being observed, the researcher risked changing the behaviour of the subjects (Davies, 2007, p.170-171; Gorman & Clayton, 2005, p.105). In order to minimize this effect, the researcher quickly built a rapport with the subjects and did not reveal what areas of library functioning were being observed, only that all areas of library functioning were of interest. If the researcher had told the subjects that a key area of interest was the librarian's interactions with students and staff, this may have changed the behaviour of the librarian, so this was not done.

Another disadvantage of observation is the possibility that any sudden crisis or event will happen in the researcher's absence—it is impossible to anticipate spontaneous events. This did happen during the course of this research. After the researcher left CT2 one day, there was an incident of physical fighting between two students in the library. The librarian discussed it in her interview, however, the researcher missed the opportunity to observe her response to the fight first-hand.

#### **4.5.12 Interviews**

There are some issues in qualitative research for which observation is not suitable, and the only viable means of finding out about them is to ask, and for this, there is the interview (Bryman, 2008, p.466). Interviews are an integral part of case study research, because most case studies are interested in human relationships or behaviours (Yin, 2009, p.108). Interviews are well-suited to collecting data based on opinions, feelings, experiences, delicate issues, and privileged information (Denscombe, 2007, p.175). Interviewing is a particularly suitable method when exploring complex and subtle social issues and phenomena (Denscombe, 2007, p.174), as well as what the phenomena mean to

the subjects (Cassell & Symon, 1994, p.16). Interviews can allow for openings of further lines of enquiry and additional sources of evidence, as respondents can provide key information about the prior history of events in which the researcher is interested (Yin, 2009, p.108). Interviewing allows the researcher to benefit directly from the insight, experience, and wisdom of “key informants” (Denscombe, 2007, p.202). These “key informants” can also suggest other interview subjects to the researcher and may be critical to the success of a case study, as they can provide not only insight into a matter but also assist with access to supporting or contradictory ideas or documentary evidence (Yin, 2009, p.107).

All interviews in this study were *semi-structured* interviews, in which the interviewer has a clear list of issues to be addressed and questions to be answered, however, the interviewee is encouraged to answer at-length and elaborate on points of interest (Denscombe, 2007, p.176). The two types of semi-structured interviews chosen for this study are those suggested by Yin as being useful to case study: the *in-depth interview* and the *focused interview* (Yin, 2009, p.107). In an in-depth interview the researcher may ask interviewees for their opinions and insights into certain events or behaviours as the basis for further enquiry, and will interview subjects on multiple occasions across an extended period of time (Yin, 2009, p.107). In-depth interviewing permits the researcher to come back to an earlier point and ask follow-up questions to encourage the interviewee to elaborate on points of interest (Charmaz, 2006, p.26). In the focused interview, a person is interviewed for a short period of time, though the interviews may still remain open-ended and conversational in tone, but the interviewer is following a set of questions or topics (Yin, 2009, p.107).

#### **4.5.13 What was done**

During the first week of observation, the researcher identified key members of staff to interview, choosing them because their knowledge and insight would be valuable to the investigation (Hancock & Algozzine, 2006, p.39). Interview

topics were developed throughout the first week of observation, which is consistent with a grounded theory approach (Corbin & Strauss, 2008, p.143). One example of interview topics that might develop over the first week of the field study would be to ask participants about something that had been observed or discussed in casual conversation, in order to draw as complete a picture as possible of an observed phenomenon using triangulation (Bryman, 2008, p.700; Denscombe, 2007, p.138). It was not appropriate to pilot questions for these interviews because they were not structured interviews (Bryman, 2008, p.247), and because, in the grounded theory approach, questions should come out of what is being observed (Mansourian, 2006, p.387). The researcher began the fieldwork with a few preliminary, open-ended questions in mind, and as the fieldwork generated further areas of interest, more questions were noted to explore these topics. Interviews were not scheduled until the final few days of the field study period, in order not to let the interview questions influence the behaviour observed. As discussed earlier, any specific areas of interest were not revealed to the participants; they were only told that all aspects of a school library were of interest.

Interviews with librarians were in-depth interviews, and ranged from one to three hours in their entirety, performed over multiple sessions as schedules permitted. These in-depth interviews allowed the researcher flexibility in terms of gaining insight from the library staff. For teachers and administrators, focused interviews were conducted. These interviews were deliberately kept brief (typically ten minutes) out of respect for the busy schedules of the interviewees, and also because our research focuses more on the characteristics of the library and the librarian, and less so on outside perspectives. In each school, the researcher aimed to interview all library staff, as well as at least one teacher and at least one administrator. This goal was met and exceeded in all schools.

Prior to each interview, the researcher obtained permission from the interviewee to record the interview onto an encrypted laptop. The interviews were later transcribed by the researcher. The researcher chose to make the

most precise transcripts possible. These include grammatical errors, mid-sentence changes of topic, interruptions, stalling words such as “um” and “uh”, and indicators of non-verbal gestures such as and laughter and pauses indicated in brackets (Rubin & Rubin, 2005, p.203-204). This level of precision was chosen because it provided the most complete record of the conversation, and therefore was the most complete data possible. Transcripts were sent to participants along with a note informing them that they had the right to verify, modify, withdraw, or clarify their statements (see Appendix B for a copy of this note). Only a few participants wished to modify their comments, offering clarification on specific points such as the name of a local programme mentioned, for instance. No interviewees asked to have any statements withdrawn.

In SCO1, interviewees seemed particularly concerned with the frequency of the stalling word “um”, and asked the researcher to remove all instances of the word from their transcripts, despite repeated assurances that the full transcripts were the raw data for the researcher’s use only, that would not be published whole, and that “um” would be removed from quotations made in publication. Their concerns were allayed only when the researcher gave them concrete examples of how they would be quoted in publication. Respondents in no other schools made these requests. In future studies, the researcher might instead offer interviewees a two-week window in which to modify their statements without sending the interview transcript, as no interviewees asked to clarify their statements for meaning, and the word “um” was the greatest concern of interviewees upon reading their transcripts. No interviewees felt misrepresented in their statements, and even the interviewees who were the most concerned with their use of the word “um” said, in their comments, that they felt the transcript was a fair representation of the interview.

#### **4.5.14 Caveats regarding interviewing**

Interviewees respond differently depending on the person asking the questions, a phenomenon known as the “interviewer effect” (Denscombe, 2007, p.84). This

means that there is a real danger that the identity of the interviewer—the age, ethnicity, and gender in particular— will affect how open and honest the interviewee is in his or her responses (Denscombe, 2007, p.84, 203). Developing trust and rapport between interviewer and interviewee may be threatened by existing prejudices on the part of either party (Denscombe, 2007, p.84). Other factors, such as the respondent becoming nervous in the presence of recording equipment and concerns about invasion of privacy can inhibit the interviewee, and also, what people say they think and do cannot be assumed to reflect the truth (Denscombe, 2007, p.203). In order to combat this, the researcher made a strong effort to build rapport with participants early in the process, and in no school did the researcher sense that the librarians were uncomfortable with her presence.

Over the period of field study, the librarians were very candid with the researcher. Over the course of each two-week study in each school, the researcher developed a strong rapport with the librarians and they developed a high level of trust in the researcher, revealing personal opinions about colleagues, school policies, and local authority structures. It was in this area that the researcher exercised the greatest amount of discretion and judgment over how to treat the data. When interviewees used key signalling phrases such as “off the record,” or “between you and me,” before sharing a view on a topic, what followed this signalling phrase was not transcribed as part of the normal interview transcript. Similarly, particularly sensitive issues or stories about specific people were generalized and paraphrased in the interview transcripts if they were relevant, and if they were not relevant, they were omitted entirely. In the interview transcripts, all instances of paraphrasing and omission were noted as such.

#### **4.5.15 Follow up visits**

Follow-up visits were made to the Connecticut schools in January 2011 in order to find out about any changes in the library programmes, and to gather additional data that was missed in the first period of fieldwork. Primarily, this



was needed at CT3, because one of the librarians was absent due to a death in the family during the original period of fieldwork, and could not be interviewed. Although it would have been desirable to conduct follow-up visits prior to the start of the Scottish field study (which took place in February and March 2011), this was not logistically possible due to a delay in securing a Disclosure Scotland form. In order to ensure that questions arising during the Scottish field study could be addressed by the American participants, email contact was maintained and several questions were asked of the American librarians.

#### 4.5.16 Access

The school librarians in each school acted as gatekeepers, facilitating access to library stakeholders, in this case, teachers and administrators. The gatekeepers worked consistently to increase the researcher's access to staff and documentary evidence. They did this by setting up multiple interviews with teachers and administrators, by inviting the researcher to district-level meetings, and by providing documents pertaining to budgets, local initiatives, job descriptions, lessons and training documents.

The researcher entered each school with the goal of interviewing at least one administrator and at least one teacher, as well as an in-depth interview with the librarian or librarians. Because of the gatekeepers, the researcher was able to collect more interview data than initially hoped. In SCO1, for instance, the researcher was able to interview three members of senior management and four teachers. This access would not have been possible without the persistent efforts of the gatekeepers to track down busy teachers and to liaise with administrators to schedule interview times. No members of staff in any school directly refused a request for an interview. This may be because the librarian has good relationships with staff, and staff members' opinion of the librarian transferred onto the researcher, or this may be because staff saw this as a chance to promote their work. Whatever the motivation, the researcher can report no barriers to access in terms of participation. At all schools, in both

countries, the researcher was made to feel welcome in the school, and enjoyed easy access to stakeholders.

#### 4.5.17 Ethics

Good research is ethical research, and it is in the interested of all researchers to ensure that participants are protected from harm, distress, invasion of privacy, and taking part without giving informed consent (Bryman, 2008, p.118). The Economic and Social Research Council (ESRC) have published guidelines focused on the following six principles:

1. Research should be designed, reviewed and undertaken to ensure integrity, quality and transparency.
2. Research staff and participants must normally be informed fully about the purpose, methods and intended possible uses of the research, what their participation in the research entails and what risks, if any, are involved. Some variation is allowed in very specific research contexts for which detailed guidance is provided in Section 2.
3. The confidentiality of information supplied by research participants and the anonymity of respondents must be respected.
4. Research participants must take part voluntarily, free from any coercion.
5. Harm to research participants must be avoided in all instances.
6. The independence of research must be clear, and any conflicts of interest or partiality must be explicit. (ESRC, 2010, p.3)

Although this is not ESRC-funded work, all of the research carried out for this study adheres to these principles.

When initial contact was made with each school about being included as a case study, a letter was sent to the contact person, which was the school librarian in the American schools, and the head of school library service in the local authorities in Scotland. This letter, which had been approved by the departmental Ethics Committee, outlined the purpose of the research and the intention to observe and interview adults in the school. The contact person sent the letters to the head teachers of each school, and to the librarian in the Scottish cases, in order to provide more information on what it would mean to be included as a case study. See Appendix A for a copy of this letter. In Scotland,

the heads of school library services also asked the researcher to obtain a Disclosure Scotland background check form prior to agreeing to participate. Once the schools agreed to participate, field study dates were scheduled. All schools consented to participating in the research, all participants knew of the researcher's identity and purpose for being present in the school, and all participants were given the opportunity to withdraw from the study at any time. This was reiterated in the letter sent to interviewees along with their interview transcripts, which we mentioned in section 5.6.1 of this chapter.

Privacy was also maintained by storing the data on an encrypted hard drive in a secure, locked location and restricting physical access to the raw data so that only the researcher had access. Additionally, participants were made aware that the names of local authorities, school districts, schools, and individuals would be obscured and anonymized. Protecting the identity of even the school district was paramount, because the small size of one of the districts and the unique features of the others made it impossible to publish their names without jeopardizing the privacy of the participants in those areas, so the decision was made to mask the identity of the participating local authorities. In exchange for this commitment to protect the participants' privacy, the participants offered the researcher rich, candid accounts of their experiences.

In addition to fairly straightforward ethical questions, such as gaining permission to interview, researchers engaging in qualitative research are, by necessity, watching and listening in on people's everyday lives. A trusted researcher may become privy to sensitive information that, if made public, would cause damage to participants. The researcher did not listen to private or personal conversations between individuals, only those that were work-related and were carried out at a normal volume, within earshot of the researcher. This typically meant conversations that took place while a librarian was at the circulation desk discussing projects with teachers, and not, for example, conversations that the teacher and the librarian had one on one, on the far side of the library.

#### 4.5.18 Data protection and processing

The Data Protection Act holds anyone who gathers personal data of others to a set of principles. The legislation defines personal data as that pertaining to individuals both living and identifiable (Denscombe, 2007, p.139). These include, but are not limited to only gathering data that is necessary for the purpose at hand and then only using it for that purpose, that it is not kept longer than necessary, that it is kept securely, and that it is processed in line with the subject's rights. (Bryman, 2008, p.119) In order to protect the interviewees' identity and personal data, all information was kept on an encrypted hard disk, and observational notes and interview transcripts were anonymized and stored with codes rather than the participants' names.

#### 4.6 Data analysis

The process of data analysis began in the first week of field study with observation data. This is consistent with grounded theory, in which the process of data collection is intertwined with the process of data analysis; they are not discrete phases (Corbin & Strauss, 2008, p.163). This section describes the process of coding, which involves labelling and sorting the data to allow for deep analysis (Charmaz, 2006, p.45). Though the remainder of this section describes the process of coding, other analytical processes were interwoven throughout, enabling the process of refining the codes. For instance, *memoing* and *diagramming* were used to develop and document analysis. Memoing and diagramming are simply methodical approaches to writing down thoughts about the data, and are part of the grounded theory analytical process (Corbin & Strauss, 2008, p.119). Additionally, *constant comparison* of the memos and diagrams with the source data was used to maintain a close connection between the conceptualization of the data being developed, and the data itself (Bryman, 2008, p.542). Though we will mainly talk about coding, these other methods of thinking about the data enabled the coding process that we are about to describe.

#### 4.6.1 Coding

The process of coding “generates the bones” of analysis, providing a framework on which to build theory (Charmaz, 2006, p.45). Coding is one of the most central processes in grounded theory (Bryman, 2008, p.542). This research uses the stages of coding favoured by Charmaz, *initial* coding and *focused* coding (Charmaz, 2006, p.46). Initial coding can be informed by the literature or other pre-existing knowledge, though in keeping with grounded theory practice, the researcher must keep an open mind and modify codes according to what is found in the data (Charmaz, 2006, p.48; Lofland et al., 2006, p.201). Initial coding allowed the researcher to see gaps in the data from the earliest stages of research (Charmaz, 2006, p.48). Initial coding began by looking at the data and asking open-ended questions such as:

- ❖ What is going on?
- ❖ What is this an example of?
- ❖ What does it represent?
- ❖ What is the person saying? (Lofland et al., 2006, p.201)

Coding was done using NVivo 9 software. Initial coding began as soon as the first observations were completed because this data was used to inform further lines of inquiry and sources of data collection and analysis (Corbin & Strauss, 2008, p.163). The method of initial coding chosen for this study is a combination of *incident-to-incident* coding and *line-by-line* coding. Mixing these methods of initial coding is acceptable because the type of coding that is done will depend on the type of data collected and the phase of research (Charmaz, 2006, p.53). For instance, incident-to-incident coding was used for observation data because it is more suitable for field notes written by the researcher (Charmaz, 2006, p.53). The first interviews conducted were coded using line-by-line coding, and interviews collected on follow-up visits were coded using incident-to-incident coding. This was because incident-to-incident coding allows the researcher to identify properties of a concept as it emerges, and is more suitable for later stages of initial coding (Charmaz, 2006, p.53).

Focused coding is the second major phase in coding, in which the codes are more selective, and more conceptual than the codes generated through line-by-line or incident-to-incident coding (Charmaz, 2006, p.57; Lofland et al., 2006, p.201). In the focused coding stage, the researcher takes the most significant or analytically interesting codes from the first stage and to work with larger chunks of data (Charmaz, 2006, p.57). In focused coding, the researcher asked the questions:

- ❖ Of what topic, unit, or aspect is this an instance?
- ❖ What proposition is suggested? (Lofland et al., 2006, p.201)

The progression from initial to focused coding is on a continuum, and does not necessarily happen in discrete stages (Bryman, 2008, p.543). Though initial coding began as soon as the first data was collected, the coding process lasted for many months, throughout the entire field study and the months of analysis afterwards. Coding is iterative, and increasingly conceptual, and whilst emerging themes are being identified and sorted, focused coding becomes more refined. We will see some examples of this in the next section.

#### 4.6.2 Examples of the coding process

Initial codes retained much of the “face value” of statements being made. Examples of codes like this include ways in which some of the librarians described teachers:

- ❖ Teachers not knowledgeable about library services
- ❖ Teachers do not take up offers of service
- ❖ Teachers are too busy to come to the library
- ❖ Teachers are under pressure

As these codes were created in the first wave of coding, they are still very close to the data. This is typical of grounded theory analysis:

[T]he researcher moves along a spectrum, starting with codes that remain very close to the data, and in the later stages of coding, developing codes that provide a “more selective and abstract ways of conceptualizing” the subject matter (Bryman, 2008, p.543).

As further waves of coding ensued, their deeper and more abstract meanings emerged:

- ❖ Teachers' goal is curriculum delivery
- ❖ Outreach
- ❖ Curricular pressure
- ❖ Librarian's goals conflicting with teacher's goals

Finally, high level abstract key concepts (and notes regarding what they mean) were developed:

- ❖ Pushing learning agenda [library promoting the goals of the school as its own goals]
- ❖ Pushing library agenda [library is not aligned with goals of school and promotes its own goals]

The process of sorting the codes meant that related concepts were grouped together and subsumed by these more abstract, conceptual ideas. The code "pushing learning agenda", for instance, was a collection of several other codes that had been made earlier in the process:

- ❖ Aligning library to school needs
- ❖ Essential quality—concern for learning first and foremost
- ❖ Librarian enables teachers
- ❖ Librarian facilitates learning
- ❖ Librarian "gets it"
- ❖ Librarian supporting teachers
- ❖ Librarian supports teaching through resources
- ❖ Library supports teachers goals
- ❖ The business of a school
  - Essential quality—understanding the business of a school
  - Perception of the role of a school library as supporting business of a school

These subcategories are less abstract and are closer to the original data, as they are concepts relayed directly by the participants. For instance, the following is coded under "librarian 'gets it'":

SCO2DHT: She knows that supporting the learning and teaching in this school, supporting the curriculum in this school, is the key thing.

The phrase “librarian ‘gets it’”, an early code, reflects that SCO2DHT feels that the librarian has the same understanding as herself regarding what is important. This is taking the statement at face value, because SCO2DHT feels that SCO2LIB “gets” that supporting learning, teaching, and the curriculum is “the key thing” at SCO2. This statement from CT2DHT is similar:

CT2DHT: [CT2LIB] works with staff in order, I guess to enable staff to work with kids.

This statement was originally coded under “librarian enables teachers”. CT2DHT is saying that CT2LIB helps teachers do their jobs. Looking at this statement alongside SCO2DHT’s statement, there are similarities. More abstractly, both are saying that they value their librarians for furthering the mission of the school. Finally, look at this statement from CT1LIB:

CT1LIB: Without collection you don’t have a library. And, a good strong collection, for a school, always comes off of curriculum. You look at curriculum first and make your purchasing decisions to support that curriculum.

This statement was initially coded as “collection is fundamental”, “curriculum”, and then later, “purpose of school library” and finally “aligning library to school needs”, which is in our list of subcategories above. These later codings reflect the abstraction process. CT1LIB is, at face value, talking about her purchasing decisions, but her purchasing decisions reflect her belief that the school library should support the curriculum “first” and that this is part of its core purpose. She frames purchasing decisions as part of how the library support the mission of the school (curriculum delivery), just as CT2DHT and SCO2DHT have, which is why all of these quotations have been coded within the same section of the coding scheme. In sorting and refining the codes, early and more concrete categories are grouped conceptually and are combined into more abstract ones.



The coding process was an iterative one, with codes constantly being sorted, refined, grouped, and re-grouped. At one stage, “the business of a school” was the top-level code, before “pushing the learning agenda” replaced it. This was decided because the people who referred to learning, teaching and curriculum as the business of a school (itself an abstraction) only referred to this in the context of the librarian supporting it. The examples of the librarian not thinking in this way were categorized as “pushing library agenda”, and include examples of a librarian complaining that teachers ignored library resources and did not understand what the library could do for them. The top level issue that emerged was the contrast between the librarian trying to fit in to the wider organization, the school, versus the librarian complaining that the school did not understand the role of the library, so that is how the codes progressed. The process of coding, the refinement, expansion, and increased abstraction of the codes was possible because the researcher used grounded theory methods of analysis such as theoretical sampling, memoing, and diagramming throughout the process.

#### 4.6.3 Problems with coding

Though coding is a central tool in grounded theory, it is not without its problems or criticisms. One of the most commonly-cited criticisms of coding is that it fragments the data, causing the sense of setting or context to be lost (Bryman, 2008, p.553). Selden eloquently asks:

When incidents are coded, context and relations are broken i.e. is it viable to examine the notes but not the melody? (Selden, 2005, p.126)

Another problem with coding that is highlighted in the literature is the danger of researchers believing that simply creating the codes is enough. Corbin and Strauss warn that the researcher must think about the data and write reflectively on it using memos:

Thinking is the heart and soul of doing qualitative analysis. Thinking is the engine that drives the process and brings the

researcher into the analytic process. (Corbin & Strauss, 2008, p.163)

There is validity to these criticisms, however, the researcher mitigated the effects of fragmentation by coding larger chunks of text for context. In addition, to ensure that one was not resting on a carefully crafted system of codes alone, the researcher wrote dozens of memos throughout the analytical process to develop ideas and reflect on the data (Strauss & Corbin, 1998, p.218).

#### 4.7 Summary

This research used elements of a grounded theory approach to multiple qualitative case studies, employing interview, observation, and documentary evidence collection. We combined grounded theory, qualitative research, and case study because these approaches are all well-suited to our research questions: we seek to understand complicated human processes and relationships, and all of these methodologies encourage the collection of rich, complex data (Corbin & Strauss, 2008; Denscombe, 2007). Our five case studies generated 300 pages of interview data and 100 pages of observation notes. The immersive quality of our research design enabled theoretical sensitivity and theoretical sampling, which are important to generating sound grounded theory (Corbin & Strauss, 2008).

The following chapters present our findings, first in a broad overview to familiarize the reader with the cases and context, and then subsequently in a way more consistent with the approach of grounded theory, mingling data and analysis as they have been mingled throughout the research process (Corbin & Strauss, 2008, p.280). Chapter 5 serves as an introduction to our findings. We will look at the background, contexts, and quantitative data about our schools. Chapters 6-8 will cover our findings by area of influence. We will examine, in turn, how the school environment, professional support, and the school librarian all influence the success of the school library programme.

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## 5 Introduction to the data

In this chapter, we will introduce our case study data, providing background information about each case. The data presented in this chapter will be more directly comparative and quantitative than in subsequent chapters, providing the context for our qualitative data. We will explain the coding system we use to refer to the cases in order to protect the identity of our participants. We will describe each of our five schools in turn, discussing any unique features of each school, and then comparing the budget and facilities of each school library. We will also report the academic performance of the schools and school districts relative to their larger parent regions. Finally, we will revisit the desirable criteria derived from the literature that we presented at the end of Chapter 3, and report which of these criteria were observed to exist in the five schools.

### 5.1 A note on the presentation of the data

As mentioned in section 4.2, this research is a hybridized form of multiple case study and grounded theory, and the presentation of the data will reflect that. A brief overview of each case will be given in this chapter, and then the following three chapters will present data thematically. The decision to divide the presentation of the data along thematic lines in Chapters 6-8 rather than devoting a chapter to each case was difficult, and was done for three reasons. Firstly, presenting the data on each case, and then exploring the themes across all cases would have caused this work to balloon in length without much value: various events would have been discussed twice, once in the context of its home case, and once in comparing to another case. The second reason is that the cross-case comparisons were very important to the field study period, and the cases did influence each other in terms of data collection. As the themes in the cases were intertwined during data collection and analysis, they shall remain intertwined in the presentation of the data. The third reason is that it is consistent with both grounded theory and multiple case study. Stake comments that both case-by-case reports as well as cross-case reports are common in

multiple case study, and that there is inherent tension between demonstrating the unique attributes and contexts of each case whilst addressing the larger questions of the quintain (Stake, 2006, p.39). Corbin and Strauss comment that a writer using grounded theory should have a clear analytic story to tell in a monograph or thesis (Corbin & Strauss, 2008, p.278). It was decided that the best way to honour both traditions was to implement a thematic, cross-case structure of presentation, in order to highlight significant themes and events and how they manifested similarly and differently across cases. These significant themes also help lay the groundwork for our model.

The tension between the case and the whole can be seen in the section divisions in Chapters 6-8. Many sections, such as 6.2 and 6.3, will reflect situations that may share similar attributes but are strongly reflective of unique circumstances. Sections such as these reflect dominant and significant events within each case: the situations in sections 6.2 and 6.3 dominated most conversations with the librarians in those schools. The term “case example” in contrast will be used to directly compare ideas and themes across cases. For instance, section 7.2 compares the form of local professional support in three districts. Case examples were chosen because collectively they offered interesting insights into how particular factors exhibited themselves across cases.

## 5.2 A note on terminology

Education terminology differs in the two countries studied. See Table 6 for a list of terms and their rough equivalents.

| American term                 | Scottish term                 |
|-------------------------------|-------------------------------|
| Principal                     | Head Teacher                  |
| Vice Principal                | Deputy or Depute Head Teacher |
| School Administrators         | Senior Management Team        |
| Student                       | Pupil and student both used   |
| High School                   | S3-S6 of Secondary School     |
| Middle School                 | S1-S2 of Secondary School     |
| Elementary School             | Primary School                |
| District (or school district) | Local authority               |

**Table 6: Terminology in American and Scottish Schools**

In some cases, there is a significant difference in meaning. An American school district, for example, may have different geographical boundaries than that of the town, city, or otherwise-named local municipal authority. A school district also often elects school board officials, unlike local education authorities in Scotland. Another example of a similar term with a difference in meaning is the word ‘pupils’. Staff at SCO2 use the American term ‘students’ to refer to children studying in secondary school, whereas staff at SCO1 uses the more traditional British term ‘pupils’. Staff at SCO2 see a significant difference in these terms, explaining that they use the term ‘student’ because it is more indicative of an active learner, reflecting their embrace of a new curricular ethos in Scotland (discussed in the next chapter) whereas the term ‘pupil’ reflects a passive, traditional learning experience. Throughout this work, the terms ‘district’ and ‘local authority’ will both be used, as will the terms ‘pupil’ and ‘student’, largely depending on the context and the case being discussed.

In addition, it would be useful to review the American and Scottish year groupings:

| Approximate age | US grade level (school type)     | Scottish grade level |
|-----------------|----------------------------------|----------------------|
| 5-6             | Kindergarten (Elementary school) | Primary 1 (P1)       |
| 6-7             | First grade                      | Primary 2 (P2)       |
| 7-8             | Second grade                     | Primary 3 (P3)       |
| 8-9             | Third grade                      | Primary 4 (P4)       |
| 9-10            | Fourth grade                     | Primary 5 (P5)       |
| 10-11           | Fifth grade                      | Primary 6 (P6)       |
| 11-12           | Sixth grade                      | Primary 7 (P7)       |
| 12-13           | Seventh grade (Middle school)    | Secondary 1 (S1)     |
| 13-14           | Eighth grade                     | Secondary 2 (S2)     |
| 14-15           | Ninth grade (High school)        | Secondary 3 (S3)     |
| 15-16           | Tenth grade                      | Secondary 4 (S4)     |
| 16-17           | Eleventh grade                   | Secondary 5 (S5)     |
| 17-18           | Twelve grade                     | Secondary 6 (S6)     |

Table 7: American and Scottish school year groupings

### 5.3 Anonymity and codes

Originally, the researcher intended to obscure the names of the participants and individual schools in the five cases, but reveal the name of the districts and local



authorities involved in the study. Once the individual cases had been chosen, however, it became clear that it was not possible to disclose the district or local authority and guarantee the anonymity of the participants due to unique features of some of the schools involved. In order to preserve participant anonymity, all districts, schools, and individual participants will have their identities disguised, and referred to using anonymized codes.

Codes were assigned to all local authorities, schools and participants. The data was anonymized as soon as it was collected, and it was analyzed and stored using the codes instead of the participants' real names. The codes for the three schools in Connecticut are CT1, CT2, and CT3, and the codes for the two Scottish schools are SCO1 and SCO2. See table below for a list of codes with their location.

| School code | District / Local Authority code | Location    | Type of school   |
|-------------|---------------------------------|-------------|------------------|
| CT1         | D1                              | Connecticut | Elem./Middle     |
| CT2         | D2                              | Connecticut | Middle           |
| CT3         | D2                              | Connecticut | High (Secondary) |
| SCO1        | LA1                             | Scotland    | Secondary        |
| SCO2        | LA2                             | Scotland    | Secondary        |

**Table 8: School and district codes, with location**

The participants within each school were given codes derived from the school code and their job title. Job codes are as follows:

- ❖ LIB = librarian
- ❖ TEA = teacher
- ❖ HT = head teacher
- ❖ DHT = deputy head teacher
- ❖ SEC = secretary
- ❖ LA = library assistant
- ❖ CA = classroom assistant
- ❖ DLS = district-level supervisor of school library services (professional)
- ❖ DLIB = another school librarian in the same district

Although we will use both the terms 'principal' and 'head teacher' in our discussions, for the purposes of consistency in coding, HT and DHT (for Head

Teacher and Deputy Head Teacher, respectively) were used for all cases. Adding these job codes to the end of the school code means that, for instance, the librarian in CT1 is called CT1LIB, the teachers interviewed in CT2 are coded as CT2TEA1, CT2TEA2, the principal at CT3 is CT3HT, and the deputy head teachers at SCO1 are SCO1DHT1, SCO1DHT2, and SCO1DHT3. The researcher chose this method of descriptive coding rather than arbitrary pseudonyms to retain the context of relationships within the school, and to be able to know, at a glance, who most people were without referring to a code key.

## 5.4 Case overviews

In this section we will discuss each of our five case study schools in turn, giving background information about each school itself, as well as some information relating each school to the rest of its area. The case overviews for CT1, CT2, and CT3 will refer to the number of students eligible to receive free or reduced-price school meals. This is a figure commonly used as a proxy for poverty, though it truly indicates the number of families living at or below 180% of the federal poverty guidelines, which was \$40,793 (~£26,011) for a family of four in 2009 (Food and Nutrition Service, 2009). Case overviews for SCO1 and SCO1 will refer to the number of students eligible to receive free school meals, a figure published in the Scottish school league tables and similarly used as a proxy for socioeconomic status (Herald Scotland, 2011). In Scotland, students are eligible if they or their parents are receiving Income Support, Income-based Job Seeker's Allowance, Child Tax Credit with an income less than £15,860, or Child Tax Credit and Working Tax Credit with an income less than £6420 (The Scottish Government, 2011).

### 5.4.1 CT1

CT1 is a combined elementary and middle school that serves students in kindergarten-eighth grade (roughly ages five to fourteen). The school exists across two buildings separated by several streets, and has two sets of school administrators, but it is considered one school. One building houses kindergarten-second grade (hereafter: K-2) and served approximately 154

students in 2010-11, and the other houses third through eighth grade (hereafter: 3-8) and served approximately 450 students in 2010-11. The school employs one certified full-time librarian who works part-time in each building. There are no other paid library staff. The librarian serves on several school committees, including the School Planning and Management Team, and she is also the designated technical support liaison for the school. The K-2 library has 4 PCs, and the 3-8 library has 8 PCs, an overhead projector and a mobile cart with 30 laptops in it.

The district to which CT1 belongs, D1, is a large urban district serving over 20,000 students in 45 elementary, middle, and high schools. The district struggles with high levels of poverty and low attainment. The school itself sits in an affluent residential neighbourhood, and serves a combination of poorer children typical of the district's demographic profile, as well as affluent children of professionals and academics, many of whom have immigrated to the United States to work at the local higher education institutions. This socio-economic mixture is evidenced by the number of children receiving free or reduced-price school meals. At CT1, 33.8% of students are eligible to receive free or reduced-price school meals, compared to 77.2% in the district, 34.2% in elementary schools state-wide, and 25.1% in middle schools state-wide. This means that the school population is more closely matched socioeconomically with the state-wide population than the city within which it sits.

CT1 is a high-performing school and has earned a Tier 1 status within the district, which means that the school has a greater degree of autonomy over its budget than lower-performing schools in Tiers 2 and 3. The two-building configuration and the international, educated, and affluent population are unique in what is otherwise a poor, urban district.

#### **5.4.2 CT2**

CT2 is a middle school serving students in seventh and eighth grade. The school is part of a regional school district, admitting students from three suburban and rural towns, all with relatively low populations. The population of CT2, and its

district, D2, is relatively wealthy compared to other districts in the state. Only 1.6% of students are eligible to receive free or reduced-price school meals at CT2, compared to 1.7% in district D2, and 25.1% in middle schools state-wide. The library is staffed by one full-time certified librarian and one secretary, who works in the library three-quarters of the time. Additionally, student teachers undertaking internships at the school are taught how to use the library management software, and they sometimes run the circulation desk when they are not teaching. The librarian sits on the district technology committee and runs professional development summer courses for staff. There are 25 PCs in the library. There were 434 students enrolled in the 2009-10 school year.

The rationale for having separate middle schools is as follows: the social, psychological, and academic needs of young adolescents are different from younger children and older teenagers (Bedard & Do, 2005, p.660). Young adolescents might be held back academically by being educated in elementary schools, and inhibited socially by being educated with older teenagers on the verge of adulthood. Proponents of middle school education believe young adolescents should be educated separately in order to maximize both social and academic potential (Bedard & Do, 2005, p.660).

Interdisciplinary teams are a signature of middle school education, comprising a group of teachers from different subject departments who teach a common group of students and coordinate “curriculum, instruction, assessment, and student support” in order to achieve student success (Bickmore et al., 2005, p.33). CT2 follows the team structure. There are two teaching teams per grade level, four teams in total. Each team includes a teacher from English, mathematics, science, and social studies. These team members all teach the same students, and meet daily to identify any academic, social, emotional, or medical problems affecting students and find solutions. The team members coordinate with subjects such as art, music, and physical education, who are not part of the core team structure.

### 5.4.3 CT3

CT3 is a high school serving grades 9-12. CT3 is the only high school in the same regional district as CT2, and it is expected that students from CT2 will go on to attend CT3. In 2008-9, 1657 students were enrolled at CT3. As CT3 is the only high school in its district, there is no district-wide average for comparison, however, the State of Connecticut has designated District Reference Groups which are districts of similar size and socio-economic composition that can be used for this purpose (Lohman, 2004). 2.2% of students at CT3 are eligible for free or reduced-price school meals, compared to 6.1% in the District Reference Group and 26% in high schools state-wide.

The State of Connecticut has recently required all school districts to develop “performance graduation requirements” which are demonstrable and measurable. In order to graduate from CT3, students must meet performance graduation requirements in reading, writing, mathematical problem-solving, science inquiry, and technology. In reading, writing, mathematics and science, students can meet the graduation requirements either through classroom assignments assessed with a school-wide rubric, or by achieving a high score on the Connecticut Academic Performance Test (CAPT). Ostensibly this means that a student who fails science coursework can still graduate with a high CAPT score in science. For the technology requirement, students can only be assessed internally.

Staffing was in flux during the period of study. During the two-week period of observation, there was one full-time librarian and three part-time librarians comprising the professional complement, as well as a secretary and a library assistant working in the library. The following year, during the follow-up visit, there were two full-time certified librarians (the full-time librarian from the previous year as well as one of the part-time librarians), the secretary was about to retire, and they were about to lose the library assistant, as her position had been eliminated.

The library has recently been refurbished, and has 30 computers for individual student use as well as two computer labs that teachers can reserve for an entire class. The library subscribes to a number of online databases in addition to those provided by the State of Connecticut.

#### 5.4.4 SCO1

SCO1 is a Scottish secondary school serving students in S1 through S6. There are seven secondary schools in its local authority LA1, which means that LA1 is one of the smaller authorities in Scotland. In the 2009-10 school year, there were approximately 1,100 students enrolled at SCO1. The population of SCO1 and LA1 are slightly wealthier than the Scottish average. 9.4% of students at SCO1 are eligible to receive free school lunches, compared to an average of 7.1% in LA1 and 12.3% in Scotland.

The school offers a curriculum typical of Scottish secondary schools, offering students a full range of subjects in first through third year, and then allowing them to choose which subjects to take and preparing them for qualifying exams in fourth through sixth year. Though a new Scottish curriculum, Curriculum for Excellence, was being introduced for first year students during the time of field study, the school was not implementing major school-wide changes. The school was extensively refurbished and expanded in recent years. A new wing was built housing new science labs and classrooms. The library sits in the old part of the building. There are 8 computers in the library, and a digital overhead projector. There is one qualified librarian.

#### 5.4.5 SCO2

SCO2 is a Scottish secondary school serving students in S1 through S6. SCO2 is one of 23 schools in the urban local authority LA2. In the 2009-10 school year there were approximately 900 students in the school, which is only about 80% of its capacity. The population at SCO2 is less wealthy than the Scottish average. 14.7% of students at SCO2 are eligible to receive free school lunches compared to an average of 11.9% in LA2 and 12.3% in Scotland. There is one qualified

librarian, who is supported one or two hours a week by a classroom assistant in the English department. The school building was new in 2009 and was built as part of a public-private partnership arrangement. There are 18 PCs in the library and a digital overhead projector.

During the time of field study SCO2 was implementing significant school-wide changes in line with the new Scottish curriculum, Curriculum for Excellence. During the time of study only first year students were being taught under the new curriculum, but the school was developing a year-long interdisciplinary learning course for first and second year students as part of Curriculum for Excellence, to be established in the following year. The curriculum beyond second year was typical of Scottish secondary schools, offering students a broad selection of subjects until the end of third year, and then preparing them for qualifying exams beginning in fourth year.

## **5.5 Summary of resourcing**

As this study focuses on more complex processes and relationships within a school library programme, resourcing will not be discussed in detail. It may, however, be useful, or at least interesting, to be able to refer to the levels of resourcing across all cases when discussing other qualities of the programmes; please see Table 9 below for a summary of library programme resources. All data are from the 2009-10 school year.

| School code                                 | CT1  | CT2  | CT3  | SCO1                          | SCO2  |
|---|--|--|--|-------------------------------|---|
| District code                               | D1   | D2   | D2   | LA1                           | LA2   |
| Staffing (FTE=full-time equivalent)         | One full-time librarian (two separate school libraries)      | One full-time librarian; one .75 FTE secretary; teaching interns | Two full-time librarians; one full-time secretary; one library assistant | One full-time librarian       | One full-time librarian; classroom assistant for 1-2 hours per week |
| Budget for books, periodicals, and supplies | \$2,110 (~£1,407) (total for K-2 and 3-8 libraries)          | \$6,521 (~£4,338)  | \$16,298 (~£10,865)  | £2,272                        | £1,100  |
| Number of students in school                | K-2: 150; 3-8: 450; Total: 600                               | 454  | 1650   | 861                           | 910   |
| Base budget per pupil                       | \$3.51 (~£2.34)  | \$14.36 (~£9.57)   | \$9.87 (~£6.58)  | £2.64                         | £1.21   |
| Budgetary supplements                       | various outside grants                                       | various outside grants   | not known  | £175 through internal bidding | ~£2000 extra through internal bidding                               |
| Computer facilities                         | K-2: 4 PCs; 3-8: 8 PCs, portable laptop cart with 30 laptops | 25 PCs   | 2 computer labs in library for classes; 29 PCs for individuals           | 8 PCs                         | 18 PCs  |

Table 9: Summary of 2009-2010 resources across all cases

## 5.6 Summary of school performance

### 5.6.1 School performance in Connecticut

Standardized tests are common in the United States at both the state and national level, however these tests do not confer any qualifications. They are used to set measurable achievement standards and for admission to colleges and universities.

The Connecticut Mastery Test (CMT) is administered to all students in grades 3-8 in Connecticut public schools. The assessed subjects are reading, writing,



mathematics, and science (CSDE, 2011b). The schools in this study that are subject to CMT testing are CT1 and CT2, who both end at 8<sup>th</sup> grade. The state goal on the CMT is set between levels defined as “proficient” and “advanced”. The following table shows the rate of 8<sup>th</sup> grade students achieving the state goal by school and district in 2009. Data come from the State of Connecticut (CSDE, 2011b; CSDE, 2011d; CSDE, 2011c). Note that the district average for D2 is the average of only two middle schools in D2.

| <b>CMT Subject Area</b> | <b>CT1</b> | <b>D1</b> | <b>CT2</b> | <b>D2</b> | <b>State of Connecticut</b> |
|-------------------------|------------|-----------|------------|-----------|-----------------------------|
| Reading                 | 77.8%      | 39.7%     | 90.5%      | 89.0%     | 68.5%                       |
| Writing                 | 69.0%      | 32.5%     | 90.6%      | 91.9%     | 66.5%                       |
| Mathematics             | 78.6%      | 34.0%     | 93.0%      | 92.1%     | 64.7%                       |
| Science                 | 65.6%      | 24.5%     | 85.2%      | 85.8%     | 60.9%                       |

**Table 10: 8th grade performance on the Connecticut Mastery Test in 2009, percent meeting state goal level in CT1 and CT2, compared to D1, D2, and the State of Connecticut**

In this table, we can see that CT1 performs at a much higher level than other schools in D1, and CT2 performs at a very high level similar to that of the other middle school in D2. Both CT1 and CT2 perform better than the state-wide average.

The Connecticut Academic Performance Test (CAPT) is administered to all 10<sup>th</sup> grade students in Connecticut public high schools in reading, writing, mathematics, and science (CSDE, 2011a). CT3 is the only school in our study with students who take the CAPT, because it is the only American high school in our study. Table 11 shows the rate of students performing at or above the state goal level at CT3 in 2009. We will also include comparison figures from the District Reference Group for D2, our other study district D1, as well as the state-wide average.

| <b>CAPT Subject Area</b> | <b>CT3</b> | <b>District Reference Group for D2</b> | <b>D1</b> | <b>State of Connecticut</b> |
|--------------------------|------------|--|-----------|-----------------------------|
| Reading                  | 72.9%      | 70.43%                                 | 17.0%     | 47.5%                       |
| Writing                  | 77.1%      | 76.24%                                 | 23.4%     | 55.0%                       |
| Mathematics              | 64.4%      | 70.36%                                 | 13.6%     | 48%                         |

|         |       |        |       |       |
|---------|-------|--------|-------|-------|
| Science | 59.6% | 65.80% | 10.8% | 43.0% |
|---------|-------|--------|-------|-------|

**Table 11: Students performing at or above state goal level in the 2009 CAPT**

On the 2009 CAPT, CT3 performed slightly better than the average for its District Reference Group in reading and writing, and slightly lower on mathematics and science. CT3 performed significantly better than the district average for D1, and also the state-wide average.

### 5.6.2 School performance in Scotland

School league tables in Scotland are based on how many students in each school earn five or more Higher qualifications in a given year (Herald Scotland, 2011). The highest-ranking school in Scotland reported 39% of fifth year (S5) students gaining Higher qualifications in five or more subjects in 2009, compared to the Scotland-wide average of 10% (Herald Scotland, 2011). Many schools reported no students gaining five or more Higher qualifications. The following table shows the 2009 rate of students gaining Higher qualifications in five or more subjects at SCO1 and SCO2, as well as 2009 comparison figures for the local authorities in our study as well as the Scottish average. Data are from the Herald Scotland (Herald Scotland, 2011).

| SCO1 | Local Authority LA1 | SCO2 | Local Authority LA2 | Scotland |
|------|---------------------|------|---------------------|----------|
| 21%  | 28%                 | 9%   | 12%                 | 10%      |

**Table 12: Students who have earned five or more Higher qualifications in 2009**

Both schools performed below the average of their respective local authorities.

### 5.7 Types of data collected

The following table represents the type of data collected during field study. In Chapter 4, we outlined that one of the goals of the fieldwork period was to interview the library staff as well as at least one teacher and one administrator. These goals were exceeded in all schools, as indicated in Table 13.

| Types of data collected   | CT1 | CT2 | CT3         | SCO1 | SCO2 |
|---|-----|-----|-------------|------|------|
| Interviewed at least one teacher                                    | yes | yes | yes         | yes  | yes  |
| Interviewed at least one member of senior management                | yes | yes | yes         | yes  | yes  |
| Interviewed librarian (or librarians if more than one)              | yes | yes | yes         | yes  | yes  |
| Observed librarian at circulation desk                              | yes | yes | yes         | yes  | yes  |
| Observed librarian leading a class in the library, if scheduled     | yes | yes | none avail. | yes  | yes  |
| Observed meetings relevant to librarian, if any                     | yes | yes | none avail. | yes  | yes  |
| Collected documentary evidence where appropriate                    | yes | yes | yes         | yes  | yes  |
| Collected contextual statistical, demographic, and performance data | yes | yes | yes         | yes  | yes  |

**Table 13: Types of data collected**

Another goal was observing meetings relevant to the librarian. It was not possible to view a librarian leading a class at CT3, because the field study period was at the end of the school year and the librarians did not typically interact with whole classes beyond a first-year induction at the start of the year. Since then, librarians at CT3 have reported to the researcher that they are now more involved with class projects throughout the school year. This change is part of a wider school change discussed in detail in Chapter 6. There were also no meetings scheduled for the librarians during the period of field study at CT3, so it was not possible to attend meetings with the librarians. If there had been any meetings that participants indicated would be important or useful to attend, but that fell outside of the two weeks of field study, then the researcher would have made arrangements to attend, but this was not the case. In other cases, the researcher did make special arrangements to attend meetings and events of significance, such as author events in SCO2 and CT2, and a district-level librarian meeting in D1.

## 5.8 Desirable criteria tables

At the end of Chapter 3 we distilled literature from librarianship, education, service management, and organizational behaviour into criteria that might describe a good school library. We divided these literature-derived criteria into the following areas: the school librarian, the school environment, and the professional support available to the librarian. What follows is a series of tables showing how well the libraries fit into these criteria. Tables 14-18 give an overview of where evidence was found to support the existence of these criteria in our case study schools.

Please note that the Tables 14-18 simplify rich, complex qualitative data into very simple terms. The “Yes\*” was included in the table to try and retain some subtlety, to give an indication of a criteria that is “in progress” or that the school is visibly working towards but has not quite attained.

In order to fit the tables onto one page, where possible, abbreviations have been used as follows:

Yes: data collected shows this statement to be true for at least one relevant member of staff

Yes\*: data collected suggests this statement is true but to a lesser extent, such as conflicting behaviours or different behaviour from different members of staff

[blank]: Not enough evidence either to confirm or contradict statement

No: data collected contradicts statement or confirms statement does not apply

The tables on the following pages will show, at a glance, and in a limited way, which criteria were observed in which schools. A school library where all of these criteria were observed would most likely be an example of excellence.

| <b>Qualities of effective school librarians</b>   | <b>CT1</b> | <b>CT2</b> | <b>CT3</b> | <b>SCO1</b> | <b>SCO2</b> |
|---|------------|------------|------------|-------------|-------------|
| Be a professionally qualified librarian (Stimpson, 1976, p.24)  | yes        | yes        | yes        | yes         | yes         |
| Develop positive relationships with students (Hughes et al., 2001; Newberry, 2010; White, 2000)   | yes        | yes        | yes*       | yes         | yes         |
| Demonstrate appropriate dispositions across the intellectual, cultural, and moral domains (Katz & Raths, 1985; Council of Chief State School Officers, n.d.; NCATE, 2010; Schussler et al., 2008) | yes        | yes        | yes*       | yes*        | yes         |
| Display a disposition of caring towards students (Newberry, 2010; O'Connor, 2008)   | yes        | yes        | yes*       | yes         | yes         |
| Display empathy and perspective-taking (Birdi et al., 2008; Oswald, 1996; Parker & Axtell, 2001)  | yes        | yes        | yes*       | yes*        | yes         |
| Deliver strong service encounters (Chandon et al., 1997)  | yes        | yes        | yes        | yes*        | yes*        |
| Interact courteously with users (Johnson & Zinkhan, 1991, p.12)   | yes        | yes        | yes*       | yes*        | yes         |
| Build strong service relationships (Guttek et al., 2002)  | yes        | yes        | yes        | yes         | yes         |
| Offer tailored services which satisfy users' information needs and problems (strong market-orientation) (Singh, 2009, p.28)   | yes        | yes        | yes        | no          | yes         |
| Be a service enthusiast rather than a service bureaucrat (Godson, 2009, p.289)  | yes        | yes        | yes        | yes*        |             |
| Be service-oriented (Alge et al., 2002, p.468).   | yes        | yes        | yes*       | yes         | yes         |
| Voluntarily do more than what is required (Becton et al., 2008; DiPaola & Neves, 2009, p.493)   | yes        | yes        |            | yes*        | yes         |
| Align one's own goals to the goals of the school (Delaney, 1968, p.45; DiPaola & Neves, 2009; Oplatka, 2007)  | yes        | yes        | yes        |             | yes         |
| Be enthusiastic about working with others, (Montiel-Overall, 2008)  | yes        | yes        | yes        | yes         | yes         |
| Have as a main goal the enhancement of teaching and learning (Montiel-Overall, 2008)  | yes        | yes        | yes        |             | yes         |

**Table 14: Desirable criteria for school librarians**

| <b>Qualities of school environments conducive to good libraries</b>  | <b>CT1</b> | <b>CT2</b> | <b>CT3</b> | <b>SCO1</b> | <b>SCO2</b> |
|--|------------|------------|------------|-------------|-------------|
| School is a professional learning community, with visionary leadership, shared objectives, and a strong focus on continual improvement in teaching and learning (Levine, 2011) | yes        |            | yes*       |             | yes         |
| Culture of collaboration in which librarians and teachers co-plan projects (Loertscher, 2000; Montiel-Overall, 2007)   |            | yes        | yes*       |             | yes         |
| Atmosphere where colleagues have strong relationships and trust one another (Montiel-Overall, 2008)  | yes        | yes        |            |             | yes         |
| Administrators expect collaboration and idea-sharing to occur (Montiel-Overall, 2008)  | yes        | yes        | yes        |             | yes         |
| Administrators are knowledgeable about and supportive of the school library (Church, 2008; Oberg, 2006).   | yes        | yes        | yes        | yes         | yes         |
| Administrators see the librarian as having an area of expertise (Roys & Brown, 2004)   | yes        | yes        | yes        | yes         | yes         |
| Head teacher does not want a school librarian to fulfil a traditional (i.e. operational) role (Hartzell, 2002; Mardis, 2007)   | yes        | yes        | yes        |             |             |

**Table 15: Qualities of school environments that are good for school libraries**

| <b>Qualities of professional support beneficial to school librarians</b>                                | <b>CT1</b> | <b>CT2</b> | <b>CT3</b> | <b>SCO1</b> | <b>SCO2</b> |
|---|------------|------------|------------|-------------|-------------|
| Single professional association who is the “voice” of school librarians (Knuth, 1997).                  | yes        | yes        | yes        | no          | no          |
| Professional association that generates standards (Knuth, 1997)   | yes        | yes        | yes        | no          | no          |
| Professional association that provides networking opportunities (Chernow et al., 2003; Knuth, 1996)     | yes        | yes        | yes        | yes         | yes         |
| Peer support networks that meet regularly (Chapman & Hadfield, 2010; Wenger, 1998; Wenger et al., 2002) | yes        | no         | no         | yes         | yes         |

**Table 16: Qualities of good professional support available to school librarians**

| <b>TLC model</b>   | <b>CT1</b> | <b>CT2</b> | <b>CT3</b> | <b>SCO1</b> | <b>SCO2</b> |
|--|------------|------------|------------|-------------|-------------|
| <i>Coordination (facet A):</i> organizing or synchronizing events with a minimal need for communication or collegiality  | yes        | yes        | yes        | yes         | yes         |
| <i>Cooperation (facet B):</i> goals and objectives are developed independently, and although joint instruction may be involved, sequencing and connectedness of library and subject content are not necessarily considered                           | yes        | yes        |            | yes         | yes         |
| <i>Integrated instruction (facet C):</i> involves joint thinking and planning, as well as integrating teacher's and librarian's expertise in coherent lessons that reflect both disciplines in order to improve students' learning and understanding |            | yes        | yes*       |             | yes         |
| <i>Integrated curriculum (facet D):</i> the librarian and teachers meet regularly and jointly think and plan in order to integrate information literacy and subject content across the curriculum (Montiel-Overall, 2007).                           |            |            |            |             | yes*        |

Table 17: How the cases fit into the TLC model

| <b>Singh's model</b>  | <b>CT1</b> | <b>CT2</b> | <b>CT3</b> | <b>SCO1</b> | <b>SCO2</b> |
|---|------------|------------|------------|-------------|-------------|
| Strong: offering tailored services and products which satisfy users' needs                                    | yes        | yes        | yes*       |             | yes         |
| Medium: promoting library services without tailoring services to meet user needs                              |            |            |            | yes         |             |
| Weak: not seeing the value in marketing, offering traditional services without seeking to know customer needs |            |            | yes*       |             |             |

Table 18: How the cases fit into Singh's model (Singh, 2009)

## 5.9 Summary

In this chapter we have seen broad overview of the cases. The following chapters discuss in depth the case study data collected via interview, observation, and documentary evidence. The following three chapters will be structured so as to best address the research questions. One of our research questions is: *what enables a school library programme to succeed?* More specific questions within this are:

- ❖ What role does the school play in the success of the school library programme? (Chapter 6)
- ❖ What role does professional support play in the success of the school library programme? (Chapter 7)
- ❖ What role does the librarian play in the success of the school library programme? (Chapter 8)

The data in Chapters 6-8 will be presented thematically, entwined with analysis addressing these questions. Both the structure of the chapters and the mingling of data presentation with analysis is consistent with the grounded theory approach to research taken throughout the entire study. Under grounded theory, data is inextricably linked with analysis from the first stages of collection (Corbin & Strauss, 2008, p.163). It is impossible to present data devoid of analysis, because such a thing does not exist. We take the advice of Corbin and Strauss in structuring our data chapters to be consonant with the “analytic message and its components,” (Corbin & Strauss, 2008, p.280). Our analysis revolves around the school environment, the school librarian, and the professional support available to the librarian as the three main areas of influence over the school library programme, and our chapter structure is consistent with this.

In the next chapter, we will examine data relating to the school environment, and how elements in the school environment influenced the school libraries in our case studies.

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## 6 Data on the school environment

### 6.1 Introduction

Over the course of the next three chapters, we will look at the data in three different areas: the school environment, professional support, and the school librarian. These divisions emerged from the field data, which is consistent with grounded theory (Corbin & Strauss, 2008, p.143), but the authors of the VITAE study (Day et al., 2006, p.149) made similar divisions when analyzing factors that influence the identity of teachers. Our *school environment* is roughly analogous to their *situated environment*. Factors in the school environment include, but are not limited to the following:

- ❖ school culture
- ❖ school leadership
- ❖ feedback on performance
- ❖ relationships with colleagues and pupils

In these case examples, periods of change illustrate how various environmental factors can impact the library. At CT1, recent building moves and staffing reductions meant that the librarian was now working to manage two libraries in two buildings that are considered one school. At CT2, CT3, and SCO2, there were significant alterations to the timetable, limiting access to the library in one case, and allowing greater opportunities for integration in two cases. Throughout this chapter we will see how the school environment can enable the school library programme to succeed and achieve higher professional goals, and also how the school environment can prevent that from happening.

### 6.2 More than resources: facilities at CT1

In this section, we will discuss how a reduction in staffing at CT1 has limited the library programme, reducing the access students have to the library and preventing the librarian from achieving her professional standards. CT1 is split across two buildings that are a half-mile apart, and the librarian, CT1LIB, works part-time in each building. A few years ago there was another librarian part-time, and libraries in both buildings were staffed, but the district cut the other

position and now CT1LIB manages both libraries. She spends Monday through Wednesday in the 3-8 building, and Thursday and Friday in the K-2 building. Not having a full-time librarian in each library means that the two libraries are unstaffed for part of the school week. The true staffing levels of the library programme in CT1 are masked, because two libraries are counted as one school, so officially, CT1 is one school with one librarian. This arrangement also masks the true library budget at CT1, because each building requires supplies such as paper, pens and pencils, tape, etc, as well as books that cross over the 2<sup>nd</sup>-3<sup>rd</sup> grade boundary, to be taken out of one library budget.

The most significant consequence of not having fully-staffed libraries is that the library programme at CT1 is not able to meet its professional standards as put forth in *Information Power* because it cannot provide full access at time of need. *Information Power* is designed to guide librarians in three areas: learning and teaching, information access, and programme administration (AASL & AECT, 1998, p.ix). The standards regarding information access include the following principles:

### **Information Access and Delivery Principles of School Library Media Programs**

Principle 1: The library media program provides intellectual access to information and ideas for learning.

Principle 2: The library media program provides physical access to information and resources for learning.

Principle 4: The library media program requires flexible and equitable access to information, ideas, and resources for learning.

(AASL & AECT, 1998, p.83)

When the library in the 3-8 building is unstaffed, CT1LIB lets teachers send students to use the computers if they need to. According to the standards of *Information Power*, however, this arrangement does not count as providing access to the collection, because the librarian is not there to help students find what they need, nor to check resources out to them. Intellectual access as described in *Information Power* means the mental tools to find, judge, and use information: essentially, it is information skills or information literacy (AASL &

AECT, 1998, p.84). Although an unstaffed library may provide limited physical access to resources, it is the librarian who provides intellectual access by teaching information literacy to students. Moreover, a library can hardly claim to provide equitable access as described in Principle 4 without a librarian to assist students with lower cognitive ability or literacy skills.

CT1LIB gives up as much of her time as she can to keep the library as accessible as possible. The researcher was present in the school on days where every period in the library was allocated to a class, leaving no periods for what is called prep, or “non-contact” time, which is time away from students where teachers might engage in lesson planning, collaboration, or other professional work. CT1LIB is guaranteed non-contact time as she is a certified teacher, however, she chooses to keep the library open during these periods, forgoing her statutory breaks, in order to provide as much access as she can.

Collaboration is another key professional standard jeopardized by the lack of time at CT1. Collaboration is one of the key pillars of *Information Power*, and is widely considered to be one of the ideals of a model school library programme in the US (AASL & AECT, 1998, p.4; Montiel-Overall, 2005, p.25). Several factors that enable collaboration have been identified in the literature, and one of them is dedicated blocks of time (Darling-Hammond & McLaughlin, 1995, p.1; Montiel-Overall, 2008, p.153). At CT1, teachers who want to collaborate with each other do not have formal, allocated time to do so. Teachers at CT1 make use of informal time: they use their own time after school, or snippets of time passing each other in the hallways, to connect with one another and discuss project ideas. There were plans to increase planning time in the schedule, but this had not been implemented during the period of study.

Another way in which partial staffing prevents CT1LIB from meeting her professional standards is that she is not able to collaborate fully with teachers, because for them, she is effectively part time. Several teachers in their interviews mentioned a lack of time as a pervasive barrier to collaboration. For CT1LIB, who is part time in each school, finding the time to work together with teachers, who already feel they have no planning and collaboration time, is particularly



difficult. A lack of time acts as a barrier both to teacher-librarian collaboration and teacher-teacher collaboration, limiting how well librarians such as CT1LIB can meet their professional standards.

The lack of time in the library schedule also has an impact on the fundamental elements of running a lending service. Having the library fully booked with classes leaves no time for operational tasks such as reshelving and maintaining order. Even though she does not have paid staffing support, the school community has an active parent body, and every year she trains parent volunteers to help her in the library. The parent volunteers enlisted by CT1LIB allow her to spend as much time with students as possible whilst keeping resources in order. The value of this was observed on a day spent in the K-2 building. CT1LIB saw every K-2 class, and the library was fully booked with classes all day. Two parent volunteers worked quietly, checking in, cleaning, and reshelving books from the returns box while the librarian worked with the classes. In addition to cleanliness, the volunteers helped keep books accessible by emptying the returns box after each class of 25 students returned their books. There is a limit to what help parent volunteers can offer, however, according to CT1LIB. Hours worked are short, turnover is high, and CT1LIB must train new volunteers every year. Because it is a volunteer position, reliability and competence can be variable, and CT1LIB does not feel it is right to criticize a volunteer's work. In order to provide the students with full access to the library throughout the school week, CT1LIB would like a paid member of staff who is not a volunteer:

I like being at both [buildings] I would just like the support of a staff member, who I can train. I love my volunteers, but every year I have new ones that have to train... It would be so nice to have someone who is paid to do that, who is motivated to do that.

Although CT1LIB is grateful for the assistance, and feels supported by the parents in the community willing to donate their time, she would like the district to reverse its decision about giving her support staff. The parents in the CT1 community would also like that. CT1LIB described in her interview how supportive they have been in the face of her staffing troubles:

Parents were so upset that they wrote letters to the superintendent, saying that was not in their best interest, of their students, to do that, to take me away from their students.

CT1LIB said that the loss of library staffing has damaged the quality of service she is able to offer:

For me [the biggest challenge is] dealing with two buildings without help besides parent volunteer help. When I was in one building I felt like I was giving a really high level of service to all of my constituents, and now I don't feel that way... I don't feel like I'm as effective as I could be if I had even just a helper.

The district, D1, consistently refuses to re-hire help for CT1LIB, despite the wishes of the school and the parent community. The administrators at CT1 ask the district every year for a library assistant to work part time and do clerical work such as keeping the library open, circulating books, and reshelving. They have been turned down each time. The fact that her school administrators request staffing support for the library is a tremendous source of support for CT1LIB. She repeated several times over the course of the observation period that she does feel supported by her school principals, and their support is important to her:

Just the fact that they are asking, is enough for me right now, um, because I do love this school, and I love my work.

In a casual conversation about the same topic, she said:

It's not the budget environment for [hiring library staff]. But, I don't give up.

Positive factors in the school environment, such as supportive parents and school leadership mitigate the effect of inadequate staffing by providing support to CT1LIB. Parents provide piecemeal staffing support in lieu of district-provided support, and the school leaders, though unsuccessful in their staff requests, support CT1LIB's vision and this helps her maintain motivation. These findings are consistent with the findings of the VITAE study (Day et al., 2006, p.153,1310-153,1311).

As we have seen in this section, facilities are more than just material resources. Having two libraries, and one member of library staff means that one library is always unstaffed, because the district will not hire a library assistant to support CT1LIB. In reducing the library staffing at CT1, district officials have ignored both the pleas of parents, who have written letters to the district superintendent, and the administrators at the school, who ask for a library assistant every year in their budget requests. On paper, CT1LIB is a full-time librarian at one school, but in reality, she is part time in two libraries. The consequences of this are enormous. The deficit in library staffing at CT1 has compromised what services the librarian can offer the teachers, has reduced access to the library for students, and has limited the potential of the library to live up to the professional standards set forth in *Information Power*. CT1LIB expends tremendous effort making the library as accessible as possible. She has supportive administrators and involved parents, and these positive attributes have moderated the negative effects of the staffing changes. Overall, however, the facilities and resources of the school environment at CT1 limit what CT1LIB can achieve.

### 6.3 Reduced access at CT2

In the last section, we saw how the understaffing of library facilities meant that students did not have full access to the library. At CT2, staffing is not a problem: the librarian serves one library, and is supported by a secretary who works in the library three quarters of the time. In addition, student teachers who intern at the school are trained to use the library management software and can manage the circulation desk when the librarian is away. The problem at CT2 is time. Recent timetable changes introduced in order to add more electives have compromised the access students have to the library, and to the librarian, CT2LIB. In this section we will discuss how the schedule changes have had an impact on the library and the librarian, and also how the organizational structure of the school has facilitated a partial solution.

Before 2009, CT2 operated a schedule that included study hall periods throughout the day. During these periods, students would have the opportunity either to go to the cafeteria or the library to do homework. What this meant for

the library is that five times a day, about 28 students would choose to spend their study hall period in the library, and up to 140 students (32 percent of the 434 students enrolled in 2009-10) could access the library each day. The library was able to accommodate the entire student body every three days. A new schedule introduced in the 2009-10 school year eliminated study halls to accommodate more elective subjects. Under the new schedule, the vast majority of students could now only come to the library during 8<sup>th</sup> period, a 43-minute period called “academic success”, during which students can study in various places in the school. Soon into the first school year of the new schedule, CT2LIB had to limit the number of students teachers could send to the library during 8<sup>th</sup> period to 5 per class, because more students wanted to come than could safely fit in at one time. The students now only had one 43-minute period in the day to use the library, and it was the same 43 minutes for all 434 students.

These changes caused great concern for CT2LIB. Like CT1LIB, she felt like she was no longer able to offer as good a service. CT2LIB said her “biggest concern was not funnelling all the kids through” with the new schedule:

I didn't worry about that in the past because there were so many kids in the study halls, I saw well over three quarters of the kids, every other day, but it was spaced over 5 periods.

Providing access to the library was a major focus during the period of observation, permeating all conversations, particularly those about her beliefs and the challenges she faced. She said that a major goal for her during the period of observation was to ensure that all students could have access to the library. As we saw in the last section, access is a key principle of *Information Power*, and providing equal and adequate physical and intellectual access is one of CT2LIB's core professional standards (AASL & AECT, 1998, p.83). CT2LIB takes her professional values very seriously, and her attention to open access permeates her policies, even influencing her decisions on student discipline. If students misbehave and are asked to leave the library, she does not like to limit their access for more than a day: “I rarely make a kid not be able to come,” she said. A situation that reduced access for all students every day was, therefore, a significant problem for CT2LIB.

She was also concerned that the new schedule had made the library “a bit of a dumping ground” for students who receive special education services instead of taking foreign language classes. When they are not meeting with their special services contact, they have free periods, and they do not have anywhere else to go but the library, even though they often are not interested in using the library. The use of the school library as a “dumping ground” is a common concern for school librarians, particularly in the UK, where the equivalent term “sin bin” can be found in practitioner literature (Shenton, 2011; SLG, 2010). CT2LIB summarizes the impact of this problem as follows:

I’m getting just, anywhere from 3-7 kids [each period], and it’s all kids who also have special services and resource help, so they’re not self-starters to begin with, so they’re put in there, and it’s more like it’s a dumping place rather than a true study hall, and so there aren’t a lot of kids modelling what study hall behaviour is, and, that’s been my biggest challenge this year is dealing with that.

The problem is not that the special education students are in the library, the problem is that *only* special education students have use of the library during the day, and that there are no other students from whom to take their cues on how to behave. Compounding the issue is what happens when students have their services cancelled at the last minute:

So, a kid interprets that as ‘oh I have a free period! I’m free!’ you know, so I’m always having to say ‘go get your homework, you need to find something to do, and they always say ‘But I don’t have anything to do, I’m supposed to have speech [therapy]!’ ‘Well our choice is never to do nothing,’ I always say, but it’s very hard to get them to do anything, they just—in their mind, they’ve got, they’ve got a free [period]. So that’s a challenge.

CT2LIB is in the position of supervising and settling special education students throughout the day, and ensuring that they are on task. These students are not being supervised by a special education teacher, so the responsibility falls to CT2LIB to supervise them.

Because of the low numbers of students in the library, CT2LIB worried that the way she spent her time as manager would be questioned. CT2LIB was also

concerned that people would simply see her as not being very busy, as not doing very much, if there were only a handful of students in the library during the day:

When I'm only in there with 4 kids, or 5 kids, and no teacher has booked anything, I do worry that people walk in and think, 'do you really support this system if there's nobody in here?'

She was concerned that her non-contact tasks, such as keeping up with professional literature, creating how-to sheets for the computing facilities, and choosing books for purchase would not be recognized as valid ways to spend her time by other staff:

I worry that people would think that I'm not doing a whole lot. I don't know, because it's just a change from what used to be there. I mean, the library, 5 periods a day, would have 28 kids, by default because of the study halls. 28 would be in there, and—28 in the cafeteria, and 28 would be with me. And that's not happening, so that's a difference.

In order to ensure that her co-workers saw the amount of work she did beyond direct work with students, CT2LIB invited the teaching teams as well as the principal and vice principal to the back office of the library in order to show them the resources that she had available. CT2LIB explains that by showing them what was available during the school day, her colleagues had a first-hand look at some of the tasks CT2LIB worried were invisible:

I don't think they see the nitty gritty of what goes on in the background, but I made sure that everybody in the building sat down in that back area, and heard the spiel from me, about what we had and what we had ordered and what we had tried to do, and you can't help but, [laughter] when you're in that back room, see what's going on out there. So that, you know, kids will need photocopies, and you know, kept interrupting, so some of that stuff they saw. Which is good, because I don't think they really realize it.

By having the meeting in the back office, her hope was that the teachers could not help but notice how much was demanded of her even with relatively few students in the library. By demonstrating some previously hidden facets of her

daily tasks, she wanted to ensure that they understood the breadth of work she did in the background, as well as the immediate demands of students.

In order to ensure that students had adequate and equal access to the library, CT2LIB reached out to the teaching teams to find extra time in the school schedule that could be turned over to the library. There are four teams in the school, two for the seventh grade, and two for the eighth grade. The teams are run by teachers from core departments: English, mathematics, science, and social science. The purpose of the teams is to have each set of core teachers teaching the same set of students. The 100 students in team 7X, for instance, are all taught by English teacher X and Science teacher X, and the 100 students in 7Y are taught by English teacher Y and Science teacher Y. The core teachers coordinate with other departments, such as foreign languages, music, art, physical education, and special education. The teams meet regularly; at least one meets every day. They try to “troubleshoot kids”, in their words. They discuss academic issues, but they also talk about the health and social/emotional wellbeing of their students. They meet with guidance teachers and the administration once a week, and they plan placements for special education and discuss medical issues. During one eighth grade team meeting attended by the researcher, they talked about a bullying incident at the school in which the bully was not punished, but the victim was, for his violent reaction to the bully. At this same meeting CT2LIB discussed the need to address cyber-bullying, sexting (sexually-explicit text messaging), and internet safety with the students.

By the time the period of observation commenced, CT2LIB had started meeting with the four teaching teams to find a way to ensure the whole school had library access at least once a month. This was a challenge in part because, as we will discuss in Chapter 8, CT2LIB, a former English teacher, is very aware of the pressures on teachers, and tries never to add to them. Because study halls had been eliminated, the only time that could be given to students to access the library would have to be taken away from their class time with teachers. In this instance, her own goals directly conflicted with the goals of the teachers:

It's been a challenge for me to figure out a way to rotate kids equally through the school for circulation of books without impinging on people's curriculum time... I do remember what it feels like to feel like you have to get through these different pieces of the curriculum and I don't want to put more stress on the teachers.

The new system she proposed, and the teachers agreed to, meant that on the first Monday of every month, one team, team X in the 7<sup>th</sup> grade for example, would send their students to the library, and on the second Monday of every month, it would be Team Y in the 7<sup>th</sup> grade, and so on for the 8<sup>th</sup> grade teams. In discussions with the teaching teams, they realized they could use two non-teaching days for the English and mathematics teachers respectively, because those teachers had allocated time off to correct student work. On those days the students would have been taught by a supply teacher, and not necessarily from the regular curriculum. CT2LIB said that a non-teaching day like this is "kind of a lost day anyway to those teachers" and she was very pleased that they found a mutually beneficial solution:

I can do what I'm going to do with them, and then they don't have to even come up with a lesson plan for that day, so they can just be off correcting, doing what they're doing, and the same thing for the math person—[the supply teacher] would just have them doing something repetitive, rote, or whatever, so I think that's great. So get the best of both worlds.

CT2LIB planned on using these agreed-upon periods for circulating books, having book talks, or other activities in the library. She was relieved to have these times set aside for the library, saying that if anyone ever asked her how are you serving the whole school, she can demonstrate how she's giving everyone access.

The team structure facilitated this solution in several ways. Firstly, in a logistical way: CT2LIB only needed to attend four team meetings to cover the entire school population. Secondly, the team structure (rather than a departmental structure) allowed the carved-out library period to be evenly and fairly distributed across different subjects, because in the first month, the English teacher of each team would give over one period, and then the mathematics teacher, and then in the



third and fourth months, the social studies and science teachers would use their time. Thirdly, it offered an opportunity to include workshops on bullying and other issues facing students, which were already a priority for the teams, and which would have been on the agenda at another time in the year.

The team system greatly simplifies liaising across the school, and seemed to ensure a more cohesive set of working relationships. This is consistent with literature suggesting the benefits of team teaching for teachers (Goddard et al., 2007, p.881). For instance, CT2LIB seized the opportunity during the team meetings she attended to ask the departments about the resources they wanted her to purchase for them. The teachers in the team meetings also relayed purchasing requests from departments not on the core team structure, such as special education, who had requested audiobook versions of all curricular novels, and the music department, who requested a subscription to a music magazine. The team structure made it easier to determine and respond to teachers' requests for resources.

Another factor in the school environment which enables the library programme to succeed is strong collegial support and the tremendous amount of respect CT2LIB commands within the school. Teachers and administrators spoke extremely highly of CT2LIB, often using the word "library" and CT2LIB's name interchangeably. CT2DHT, who is a long-serving member of staff, praised CT2LIB's commitment to service in trying to find a solution to the scheduling problem:

She's having designated time for the kids to come in to the library, to the media centre, and work on various things, so that everybody can be serviced, she's very very serious about having everybody serviced. It's very important to her, and to us.

Several of her colleagues said that the school would be far worse off without her. The school principal, who was hired between the initial period of study and the follow-up visit, praised the strong relationships CT2LIB has with teachers:

CT2HT: I just can't imagine this school without [CT2LIB] and I've only been here since August, and I can tell you I can't imagine this

school without [her] 'cause [she] just does such a phenomenal job. And she seamlessly relates to teachers, supports teachers without, well threatening, being threatening in that process. That's a terrible word. I hate that word. But, teachers feel really collaborative with [her]. [She] just really collaborates. She doesn't take over, she doesn't subsume, she really just pulls them in and supports the work in a collaborative fashion.

The secretary in the library said that people in the school treated her like third administrator, on par with the principal and assistant principal:

CT2SEC: In this school it is an honoured position. [CT2LIB] is probably the unofficial administrator. She is the one they send to represent the school in many facilities... because [CT2LIB] is so well read and can present her ideas and new ideas well, she's like the, she's like the third in command, very well respected in this school. Very well respected by [CT2HT's predecessor and CT2DHT], and very much appreciated.

CT2 has the support and respect of her teaching colleagues, her administrators, and her support staff. Having strong collegial relationships is fundamental to collaboration and working together with teachers (Montiel-Overall, 2010). In Chapter 8 we will examine how CT2LIB herself influences the library programme, but in this chapter it is worth noting that supportive colleagues and strong collegial relationships helped CT2LIB solve a work-based problem. Although the school environment limited the library programme by reducing the access students have to the library, the team-based, supportive atmosphere and good working relationships allowed the library programme to find success via alternative routes. This is consistent with the findings of the VITAE report which suggest that strong collegial support is one of the positive factors in a school environment that support teacher effectiveness (Day et al., 2006, p.10).

#### **6.4 Technology facilities and library access**

As we have already seen in this chapter, facilities and scheduling can reduce student access to the library. In this section we will see how a lack of technology facilities in the library can reduce the access the librarian has to the students. We will do this by comparing the library facilities at SCO1 and SCO2, and exploring

how the provision of computers in the library can affect library traffic and what that means for the library programme.

At SCO2, the library is a semi-circular fan shape. The circulation desk is halfway along the flat wall, and bookshelves divide the library space into three sections that are separated along spoke-like lines from the librarian's vantage point. From the circulation desk, SCO2LIB is able to see everything. One section contains fiction, as well as comfortable chairs for reading. In the middle section, non-fiction shelves enclose several tables for group working. The third section contains 18 PCs, and is bordered by professional development and careers materials. Most classes in the school are small enough that 18 PCs are enough for a whole class. The exceptions are the higher-ability first and second-year English classes, which have 24-25 students; lower ability classes are smaller, to give students more attention. Some larger classes divide themselves in half when they want to use the library, so half of the group will come, half will stay in the classroom, but whole classes often schedule time in the library to use the computers. Here is how SCO2LIB describes what she does when classes take place in the library:

If there's a project that the class are working on and the teacher wants them to do individual research, I'll support by perhaps talking at the start of the lessons, giving some general kind of hints, em, I'll support throughout the lesson, by sort of being on hand, circulating, engaging with the learners, advising them, if I see they're doing something and I think it would be good to nudge them onto a different track, then I'm there to give a little bit of advice.

What SCO2LIB offers to classes when they come in to the library is her expertise in addition to resources. Some teachers know this and value it, and book the library computers specifically for this reason. SCO2TEA3, the head of the modern languages department, summarized her feelings this way, when asked what she needs from the library as a teacher:

If I'm honest, access to computers, quite regularly... but also help from her if I'm doing research projects with pupils. So, just as an example last year, in the summer term, with my second year class, they had to do a research project on tourism, so they had to choose

maybe an area of France, or the Francophone world, or a city, and they had to do a research project... [SCO2LIB] did a little presentation about how to do research, and then, she provided books for the kids, or she showed them really good websites that they could go to. And when they were doing their research and working in groups, she would always—she was like an extra pair of hands for me, so there were four eyes and she was able to go round and just check they were on task and that they were working well, and if they had any questions, she could help the groups. So I would say, computers, yeah, but also help with research skills and help with projects.

Her sentiments may explain why teachers would choose to book the computers in the library, rather than one of the ICT suites, which are also available for teachers to book.

During the period of field study at SCO2, every time classes came in to use the computers (with the exception of fourth year students editing folios for qualifying exams), SCO2LIB was observed constantly walking around, monitoring them. She involved herself in each class whether the project was one she knew about beforehand or not. On two occasions, with two different teachers, she was observed to be more involved with the classes than the teachers themselves were. On these two occasions the teachers sat in different sections of the library with their backs to the class, correcting work. These were not planned joint ventures, these were classes for which the teachers had simply booked the computers.

SCO2LIB wants teachers to use the library for the entire lesson, not start in their own classroom and then come to the library halfway through to use the computers:

Personally I like it when all of the lesson is in the library so I can hear what's being said... and I can reinforce that and advise them on search strategies, and give them one-to-one help.

SCO2LIB wants to have an understanding of the purpose of the lesson, and be better able to support the students in trying to execute the teachers' instructions.

In addition to walking around assisting students, SCO2LIB also offers her planning sheet to teachers who bring classes into the library. The planning sheet is a graphic organizer SCO2LIB developed to help students think through the research process. It asks students to write down what their topic is, and asks them to fill in sections like “I already know these things about my topic” and “Information about my topic can be broken down into these main questions/headings”. Students are asked to fill this out with a pencil and paper before searching for resources online. SCO2LIB says this may seem “anti-technology” but that it forces students to write in their own words, helping them think through the research process and identifying for themselves what they’re learning about. Another intended consequence of the planning sheet is to discourage students from copying and pasting paragraphs of text off of web pages without citing their sources, which was identified as a problem at all schools studied.

SCO2LIB demonstrated the planning sheet at a staff professional development session. It was then demonstrated at another session by the school’s Curriculum for Excellence literacy coordinator, SCO2TEA4, as an example of best practice and more teachers have started to use it, some not even knowing it was created by the librarian. The researcher observed a social studies teacher who brought first-year students into the library to do a project on Ancient Rome, and had adapted SCO2LIB’s planning sheet to the project, modifying the headings and sections as part of her lesson plan materials. During this class, SCO2LIB gave the students the address for a set of online resources she had created for them to use during this project.

The SCO2 library itself is large enough to accommodate two classes simultaneously, and it was observed many times that one class used the fiction resources while another used the computers. Considering that classes can and do book half-periods in the library, it is actually possible for three or four classes to use the library during one period. The ample facilities allow the students to access the resources, but also allow SCO2LIB to access the students. By having access to the students, SCO2LIB is able to offer support and expertise along with digital and print resources. SCO2LIB highlighted in her interview that she tries to

convey the message that “it’s not just the library that’s a resource, but the librarian’s a resource.” By offering assistance and support to classes, the library becomes more than a place to use the computers. In business parlance, she is adding value to the experience, the value being her expertise. The facilities provide an avenue through which to offer her services. This is consistent with the goals of a school library programme as stated in *Information Power* (AASL & AECT, 1998, p.6-7).

By contrast, the computer facilities at SCO1 make it prohibitively difficult for an entire class to come in and use the computers. At SCO1, there are eight computers in the library. Six of the computers are in one half of the room, spread along the wall surrounding six group tables. One of the six computers is connected to a projector, allowing for projected demonstrations. Two computers are behind book shelving along the wall the other end of the room. One of these two computers is devoted to the careers advisor on Wednesdays and Fridays. This means that three days a week, there are eight computers for student use, and two days a week, there are seven. Only six of them are in the same part of the library, making it difficult to supervise a group larger than six on the computers. For classes who need to use computers, their first choice is to book one of the ICT labs in the school. For all-class projects requiring computer use, teachers bypass the library entirely.

During the period of observation, there were several days in which the library, compared to other libraries in the study, was simply not busy. On one day, only four students had come into the library by 10:15, morning interval time, which is an hour and a half after the start of school. One teacher had come in to schedule a class to use the library but it was already booked, so SCO1LIB was pulling books to give to the teacher to use in her classroom. The library at SCO1LIB was also the smallest of all of the libraries studied. It would not have been possible to accommodate two full classes in the library at the same time, and it would not have been possible to accommodate an entire class on the computers. When full classes did come in, they sat at the group tables or were searching for books on the shelves.

SCO1LIB did mention the lack of computing facilities as a problem, but she did so in the context of providing electronic resources for accessing information. When asked where she would like to see the library go in the next few years, she said:

I would love an input of finance... I mean we are in the 21st century, we've got 8 computers, I think it's severely lacking in IT resources, and with the advent of ebooks, and we can see that it's now taking off, things like this need to be addressed. They're being addressed by the public libraries, but the funding needs to go to schools as well so that we can allow pupils to download the materials that are there.

Here, SCO1LIB is addressing technology within the school library in two contexts: provision of resources in multiple formats, and student access to information available online. *Information Power* recognizes the importance of technology in the school library programme in the context of enhancing learning, and promotes the librarian as a technology leader in the school (AASL & AECT, 1998, p.54). What has been overlooked, however, by both SCO1LIB and school library literature, is the underlying fact that without technology capabilities, classes are less likely to come into the library. Poor technology facilities limits the opportunities for contact between the librarian and the teachers and students.

It is important to note that the mere existence of computing facilities generous enough to accommodate an entire class is not a guarantee of the kind of behaviour observed in SCO2LIB. The facilities merely provide access. We will discuss the librarians themselves in a later chapter, however, there is evidence to suggest that SCO2LIB and SCO1LIB have very different approaches to interacting with classes that are in the library. Here, the influence of the school facilities overlap the influence of the librarian: though the facilities and structures of a school can either expand or limit what librarians can do with their programme, it is up to the librarian to make the most of the opportunities presented.

As previously mentioned, SCO2LIB was observed actively offering advice and support to all classes that came into the library to use the computers, whether or not they had asked for her assistance. She circulated amongst the students and monitored their activity on the computers, redirecting them if they were not on-

task. In contrast, SCO1LIB often sat behind the circulation desk when classes were in the library, even if no one needed to check out books at the time. Evidence suggests she expected to help the teachers only if asked, rather than asserting herself into the class. She complained that teachers who book the library for research are “just on Wikipedia” and do not ask for her help. She said that music classes came up to research musicals, and that a lot of their research was done on the web with little input from her, “even though [the library has] a good music section.” She also mentioned a home economic project for which had given a class one session on how to find resources, and said that the teacher does not want any more from her now. Having a full complement of computers may not embolden her, however, it would at least provide more opportunities for interacting and working with classes.

In the case study libraries that have enough PCs for a full class (CT2, CT3, and SCO2), teachers book these computers whether or not they also intend to use other library resources. The librarian can then intervene and offer ad-hoc support to the teacher and students of that class, with resources or information skills. This means that the librarian has more opportunities to work with teachers and students than those afforded by planned collaboration alone. It means that the librarian can reach more people. Having only a handful of computers in the library means that teachers must book computer labs or ICT suites if they require enough computers for the whole class. The librarian has no access to these classes because they are physically not there.

## **6.5 Outside evaluators and managed change at CT3**

At CT3, district and school-level initiatives were causing significant changes in the school during the time of field study. Staff were now expected to work collaboratively and develop interdisciplinary links rather than teach in isolation. All departments were preparing to revise curriculum. The timetabling of the school was being changed in order to give both teachers more time and students more choice in elective courses. The library was being expected to become more actively involved in classes and teach alongside subject teachers. Where have these changes come from? They have come directly from a recent evaluation



report by an external accrediting education body. During the period of study, the principal of CT3, CT3HT, was implementing the changes recommended in the report.

The outside body responsible for the curricular changes in CT3 is the New England Association of Schools and Colleges (NEASC), an accrediting body which sets and maintains education standards for member schools beyond those required by federal and state law (CPSS, 2011b). Accreditation and membership in NEASC is voluntary, and allows schools to be accountable to higher educational standards by submitting themselves to close scrutiny of the “processes and practices related to teaching and learning and the support of teaching and learning,” (CPSS, 2011b). NEASC comprises six commissions for different types of schools. The Commission on Public Secondary Schools (CPSS) is the body responsible for the evaluation and accreditation of public secondary member schools and it is they who write the reports, however, the accreditation comes from NEASC, and the participants at CT3 referred only to NEASC, so the terms CPSS and NEASC will be used interchangeably throughout this section.

The accreditation programme for public schools involves self-evaluation conducted by the school’s professional staff, an on-site evaluation conducted by a visiting committee, and a follow-up programme wherein the school implements the recommendations made based on the self-evaluation and the visiting committee reports. Visiting committee members are working teachers and administrators in other member schools. The most recent CPSS/NEASC report on CT3 is dated October 2008. Reading the report, one can see a clear link between the changes being implemented in CT3 during the period of observation, and the recommendations in the report.

The report comments that at CT3, teachers do not collaborate with each other very much, and there is not a significant amount of interdisciplinary working. The reason highlighted in the report is the lack of formal opportunities in the schedule for collaboration:

Teachers find that the current schedule does not adequately support formal opportunities for additional curricular integration.

The professional staff collaborates to a limited extent within and across departments in support of learning for all students. It is difficult for faculty members to work together because of lack of formal opportunities. There is currently no regularly scheduled time during the day to discuss content or to have interdisciplinary departmental collaboration.

The report's authors also comment on the lack of formal processes by which teachers can work together to implement existing initiatives, and point out the consequences of such limitations:

The district has allocated a full staff development day to implement a district literacy initiative. Lack of a formal process by which teachers can collaborate, discuss student work, develop interdisciplinary units, and share model lessons diminishes the positive impact on the learning program for all students.

As a result of this, the report includes the following recommendations regarding the curricular and organizational structure of the school:

Significantly increase curricular opportunities for students in [lower ability-level] classes to engage in inquiry, problem-solving, and higher order thinking

Provide time and regularly scheduled opportunities for teacher involvement in curricular integration

Develop and implement a schedule that meets the school's instructional needs as defined in the mission

Ensure that the professional staff has formal opportunities to collaborate within and across departments in support of learning for all students

During the time of observation and follow-up, approximately 1.5-2 years after the publication of the report, these recommendations were being implemented. A new schedule was introduced, departments were preparing to rewrite their curricula, and opportunities for collaboration were being formalized. In fall 2011, departments were beginning a new phase of development including the creation of interdisciplinary links. All of the NEASC recommendations were being implemented. This has significance for the library media programme at

CT3, as three of the sixty pages in the report are devoted to the library media programme.

The CPSS/NEASC accreditation standards demand that “[l]ibrary/media services are integrated into curriculum and instructional practices,” and are “actively engaged in the implementation of the school's curriculum,” (CPSS, 2011a, p.6). NEASC and CPSS are looking for school libraries to be integrated into the curriculum and also to be involved in the delivery of the curriculum. The CPSS and NEASC guidelines are in line with *Information Power* in terms of curricular integration and delivery (AASL & AECT, 1998, p.6). Consider the following statement in the 2008 report on CT3:

The library media centre and information technology services and materials are integrated into the school's curriculum and instructional program... They also provide direct instructional support to all teachers with website resources specific to their lessons, and both teacher and student instruction on the accessing of information from the school website offerings... and other appropriate Internet resources. *However, the library media specialists do not team teach with the instructors who bring classes to the library media centre.* (emphasis added)

This statement reveals two implicit assumptions about the role of the school library programme. Firstly, there is the assumption that the primary goal of the school library is the support the curriculum. Secondly, there is the assumption that this is achieved through a combination of resource provision, information skills, and teaching. According to the report, the CT3 library was only succeeding on the first two of these three points. Further statements in the report suggest that CPSS/NEASC see the primary goal of the school library as supporting the mission and curriculum of the school:

The library media centre successfully integrates print and nonprint materials and services with the school's curriculum and instructional programs to provide students with a broad range of opportunities to achieve the goals of the school's mission statement.

The book collection of 21,400 volumes has been updated to reflect the present curriculum in an unbiased manner, and out-dated materials have been removed.

The report included recommendations regarding the library media centre that were having a significant impact during the period of observation:

Strengthen library media specialists' involvement in curriculum revision process

Increase the instances of library media specialist team teaching with other teachers to support class instruction in the library media centre

Again, these recommendations are in line with the professional standards of *Information Power* (AASL & AECT, 1998, p.6). The recommendations made in the report were being implemented during the period of observation. The person leading the implementation of the changed recommended by the report is the head teacher, CT3HT. In his interview, he expressed a clear vision of how the library fit into a more collaborative school, echoing the NEASC report.

CT3HT: ...the new paradigm, I think for a librarian, is that they're a media specialist and that they help students. You know, that they're more instructor-based.

He also echoed the report when he suggested that the library was not currently acting as a full collaborative partner with the teaching staff, but that that was his goal:

CT3HT: ... hopefully we're getting there, I don't think that it's a reality, but they should be almost an integrated—I don't think there should be a separation between what happens in the classroom and what's supported in the library.

This statement was made during the period of observation in June 2010, and though the curricular and structural changes were being implemented, they were still in their infancy. One of the ways in which CT3HT implemented the recommendations of the NEASC report was through his choice of library staffing. CT3LIB2 had been an English teacher for 36 years, and had been qualified as a librarian for 9 years when CT3HT hired her in the library to replace a librarian

who retired in 2009. CT3HT hired CT3LIB2 with these NEASC-inspired educational initiatives in mind, and from the start, told her that he wanted an active, 21<sup>st</sup> century library. She says that she was hired with the explicit expectation of working collaboratively with teachers and doing more instructional rather than traditional library work:

CT3LIB2: They also don't think that we should be waiting for teachers to come, and you know, tell us what they need ...they want a bigger piece of us invested in the curriculum... They want us to be more leaders than: 'well I'm here, at my computer, you know, what do you need?'

CT3LIB2 was very enthusiastic about working with teachers, and having taught English for 36 years, she felt she could offer real value to them. She saw her role as helping teachers achieve their goal rather than adding extra tasks for them to do. CT3LIB2 also believed that she was well-placed to deliver the changes recommended in the report because she was a new person in the library, and her role was defined at the beginning with the changes in mind. She mentioned that in a time of so much school change, this made her life much easier than it was for the other librarian, who had been there for many years and who had to try to adjust her own expectations and way of working. As CT3LIB2 phrased it, she was able to come into her new role and say "ok, what's my job?" and have a blank slate in terms of what her expectations were.

During a follow-up interview during CT3LIB2's second year in the library, she described her successful attempts at collaboration with a physics teacher, along with the challenges she had faced in her first full-time year (during the period of observation, she was in the library part-time and teaching part-time). One of the difficulties she described during her follow-up interview was finding the right pace of change: balancing the slow pace of changing teachers' expectations with the desire from management to have the new initiatives in place immediately:

...it seemed, in the beginning of the year, that the administrators wanted it done now, and we kept saying, that we're going in the right direction but don't expect for this to be done overnight, because it is

a shift in the whole consciousness of the school, viewing the library a little bit differently... they wanted us in classrooms right now.

She brought her concerns to the principal, who suggested that she adjust her expectations, while still making it clear that this was the new way of doing things:

And I went to the principal and I—I was ready to crack up, I really was, and I think he said ‘oh no, oh no,’ and he told me he didn’t want me to burn out, he was very sweet about it, he said ‘you can’t be all things to all people, right away, you know I don’t want you to get burned out, go slow, pick a few projects,’ and that was only about a month ago, when I thought I was gonna crack, I really did. Um, there were too many things going on at once and it was all new, but he was very, very supportive, and recognizes that it’s not overnight, but he too has a vision, and he doesn’t want to throw good money after bad—he was told several years ago that there was going to be a change in the library. He didn’t see it, and he’s not going to rest until the change is made. It’s definitely the—[pause] the tone.

The NEASC report identified CT3 as a school in which teachers were teaching in isolation, with relatively little collaborative working, and the report outlined many changes to be implemented. CT3LIB2’s passage, above, indicates that the principal is setting “the tone” for these changes to be accepted and implemented across the entire school, which is consistent with the literature on the principal’s role in a school (Church, 2008). This is also consistent with literature on managed change in schools. One way to manage change in schools is to develop a professional learning community (PLC) which represents an intentional, organized movement towards a positive goal, such as improving learning in a school, typically led by a principal who drives the vision forward (Levine, 2011, p.32-34). Levine suggests that there is a danger in trying to implement a PLC too rapidly, as it may reduce the willingness and ability of experienced teachers to adapt to the new expectations (Levine, 2011, p.31). The stress experienced by CT3LIB2 indicates that the speed with which the changes are being implemented presents challenges for intermediaries like CT3LIB2, who are enthusiastic about the changes but who must work with people who are perhaps less so.

These recommendations aim to move the library closer towards the ideals set out in *Information Power*, yet they are coming from an education-based, accrediting body. The continued accreditation of a school depends, in part, on the implementation of recommendations made in the report, and the principal must submit reports outlining progress made towards these goals. It is expected that recommended changes will be made within five years, which in this case is 2013. To be perfectly clear, the inclusion of library standards in the NEASC accreditation standards and the specific recommendations made in the 2008 report are extremely significant to the future direction of the library at CT3. The NEASC report is directly responsible for the improvement and expansion of the school library services at CT3.

This situation is a uniquely American phenomenon in the context of our research. Several librarians spoken to in Scotland lamented the lack of standards there for school libraries. One suggested that until schools were required to have librarians, national standards would be unlikely to develop, and another suggested that because school libraries did not measurably contribute to qualifying examinations, school libraries would always struggle for attention in the education world. Indeed, Shenton notes that there continues to be no statutory basis for school libraries in England, and that many local education authorities have been reducing library provision in recent years (Shenton, 2011, p.538). In contrast, in Connecticut, an education body is insisting that the school raise the standard of the school library to ensure that librarians are teaching and are more tightly integrated into the curriculum. The old adage of what gets measured, gets attention, is borne out here, and in this case, it appears that systemic differences in the Scottish and American systems are extremely significant to the daily practice of school libraries.

## **6.6 Curricular structures at SCO2: Interdisciplinary learning**

In the last section we saw how educational standards elevated and expanded library services. This section will examine two important features of the Scottish curriculum: the flexibility already afforded to first and second-year students, and the thorough implementation of the new Curriculum for Excellence at SCO2, a

curriculum which encourages collaborative, interdisciplinary working. At SCO2, a new interdisciplinary learning (IDL) course has been added into the timetable for first and second-year students, and groups of teachers from several subjects were developing curriculum at the time of observation. The librarian at SCO2 has been involved at the planning level, co-developing curriculum at SCO2, which is recommended in *Information Power* (AASL & AECT, 1998, p.4). The school environment and curricular structures that surround the librarian enable her to do this by providing time for professional development, building curriculum around collaboration and interdisciplinary working, and having an innovative, experimental school culture.

Secondary schools in Scotland educate students around the age of 11-18 in six year groups (S1-S6), whereas in the US secondary or high schools educate ages 14-18 in four year groups (9<sup>th</sup>-12<sup>th</sup> grade). Students in S1 and S2 take no externally-examined subjects, and under the new curriculum, Curriculum for Excellence (CfE), this will be extended to S3 as well (Hepburn, 2011). Although Curriculum for Excellence is a national curriculum for Scotland, there is significant scope for the schools to determine their own curriculum as long as they are meeting the Experiences and Outcomes set out in the CfE framework.

One way in which SCO2 has implemented CfE in S1 and S2 has been in its adoption of interdisciplinary learning. The teachers at SCO2 are already familiar with running interdisciplinary projects. They ran a Democracy Week in the 2009-10 school year to coincide with the 2010 Westminster elections, and again in 2011 for the Holyrood elections. As part of these events, Members of the Scottish Parliament (MSPs) came in to speak, the music department taught protest songs, and there was an inter-school debate with another local secondary school. In the 2009-10 and 2010-11 school years, SCO2 held one-day interdisciplinary projects, but the teachers felt it was too rushed and product-oriented. They wanted to devote more time to the projects and make them more learning-focused, and they wanted to devote an entire term to an interdisciplinary project.



During the period of observation, SCO2 were in the middle of planning and developing curriculum for full-year interdisciplinary courses for first and second-year students. The interdisciplinary (IDL) courses would have a different focus each term, and would be scheduled into the timetable for weekly double-period blocks. The three term-length projects for S1 were:

- ❖ Voice (formulating an opinion and sharing it through a variety of media)
- ❖ Community (involvement with local community)
- ❖ Enterprise (with activities modelled on BBC's The Apprentice)

The three projects for S2 were:

- ❖ Promoting the city as a tourist destination
- ❖ Scotland's energy
- ❖ See Me (about mental health)

SCO2TEA4, a French language teacher in the school, was hired as the IDL coordinator, having previously co-developed the IDL days. During the time of observation each project was being developed by a team of teachers from across the subject areas, with the exception of the Voice project, which was co-developed by SCO2TEA4 and SCO2LIB. When asked how it came to be that the two of them were developing the curriculum for Voice, SCO2TEA4 said that it happened "naturally" and that they had not intended for it to happen.

SCO2TEA4 and her colleagues in the modern languages department have a history of curricular innovation and collaboration. They piloted Curriculum for Excellence before it was officially introduced across Scotland, and acted as a case study for Learning and Teaching Scotland. For the three years prior to and including the period of observation, they collaborated within the department and also worked with SCO2LIB for Celebration of Languages week. When asked why they were so willing to experiment and work with other people, SCO2TEA4 said that modern languages must promote their subject to students, as it is not required for students to take a language in the later years of secondary school. She said that anything they could do to promote languages, and get involved in interdisciplinary learning, they would do. She said, "we've got an enthusiastic department, we're always trying things and doing things."

Whereas the library's fight for diminishing school resources is a common theme in library literature, the idea of teachers, or other teaching departments having to fight for resources, recognition, or even students is rarely, if ever, mentioned, and it is useful to retain as a wider perspective. It is not only at SCO2 that teachers feel as if they are competing for attention: CT1TEA1, the art teacher at CT1, said in her interview how unusual and refreshing it was for a mathematics teacher to come to her, and let her know that she was covering tessellations that week, in case the art teacher would like to link to it herself. Normally, she said, she was the one reaching out to the core subject teachers. It is important to note that librarians, whether holding the same status as teachers or not, are not the only workers in the school who feel as if they are always the ones having to reach out to others.

Professional development is another opportunity afforded by the school. Although SCO2LIB is not a teacher and has no teaching experience, she has taken advantage of workshops on learning theory and practice offered to SCO2 teachers. SCO2LIB has taken a serious interest in these workshops and applied the knowledge gained to improve the quality of collaboration. During the period of study, SCO2LIB invited the researcher to attend a professional development workshop on Bloom's taxonomy. She had heard people talking about Bloom's taxonomy, but did not quite know what it was, so she was interested in extending her knowledge. Curriculum for Excellence is based, in part, on Bloom's taxonomy (Higher Order Skills Excellence Group, 2011). Developed in 1956, Bloom's taxonomy was developed as a way to assess learning outcomes, and it classifies levels of cognitive skills on a continuum, ordered from low to high: knowledge, understanding, application, analysis, synthesis, and evaluation (Milman, 2009, p.61). The phrase "higher-order skills" means the cognitive processes at the upper end of the taxonomy that are beyond simple recall, such as making connections, and developing ideas. A revised taxonomy, which is currently used, has altered the levels and made their labels verbs instead of nouns: remember, understand, apply, analyze, evaluate, and create (Krathwohl, 2002, p.216). In the professional development workshop, the leader suggested ways in which the teachers could ensure that their own lessons were using

higher-order skills. Part of the workshop was devoted to developing questions about a given topic at each level in the taxonomy: at the lower end, the questions included “what is happening in this picture” and as one moved up through the levels, the questions changed to “why is this happening” and “what are the alternatives?” Teachers in several different departments attended the workshop, including SCO2TEA4.

During one of the IDL meetings between SCO2LIB and SCO2TEA4, SCO2LIB commented that she “still can’t get over that CfE is based on Bloom’s,” something she had learned in the workshop. SCO2LIB felt that knowledge of the questioning strategies and higher-order thinking that form the top levels of Bloom’s taxonomy had suddenly made sense of the Curriculum for Excellence, and she said that she understood the implicit goals of CfE better after attending the workshop. Of course, it was her own choice and motivation to attend the workshop, but because of the professional development opportunities afforded to her, she is able to better understand, and therefore better support, the new curriculum.

A cooperative learning workshop, which SCO2LIB attended prior to the period of study, also helped her contribute to IDL curriculum development. In cooperative learning, students work with each other in small groups rather than work individually from a book or receive information in a lecture-style from the teacher (Prater et al., 1998). The workshop covered several different specific activities and strategies teachers could use to cover their content with group work. During an IDL meeting with SCO2TEA4, SCO2LIB suggested a couple of different cooperative learning strategies. One of her suggestions was that the students, in week five of Voice, could consolidate their learning by “doing the placemat thing”, which is a cooperative learning exercise in which a piece of paper the size of a place mat is divided into four corners with a middle section as well. Each writes responds to a teacher’s question individually on a corner of the paper, then they talk as a group, and put the most important things in the middle. SCO2TEA4 agreed, highlighting that “it’s a way of going over everything they’ve learned so far, quickly and cooperatively...rather than the teacher just standing there saying ‘what have you learned?’” SCO2LIB referred again to

cooperative learning when developing an idea for having students in the Voice project make a newspaper. She was brainstorming activities that would be required in a newspaper, such as interview, questions, proof reading, and fact-checking, and made the following suggestion:

Divide it up as if it were a news team, so you'd have a sports editor, photojournalists, a news editor...that's a co-op learning thing, isn't it? Divide them up into roles?

It is evident in these passages that SCO2LIB has retained a lot of information from the workshop and accompanying book, four copies of which are held in her library. She has applied her learning to make valuable contributions to interdisciplinary curriculum planning, collaborating with SCO2TEA4. Curricular planning is amongst the highest level of professional standards in American school librarianship (AASL & AECT, 1998; Loertscher, 2000; Montiel-Overall, 2010). As a non-teacher working in a country with no mandatory standards for the staffing of school libraries, that is an impressive achievement.

## 6.7 Summary

The purpose of this work is to examine what allows a school library to successfully achieve current ideals, and the school environment holds an important set of influencing factors over this success. We have seen in both countries of study how educational trends and standards can have a positive impact on the library, and how resourcing and reduced access can have a negative impact.

In our case studies, the success of the libraries has been positively influenced by:

- ❖ School management who understand and support the goals of the library
- ❖ Standards which prioritize integration between the library and the curriculum
- ❖ Support for collaboration amongst teachers and teachers with librarians
- ❖ Curriculum that allows for research or inquiry-based activities
- ❖ Library facilities that enable full classes to come into the library to use computers
- ❖ School scheduling and timetabling that enable students to access the library flexibly, at time of need

- ❖ A staffing structure that facilitates collaboration

These will contribute to our model for school libraries in Scotland. In the next chapter, we will examine influences related to the professional support available to librarians.

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## 7 Data on professional support

In this chapter we will see how professional support structures at the national and local level influence the school library. Professional support as discussed here is roughly analogous to the professional sphere in the VITAE study, encompassing professional goals, policies, and role expectations (Day et al., 2006, p.149). In this context, professional support means regional or national-level professional associations, as well as the support structure, peer network, and leadership of employees within the local authority or district. We will use a slightly different structure than the last chapter, discussing aspects of professional support across the cases first, and then exploring some case examples. First, we will examine professional standards and professional associations at the national and regional level. We will see how CT1LIB and CT2LIB draw on state and national-level resources to improve their programmes. Then, we will examine local support structures by looking at case examples of district D1 and local authorities LA1 and LA2. D1 and LA2 will provide examples of local visionary leadership. LA1 will serve as an example of strong local peer support.

### 7.1 Professional associations

#### 7.1.1 Connecticut librarians and professional associations

When CT1LIB talked about professional associations during the period of field study, she typically made references to tools she could use to improve her programme, whether it be documents she could use for advocacy or skills learned in conference sessions that she could adapt with her classes. For her, the professional standards published and promoted by ALA and AASL (AASL, 2007; AASL & AECT, 1998) are very important, and she made several references to them throughout the period of field study, the only librarian to do so. She uses these standards to guide her programme because she finds local resources inadequate:

The mission of the programme, you know in technical terms, is to have kids become effective locators, evaluators, and users of



information, and to do that, I— the district had a curriculum although it's not a very strong one, so I always I look at the state, I look at the national standards.

In her interview, she said that, professionally, she “grew up” with *Information Power*, because it was revised in 1998, right after she completed her library degree. She had read the previous edition, but she read the 1998 edition for guidance since she “was just starting out.”

CT1LIB also valued the journals published by AASL, as she saw it as a way to keep current:

I do always try and keep up with the publications... I absolutely feel I need to do this, and read this. Maybe not everybody does. I do belong to ALA, and AASL. So I get *Knowledge Quest*, and I get *American Libraries*, and you know, even if I don't read them cover to cover, I pull out what applies to me, um, so I try and keep up with the field that way and the research that's done in the field.

CT1LIB has never attended a national conference, relying on the communications of ALA and AASL instead:

I just rely on their communications, you know, through their publications, and the online—ALA recently reorganized its website, I thought the website was very difficult to find my way around, and it's better now... AASL has put up some good thing to help us, the Learning for Life, to help us implement and support the new standards. So I rely on that, I use those, and read them and think about them, and I'm trying to digest them and put them into practical use, but I haven't gone to any of their conferences, the national conferences, but someday. Someday. Two more years of [her children's university] tuition to pay for.

CT1LIB uses publications from the Connecticut Association of School Librarians (CASL) to educate new administrators and head teachers about the role of the school librarian. CT1LIB regularly attends CASL conferences:

Most of the time I find that worth my while, because it's a chance to share best practices among colleagues, and sometimes—every other year now we've started teaming up with CECA, which is the

Connecticut Educators Computing Association, those are the technology teachers... a couple years ago when I went to one of the CECA sessions and it was about um Google tools, and it was like 'this is great stuff! This is great stuff' um, so I'm always learning new things, and... those I find useful.

For CT1LIB, membership in professional associations means that she is keeping up in her field, because she reads professional publications, and she also learns ways to improve her programme by attending state conferences. For CT1LIB, the publications of ALA and AASL made membership in these national associations worthwhile. The way CT1LIB values her professional association is consistent with literature highlighting the training and standards-development aspects of professional associations (Chernow et al., 2003; Knuth, 1997).

CT2LIB values different aspects of her professional associations. CT2LIB is very involved in the interactive, participatory aspects of membership in professional associations, such as attending conferences and sharing ideas with colleagues via listservs. She regularly attends the jointly-run biennial CASL and CECA conference, as well as the individual CECA and CASL conferences:

I go to the Connecticut Computer Conference every year, which is called CECA. I go to the CASL conference. Sometimes they're combined, like every other year they combine them, so there's usually authors there, there's book sales people, um, there's all-new techniques in researching, and online databases, and all that kind of stuff, so, that's usually how I do it.

She does not attend any national conferences, and she has let her ALA membership lapse:

I'm not an American Library Association member anymore, I did that the first two years, it was expensive, I could never go to their conferences because they [coincided with an annual school trip she ran] and I said it's too much, I can't, I can't do it.

For CT2LIB, the publications of ALA and AASL alone do not make her membership in these national associations worthwhile. For her, not being able to

attend the national conferences meant that the membership was not worth the money.

Another way that CT2LIB interacts with other school librarians is by email, and she prefers to interact with others at the state level rather than nationally.

CT2LIB preferred to subscribe to a CASL listserv rather than a national listserv for school librarians because she found the volume of emails on the national listserv overwhelming:

For years I was a member of this national listserv, LMNet, and I was getting 100 emails, easily, a day. And, I read through them, the first two years I was a media specialist, I went through every single one of them, and I got a lot of helpful hints from it, but it just became overwhelming, and then I did the digest form, which, you would just get ten messages, in digest form, I did that for another year, and then I said, you know, I can't, it's just too much, I can't, I can't deal with it. So I did one at the state level which is now called CASL... it's just briefer and it's just not so laborious as going through —LMNet was K-12—well CASL is K-12 too but it just seems like the stuff I get through CASL is more doable.

She gave specific examples of how she had learned useful information from the CASL listserv as well as contributed her own expertise:

We've been talking about establishing an account with [online DVD rental company] Netflix, as a way to save money and be able to provide staff with the most recent digital media out there. And there was a school that was very successful using it, but... they did it with gift cards instead of having a Netflix account... and they had spent \$103 for the year. [And] sometimes people will say, 'what historical novels have worked really well with 7<sup>th</sup> and 8<sup>th</sup>?' and I have a list of things and I'll send them to them, you know, or something like that.

These exchanges of information, and indeed, CT2LIB's involvement in the interactive aspects of the professional associations generally, suggest that she is a member of one or more communities of practice (Harada, 2009; Wenger, 1998; Wenger et al., 2002). Communities of practice comprise colleagues with similar skills and interests who are committed to developing better practices together (Harada, 2009, p.8), and they can exist online or via face-to-face interactions

(Wenger et al., 2002). Her involvement in the participatory elements of professional development is also consistent with literature about the social benefits of professional associations (Broady-Preston, 2010, p.68; Knuth, 1996).

For CT2LIB, sharing information relevant to managing her library programme is useful and desirable, but only feasible by interacting with other librarians via conferences and listservs in the state, rather than the whole country. The idea that local support is more valuable than national support is overlooked in the literature, and will feature in our model.

At CT3, the librarians did not feel many K-12 resources were of use to them, because the average academic level of their students is quite high, and many take university-level courses, so, according to CT3LIB2, they “lose two-thirds of the information”. Rather than subscribe to *School Library Journal* for book reviews, they subscribed to *Library Journal*, which is aimed at public libraries. In terms of building their collection, they subscribe to a few different collection catalogues aimed specifically at high schools.

### 7.1.2 Librarians and professional associations in Scotland

The librarians in Scotland displayed mixed feelings about their involvement with national (UK-wide) organizations such as CILIP and SLA. Neither librarian mentioned using professional guidelines published by CILIP or SLA. SCO1LIB described CILIP as “supportive but very expensive.” She valued the journal of the School Library Association, *The School Librarian*, even though she found the organization itself to be expensive and not very supportive:

I don't find SLA to be very supportive, to tell you the truth, everything costs money from them, and I've tried numerous occasions, I've had problems accessing stuff on their website and they haven't even bothered to get back to you, and you're paying a lot of money to be a—to be part of the School Library Association. So I don't find as much support... I mean I do read *The School Librarian* and things like that as well to keep up to date, I think it's important to support any kind of agency that consolidates what we do and things like that as well.

SCO1LIB has never attended a CILIP conference but has attended CILIPS conferences, in years where Curriculum for Excellence was a major focus. In these years, funding was secured by the head of school library services in the district, SCO1DLS, for school librarians in the authority LA1 to attend. SCO1LIB has also presented at the CILIPS conference on adapting to the Curriculum for Excellence. SCO1LIB's mixed feelings about the national professional support available to her are consistent with literature about professional associations for school librarians in the UK (Knuth, 1997, p.308). SCO2LIB and her professional support network will be discussed in detail later in this chapter, but it is worthwhile to note now that, like SCO1LIB, SCO2LIB attends CILIPS conferences when there are sessions relevant to school librarians, and does not attend national CILIP conferences.

For most of the librarians in this study, national professional associations seemed less relevant on a daily basis than local or regional associations, although for CT1LIB, the standards set by the national associations are valuable. Professional standards are a more indirect, long-term influence (Day et al., 2006, p.10) which may explain why they did not seem to be important in the daily working lives of most of our librarians. They found greater value in more local associations and their activities.

## **7.2 Case examples of local professional support**

Another form of professional support is that offered by the school district or local authority itself, typically consisting of a district-level school library supervisor and a network of other school librarians. When considering the phrase "local professional support" it is useful to remember the dual nature of the school librarian's role. Many school librarians are the only librarians in a building full of teachers. Even in the US, where school librarians are typically also certified teachers, there are no other librarians in the school. What "local professional support" for school librarians means, therefore, is professional development, guidance, peer support, and leadership *as it relates to librarianship*, rather than any professional support or professional development

opportunities that relate to educational methods, learning theory, or curriculum offered by the school. This is how the phrase will be used throughout this work.

In this section we will use case examples to investigate local professional support in district D1 and local authorities LA1 and LA2. D1 and LA2 offer examples of how a visionary leader can raise standards in a district. LA2 offers an example of how peer support helps individual school librarians develop and better meet their professional goals. The remaining district in the study, D2, is so small, comprising one high school and two middle schools, that it will not be included in this section. These case examples will highlight how local professional support can enable the success of school library programmes.

### 7.2.1 Case example: D1

Recent history in D1 provides a useful example for how local professional leadership can elevate professional standards across a whole district. This section will examine how the vision of one former leader, CT1DLS, and the money to implement the vision allowed school library programmes in D1 to meet standards set out in *Information Power* (AASL & AECT, 1998). We will also examine the decline in standards in D1 since he left. Data for this section has come from interviews with CT1LIB, as well as supporting documentary evidence, provided by CT1LIB and also found in local media archives. The body awarding the grant mentioned in this section, and supporting local media articles will not be cited by name as they would identify the school and people under discussion.

When CT1LIB started in the district in 1998, school librarians were in their own subdivision of the education department. They were supervised by CT1DLS, a qualified school librarian and adjunct faculty on an ALA-accredited course in librarianship offered by a local university. In the mid 1990s CT1DLS applied for, and was awarded, over a million dollars in grant money (approximately £650,000). The explicit purpose of the grant was to align school libraries in the district with the professional standards in *Information Power*: to employ a school librarian in every school and to fund the development of collaborative teaching libraries. CT1LIB chose to work in D1 over other districts because she knew about the grant, and that the grant meant that librarian positions were going to

be created in several schools. She was excited by the prospect of building her own programme in a school that had never had a librarian, rather than working with an existing programme. She explained in an interview how the money was bound to certain conditions regarding library provision:

The parameters for [the grant] was that libraries that were established... be staffed by a full-time library media specialist, that their collections be based on the curriculum, that they be flexibly scheduled for service at time of need... the idea is that it would be an extension of the classroom.

In securing money to implement *Information Power* standards, in setting a high goal towards which to strive, CT1DLS was behaving consistently with literature on visionary leadership. Visionary leadership is a style of influence that pulls people towards a cohesive and positive goal, motivating followers by creating a sense of identification and common purpose rather than through a system of rewards and punishments (Bennis & Nanus, 2003; Kirkpatrick, 2010). His vision statement, meaning the vision as communicated to everyone else (Kirkpatrick, 2010, p.367), was written out in the terms of the grant: to implement a high-quality, collaborative, teaching library programme in every school in the district. The existence of a vision statement is itself important, as vision statements can improve performance of both individuals and groups regardless of the charisma of any individual leader, and vision statements prepare organizations for change (Kirkpatrick, 2010, p.368). In what is perhaps an unusual set of circumstances, the grant provided both a coherent vision statement and also the means to implement it.

Several changes were introduced under the leadership of CT1DLS and funded by the grant money, including extensive professional development. CT1LIB gave specific examples of professional development opportunities available to librarians in D1 during this period:

We had excellent professional development while [CT1DLS] was the head of our department. I got to actually work with Bob Berkowitz for three days, developing curriculum, all based on the Big6—our whole curriculum was based on the Big6. [CT1DLS] got BookBowl

going, [CT1DLS] got in, oh David Loertscher, we worked with David Loertscher, we had really excellent professional development at that time, and I think [the district] in many respects was sort of the envy of a lot of districts.

When discussing the improvements in the professional standards in D1, CT1LIB credits CT1DLS:

[CT1DLS] was our supervisor, and he had great vision, and he did achieve his goal, I think it was a seven year phase-in, in that every school, just about every school now, has a library media centre, and a full-time library media specialist, and because even though I'm in two buildings, I'm considered one school, you know, in their view, we meet that criteria.

The infusion of money and opportunities supplied by the grant, and implemented by CT1DLS, did not come without effort on the part of librarians, however. CT1DLS imposed high standards on the librarians in the district. The activities required of the school librarians were extensive, particularly in the days before automation, which, in D1, are very recent:

I mean we definitely, we had to do collaborative units, and document them through a universal planning tool, every year—and this was before we were automated. We did... collection mapping, which was, um, saying how many volumes we had to support the major units we did, expressed as a percentage of our school population with the number of kids who studied that, with the goal of having sufficient materials to support units. We had to document that. We also had to do an aging of our collection every year, and that was before automation.

She suggests that when he left, the standards lowered:

He set very high standards for our profession... I think that level of expectation really eroded, um, when [he] left, it just, for a little while we had no leadership, and it's like 'just do what you need to do'.

According to CT1LIB, a lack of leadership, mixed with periods of bad leadership, sent school libraries in D1 into a period of decline, and many librarians stopped meeting their professional standards. School librarians in the district were



increasingly asked to take on non-professional tasks which reduced or eliminated the time they had to carry out professional duties. Regarding the following passage, a “prep period” and “to cover preps” means covering for another teacher during his or her protected non-teaching time for lesson preparation:

And then they gave us a woman, they put a woman in charge of both the music department and the library media, and her training was music, so she was a strong leader I think for the music department and we were sort of an afterthought... And, if a principal said ‘well I want to use my librarian as a prep period,’ she’d tell us ‘do whatever your principal tells you to do,’ so, there was a lot of that backsliding to using the librarians for whatever. Some of them were pulled to teach reading, a lot of them now are being used to cover preps, and when you’re covering preps it’s really hard to collaborate with teachers.

This is consistent with Mardis, who comments that many school librarians are prevented from carrying out an instructional role because of administrators (Mardis, 2007). Although CT1LIB has kept up many of the things required under CT1DLS’s leadership, not everyone has:

They’re not held to high standards, some of the librarians, so they’ve gotten into bad habits too, and might not really be doing us any favours, by not stepping up to the plate and advocating for a better programme and just accepting their lot in life.

What she describes in this passage, a decline in standards in D1 after a change in leadership, is consistent with literature on employee performance (Bennis & Nanus, 2003, p.8,53; Day et al., 2006, p.152-153; Yukl, 2010, p.356). Employees who do not believe their actions will make a difference (or who “accept their lot in life”, as CT1LIB says) can become demotivated and stop trying, or give up, when presented with a difficult situation (Bandura, 2010, p.179).

After the woman who headed the music and library media departments in D1 retired, the school librarians were moved into their current place in the reading department, another subdivision of the education department. In 2010, the year of the field study period, an interim coordinator of school librarians had been

appointed. This person, CT1DLIB, was a school librarian in the district, and the role of coordinator came without a promotion or an increase in pay. CT1LIB had been offered this role, but turned it down, in part because the role did not require an administrator's qualifications, signalling to her that the role lacked authority, or "position power" (Yukl, 2010, p.350). In 2010 there was a promising sign for the future of school librarians in the district when D1 advertised for what CT1LIB called a "real ten-month supervisor" position. Of this position, CT1LIB said:

I hope it's filled with someone with vision and who can work well with principals, because they're the ones we need to convince.

In November 2011, CT1LIB informed the researcher by email that no one was ever hired for the role. She went on to describe how the situation for school librarians had deteriorated even further in D1:

At the district level, the position of 10 month supervisor was never filled. We have a "coach" who is under the supervision of the reading department supervisor, who really does not "get" libraries. Open Library Media Specialist positions have not been filled, and those schools do not have any library programs. Many of my colleagues have been put on fixed schedules to provide preparation periods for teachers, precluding much opportunity for collaboration. Yet, we are under orders to produce one "21st Century Skills" project per month, incorporating common core standards. These are bleak times for librarians in [D1], and I assume, in many communities.

CT1LIB lays the ultimate responsibility for school libraries squarely at the feet of the district-level administrators. By controlling funding and hiring decisions, they allow local professional leadership, and indeed the libraries and librarians themselves, to exist and to function. In her interview, CT1LIB explained the importance of district-level priorities:

If a district wants good libraries, they will have good libraries. If they value that, they will make sure the supports are in place for that, and they will be able to attract the very best library media specialists, because we want to work in places like that, where you're valued,

where there is adequate budget, where there is, um adequate space, where there's access to kids, where there's high expectations, for us as professionals.

The leaders in a school district are very influential, but they do not easily fit into the school/professional/librarian spheres we have drawn. The decisions made by district-level administrators influence the school environment by determining school staffing and resourcing (as we saw in the last chapter with reduced staffing at CT1) and influence the professional environment through the staffing and resourcing of local leadership. In the case of D1, district administrators have lowered professional expectations by allowing principals to use professional staff for non-professional tasks without resistance, and also by leaving school librarians without any professional leadership or guidance. Although school librarians enjoyed an enviable position for several years, perhaps that period was an anomaly against a norm of school library neglect in D1. The vision of CT1DLS was implemented using external funds, and when the funding period ended, the district resisted continued funding. What we have seen through this anomaly, however, is how a strong local professional visionary leader and an expectation to meet high professional standards enabled school libraries in D1 to succeed, albeit for a short time.

### 7.2.2 Case example: LA2

In D1, we explored how visionary leadership elevated the standards in a district, and how those standards fell when leadership changed. In this section, we will examine visionary leadership in LA2, and how it continues to energize professional activity in the authority.

LA2 is a large authority, employing 26 school librarians. The central school library services offer a lending service and professional support to all types of schools as well as directly to school librarians. Field officers act as line managers for the professional aspects of a school librarian's role, something line managers within the school cannot do, as they are trained teachers, not librarians. These field officers advise school librarians on professional matters, and perform evaluations primarily centred on training needs, which are less formal than

those administered by their school-based managers. Other professional staff in the central school library services include a development officer and the head of the service, SCO2DLS, both of whom are former school librarians.

SCO2DLS is a very active, busy head of service. She has expanded the scope of her own role, taking on additional work and supporting other agencies in the authority with information services. The work that she does is extensive: she sits on the LA2 literacy strategy board; she is in charge of the children and families publication unit; she works with looked-after children; and she works with special and nursery schools in the private sector, rather than simply the public sector schools that are within her official remit. She also gets involved in all school inspections in LA2. In advance of each school inspection, she gives the head teacher their librarian's professional evaluation (carried out by a field officer) and also writes a document about what school libraries do. She does this in order to enable the head teacher to speak knowledgeably about the school library programme, as she believes it is the job of the head teacher to know the school well.

SCO2LIB believes that the expansive activities of SCO2DLS have contributed to the success of school libraries in LA2, and send a message to school librarians in the authority:

One of the reasons that the school library service has been successful is that [SCO2DLS], the head, has sort of diversified... so she's kind of made herself a bit more indispensable. She's also taken over the remit of being in charge of the children and families publications unit, so she's expanded her role there, and I think the message for that, for the school librarians is, 'take that kind of attitude on board, and echo that kind of behaviour in school.'... So we're doing a lot more than just stamping books and giving out websites. I suppose trying to... trying to make ourselves a bit more, em, part of the planning, part of the team, trying to get the message out there to staff that we're a resource: it's not just the library that's a resource, but the librarian's a resource. So, we're—it's going back to supporting learning.

What SCO2LIB is describing is “role-modelling” by SCO2DLS (Kirkpatrick, 2010, p.375; Yukl, 2010, p.355). SCO2DLS is setting an example and acting how she wants the school librarians to act, by being active, expansive, reaching out to other agencies, and demonstrating her own value as a resource in addition to library materials. She is behaving in line with the values she promotes. This is consistent with the notion of transformational leadership, and is more likely to result in workers (in this case, school librarians) seeing their jobs as challenging and meaningful compared to workers who have a leader without vision and who behaves inconsistently with the values they promote (Kirkpatrick, 2010, p.372).

SCO2LIB describes the activities that librarians in LA2 are encouraged to carry out, and summarizes them by saying “it’s going back to supporting learning.” Earlier in the interview, SCO2LIB was asked to describe her role, and she said that she saw her primary role as supporting learning. Supporting learning is central to SCO2DLS’ vision for libraries, which is consistent with the ideals of *Information Power* (AASL & AECT, 1998, p.49). She believes that school libraries should be supporting student learning by integrating with the curriculum and supporting classroom learning as much as possible. In a conversation with SCO2LIB, at which the researcher was present, SCO2DLS reinforced her point of view on integration by suggesting that library skills should not be taught in isolation, saying that “there’s no point in finding out information on nothing at all.” This is a direct refutation of what has been observed by the researcher in several other school libraries in Scotland, where library induction exercises are contrived to introduce first year students to the library without any connection to what they are learning in their classes.

The new Scottish curriculum presents a particular opportunity for integration, as literacy is now a major cross-curricular theme. Referring to one of the major threads of the new curriculum, SCO2DLS said that “if libraries don’t get into Literacy Across Learning”, then they’ve lost a significant opportunity. Supporting learning means that the librarians are to find out what the teachers need, and assist them in delivering their curricular goals. This is consistent with a strong market orientation, in which services are designed around the needs of clients (Singh, 2009, p.28).

In addition to communicating a vision and role-modelling, SCO2DLS actively cultivates joint-working amongst the librarians in LA2. She encourages this professional peer activity by establishing working groups. The school librarians in LA2 sit on different working groups within the larger group of LA2 school librarians. A working group on documentation produced a school library handbook for the authority. At least two different working groups publish book review publications, which are sold to schools throughout Scotland. The researcher attended a meeting of the working group that maintains a reading list for senior pupils. For this project, school librarians read and recommend books that are appropriate for pupils aged 16 and over, and they attempt to change at least at least one fifth of the 100 titles every year. They do most, if not all, of the reading for this project in their personal time, and since membership in these working groups is voluntary, they are collectively engaging in organizational citizenship behaviour (OCB) (Becton et al., 2008, p.496).

The working groups in LA2 are highly productive, which is consistent with research indicating that groups that are high in OCBs are more productive than groups with low levels of OCBs (Raver et al., 2012). Despite the fact that the school librarians volunteer a considerable amount of their own time to participate in these groups, SCO2LIB has said, that a school librarian would not do this on his or her own, suggesting that the high level of professional activity and output would not exist without SCO2DLS directly instigating these activities. This is not to say that peer-working only exists at the behest of SCO2DLS: SCO2LIB also reported that she and the other school librarians in LA2 often help each other perform inventory or other administrative tasks over school holidays, when there are no students in school to use the library.

Although the level of professional activity in LA2 is high, it is not uniform or prescriptive, and participation is not strictly enforced. SCO2DLS does not speak in terms of authority-wide programmes or standards, and she does not require school librarians to do significant amounts of reporting or documentation, unlike CT1LIB's account of what was required under CT1DLS. Rather, she aims to enable and empower school librarians and encourages them to take charge of their libraries, which is a method praised in organizational behaviour literature

(Bandura, 2010; Bennis & Nanus, 2003; Yukl, 2010, p.358). During a conversation with the researcher and SCO2LIB, SCO2DLS said “you are in charge of your library and the ethos of your library,” referring to advice that she had given to struggling school librarians in the past. The practice of enabling individual librarians to set and meet their own professional goals is illustrated by the evolution of the information literacy model developed in the authority, written before the advent of Curriculum for Excellence. SCO2DLS said that they had created a working group of school librarians in the authority to investigate how the model could be updated to reflect the experiences and outcomes of Curriculum for Excellence. In the end, however, they decided to focus on individual librarians integrating with the curriculum as it was being interpreted in their own schools in a less standardized, less formalized, more tailored way.

SCO2LIB values SCO2DLS’s style of leadership. SCO2LIB confirmed in her interview that she may be given advice, but is allowed the professional autonomy to make her own decisions, and she prefers this. She had been describing how, by getting involved in the planning stages of projects, school librarians could have more of an impact in their schools. Then, the researcher asked her whether or not the idea of taking on extra responsibilities within the school and getting involved in the planning stages of SCO2 projects had come directly from SCO2DLS. This is her response:

Well, nobody’s expressly told me, I mean I suppose it’s advice that I would have gotten from [SCO2DLS] or from my field officer, and also just my gut reaction just as a, as a professional. You’ve got to take responsibility, em, for your job I suppose. I’m a solo worker as well, so nobody’s telling me what to do, but it’s just my gut feeling, ‘this is the way that I want to develop’... I think for this school right now, that’s the most relevant thing for me to do. I think I’ve been guided, I’ll have chats with people and we have networking meetings where we’ll kind of share best practice and get ideas from other people... I would say that I get advice, but I don’t get told in a horrible way that I have to do this.

Note that she echoed very closely what SCO2DLS said to librarians who were struggling: “you are in charge of your library and the ethos of your library.”

When asked if other librarians in the authority also thought this way, she said that she was not entirely sure, but that she believed other librarians held the same attitude as she does:

I don't want to speak for everyone, because I don't regularly speak to a lot of librarians, but certainly the librarians that I do—that I'm in working groups with, and that I network with and that I meet with, yeah, I think we're all of the same attitude, that yeah, we want to get in there, we want to get into the nuts and bolts of what's happening in the school so we can share our expertise and support.

This passage indicates that there is a culture of self-efficacy in LA2 (Bandura, 2010; Bennis & Nanus, 2003; Yukl, 2010). Rather than wish for prescriptive leadership, the librarians in LA2 value guidance and autonomy. They make their own decisions but are influenced by the role-modelling of SCO2DLS. The example SCO2DLS sets is to be as involved and as supportive as possible to schools and to the local authority. In doing this, she shows, rather than tells, the school librarians in LA2 what she expects them to do.

SCO2LIB mentioned during her interview that school libraries in LA2 are considered successful. How is success measured? During the period of field study, school library services in LA2 survived a proposal to reduce their hours, and services and employment contracts remained intact, whilst during the same period, school librarian positions in Glasgow were reduced by 50% (including several staff in the central school library services), and positions in several other authorities were reduced as well. This is not to draw a direct comparison, or show causality, it is only to indicate that in an economic climate where school librarian positions are being reduced or eliminated, LA2 retain a full complement of librarians as well as professional central office staff, which may, on its own, constitute "success". As we have seen in this section, however, the level of professional activity and engagement in LA2 is exemplary, particularly considering there are no statutory requirements for school librarians to be employed in Scotland, and there are no statutory requirements regarding the provision and quality of a school library service, beyond that one simply exist (Owen, 2009). Given the survival of library services in LA2, and also their



professional activity and output, they offer an excellent example of a strong professional network with strong professional leadership.

### 7.2.3 Case example: LA1

In this section, we will turn away from leadership and examine the role of professional peer support. When SCO1LIB started as a school librarian at SCO1, she had only had a few months of school library experience. Furthermore, she had only moved to Scotland from her native country a few months before that, so she was unfamiliar with the education system as well as the particular demands of school librarianship. The other school librarians in LA1 serve as a vital support system for SCO1LIB both professionally and emotionally.

SCO1LIB described her work history in a casual conversation with the researcher as follows. Before she moved to Scotland, SCO1LIB had worked in an art gallery library, a social history library, and a higher education library, but not a school library. When she moved to Scotland, she took a job in a large urban secondary school library. The secondary school was so large it was one of the few in Scotland to have two librarians, but she started to apply to other jobs after only a couple of months there because she felt it was “going nowhere” and the other librarian at the school felt de-motivated, unsupported, and “beaten down” by the system. Although the authority was quite large, employing nearly 30 school librarians, and also running a central school library service staffed by four qualified librarians, she felt professional support was lacking there. She felt she needed more support than was available since she was unfamiliar with both the curriculum and with school librarianship generally.

SCO1LIB spoke repeatedly about how being a school librarian was different from other types of librarianship:

It's a very different focus. Well, [higher education] and this would be quite similar as well because you both have the kind of user education, but here it's very much teaching, so that's where the difference would come in, whereas user education I think and teaching, are very different... In user education I think you're giving people a skills base as well, but it's very independent, and it's very

much dealing with their particular need at that point, whereas with schools, you're actually, em, you've got more of a teaching focus—because you're kind of giving them skills that will be very much cross-curricular. Again I know you're showing them similar types of skills, but the emphasis is different.

She sometimes felt unprepared for the teaching aspect of the role:

I don't think it's been very difficult, but I often felt I was on the back foot because I don't have teaching experience, you know, and I don't think I did set out in any shape or form to be a teacher... sometimes I've felt uneasy not having a background and not knowing what is expected at what level, you know, so I've tried to, you know get as much knowledge myself as [I can]. When you're kind of thrown in at the deep end, it's a very steep learning curve.

The feeling of being “on the back foot” and not knowing what was expected indicates that upon shifting from art and academic libraries to school libraries, SCO1LIB experienced a challenge to her identity (Day et al., 2006, p.142). Rather than moving along a continuum of professional identity from novice to expert, SCO1LIB found the particular demands of school librarianship very challenging, and became, in a sense, a novice again (Day et al., 2006, p.142). She left her job in the larger authority in part because there was no professional support to help her learn her new role.

In order to advance along the learning curve, SCO1LIB has waged an enthusiastic campaign of self-education. She reads teaching websites regularly, and attends training sessions whenever available:

I try to educate myself as much as possible, looking at different teaching methodologies, trying to arm myself with as much information that's out there, like, you know getting some feedback from other school librarians, CILIP as well, I'd look at all their publications and things like that, and go forward for any type of training that would actually help me, in that kind of position... When I took up the position as well I had quite a few meetings with [the Principal Teacher in the English department], she showed me what had been done many years before, through their English department, when they didn't have a librarian that was... in any way

involved in actually, you know, teaching, and she showed me what was covered... I try and get as much input and I try and keep up to date with what's happening and I try to change every year building on what year has gone before, so that would really be how I would approach the challenge of teaching [laughter].

For an enthusiastic self-educator such as SCO1LIB, professional development opportunities are very valuable, and she is, for the most part, happy with the professional development opportunities available in LA1. She cannot afford to travel to London for training, but she says that LA1 is a very supportive authority, allowing the librarians time off to go to any free training workshops. In 2009 and 2010, the head of school library services, SCO1DLS, secured funding for LA1 school librarians to attend the annual CILIPS conference because those years focused heavily on Curriculum for Excellence (CfE), as it was just starting to be implemented in schools at that time. SCO1LIB also presented at one of these CILIPS conferences, giving a presentation on how she works with CfE in her own library.

SCO1DLS emphasized the value of local professional support in keeping school librarians connected to other librarians, as school librarians are typically the only librarians in their schools:

If you're just in your school, managed by your head teacher, you're working to your head teacher's agenda, or the school's agenda, which—that's what you're paid to do—but you're not getting the bigger picture of what's happening outside, and you're not managed by a librarian, or with anyone who's got contacts in the professional world of librarianship.

LA1 has also offered SCO1LIB opportunities to work on projects jointly with other departments within the authority. SCO1LIB was approached by children and youth library services to work with them on primary-secondary transitioning with students about to leave primary school. These children attended a session in a local public library, and also one in the SCO1 library, where SCO1LIB talked to them about the types of projects they would do in secondary school, as well as the types of resources available and how they are arranged. SCO1LIB was also part of a school library review group, with

representatives from nursery, primary and secondary schools in LA1, as well as SCO1DLS and one other school librarian. The purpose of the group was to review the library service to ensure they were supporting the needs of their patrons, and to produce a manual of best practice. The manual had not yet been completed at the time of writing, due to additional job duties taken on by SCO1DLS to cover a colleague's maternity leave, although SCO1DLS was hopeful it would eventually be published.

SCO1LIB has also collaborated with other school librarians within LA1. During the period of field study, SCO1LIB and another librarian, SCO1DLIB, executed a jointly-planned literature event on the theme of risk. The idea came from conversations between SCO1LIB and SCO1DLIB. They wanted to do a cross-curricular collaboration involving both of their schools. They wanted to target third-year, and make the collaboration interesting by involving banned books, wanted to engage reluctant male readers. Then SCO1LIB spoke to the head of the English department, and one of the teachers, SCO1TEA4, had wanted something to interest the bottom-level set of third year students, so she agreed to be involved and give over class time. SCO1DLIB likewise identified a third-year class, and SCO1LIB and SCO1DLIB applied for and won funding from Scottish Book Trust to enable them to pay for authors to come and give talks on the chosen theme as it related to their novels.

SCO1LIB believed the project to be a successful collaboration. The themed literature event is an example of what is possible with strong, collaborative professional peer relationships: SCO1LIB and SCO1DLIB designed and executed a complex project, involving two schools, external funding, and the cooperation of two English departments, simply because they wanted to. They also wrote a document mapping the project events to the Curriculum for Excellence experiences and outcomes, which demonstrates an effort on the part of both librarians to integrate with the curriculum. Their efforts are in line with the standards in *Information Power* as well as literature regarding recommended teacher-librarian joint-working (AASL & AECT, 1998; Loertscher, 2000; Montiel-Overall, 2010). The professional collaboration and peer-working of the librarians in LA1 is also consistent with literature on communities of practice (Harada,

2009, p.8; Wenger, 1998, p.4; Wenger et al., 2002, p.4). Professional peer working, in this instance, contributed to the librarians meeting higher professional standards than they might have been able to achieve alone.

That the team of librarians works well and regularly together is not an accident. It is something that both SCO1LIB and SCO1DLS recognize and appreciate. SCO1DLS hired SCO1LIB with the team dynamic in mind:

SCO1DLS: I think what the school librarians have here is good peer support. They work really well as a team and the email system allows that to happen... I mean one of my factors when I was appointing [SCO1LIB] is how will she fit in.... now the person from [SCO1] sitting beside me didn't have that on her agenda, well maybe she was thinking how will she fit in with the school, but I was thinking how will she fit in with the team? It wasn't going on my criteria when I was marking her, but I did, I was thinking it. And it didn't mean that somebody else didn't get the job, that I didn't think they'd fit in, but I knew that when, when we were talking to [SCO1LIB], that she'd fit in, that she'd be good. She would fit.

The literature suggests that SCO1DLS is wise to think of how a candidate would fit in with the overall group of school librarians in LA1, as even one group member who is disagreeable and who does not believe in the value of helping others can negatively influence the average level of helping in a group (Raver et al., 2012). Group helping norms are important because groups where help and advice is freely given are more effective than groups where this is not the case (Henderson & Argyle, 1986, p.261). Indeed, this attention to group dynamics on the part of SCO1DLS may have yielded benefits, as SCO1LIB identifies the peer support network as the most valuable professional support available to her:

I get a lot of professional support from the other school librarians. We share ideas, we use the wiki, we rally together if things aren't right for one person, em, and I get a lot of professional support within the school... But I suppose for professional support, I'd say the core group would be the other school librarians in [LA1]. And it's great actually because you do, you're able to very informally get support, you know what I mean, rather than just formal, and we kind of back each other up, and help each other and we bounce ideas off

each other, and you know, you know share professional ideas, you know, see how we can work together, and things like that, which is really really good.

The informal support of a peer network is at least as valuable to SCO1LIB as a formal network or resource. SCO1LIB refers not only to the sharing of professional ideas, but also the emotional benefits of having a group “rally together if things aren’t right for one person”, and the sense that they “back each other up”. That the peer network benefits SCO1LIB’s psychological well-being is consistent with literature on organizational support theory. In this theory, employees personify an organization, and form a belief regarding the extent to which the organization values them and cares about their well-being; employees who perceive that they are better valued and cared for experience greater emotional well-being, feel more positively about the organization, and behave in ways that are more helpful to the organization (Hayton et al., 2012, p.235).

Although LA1 is a smaller authority with a smaller potential support network, SCO1LIB is much more satisfied with the support available to her in LA1 than she was when she worked as a school librarian in a very large authority. She has worked actively to compensate for her lack of experience by self-educating and participating in professional development when available, and she feels supported by the authority in her efforts to do so. She has also taken advantage of opportunities to work with her peers, collaborating with both school and public librarians in LA1. SCO1LIB feels supported by the authority in being able to pursue local professional development opportunities as well as collaborate on authority-wide projects, but it is the peer network of librarians that she identifies as the most important element of her professional support. Local professional peer support and librarian communities of practice are overlooked in the literature, and we will revisit these ideas in the model.

### **7.3 Summary**

In this chapter we saw how professional support could enable school librarians to attain higher professional goals. Professional support varied widely across the cases in this study. The American school libraries enjoyed more robust national

professional standards than Scottish school libraries, but even these robust standards seemed to have minimal impact on the daily practice of school librarians. To the librarians themselves, local and regional support seemed to be more useful on a daily basis than national-level support and resources. We saw this in D1 and D2, where the librarians regularly attended the state-level CASL and CECA conferences, but not the national ALA or AASL conferences. National standards were useful to CT1LIB, because she felt that the district-level curriculum and standards were weak. In other words, she did not have strong local standards or support, so she relied on both state-level and national resources.

Local professional support can have a significant effect on school librarians, encouraging them to meet higher goals than those which they might otherwise set for themselves. Local professional support took a different form in every district and authority in this study. Larger authorities such as D1 and LA2 have had very different styles of leadership: in D1, we saw the effect of a visionary leader who used outside money to implement his vision of high standards for school libraries. In LA2, we saw how a visionary leader leads by example, expanding her influence by taking on extra responsibilities and integrating herself with other departments. LA1 showed the benefit of strong peer support, particularly to a librarian entering the authority with little previous school library experience.

Local professional support is of particular interest because it fills a gap in school library literature. As we saw in chapter 3, a significant amount of literature is focused on the in-school management of the school librarian. The idea that the librarian also reports to a professional manager outside the school is overlooked, and both local professional leadership and local professional peer support will feature in the model presented later in this work. In the next chapter we will examine the role of the librarian him or herself as the primary influencer of the school library programme.

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## 8 Data on the librarians

In the previous chapters we investigated outside influences on the school library. We saw how the school environment and professional support can have both positive and negative effects on the library programme, either helping or hindering librarians trying to meet their professional goals. In this chapter we will look at something internal to the school library: the librarian.

Unlike the previous two chapters, the boundaries defining this chapter are not roughly analogous to the dimensions of identity presented in the VITAE study. The authors of the VITAE study discuss a personal dimension to teachers' identity that has to do with social and family roles outside of work (Day et al., 2006, p.149). Our area of examination is not concerned with social roles outside of work; we are interested in how individual librarians can influence a library programme, how they overcome daily challenges, and what strategies they use to succeed. We are very much concerned with their roles at work.

Terminology in this area can become complex. Rather than "attitudes", "traits", or "qualities", we will focus on "dispositions": observable behaviours an individual is inclined to exhibit frequently and consciously (Bush & Jones, 2010; Katz & Raths, 1985). By concerning ourselves with dispositions, we ensure that we are only using observable or otherwise recordable evidence, and we are following the example of The National Council for Accreditation of Teacher Educators (NCATE), a body responsible for accrediting education programmes for school librarians in the US (NCATE, 2010).

We will examine the dispositions exhibited by the librarians in their work, as they strive to meet high professional standards. We have already discussed various aspects of these situations through the lens of outside influence, and in this chapter we will focus on the librarian as the main actor, and how the perceptions, beliefs, and actions of the librarian shape the library programme. Evidence in this chapter comprises observations made by the researcher, triangulated with interview data from the librarians and also their colleagues, in

order to draw as complete a picture as possible (Bryman, 2008, p.700; Denscombe, 2007, p.138). We will look at examples case by case.

### 8.1 Case example: Service encounters at CT3

Data from CT3 will serve as a useful introduction to the idea of how an individual librarian can influence library service. In this section, we will look at the service encounter in a library which, during the primary period of study, had four different librarians staffing the circulation desk, three of whom were part-time. The difference in their styles reveals how different a user experience can be whilst in the same library, subject to the same rules and policies, but served by different members of staff.

During the primary period of study, in May-June 2010, the library staff at CT3 was as follows:

- ❖ CT3LIB1: Full-time, has worked at CT3 as a school librarian for several years
- ❖ CT3LIB2: Part-time, also an English teacher in CT3, would be a full-time librarian in the following school year
- ❖ CT3LIB3: Part-time, also Head of Department for Library and Arts, retired at the end of June 2010
- ❖ CT3LIB4: Part-time, also a History teacher in CT3
- ❖ CT3LA: Library assistant who monitors the computer area
- ❖ CT3SEC: Library secretary

Having four librarians at CT3 was unusual, as the library normally employed two full-time librarians, however, a librarian had recently retired and another was about to retire, and so this was the make-up of professional library staff for the 2009-2010 school year. CT3LIB3 elaborated on the situation in her interview:

It was an unusual situation, because prior to this, in fact all 36 years that I've been here, the school district has always been pretty adamant about having a full time media specialist and whether it was in the old school [building] or the new school or [the recently-renovated] library 2.0, we've always had two full-time media specialists here, and it's been consistent, always for 36 years that one person would be on the desk and one person would be in the back to be doing um, the ordering and whatever was needed and

they would flip-flop every other day, which gave the kids a consistent notion of who their media specialist was, and also the teachers.

She described one reason why having four librarians was not ideal:

This was not an ideal situation... This particular year, we've had so many people here, that I'm not sure it was clear with the teachers who they should approach with what questions and I'm sure the student body felt the same way. We have awesome students here, I don't see that it's affected their instruction in the media centre or their experience here. Um, it, it's not ideal, I would never recommend that we do—that a piecemeal situation like this be in any media situation.

The researcher observed additional ways in which the “piecemeal” staffing was not ideal: the students received service of uneven quality and the students were held to different rules depending on who was at the circulation desk at the time, leading to a general inconsistency of service. The greatest and most illustrative differences are to be found by examining the differing practices of CTLIB2 and CTLIB4, who were both part-time in the library, and who both concurrently taught other subjects in the school. Before examining the data related to how these two librarians interact with students, however, we must first become acquainted with a whole-school policy, the pass system, as it affects the library, and also the library sign-in procedure.

Throughout the day, students at CT3 have free periods when they are not being taught in a class. The library and the cafeteria are the two main places students are allowed to be during free periods. If a student wants to change his or her location in the middle of a period, for instance if a teacher sends a student to the library, or if a student wants to go to the library from the cafeteria, the student must have a pass signed by a teacher. Students do not have the right to travel freely around the school; the pass indicates that a teacher in one place gave a student permission to go to another place. The pass system exists so that the whereabouts of every student are known at all times. Some teachers are more diligent about signing the passes than others, and some students are more diligent about obtaining passes than others.

At the library, at the beginning of each period, students queue next to the circulation desk to sign into the library. Students who do not come at the beginning of a period must show a pass and sign in at the circulation desk. With that information in hand, we will compare how CT3LIB2 and CT3LIB4 interact with students. Some of the following exchanges took place on different days, and all were observed by the researcher and noted at the time they occurred. We will first look at some exchanges students had with CT3LIB4.

Exchange 1:

CT3LIB 4 is talking to a student, explaining that he cannot come in and out of the library, he needs a pass to leave, and that the bell has already rung for people wanting to go to a different place. She says, "The thing is, it's June 2nd, and you still don't get it."

Exchange 2:

CT3LIB asks a student who his guidance counsellor is, and he says the full name, first and last, of a teacher. CT3LIB4, who was not part of the conversation, says "that's Mr. to you."

Exchange 3:

A couple of students walk up to the circulation desk to sign in. Without greeting the student, CT3LIB4 says, "where are you coming from?" The students say, "Mr. [name]'s science class." CT3LIB4 responds, "We're full. English resource room." Indicating that the students should try a different location where there would be free computers.

Exchange 4:

A student came up to the circulation desk and asked, "Can I go say hi to my sister real quick?" CT3LIB4 replied, "No, get out. You're not supposed to be here anyway."

Exchange 5:

CT3LIB4: You haven't checked into study hall, it's been 30 minutes since class started, so you blew that. You're unaccounted for.

Student: Can't I just use a computer?

CT3LIB4: No, what part don't you understand?

CT3LIB4's evident displeasure in interacting with students as a librarian may be explained by her attitude towards working in the library at all. During a conversation with the researcher, she revealed that she does not want to be a school librarian. She has a Masters degree in history and a Masters degree in library science, and when she obtained the library degree many years ago, she wanted to work in a reference library:

It's a waste of time for me to be in the library. I'm a teacher...When I wanted to do it, it was before my kids were born. I was more interested in the research end of it, I'm not really interested in the school library end of it.

She was told that she was going to cover the library for a few periods, as well as teach history, as part of the piecemeal staffing plan after a librarian retired in 2009. Working in the library was not her choice, but because she had a library degree, and she was a certified teacher, she was qualified to do the job and was placed accordingly. During the follow-up visit, she was once again teaching history full-time, and not working in the library at all, as CT3LIB2 had joined CT3LIB1 as a full-time librarian.

CT3LIB2, by contrast, decided to train as a school librarian after she had been teaching English for several years, and waited nine years for a school library post to open in the district. CT3LIB2 said that she had been warned by CT2LIB that the biggest challenge in moving from a teacher's job to a school librarian's job relates to control: as a teacher, one is in control of the classroom and the daily lessons that happen within it, but as a librarian, one is in a position of service, bending flexibly to meet ever-changing customer demands. CT3LIB2 was aware of this before she started in the library, and her intention was still to become a school librarian. CT3LIB4, however, did not choose to become part-time in the library, she considered herself a teacher, and she consistently resisted any loss of control in student encounters. CT3LIB4's actions to retain control and reinforce her authority at the expense of providing a high-quality service indicate that she is a "street-level bureaucrat" (Chelton, 1997). In these exchanges, CT3LIB4 uses the pass system as reinforcement of institutional authority; she frames the

students in these encounters as offenders, rather than customers, and punishes their offenses by denying library services to them (Chelton, 1997).

CT3LIB4 is also an example of a “service bureaucrat”: someone who will refuse service or provide bad service to a customer because he or she is focused on following the rules and procedures of the organization regardless of customer needs (Godson, 2009, p.289). CT3LIB4 is a service bureaucrat because of the ease with which she repeatedly denied access to library resources, or refused service, to students. CT3LIB4 regularly turned away students who did not have passes, even if they came to the library to work, as was observed of two students who wanted to work on a psychology survey. She also turned away pairs of students who came in with more than one name on one pass, which would have been the fault of the teacher who gave them permission, not the students, yet it was the students who were turned away. CT3LIB2, in contrast, does allow students to enter the library with more than one name on a pass, because she recognizes that the error was the action of the teacher who wrote the pass.

A service bureaucrat will adhere to the letter of the law, so to speak, happily inconveniencing customers for no tangible benefit to the organization beyond compliance (Godson, 2009, p.289). Good evidence that CT3LIB4 is a service bureaucrat is her behaviour in an exchange with two girls who came in to do a creative writing project in the library because the social studies resource room was full. CT3LIB4 told them that there were no computers. CT3LA said there was one free. The girls asked if they could go into the computer lab on the side, which was empty. CT3LIB4 said no, there was a class in there, (she meant, although she did not explain it to the girls, that even though the room was empty, a class had a standing reservation). CT3LA said, “they can go in there. They need to be working on a project [though]” CT3LIB4 said fine, then she asked girls to do her a favour, and if anyone asks, to tell them that they were in the class that had reserved the room. If CT3LA had not inserted herself into the conversation, the girls would have been turned away from the library, even though there was one computer free in the general computer area that they could have shared, and even though there was an empty lab of computers. CT3LIB4 only agreed to let the girls use the empty computer lab because CT3LA argued with her in front of

the students that they were allowed to use it as long as it was for work.

CT3LIB4's concerns for retaining institutional controls and rules were stronger than her desire to provide even minimal service to the students.

In contrast to CT3LIB4, CT3LIB2 is a service enthusiast: someone who will overlook minor infractions of policy in order to provide a better service or experience to the customer, (Godson, 2009, p.289). She greets the students when they come to the desk, makes jokes with them, and speaks with a warm tone. The next few exchanges give an indication of her typical behaviour with students.

Exchange 6:

With a student who had just been scolded by CT3LIB4 for trying to sign in a friend as well as himself, CT3LIB2 immediately engaged the student in a conversation:

CT3LIB2: [Looking at the pass]. Ms. [name], and why does she want rid of you today?

Kid: I have to type up a couple of papers

CT3LIB2: She was so looking forward to having you in class today

Kid: Was she?

CT3LIB2: That's what she told me.

Exchange 7:

CT3LIB2 attempted to deal with a student who was milling around rather than sitting at a table. She engaged the student in some friendly banter, and then said, "Are you going to sit at a table? You can't just travel around, buddy."

Exchange 8:

A student was about to leave the library in the middle of the period without asking for a pass. CT3LIB2 said to him, "don't you need a pass for safe travelling?" She said this kindly and with a smile, as if his safety might actually be at risk if he did not have a pass.

Exchange 9:



A boy was sitting at a computer and banged the keyboard, frustrated because he couldn't hit the U key without also hitting the Y key. She put her hand on his shoulder and said, warmly and calmly, "John, john, you are acting like an idiot. [Then, to his friends:] What is wrong with him today? [Back to John:] You're freaking out."

CT3LIB2 speaks calmly and in a friendly way in all of these exchanges, particularly in Exchange 6, which took place after CT3LIB4 had criticized the student in question.

CT3LIB2 believes that rapport is key when dealing with students. When the students come to sign in, she believes that the student should be greeted and treated courteously. She said that she does this because it establishes a good tone and improves overall librarian-patron relations:

I try and greet them when they come in, in a friendly way. I don't think the first thing you should say to a patron is 'why are you here and where are you coming from?' You know, if there's a pass in hand, and you can engage them a little bit differently. You could say you know, 'oh hi Joe, I see you have a pass,' you know, kind of, throw 'em a bone, like, I know you're, as I said before, cooperating. I already anticipate that you're cooperating. If you anticipate that they're going to be confrontational or if you anticipate that, 'oh here they come, and they're not—they don't have a pass, they're not prepared, they're gonna cause me trouble' very often, that's exactly what you're going to get. So, I really think having that welcoming tone helps to keep them from getting too defensive, right away.

CT3LIB2 is describing classic classroom management strategies here by intentionally setting high expectations and being warm and supportive (Muijs & Reynolds, 2002). In classroom management, one does not only react to a student's misbehaviour, one structures the environment to prevent inappropriate student behaviour (Kellough & Kellough, 1999, p.87). Evidence suggests that CT3LIB2's belief that a positive demeanour will positively influence the emotions of the students is correct, as Pugh suggests that the positive affect of service employees was an "emotional contagion" (Pugh, 2001). These observed exchanges indicate that CT3LIB2 behaves consistently with her stated beliefs on how to interact with students.

In addition to establishing a good basis for rapport, CT3LIB2 tries to increase the number of positive interactions with students. When she is managing the circulation desk, she tries to walk around the tables where the students are sitting, making conversation with them, so that when she has to tell them to be quiet, that isn't their only communication. This can be seen in Exchange 7, when CT3LIB2 engages a student in friendly conversation before asking him to find a seat. In her interview, CT3LIB2 elaborated further on why she tries to engage students in friendly conversation when she circulates:

When I'm in here on my duty periods where I'm on the desk, I like to circulate among the tables and say hello, or give a little chat, then if I have to talk to them later, about getting too noisy, I've already established a rapport, a conversation with them. So they don't think I'm only talking to them to hush them up. Do you know what I mean? They have other interactions with me throughout the time that they're here that are positives so they don't get negative toward me if I have to tell them I expect them to whisper or they need to quiet down.

CT3LIB2 knows many students by name, and she knows some of them quite well because she taught them 9<sup>th</sup> grade English. She even taught some of them twice, as she used to teach 7<sup>th</sup> grade English at one of the middle schools in D2 before coming to CT3 in recent years. She said that teaching 7<sup>th</sup> grade for several years has also been useful in being patient and pleasant with disruptive students in the library:

Just today somebody said to me, at one of the tables—I had to ask them to do something, I forget. And, and he said to me oh, you know, thank you for not scolding. You know? It—it's easy. But I think it comes from having to deal with 7<sup>th</sup> graders for so long, that I guess... I just always had to be so patient with 12 year olds that it kind of comes easily.

During the period of study, CT3LIB2 was transitioning away from being a full-time English teacher in the school, and was part time in the English department and part time in the library, with the expectation that in the following year, she would take up a full-time post. In a casual conversation, CT3LIB2 said she considered it a real advantage that she knows the students, and knows their

names. CT3LIB1 said that she only knows the kids faces, not names, and CT3LIB2 said that she is dreading that day, but that she knows it is coming because she will only see them intermittently in the library once she is out of the classroom.

We briefly discussed the uneven enforcement of the pass system, wherein CT3LIB4 would turn away students with passes with more than one name on them but CT3LIB2 would not. This inconsistency extends through to many other areas of policy enforcement. During the period of study, the researcher observed that the four librarians allowed students to do different things in the library, and also reprimanded students for different behaviours. When asked, the librarians confirmed that there was no clear behaviour policy specifically for the library. When asked in a casual conversation about a library behaviour policy, CT3LIB1 confirmed that there was none written down, but that “you can sense it” when a student is “acting up”. CT3LIB2, who was new in the library, said in a different casual conversation that it was a difficult “dance” to figure out “who allowed what” and she found this confusing as a new librarian:

I think it would be easier to have one way of operating, but that’s wishful thinking, ‘cause even when there’s only two of us I’m sure there are going to be differences in how we handle things.

The number of students allowed at a table is a good example. In theory, there is a long-standing library policy that only four students are allowed at a table. CT3LIB1 said in a casual conversation that she makes exceptions for students who are doing work, and she elaborated on the topic in her interview:

It used to be more formalized, where it was 4 kids to a table, and you know, let’s keep it under control. Now it’s—we’ve opened it up to five, I do no more than 6, sometimes [CT3LIB2] will let 7 or 8 sit at the table, um, and you see how noisy it’s gonna get. I have a certain level, hers may be a little bit more.

CT3LIB2 discussed the same topic in this way:

We have set guidelines for the number of people per table. But that has been adjusted. It’s often adjusted when CT3LIB3 is here, periods 1, 2, and 3. A little less so later in the day.

What CT3LIB2 means by “adjusted when CT3LIB3 is here” is that, while CT3LIB3 is in charge of the circulation desk during periods 1, 2, and 3, the policy is that there are four students to a table. When CT3LIB1 and CT3LIB2 are in charge of the desk, “later in the day,” they allow more students to sit together at tables. This is a good example of how a seemingly clear policy can be treated differently by different members of staff, with resulting different experiences for students: a group of six students who would like to sit together at a table cannot do so at 9:00am, but they can at 1:00pm, when a different staff member is in charge. Another difference observed is that CT3LIB4 does not let students use the phone on the desk, telling them to go to the office. CT3LIB2 frequently lets students use the phone. This is an example of individual actions becoming policy, and is determined more by the individual biases of the employee than the needs of either the organization or the customer (Chelton, 1997, p.389-390; Martin & Adams, 1999).

CT3LIB2 commented that she did think that the students should perceive that the same rules apply to everyone, even if there are different levels of enforcement by different staff members:

I guess it’s fair for students though at least to perceive at least that the rules among us are all the same, even if the way we handle the enforcement of the rules would be, would be different.

She also said that, at times, the number of students in the library necessitated different behaviours:

I think these kids are, most of them are adult enough to know that certain times call for certain measures. And when you have 70 kids in here, it’s a little different from when you have only 20 or 30 kids in here. And so, you do have to ask their forgiveness and handle things a little bit differently depending on, you know, who we have in the library, and what their purpose is, and whether those labs are filled and whether those kids are coming out here to also get books. You know, it’s rather fluid, I would say.

This is an example of how service employees are empowered “by default” as there is no written behaviour policy in the library, so the librarians exert a

considerable amount of discretion regarding what students are and are not permitted to do (Martin & Adams, 1999). Although empowerment is typically thought of as a benefit, it means that behavioural biases held by individual employees can reduce the quality of customer interactions, regardless of the actual service needs of the customer (Martin & Adams, 1999). This means that the individual discretionary actions of an individual librarian can become library policy, unofficially (Chelton, 1997, p.389-390). This is contrary to current school library guidelines for best practice, which recommend a clear behaviour policy that is visible to all students (Larson & Dubber, 2006).

## **8.2 Case example: CT1LIB**

In previous chapters, we explored the challenges that CT1LIB has faced in her work, and only briefly touched on how she responds to these challenges. In this section, we will look at what drives CT1LIB, and how she maintains motivation and commitment to her job without adequate staffing at the school level or professional support at the district level. Resilience is quite important in this context, because resilience is a major factor in teacher effectiveness (Gu & Day, 2007). In this section we will look at how CT1LIB herself enables the success of her school library programme.

A lack of resources confronts CT1LIB daily. She is the only librarian in CT1, staffing two libraries in two separate school buildings, working for three days a week in one, and two days a week in the other. She controls the second-smallest per-student base budget of all of the librarians in this study. This budget is, in real terms, even smaller than it appears because she must purchase duplicate materials for the two libraries. Her time, money, and materials are limited, however, CT1LIB is undaunted, and her commitment to her work is tremendous. She is highly resourceful, finding ways to work around lack of time, budget, and staffing. She takes shortcuts on clerical work in order to spend as much time as possible teaching and working with teachers. Some of these methods are very simple: she purchases books pre-processed and shelf-ready so that she does not have to spend time cataloguing, covering, or labelling them. She spends what money there is in the budget on durable books with reinforced bindings, saying

during a casual conversation that, “it’s foolish to spend money on paperbacks. They don’t hold up.” She said more than once that she feels “pride in making do,” and makes up for the lack of money in her budget by donating her time and effort, and even her own personal money towards improving the library.

To make up for what her budget lacks, CT1LIB happily accepts donations of any kind. She has received furniture from local universities and libraries, even in poor condition. “We take anyone’s rejects,” she said in an interview, even if they are “held together with duct tape” as has been the case in the past. When the library did not have enough seating for a full class of children, she provided clipboards “because if you don’t have desks, a clipboard will do. Sitting on the floor will do.” The school has, in the past, only provided the library with one computer; it was the librarian’s computer, and it was not powerful enough to run the library management software. The librarian supplemented these resources through a combination of grant money and donations. She applied for and received a grant to get a laptop and projector, and she received four computers donated by a local university.

CT1 has moved and expanded several times since CT1LIB has worked there. Most recently, the building serving grades 3-8 moved into a new, purpose-built building halfway through the 2009-2010 school year, five months before the start of the field study period. During the field visit, she expressed that she was not satisfied with how the 3-8 library was arranged, and she wanted to come in over the summer holidays in order to make the library how she would like it:

Because I am in a new space, and we moved in over a weekend, I am not really 100% satisfied with how my books are arranged, and I’ll probably go in over the summer, and shift things around quite a bit.

This sentiment is not without precedent: she has spent a significant amount of her own money and come into work during the summer holidays to rearrange the library space at various times over the years. The library has since moved or been altered at least twice, as the school has reconfigured itself and expanded. She described, in an interview, the expansion of one of the libraries and the personal effort required:

No matter how small the space is, I wanted to delineate a space for story time, for research, for computers, and for, um, projected instruction... I bought carpet myself, you know, from Home Depot, um, delineated a space, and then as we—I had to bring another two thousand volumes over there when we split our configuration from K-4 to K-2, and that was a challenge, that’s when we built more shelving with the help of the PTA, giving me about a thousand dollars to spend on Ikea shelving, another parent and I put it together and installed it, on a summer day, [and] we built a circ desk.

CT1LIB worked in the library during the summer break to install carpet that she had purchased with her own money, and to build a desk and shelving. She is not resentful of the effort involved, she is proud of it:

One of my [student’s] parents was an interior decorator, so I asked her for any ideas she had, and people were so pleased when I re-did the library because suddenly it was an open space, and all the same books were there, um, arranged very tightly but, um, anyone could find what they were looking for, in my library. And, she helped me just rearrange things a little bit, um to open up the rug area. We got a larger rug, and it—I knew she was successful, and I passed this story on to her, when kids walked in, in the next school year, and they said ‘you made it bigger!’ and it was the same sized room, but it was just more welcoming, and um, I was proud. When we moved to our new facility, and it’s wonderful to have a room that was actually designed to be a library, and I got a lot of input into designing that—I didn’t get to choose the furniture— people said ‘what will you miss’ and I said I’ll miss the pride of making do, because I’ve made do a long time.

Her phrase “the pride of making do” indicates that it is the effort itself she is proud of. She is proud of what she was able to achieve with so little, and she is less proud of a better-funded, purpose-built facility because the finished product is less the result of her own effort. She elaborated on this sense of pride in discussing the first space the library occupied when she started at CT1. Here she describes how much effort was involved in transforming a basement in the school into the school’s first library, and how she felt about it:

We started in the basement, and I cleaned that up, brought in a dehumidifier and deodorizer, and got rid of everything that had

mould growing on it, which was the case, and I brought my children with me and I took those before and after pictures, and when I had them developed, because that's pre-digital, my kids said "Mom, the pictures don't do justice to the smell," because it was a basement in a 100 year-old building, and my husband thought I was nuts for taking this job and I said, "but I get to build it. I get to do this." And—and I did. And there's a lot of pride in building a space that kids feel like they belong. That's what it is. Kids need to feel like this is their library, not my library.

Her effort is driven by internal motivation rather than by rewards. She gets no formal recognition for her extra effort, so it is, in that way, a very strong display of organizational citizenship behaviours (OCBs) in the forms of altruism and generalized compliance (Becton et al., 2008, p.496). She also engages in civic virtue OCBs (Becton et al., 2008, p.496) by sitting on multiple school committees, which she is not required to do, including the school planning and management committee. She also attempts to raise the expectations of each incoming administrator in her school, wanting them to expect more from her, not the same, or less:

When I have a new administrator I come prepared with a packet for them about what they should expect from me, literature from 'School Libraries Count!' which is published by Scholastic and it's available for free online. I give them a brochure from my state professional organization about the role of the school library media specialist.

Pushing to be held to higher standards is another example of the civic virtue OCB (Becton et al., 2008, p.496). OCBs are linked to an employee's commitment and self-efficacy (Oplatka, 2007; Somech & Drach-Zahavy, 2000). This is consistent with observations of CT1LIB, who is very committed to her work and believes that she can make a difference to her library programme.

CT1LIB's commitment to her library programme is fuelled by a very strong sense of values. She makes no distinction between her personal and professional values:



The values that are most important to me in my job are probably the ones that are most important to me in life too, is treating people kindly, making them feel welcome, being nurturing.

For CT1LIB, personal and professional values overlap. Her beliefs are visible in the library circulation system:

I don't use library cards, I like to use students' names. What's the point? The kid's not a barcode to me, the kid's a kid, and I try to learn their names.

CT1LIB cares about her students, and she cares about them personally, not because it is her job to do so. The authors of the VITAE study found a "natural impulse to nurture" was common amongst teachers who were motivated intrinsically (Day et al., 2006, p.189). The act of caring has been studied by O'Connor, who concluded that for some teachers, caring about students makes their work meaningful (2008, p.117,126).

CT1LIB's values guide her in her daily decision-making. When discussing various aspects of her job, she often spoke in terms of her values and how she runs the library programme in line with those values. The fact that CT1LIB makes no distinction between her personal and professional values is significant. The authors of the VITAE study concluded that mixing one's personal and professional values is part of being an effective teacher (Day et al., 2006, p.195). Values can also shape and serve as a rationale for one's professional actions (O'Connor, 2008, p.118). Additionally, having a sense of mission and values can act as an emotional support system and strengthen commitment (Gu & Day, 2007, p.1311).

CT1LIB's emotional support system and commitment have been tested by running two libraries without additional staffing support. Managing expectations is one of the strategies she employs to help her cope with the situation. In discussing the repeated failure of her principals to secure additional staff, she said, "it's not the budget environment for that. But, I don't give up." Rather than attempt to meet every one of her professional ideals, she has accepted that she

can only meet some of them, and she tells herself that she can still run the programme her way, even if in a reduced capacity:

I think I've come to be kinder with myself, that I am doing the best I can, um, and I can't do everything, but I can support teachers if not with a full-blown collaborative unit, then I can get them the materials they need, um, point them in the right direction, do quick little brain-storming, whether it's in the hallway, or at lunch, that I do the best I can... If it's not full collaboration at least it's coordination.

This perspective has not come easily. She left the school for a year when she found out that she was losing staff support and would be part time in each building. The principal asked her to come back after a year, and she did, and now she feels confident in her own efficacy:

I really thought, I just thought that everything was doomed, and that I better get out, and of course, it didn't turn out that way. I was very, very lucky to come back and keep my vision going at this school even if it wasn't institutionalized across the district. That I can make a difference, I think that's it. That I can make a difference even if everything else is crumbling around me [laughter] or seems to be crumbling. That we can adapt to change. All those things.

This statement reflects a newly-developed sense of self-efficacy, and resilience. Having a vision for her school library programme, having strong values, and caring about how her students feel about the library was not enough to keep her in her post at CT1 because she saw everything as "doomed". What keeps her going now that she is back in her post is a new belief in her own self-efficacy: that she can keep her vision going in her own school, that she "can make a difference". The importance of self-efficacy is consistent with the literature. Self-efficacy is critical to motivation, allowing people to find creative ways around even significant obstacles (Bandura, 2010, p.181). CT1LIB does face significant daily obstacles, but she now believes she can exercise some degree of control over her situation, if only within the school, not across the whole district.

In this section we have seen how CT1LIB herself responds to the challenges she faces. We have seen how her internal values and beliefs guide her decision-

making, and how her commitment to her job manifests itself through organizational citizenship behaviours. It would be an understatement to say that she goes beyond what is required of her. Rather than settling down to the level required of her, she actively works to raise expectations of her management. She embodies organizational citizenship behaviour, committing a considerable amount of time and money to serve her users. What drives her to do so much for her work is a strong set of values, a sense of mission, and the idea that she is doing meaningful work, as well as the belief that she can make a difference, even if it is small. This sense of self-efficacy has been challenged in recent years, but has developed and serves as a strong internal resource.

### 8.3 Case example: CT2LIB

CT2LIB is deeply oriented towards meeting the needs of others. She continually puts herself in the place of a teacher, student, or school visitor, and considers his or her point of view. She uses this widened perspective to better meet people's needs, performing beyond the bounds of her role and what is expected of her. CT2LIB embodies the notion of someone who is service-oriented (Alge et al., 2002), and we will explore how this manifests itself by examining her workplace dispositions towards others.

CT2LIB continually builds and maintains positive relationships with pupils. As mentioned in Chapter 6, she does not like to limit the access students have to the library, even when they misbehave and must be asked to leave. When discussing this policy, she explained that she understands what it is like to be an adolescent:

Sometimes you'd make a mistake and it was just a foolish thing, you just didn't know any better, you didn't have the knowledge to know any better, so I kind of consider that... they're gonna make a lot of mistakes, and they're gonna regret a lot of the things they do, um, and I try to remember what I was like.

CT2LIB runs a multi-day induction programme for new students, which introduces them to the library, but is actually more focused on getting to know each other, getting to know the school, and generally adjusting to what will be expected of them now that they have left primary school. When she describes the

benefits of the induction programme, she puts herself in the place of a new student:

Imagine, you're a little 7th grader, and you're down in [the library wing, far away from their classrooms], if we didn't do that, I don't think they'd make their way down there, for several months.

CT2LIB consistently maintains a positive rapport with students. She was observed greeting every student who entered the library every day, typically by name, and typically enquiring about the student's wellbeing. She engaged with students who did not have work to do, giving them opportunities to help in the library. This was not a formal arrangement, as shown by the following exchange [the student's name has been changed]:

CT2LIB: Amber, how are you today?

Amber: I don't have any work.

CT2LIB: Would you like to do something to help around the Media Center?

The student spent the remainder of the period helping the library secretary try to find mis-shelved books. The student found two of the books on the missing list, and appeared to be proud of herself for helping.

CT2LIB was an English teacher for nearly twenty years before becoming a librarian. Although she is no longer a classroom teacher, she still holds the same values that she did when she was. When asked what values she used to guide her daily practice, she said:

I think every kid is teachable, and I think every kid is reachable. Sometimes it's difficult to figure out how, but I think it's all possible. Kids at this age have a lot of defences up, because they don't want to be made fun of, they don't want to be bullied, etc, so you have to kind of try to figure that out to get through to all the kids. It's a rare kid that's so disturbed that you can't get to them. Um, so I think that everybody is teachable, and reachable.

CT2LIB believes that developing rapport is central to building relationships with students:

[Rapport-building is] probably at the top of the hit parade, as far as I can see. Because if a kid thinks you don't care, they're not gonna care.

To CT2LIB, building relationships with students, and making personal connections with them, is fundamental to teaching and learning. This is consistent with literature suggesting that positive teacher-student relationships impact on how well students are accepted by their peers (Hughes et al., 2001, p.292). Positive relationships benefit teachers as well: teacher-student relationships are central to a teacher's sense of effectiveness, and can give meaning to the teacher's work (Day et al., 2006, p.253). CT2LIB genuinely does care about the students, and she also knows that the students must perceive her to be caring: she must show that she cares in a way they will understand. The idea that caring is important to getting students to engage is consistent with O'Connor's notion that there is a performative aspect to caring as a teacher (O'Connor, 2008, p.121-122), and also with the notion that teaching includes a moral dimension and a duty of care (Schussler et al., 2008, p.40). Building positive relationships with students benefits both students and CT2LIB alike.

CT2LIB also has strong relationships with teachers, and is devoted to meeting their needs. Because CT2LIB was an English teacher for many years, she has first-hand knowledge of the goals and challenges of her teaching colleagues. Although there are aspects of classroom teaching she misses, one of the joys she finds in her job as a librarian is helping teachers:

That was very hard to lose that sense of my classroom and that connection with kids, that deeper level of connection with kids. But the trade-off is, then you're freed up to work with teachers. And having been so many years in what I call in the trenches, in the classroom, doing that, I know that when a teacher asks me for something, they really need it and I just like go to the ends of the earth to get it for them because I know they wouldn't be asking [otherwise].

This passage reflects a lot about CT2LIB's attitude towards her work: connecting to people, to both students and to teachers, is important to her; she understands and deeply respects the job of teachers she works with; she is extraordinarily

committed to serving teachers and getting them the materials they need; and she is gratified by helping teachers do their jobs. It is this last idea that reveals the service orientation of CT2LIB: during the period of observation she never once mentioned the interests of the library. She did not promote a library-based agenda, and throughout several discussions about how the schedule changes at CT2 negatively impacted the library, she did not speak about how the library was marginalized as a result, rather, she spoke of how she could no longer serve her students as well as she could before. She did worry that her managerial work was invisible, and she was at risk of being misperceived as not doing very much, however, her solution to this was to work harder and try to serve better (as we saw in Chapter 6). Her focus is always on her patrons, and the service, not on her, nor on the library. This is consistent with the literature on service orientation as being an inclination to provide service and be helpful (Alge et al., 2002, p.468). This is also consistent with the notion of the “service enthusiast”, who is outwardly-focused on providing good service to others, rather than being inwardly-focused on one’s own goals (Godson, 2009, p.289).

Another way she displays her service orientation and enthusiasm is in how she manages her own expectations about teachers’ communications. For instance, if she emails teachers asking for lists of materials they would like her to order, and she does not get many replies, she does not blame the teachers or feel ignored by them:

Teachers don’t usually not respond because they don’t want to, it’s just that it just gets in a pile on their desk along with 20 other things they have to respond to... A lot of times it isn’t personal, it’s, it’s what they’re caught up in, and they can’t, you know, they feel like they have to get this under control, or they can’t do this, you know, so they’re, they’re trying to balance too many balls over here to put your ball in there too.

She uses her insider perspective to depersonalize the teacher’s lack of responsiveness and, rather than perceive that the teachers are ignoring her requests, she sees the situation from the teacher’s point of view. She is very sensitive to their challenges, and does not want to add to them. Taking the

perspective of others, or seeing through the eyes of another, is consistent with Birdi's work on empathy in public libraries (Birdi et al., 2008).

Taking the perspective of teachers helps CT2LIB solve teachers' problems. She acts as a mentor to CT2TEA1, an English teacher who is also studying part-time to gain a school library certification. CT2TEA1 had been frustrated by a course instructor's decision not to let her use a book for an assignment that she was already using in her English teaching. CT2LIB describes how they resolved the situation:

I said 'I know you could read this book over the weekend and I pulled some books for her, and the non-fiction books actually I think would really work, and she also doesn't want to do something that's she's not gonna be able to in turn use with her class, next year. You're gonna put this effort in, to creating a booktalk, or creating something for a graduate course, you want utility value out of it. So we found *Written in Bone* about Jamestown and so that's great because they end with the American revolution. So they do Jamestown in social studies so that would be a nice fit for her to be able to add to that.

This passage reflects CT2LIB weaving together several pieces of knowledge: she reveals her understanding of the curriculum, her knowledge of the library collection, and her grasp of the teacher's perspective and desire for "utility value" to find an efficient solution to CT2TEA1's problem. CT2LIB also works to reduce the burden on teachers, again by using her own experience and by taking the perspective of others:

...especially a new teacher, new to the curriculum and building and everything. By spending even just a half an hour and showing them some of the resources, giving them the handouts I have so they can access it, providing them a list of all the DVDs we have for their subject area, it's like giving them a gift from the gods, really. Because all of a sudden, they realize, 'Oh wow, it's not all on me. Look, there's this I could use. If I'm absent, there's this DVD that could be shown.' It's like a burden or a monkey off their back, to know that some things are available that will supplement their curriculum.

This passage reveals an essential truth about life in a school, and one that CT2LIB understands particularly well, having had years of teaching experience: one of the primary goals of a school is delivering the curriculum, and the delivery of the curriculum is the primary goal of teachers. She understands this, and she understands how the teachers feel in trying to deliver the curriculum:

I do remember what it feels like to feel like you have to get through these different pieces of the curriculum and I don't want to put more stress on the teachers.

CT2SEC phrased her role, and CT2LIB's role, in this way:

[CT2LIB] has always been there to help teachers to look for ways to help them get their point across... to buy any books they need... [She] and I both see ourselves as strong support people for teachers, to help them, to help them get their—to make their job better.

Because CT2LIB is strongly service-oriented, and because she has teaching experience, she tries to help teachers achieve their goals, and she has aligned the goals of the library with the goals of the school. Observations made reinforce this idea. CT2LIB was particularly generous with her budget, which had not been cut in the economic downturn, as had some of the other departments in CT2. During a casual conversation, it was revealed that CT2LIB had just agreed to purchase specialized music magazines and other materials that the music department had been purchasing out of their own budget, before it had been cut. When asked about this decision, she said “it's a no-brainer for me” because she knew what it was like not to be able to purchase classroom materials during her 18 years of classroom teaching. She said that one had to think of the student, the teacher, and the value of those materials to them when considering how to spend a budget. Offering her budget to other departments is an act of altruism, an organizational citizenship behaviour (Becton et al., 2008, p.496). Additionally, the literature suggests that goal alignment as we have seen here indicates a high level of collective commitment in the school (DiPaola & Neves, 2009, p.493).

Supporting the curriculum is the starting point for CT2LIB when she decides what resources to purchase:



I think having a firm grasp of what is taught in each subject's curriculum is very very important because that's what I determine—when I sit down with a book salesperson, I know what changes they've made in the curriculum and I know where I have to beef up the book section or even e-book section now of our media centre, of our supplies and resources.

Evidence suggests, however, that she does not support the curriculum because it is one of the goals in *Information Power* (AASL & AECT, 1998); she supports the curriculum because she wants to support the teachers as best she can. This is indicated in how she talks about collaboration. Collaboration is another tenet of *Information Power*, but CT2LIB emphasizes that collaboration should not come at the expense of the time a teacher needs to achieve his or her own goals:

I think having a firm grasp on what they're supposed to be teaching according to their board-approved curriculum is really important, and then being able to find the time to meet with the person so you can come up collaboratively with a lesson that will support them and not take away from the time they need in the classroom to do what they have to do. And I think I have a very good working relationship with a lot of people, and they're more than willing to do that as long as they feel that they can still get their curriculum in.

CT2LIB is very committed to her work, and to supporting the teachers. She is willing to take on additional tasks and work beyond contracted hours in order to help the teachers get materials so they can meet their goals, which is another altruistic organizational citizenship behaviour (Becton et al., 2008, p.496). She said that she came to be a technology leader in the district by being willing to order audio-visual equipment when a former librarian in the other D2 middle school was not. Unlike the librarian in the other school, who refused to expand her role to include multimedia technology and equipment, CT2LIB never questioned whether or not she would get involved:

I don't care if I came in an extra day in the summer to order that stuff, I was gonna do it. I wasn't gonna have people here not with equipment that they needed.

The vice-principal, CT2DHT praised the librarian for overall commitment and effort beyond what was expected, and said, “She goes so beyond what she needs to do and what’s required of her.” CT2SEC made a similar comment, offering specific examples:

She does a lot of technological things that she doesn’t have to do... She’s initiated some courses on her own, so she teaches the advertising with CT2TEA4...She’s always working to find other ways to make the library useful.

This is a key description which further illuminates CT2LIB’s service orientation. She looks for ways to make the library useful. She is helping others fulfil their goals, rather than seeking to fulfil her own. This is good practice according to Godson, who warns against the “silo mentality”, in which an internal service, such as a school library, only focuses on one’s own interests over the interests of the wider organization (Godson, 2009, p.277).

CT2LIB’s efforts to reach out to teachers and be “useful” to them have not gone unnoticed. Several people at CT2 praised her for always reaching out to teachers and offering her services. When asked in his interview why he chose to work with CT2LIB on projects, CT2TEA2 said simply, because she “offered to help.” This is consistent with literature identifying enthusiastic outreach as an essential catalyst for teacher-librarian collaboration (Montiel-Overall, 2008, p.152), which is of course one of CT2LIB’s professional standards (AASL & AECT, 1998).

CT2TEA1 summarized the librarian’s efforts this way:

I think [CT2LIB] is really good about offering up suggestions as to things we could do, she’s constantly emailing us or forwarding us resources that are available, either in the media centre or online, and, um, she’s always coming up with ideas.

This sentiment was echoed by the vice principal of CT2, CT2DHT, who explained what she thought was the most important element contributing to a good school library programme:

For me, it’s the person or the people involved. I mean you can have a multitude of resources but if those resources aren’t shared with the

rest of the staff, it's pretty meaningless. And what our librarian or media specialist does is shares everything she has, she goes into teams, she invites the teams to come to her, um, to check out all the resources, she does tons of things for staff development, and is constantly encouraging students, encouraging students to read, to use technology, and she does the same thing for the staff.

CT2DHT identifies an idea central to this chapter here: the library resources are not useful without a librarian. The librarian shares what is available, she encourages people to use the resources that are there, she invites people to the library, and she goes out to visit other teams. The librarian not only provides access, she encourages the highest possible level of access by constantly communicating with others and trying to be as useful as possible.

CT2LIB is deeply service-oriented, and this is displayed throughout her speech and also her actions. She prioritizes the goals of others, having service itself as her goal. She takes the perspective of others, and she uses this information to anticipate potential future problems, solve current problems, make the school more welcoming, and engage the students in positive relationships. She makes herself and the library resources useful by working to fulfil the goals of the school and goals of her teaching colleagues. Several ideas from this section have contributed to the development of the model presented later in this work. Of particular interest is aligning the library with the goals of the school, as this orientation directs focus and resources outward, integrating the library with the school, and contributing positively to the school's mission. We will discuss this idea again in the context of SCO2.

#### **8.4 Case example: SCO2LIB**

SCO2LIB offers a good example of a librarian with a clear vision of her role and an unwavering persistence in working towards that vision. She sees her primary goal as supporting learning in the school, and in order to support learning well, she engages in persistent and wide-ranging outreach efforts across the school, becoming involved with as many departments and interacting with as many people as possible. It is her persistence, and her attention to creating, seeing, and

seizing opportunities to work with teachers and their classes that contributes to the success of her library programme.

SCO2LIB has a clear idea of her primary purpose in school. When asked to describe her role, she said:

Well, supporting learning, I would think that's the primary thing. I'm engaging with users, answering questions, providing resources, supporting learning. Supporting literacy, em, but I would say literacy is part of learning.

When asked how she supported learning, she responded:

Classes book in, to do research for instance, generally, if there's a project that the class are working on and the teacher wants them to do individual research, I'll support by perhaps talking at the start of the lessons, giving some general kind of hints, em, I'll support throughout the lesson, by sort of being on hand, circulating, engaging with the learners, advising them, if I see they're doing something and I kind of think it would be good to nudge them onto a different track, then I'm there to give a little bit of advice. Planning projects: this year, we've been doing an information literacy unit within the context of PSE, and I developed that in collaboration with one of the guidance teachers. It's really sort of research-skills heavy, we're looking at evaluating resources, looking at resources, um, how you make notes, that sort of thing.

Her statements about herself are consistent with observations made by the researcher. In Chapter 6, we touched briefly on how SCO2LIB circulated around the room when classes are in to use the computers. The computer facilities give her access to the class, and she chooses to make the most of the opportunity: with the exception of one class who were working silently on folios for an assessment, SCO2LIB circulated around and interacted with every single class that came in to use the computers, even if another class was also in to take out books. This highlights the intersection between the school environment and the librarian: another librarian may not have used the same opportunity as frequently, or as well, as SCO2LIB does. She wants to be involved because she is

focused on meeting curricular goals as well as her own goals of instilling information literacy into class projects when she can:

The planning side of it is really important, and getting involved in programmes right from the very start, so that we can make sure that the really interesting and rich experiences that we can offer can be part of that programme, if that makes sense. If you're in there from the start you can make sure that the kind of, say for example information literacy skills that might need to be embedded into a programme can be there, because we've got the experience and the knowledge and the expertise as to how that can be rolled out, and what skills need to be in there.

SCO2LIB continually reaches out and connects with teachers in order to find as many opportunities for joint-working as possible. One way in which SCO2LIB finds opportunities to work with teachers is through her use of informal time, in other words, time not formally allocated to meeting and working together. This was observed throughout the period of study. Whilst giving the researcher a tour of the school, SCO2LIB encountered a Community Learning and Development (CLD) teacher, and they discussed the upcoming Democracy Week, which is a whole-school, interdisciplinary event. SCO2LIB said that she wanted to have a presence on GLOW (the Scottish schools intranet) during the event, and the CLD teacher invited her to an upcoming meeting so she could get involved. Afterwards, SCO2LIB commented that she likes giving visitors tours of the school because she usually has "really useful chats" with people she runs into in the hallway during the tour.

Break time (or interval) in the staff room is another example of SCO2LIB's use of informal time. SCO2LIB spends nearly every morning interval in the staff room, for reasons similar to what she said about giving visitors tours: she has the chance to connect with teachers, have useful conversations and develop ideas. One day during the field study period, SCO2LIB and SCO2TEA4, the interdisciplinary learning (IDL) leader for Curriculum for Excellence, engaged in a conversation during morning interval in the staff room about the IDL course they were developing, mentioned in Chapter 6. SCO2TEA4 expressed concern that there was not enough actual interdisciplinary work, that the work was

specialized, but linked by a common theme. SCO2LIB and SCO2TEA4 discussed the situation at length, and on the way back to the library, SCO2LIB said “and that’s why I like break,” because going to the staff room for interval had given her the opportunity to have a meaningful, work-related, productive conversation that she would not have had if she had stayed in the library and passed interval time on her own.

SCO2LIB also makes the best use of formal time, in taking advantage of whole-school meetings and professional development opportunities. She feels it is important to keep up with all-school meetings and communications even if the topics did not seem obviously library-related:

...making sure that you go to the whole school meetings and things like that, even if it doesn’t obviously seem like it’s gonna be really relevant, there might just be something, that you think ‘well, I can tap into that, I can be part of that, I can help this way, em, I can offer this kind of advice,’ that sort of thing.

She believes it is important to keep an open mind to everything around her as a potential source for learning and development:

I mean, if you’ve never worked in a school, em, and you’re a school librarian, coming into a school for the first time, you might immediately think, ‘oh right, that teacher training session on English as an additional language, might not be relevant at all’ but you go to it and you realize that actually of course it is, I’m working with English as an additional language students all the time, and there are loads of ways that I can contribute, but, em, an email subject heading or a passing poster that you might see might not immediately be [obviously relevant] but it is.

She sees her involvement with other areas of the school, such as teacher training sessions, other professional development, and whole-school meetings as potential opportunities, and she sees seeking and seizing opportunities to be critically important:

Seizing opportunities any way that you can, yeah probably is the single most [important] thing.

Part of her focus on making the most of opportunities involves persistence. SCO2LIB's attitude towards working with teachers, for instance, centres on persistence of effort on her part:

I think I've just got a bit of a bloody-minded attitude because, em, I mean not everything's perfect here at all, and I'll look at certain departments, and think 'oh, I'd love to do this, but I know it's not gonna happen right now, but I'll just keep chipping away, and even if it's just one person in the department, that I think will be up for that, if, em, you know, there's an opportunity that comes up... but I just think you've got to just chip away at people, you know, people that you think will respond quite well, and usually they're quite keen, so just keep going that way.

She recognizes that some teachers will be more likely to work with her than others, but she persists in reaching out to teachers across the school. In an interview, she referred to an idea she had heard that 30% of people will always be open to one's ideas, 30% will never be open to one's ideas, and 40% are able to be influenced. She believes that by "showing good behaviour, just by being open and approachable and enthusiastic, talking to them where I can, and offering new opportunities, as often as possible," she can influence that 40% of teachers to work with her, even if some have had negative prior experiences with librarians. She went on to say that there were some new projects coming up in the school, and gave one of them as an example of an opportunity to get involved with a new department:

One of them's about mental health, and the teacher that's running it, I've not worked with her that much before, em, possibly not the most approachable member of staff, but, I really think that the project that she's running is something that I could really work with, because it's about mental health and there's really good teen fiction on this theme. I think it's a really good way to explore the sort of health and well-being side of reading, not the literacy side of reading, so I really want to make an inroad there, and I'm just—I've sort of scurried away, and I've put together reading lists of, for instance, books under specific mental health issues, and I'll take that to her. So, letting her know that I've done a bit of work, I'm prepared to work on it, but I've got new ideas that could be really useful for her. So just, again,

getting people aware that I'm here, I can support them, it's not just the library, but it's the librarian and expertise as well who can be there, so I think just looking for opportunities and then making the most of them really, to sum that up.

It is important to note in this passage that SCO2LIB does not see this member of staff as being "the most approachable" teacher in the school, however, she does not see this as a deterrent. Her goal is to support learning across the school. She sees an opportunity to contribute her expertise directly to the health and well-being strand of the new curriculum, so she is trying to seize the chance. Another item of note in the previous passage is her preparatory work. She approaches this project as a chance to offer support, and, by doing work before approaching the teacher, she is aiming to show, rather than tell, the teacher what form her support might take. She recognizes that a teacher might not immediately be able to see how she could be useful, what form her help might take, or how she could contribute to a project. She believes that, in order to be successful, she needs to articulate her goals in an accessible and relevant way to teachers. In discussing the interdisciplinary Voice project, which allows students to explore the concept of voice in multi-modal ways, she explained how her skills are relevant to the project:

They'll need to know: how do we find out about this voice, how do we know if we're finding out somebody's fact about something or somebody's opinion about something? These are all information literacy skills, traditional library skills if you want, but you've got to kind of rebrand it to make it relevant to teachers.

As CT2LIB emphasized, teachers have their own goals, and SCO2LIB understands that she needs to put in effort to convince teachers that her help and support will not come at a cost to the project; rather, she can directly support the new goals of the new curriculum.

Another disposition consistently displayed by SCO2LIB was perspective-taking. Like CT2LIB, she put herself in the place of teachers and students, and considered their perspective when deciding how to act in a given situation. This is evident in her policy regarding overdue books. Before issuing overdue notices



to students, she checks with the Guidance department first, because, as she said in a conversation with the researcher, overdue books might be “the least of their problems”. She also makes an effort to stay up-to-date with books that teenagers like:

I keep up to date with teenage literature, I think that’s really important, and also, I suppose what they’re interested in, as well, but also the kind of websites they’d want to use.

This information is helpful to her because it helps her make better recommendations for books and websites to students who come into the library.

SCO2LIB also takes the perspective of teachers, particularly regarding how and when to reach out to them:

Another challenge is working with a group of staff, who all do the same job, they’re all teachers, and they’re all stressed out, and em, working within that, and sort of pre-empting. You know they’re going to be—when there are specific deadlines, when you know staff are gonna be stressed, when you know it’s going to be appropriate to approach them and when it’s not. That’s probably the single most challenging thing.

She recognizes that teachers adhere to a certain schedule, and she said that the period of study, for instance, was not a good time to reach out to teachers about projects because the teachers were focused on upcoming assessment deadlines set by the Scottish Qualifications Authority (SQA). About this, she said “what’s important for me might not be what’s important for anyone else.” She elaborated that this was a possibility regardless of deadlines:

Just because I think something’s right, or that we need to do it, doesn’t mean that everyone does, so that’s always in the back of my head.

Taking the perspective of teachers helps SCO2LIB manage her own expectations about what is achievable. She does not expect teachers to work with her as a matter of course. She believes she must put in the effort to show them how her work could be useful to them, and even then, there are certain times of year, or

certain teachers, or various other circumstances that might reduce the likelihood of joint-working.

Her attitude of responsibility also helps her manage the expectations of others:

I mean that's a tricky thing about the job, is just managing the space, and I've got to make my own judgment about it and I think sometimes I get—hopefully I get it right a lot, but I definitely get it wrong, and I know I do. I think sometimes it's down to bad communication, that staff might think 'well I've booked the library for these six pupils, I'm gonna be the only person in the library,' and they've not really known, that, well, [pause] I feel guilty about just shutting the library off to the whole school just for a small group of people, unless that's made expressly clear at the start, but then, I mean that's down to me, I should be asking that question. Quite often when you're making bookings, you've got to have the right questions in mind.

SCO2LIB also felt strongly about discouraging the idea of using the library as a “sin bin”, or a place where teachers can send pupils who have misbehaved and have been removed from class. During the period of observation a teacher came into the library with a first-year pupil to request that he come into the library every day that week to “do research,” because he had been excluded from English class. SCO2LIB refused, telling to the teacher that it would not work because it was a behaviour issue, and there are two other first year classes booked into the library during that period, so she could not supervise the pupil. Afterwards, she said that she does not want the library to be used as a “sin bin”, and that sometimes teachers need to be reminded of that. When asked about the incident in her interview, she said, “I wouldn't use the library as a sin bin. It's got to be a positive reason for using the library.” In being firm about this with the teacher, she is trying to shape the teacher's expectations regarding what is and is not acceptable use of the library.

Some of the teachers interviewed in SCO2 clearly identified SCO2LIB herself as making a significant difference to how the library is run. The head of the modern foreign languages department at SCO2 said that she works with the librarian because of how well the librarian reaches out to the staff:

SCO2TEA3: she sells herself, she sells what the library can do, and sometimes it's maybe things you haven't thought of before, you think 'ah, that's a really good idea, yeah'. So, for me, it's her. It's her as a person and it's the way she kind of, she sold herself really and sold the library and 'this is what I can do for you' and she, she talks to people, and you think 'yeah, that's really good, I'm gonna use her, I'm gonna use the library a lot more [pause] whereas at my last school [pause] I suppose we just kind of accepted that that was the way it was, we didn't think to question it, it was just the way it was. I think she does a really good job of marketing her services.

SCO2LIB achieves success in working with teachers in part by simply talking to and making connections with people, which is consistent with Montiel-Overall's findings regarding the process of collaboration (Montiel-Overall, 2010).

SCO2LIB's in-school line manager, SCO2DHT, praised SCO2LIB's ability to take initiative in connecting with other members of staff:

The essential things that, um, enable her are: she forms a good network, she networks well with other school librarians, she takes a lead role, um, with other librarians, so, you know I feel that she's not sitting in a network, she's actually, you know, quite dynamic in that respect.

When asked if she thought that SCO2LIB's involvement was typical of school librarians, SCO2DHT said that she thought SCO2LIB was "a very good example". Remember that in Scotland and in the UK, there are no mandatory standards for school librarians to meet, no standards for their skills and competencies; unlike in the US, they are not trained or employed as teachers, rather, they are employed as supporting staff (Ritchie, 2011). SCO2DHT's comments, and the comments of other teachers, indicate that the staff at SCO2 perceive SCO2LIB to be an above-average librarian. Some teachers who reported some negative previous experiences with librarians seemed impressed and even surprised at her work:

SCO2TEA1: She goes way beyond what's expected of her I think.

SCO2TEA3: ...she was like an extra pair of hands for me, so there were four eyes and she was able to go round and just check they

were on task and that they were working well, and if they had any questions, she could help the groups.

SCO2LIB has encountered some surprise when she has attended training sessions not required of her:

SCO2LIB: I go to the teachers' CAT sessions, 'Collegiate Activity Time' on a Friday afternoon, and on the inservice days, and yeah, I mean I'll be sitting beside teachers who—maybe some of them don't want to be there, who will say 'oh do you have to be here? Why are you here?' Maybe not so bluntly, but I will say 'well I'm here because there's obviously gonna be relevant stuff or hopefully gonna be relevant stuff for me.

Unlike some of the other teachers, SCO2TEA4 did not express surprise at the level of help and support offered by SCO2LIB. SCO2TEA4 already had high expectations for the librarian because of positive prior experiences with other librarians in other schools in LA2. SCO2TEA4 said that the precedent established by these librarians, and by SCO2LIB, would mean that she would expect the same high level of involvement from another librarian in the future:

SCO2TEA4: I think I would be very disappointed if I went to another school and, you know, the librarian wasn't, you know, as active or as involved— I would be expecting the same thing of, em, you know, 'happy to support you in lessons, willing to develop resources,' you know, 'I'll help you develop resources in things like planning.'

This passage indicates that an individual librarian can raise a teacher's expectations and perceptions of school librarians, and can affect how that teacher will approach working with librarians in the future.

The model for this work seeks to identify factors that enable a successful school library programme, and SCO2LIB's persistent seeking and seizing of opportunities will contribute greatly, particularly as it is an idea overlooked in the school library literature. The persistent seeking and seizing of opportunities to collaborate with teachers and support learning enable SCO2LIB to form strong working relationships, collaborate with teachers, and expand the reach of the library into new areas every year. SCO2LIB maintains an open mind to what's

available around her, she is heavily involved with school activities, she purposefully uses informal time to talk to teachers, and she works to offer her services to teachers in a way that contributes to curricular goals. In previous chapters, we explored how her school environment and professional support enabled her to succeed. In this chapter, we have seen how her own dispositions allow her to thrive in a supportive school and professional environment.

## 8.5 Summary

There can be no successful school library without a librarian driving the programme forward, but what does that librarian look like? Based on what we have seen in this chapter, in the context of our case studies, success has been driven by:

- ❖ Commitment
- ❖ Service orientation
- ❖ Goal alignment
- ❖ Persistent seeking and seizing of opportunities to work with teachers
- ❖ Values
- ❖ Perspective-taking
- ❖ Resilience
- ❖ Self-efficacy
- ❖ Managing expectations
- ❖ Strategic vision

The purpose of this work is to determine what actually enables school libraries to succeed and to achieve the professional ideals set by professional library associations, and the best practices promoted by researchers. The librarians discussed in this chapter used these qualities, strategies, and dispositions to achieve these ideals. In the next chapter we will build on what we have seen in the literature and our case studies, and we will move towards our model for school libraries in Scotland.

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## 9 Discussion and model presentation

The goal of this work is to develop a model for school libraries in Scotland based on data from our case studies and best practices gleaned from the literature. As part of this, we wish to investigate the significance of systemic differences in the US and UK models of school librarianship in the daily working lives of our case study librarians. We will start this chapter with a discussion of our findings through this lens. We will then discuss the development of the model itself. In its early stages, the model was built directly from the literature framework presented at the end of Chapter 3, and the additional emergent themes from our case studies, highlighted in Chapters 6-8. These pieces were combined and refined into a draft model, which was then presented to the case study librarians for feedback, and their feedback was incorporated into the final version of the model.

In this chapter we will sometimes appear to be referring to school librarianship in Scotland interchangeably with school librarianship in the UK. There is a very important difference between school librarianship in Scotland, versus the wider UK: Scottish school libraries are typically run by a single professionally-qualified librarian, whereas in the rest of the UK, a teacher may take on supervision of the library part-time, or a non-qualified teaching or library assistant may supervise the library (Knowles, 2002, p.174; Tilke, 2002, p.22). Another difference is that local education authorities must provide library services in Scotland, although school library staff are statutory neither in Scotland nor in the rest of the UK (Owen, 2009). Where school libraries “in Scotland” and “in the UK” are used interchangeably, it will only be in reference to aspects that are common to both.

### 9.1 International comparison

The international comparative aspect of this work is one of its core features and is important to our model. Because feasibility in Scotland is a key feature of our model, aspects of the US model of school librarianship that are truly unique to our American librarians cannot be included. In this section we will focus on broad differences in the US and UK models of school librarianship such as pay,

status, and the strength of professional associations. We will discuss how relevant these differences are to the daily practice of our librarians, with an eye towards the development of our model.

### 9.1.1 Pay and status

The most obvious differences between school librarianship in the US and Scotland relate to pay and status. School librarians in most states in the US hold dual-certification as a teacher and a librarian (Thomas & Perritt, 2003). School librarians in Scotland typically hold professional qualifications solely as a librarian (Ritchie, 2011, p.89), and school librarians in the UK outwith Scotland are often not qualified as a teacher or a librarian (Tilke, 2002, p.22). In this section we will discuss how important these differences in pay and status are in the daily running of a school library, as seen in our case studies.

Having teacher status was financially advantageous to our American school librarians. In Connecticut, as in many other states, school librarians are paid as teachers who hold Masters degrees, because they are dual-qualified: Connecticut, like most states, requires school librarians to hold a teaching certification (Thomas & Perritt, 2003) and earning a Masters degree is the typical requirement to be a qualified librarian (AASL, 2012). School librarians in the US are generally more likely than teachers to hold a Masters degree (Lance, 2006). Many non-librarian teachers only hold a Bachelor of Education degree, and, in our participating districts, would be paid on a lower scale. Additionally, school librarians in many states in the US can expect to earn higher salaries than some public librarians, particularly those in children and youth services (AASL, 2012; Maatta, 2008). All of the librarians in our American case studies were paid as Masters degree-holding teachers, and in D2, librarians were also paid an additional stipend for keeping the library open after school. This means that in our case studies, school librarians were paid more than many teaching colleagues, and better than some local public librarians.

This was not the case in Scotland. School librarians there typically have a maximum pay that is lower than a new, non-probationer teacher's starting salary (Ritchie, 2009). This is true even if the librarian holds a Masters degree, whereas

a teacher in Scotland will typically only hold a Bachelor's degree or a post-graduate certificate or diploma (General Teaching Council for Scotland, n.d.). Our school librarians in Scotland, unlike teachers, worked the full year including school holidays. They kept the library open before and after school, but they were not paid extra for it. Their situation is typical in Scotland. School librarians in Scotland are paid less than beginning teachers, even though they hold higher qualifications and work longer hours in the day and more days in the year.

Does the lack of pay and status make a difference to the quality of the school library programme? Our evidence suggests that the difference in pay could prevent some from entering the profession at all, particularly career-changers. Put another way, the fact that school librarians earn teacher salaries in the US makes school librarianship an option for teachers looking to change jobs. CT2LIB and CT3LIB2 both had long teaching careers before becoming school librarians, and both indicated that they would more likely have chosen to enter a different teaching job, such as in learning support, rather than transfer into the school library, if it meant stepping off the teacher's pay scale to a much lower salary. CT3LIB2 highlighted this by explaining how she waited to become a school librarian for nine years until a position opened in her district, because moving districts would have meant a significant reduction in pay:

CT3LIB2: I waited patiently after getting my degree in 2000 for something to open here. I would not have changed school districts to become a librarian. It would not have made sense, in my career, to, to start afresh in a new system. So I was very thankful that this came around.

She would have had a reduction in pay because school districts in Connecticut (and in other states) lock teachers into staying in the district by recognizing only a small number of years of teaching experience when placing a teacher new to the district on the pay scale. For example, another district, upon hiring CT3LIB2, would only pay her as a teacher with four or five years of experience, rather than her 36. The potential backwards slide in her career progression prevented CT3LIB2 from changing districts, and so it is reasonable to consider whether or not she would have taken a similar backwards move to become a non-teaching

librarian, as one would have to do in the UK and Scotland. In the UK, teachers who wish to transition into the school library full-time must take a pay cut to do so, sometimes as much as £10,000 (Ritchie, 2011).

Our librarians in Scotland made negative comments about their pay and conditions. SCO1LIB suggested that she would not be willing to take on a significant amount of additional duties without being compensated for it. She expressed the desire to have some sort of teacher training, but suggested that having a dual-certification would present problems, as the authority would not want to pay a librarian a teacher's salary. SCO2LIB did not complain about pay itself, but she lamented the lack of vertical mobility available to her, and suggested that school librarians have a limited career progression. The opportunities available to SCO2LIB are becoming even more limited by the fact that LA2 is not replacing development officers in the central school library services, eliminating what SCO2LIB referred to as a "middle management" role she could have aimed to progress into.

Another aspect of teacher status is that of qualifications. Does having teacher qualifications, and therefore teacher training, give our American librarians an advantage? Our case studies suggest not. Of our American school librarians, only CT1LIB did not have a prior career as a teacher. She suggested that her teacher training courses were not particularly useful to her as a school librarian. She said that a lot of legitimate teaching and literacy strategies came to her naturally, and in her teacher training courses, she learned the names of things she was doing already with her own children, such as metacognition, for example talking about what is happening in a story whilst reading it out loud to a child.

CT1LIB and CT3LIB2 both highlighted that classroom teachers are focused on the delivery of curricular content, whereas school librarians are focused on the process. CT1LIB believed it was her mission to infuse more higher-order learning into lessons, encouraging children to evaluate and synthesize information rather than simply memorizing it. CT3LIB2 only realized after working full-time as a school librarian, that in her 36 years as an English teacher she was focused on getting her students to understand the content of novels,

rather than become better readers. School librarians and teachers have different goals, and therefore, hold different perspectives on student learning. Classroom teachers want students to learn the material. School librarians help students learn *how to navigate material*, whether it is by developing as a reader or becoming more information-literate (AASL & AECT, 1998, p.1).

What does this mean for our model? The fact that CT3LIB2 found a new perspective on student learning in her first year as a school librarian, after 36 years of teaching English, suggests that teacher training does not necessarily confer benefits when trying to accomplish the goals of a school librarian. Additionally, we have the example of SCO2LIB to follow in Scotland. She sees her main role as supporting learning in the school, which is consistent with *Information Power* (AASL & AECT, 1998, p.1), and she is arguably very successful in her role, though she has no teacher training, and does not consider herself to be a teacher. On the other hand, one might say that understanding a teacher's perspective first-hand, as CT3LIB2 and CT2LIB2 do, have helped them work successfully with teachers, but again, SCO2LIB takes the perspective of teachers and is sensitive to their schedules and pressures, although she is not and has never been a teacher.

Our American school librarians enjoy clear advantages regarding pay and status, and there is evidence that having to take a pay cut may deter some from entering a profession with a lower pay ceiling. Having teacher pay and status, however, is a feature of the American model of librarianship that is unlikely ever to be implemented in Scotland. Therefore, it cannot be one of our recommendations in the model. Additionally, our case studies suggest that the role of a school librarian is to support learning within and beyond the curriculum, and that this can be done well in either country, regardless of teacher status. There is no evidence in our case studies to suggest that not having a teacher's pay or status is detrimental to the school library programme. A teacher's pay and status will therefore not feature in the model.

### 9.1.2 Differences in professional associations

A major difference in the strength and quality of the professional associations available to our librarians was an issue highlighted by the literature prior to the start of field study. Authors have highlighted that the American professional associations, such as the American Library Association (ALA) and the American Association of School Librarians (AASL) were robust and successful organizations who published strong professional standards, spoke with authority, and successfully advocated and lobbied for stronger training and certification requirements, in contrast with the UK-based associations such as Chartered Institute of Library and Information Professionals (CILIP) and the School Library Association (SLA), who issue conflicting statements and were seen as weak and passive (Ashcroft, 2003; Knuth, 1995; Thomas & Perritt, 2003). Additionally, the author's previous work suggested that school librarians felt unsupported by CILIP and specifically CILIP Scotland (CILIPS) (Ritchie, 2011). One important goal of our research was to investigate how important the differences in these professional associations were to the daily practice of our librarians.

### 9.1.3 Professional standards

Our American school librarians can look to the professional standards published by ALA and AASL for guidance. *Information Power* (AASL & AECT, 1998) covers the standards expected of school librarians, and *Standards for the 21<sup>st</sup> Century Learner* lays out standards for students to meet (AASL, 2007). CT1LIB relied on the national standards more than the other librarians, because she was the least well-supported locally in the American case studies. When she needs guidance about how to run two school libraries without any other staff, she looks to *Information Power*, to *Standards for the 21<sup>st</sup> Century Learner*, and to the Connecticut curricular standards. Librarians in CT2 and CT3 were well-funded and well-staffed, and did not require a professional lifeline in the same way as CT1LIB. It could, however, be argued that all of the American librarians benefit from the efforts of ALA to lobby for tougher standards for school librarianship: the strength and of the American Library Association, and the success of ALA in lobbying for states to require school librarians to have dual-certification are

undoubtedly factors contributing to school librarians earning teacher pay and qualifications (Ashcroft, 2003; Knuth, 1995; Thomas & Perritt, 2003). None of the American librarians mentioned this, perhaps because they had nothing to compare to: they were all unaware of the circumstances of school librarians in other countries.

Both of our librarians in Scotland openly lamented the lack of standards for school librarians in the UK. SCO2LIB suggested that standards would likely not be produced unless it became statutory to have school librarians:

I think it probably is best placed having... CILIPS talking to schools, and having some kind of national guidelines/criteria things to work towards, and each authority can filter down that way. And that way you could have a really consistent approach. There's not a consistent approach, at the moment. It's even less consistent now, looking at how so many authorities have sessional librarians, or shared librarians working in two or three schools. There's no one policy. I think part of the problem is there's no legal, statutory requirement to have a librarian. You need to have a library but not a librarian. If they made that, everything else would fall into place, and you'd have written guidelines.

For SCO2LIB, standards would follow the statutory status of librarians in Scotland. Although it has been normal practice for local authorities to employ school librarians to staff school libraries, it is not required (Knowles, 2002). There are no Scotland-specific standards for these school librarians to aspire to, despite the fact that education in Scotland is a devolved power, and is different than in the rest of the UK.

Although Scottish school librarians do not have Scotland-specific standards or guidance, they do have a self-evaluation framework that reflects school librarianship in Scotland. The How Good Is Our School (HGIOS) self-evaluation framework is designed for schools to assess themselves against various quality indicators in preparation for inspections. The self-evaluation framework for school libraries, called *Libraries Supporting Learners*, provides a way for school librarians to gather and use evidence to evaluate how well they are supporting the school (HMIe, 2005). The document defines a school librarian as one with a

professional qualification, reflecting the tradition in Scotland, rather than the rest of the UK (HMIE, 2005, p.9).

The most important feature of *HGIOS: Libraries Supporting Learners* is that it defines the role of the school library as supporting learning across the entire school:

The school library resource centre should support the learning needs of all pupils. (HMIE, 2005, p.10)

This is a fundamentally different vision than that of the CILIP guidelines. The key recommendations in the CILIP guidelines for secondary school libraries place the librarian as a steward of literacy and recreational reading in the school:

The school librarian [should] play a lead role in developing a whole-school reading culture, promoting literacy and reading for pleasure (CILIP, 2004, p.xi).

The HGIOS framework, in contrast, offers a much broader role for the librarian:

An effective school library resource centre is one which is central to the learning and teaching taking place in the school... The specific contribution of the school library resource centre includes:

- access to a wide range of information;
- development of information literacy;
- effective use of ICT in learning and teaching; and
- promotion of reading for enjoyment. (HMIE, 2005, p.1)

The HGIOS framework places the librarian at the heart of the school community, as a facilitator of learning:

Their understanding of different learning styles and collaboration with teaching colleagues enables them to act as a bridge between young people, teachers, information and the curriculum. (HMIE, 2005, p.1)

Like *Information Power*, *HGIOS: Libraries Supporting Learners* describes the librarian as a collaborative, technologically-literate partner, whose role is to support student learning across the entire curriculum. This position is reflected



in both SCO1LIB and SCO2LIB, who use this framework to evaluate their programmes. *HGIOS: Libraries Supporting Learners* is perhaps the closest thing Scottish school librarians have to their own school library standards. Because *HGIOS: Libraries Supporting Learners*, a Scottish document, articulates the role of the school librarian as supporting learning across the curriculum, this assumption will underpin our model, as will the assumption that school librarians should have a professional qualification. *HGIOS: Libraries Supporting Learners* will influence our model in another way. It shows that there is an appetite for Scotland-specific standards, and the will to work towards them, and so this will serve as further justification for our model and the fact that it will be an aspirational model rather than one simply reflecting current practices.

#### 9.1.4 Conferences and networking opportunities

Our American librarians enjoyed more, and more school library-specific professional conferences and networking opportunities through their professional associations than did our librarians in Scotland. As we have seen, our American librarians preferred to engage with their professional associations at the state level rather than nationally. For instance, two of our American librarians regularly attended conferences of two organizations: Connecticut Association of School Librarians (CASL), and Connecticut Educators' Computer Association (CECA). Conferences at the state-level are more relevant and more manageable: it was more affordable to travel in-state, and everyone else at the conference is held to the same educational standards, which are generated by the State of Connecticut. CT1LIB and CT2LIB were enthusiastic regular attendees of CASL and CECA conferences, and it was these conferences that lent much of the value to their professional memberships, particularly for CT2LIB. In contrast, our librarians in Scotland had mixed feelings about the value of their professional associations, their doubts centring on the lack of relevant local conferences, local professional development opportunities and lack of standards for school libraries generally, let alone Scottish school libraries.

School librarians in Scotland do not have a professional association that is as relevant to them as CASL and CECA are to our American librarians. CASL and

CECA represent both regional support *and* specialist support for school librarians. Scottish school librarians do not have a comparable form of professional support. They are either supported *regionally* by The Chartered Institute of Library and Information Professionals in Scotland (known as CILIPS, which is an arm of the UK-wide CILIP) or they are supported *as school librarians* by the School Library Association (SLA) or the School Libraries Group (SLG) within CILIP. Scottish education is a devolved power, and UK-wide organizations such as SLA and SLG do not support the Scottish curriculum. There is a working group for school librarians that is part of CILIPS, but as of April 2012, their section of the CILIPS website had not been updated since 2009 (School Libraries Group (Scotland), 2009) and a telephone call to CILIPS offices confirmed that the groups themselves are responsible for updating this information. A paper mailing received in late May 2012 indicated that the Scottish SLG is still active and was in the early stages of setting up a new website and digital newsletters but at the time of writing this was not yet forthcoming (SLG-CILIPS, 2012).

In 2009 and 2010 CILIPS did hold conferences that were relevant to school librarians, just prior to the implementation of Curriculum for Excellence. The CILIPS conferences in 2009 and 2010 were heavily focused on implementing CfE and what it would mean for school librarians. Both SCO1LIB and SCO2LIB attended and enjoyed these conferences, because they were relevant to them and their work. Once CfE is fully implemented, however, and the period of curricular change has ended, will these sessions continue? Among the presentations listed on the 2011 CILIPS conference programme, not one was focused on school libraries and the same was true for the 2012 conference (CILIPS, 2011; CILIPS, 2012).

#### 9.1.5 Professional role expectations

As we have seen, the professional landscapes in the US and Scotland are very different. How our American and Scottish participants perceived the role of the school librarian, however, was much more similar than one would think after comparing the US and UK models of school librarianship (Knuth, 1995) or

national standards for school libraries. The American standards, as outlined in *Information Power*, stress the importance of student learning:

At the centre of the *Information Power* logo is student learning. Nurturing authentic student learning within and beyond the curriculum is at the core of an effective school library media program. (AASL & AECT, 1998, p.49)

In contrast, CILIP's guidelines for secondary school librarians recommend that the librarian "play a lead role in developing a whole-school reading culture, promoting literacy and reading for pleasure," (CILIP, 2004, p.xi). This difference reflects the historical alignment of libraries with education in the US, and with recreational reading in the UK (Knuth, 1995, p.267). Our findings indicate that Scottish school librarians perceive their role to be more in line with the US model rather than the UK model.

SCO1LIB and SCO2LIB both view the role of the library as supporting learning within and beyond the curriculum. They ensured that their projects met curricular goals, including, but critically, not limited to, those related to reading and literacy. SCO1LIB framed discussions of her inter-school risk-themed literacy event in terms of Curriculum for Excellence outcomes. She also commented on how the teachers taught to a very "prescribed syllabus", in contrast to more student-led and flexible ways of learning. SCO2LIB articulated a vision for her role that was much closer to the orientation towards whole-school learning as outlined in *Information Power*. As we have already discussed, when asked what her role was, SCO2LIB said:

Well, supporting learning, I would think that's the primary thing. I'm engaging with users, answering questions, providing resources, supporting learning. Supporting literacy, em, but I would say literacy is part of learning, under the big umbrella [of learning].

Her vision, shared by SCO2DLS, is more expansive than the reading-based role outlined in the CILIP guidelines. Both of our librarians in Scotland saw the role of the librarian as supporting learning broadly, both within and beyond the curriculum. In this way, SCO1LIB and SCO2LIB share a vision much closer to the American model than the British model.

### 9.1.6 Summary

There are systemic differences between professional associations in the US and Scotland that cannot easily be overcome. Our American librarians enjoy robust professional standards and active professional associations at the national and state levels that provide relevant and regular professional networking opportunities. There were, however, some surprising similarities to emerge from the data. How our Scottish school librarians see the role of the school library is more closely aligned with the US than the rest of the UK, but the lack of statutory status and Scotland-specific standards means they have no official guidance in developing their programmes. Our model is built on the belief that school librarians should hold professional qualifications, as is the current tradition in Scotland, and also that the role of the school librarian is to support learning, which was an outlook shared by our librarians in both the US and Scotland. In the next section, we will revisit the literature-derived framework we first saw in Chapter 3, and draw up a case study-derived framework based on important emergent themes in the data.

## 9.2 The draft model

### 9.2.1 Developing the draft model

In developing a draft of our model for school libraries in Scotland, we combined elements found in the literature as well as in our case studies. Our literature-derived framework was presented in Chapter 3. The elements from our case studies that were to be included in the model have all been highlighted in chapters 6-8, and are as follows:

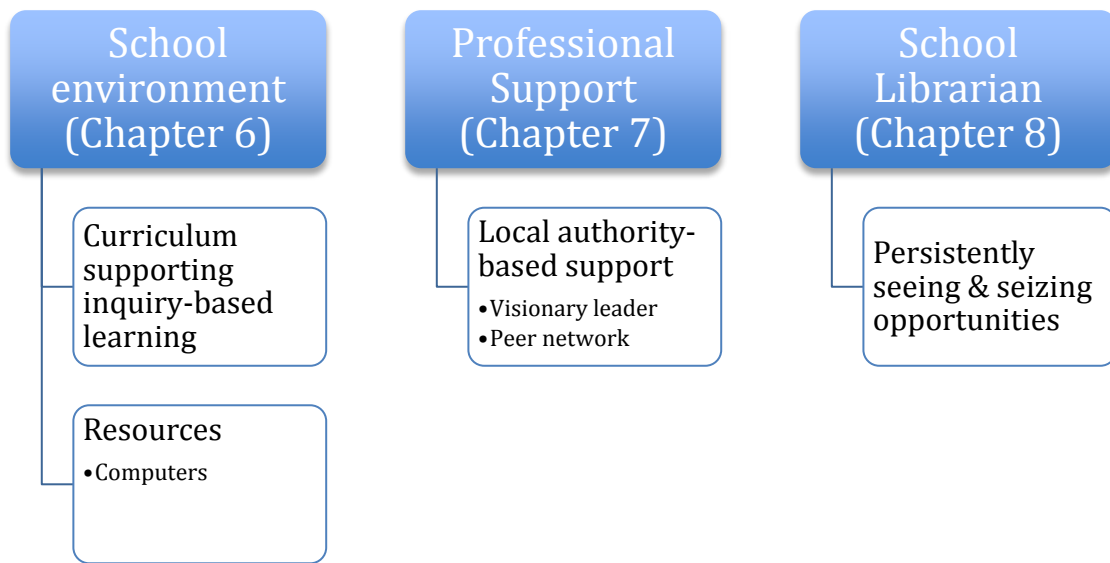


Figure 2: Elements from the case study data that will be included in the model

In text, this framework is as follows:

1. School environment (Chapter 6)
  - a. School curriculum that supports inquiry-based learning
  - b. Resources that enable maximum access to classes
    - i. Enough computers for a whole class
2. Professional support (Chapter 7)
  - a. Local authority-based professional support
    - i. Visionary local professional leader or manager
    - ii. Strong local peer support network
3. Librarian (Chapter 8)
  - a. Persistently seek, see, and seize opportunities to work with teachers

The case study-derived framework was combined with the literature-derived framework, and then this combined framework was refined to generate the draft model. In order to combine both frameworks into a coherent whole, several adaptations were made:

- ❖ All elements were evaluated for feasibility in Scotland. This reasoning excludes items such as teacher-level pay, however, we also found no case study evidence for this to be included in the model.

- ❖ Elements were grouped using the three main categories of librarian, school environment, and professional support, and then grouped further within those headings.
- ❖ The librarian, as a main heading, was moved to the beginning of the model, for two reasons:
  - Our case study data reflects that the librarian is the primary driver of the library programme. The school environment and professional support offer opportunities and challenges *to the librarian* but the librarian is at the centre.
  - The model will primarily be of use to school library policy-makers and school librarians.

The language of the literature and field-derived frameworks was changed substantially in advance of sending the draft model to our librarians for member-checking. For instance, “Is strongly market-oriented” was changed to “Offers tailored services centred around teachers’ and students’ needs” because without the accompanying definition and discussion of Singh’s theory of market orientation (Singh, 2009), the wording did not make sense.

In some cases, language of literature-derived elements was changed slightly to more accurately reflect evidence from our case studies. For instance, the element “Head teacher does not want a school librarian to fulfil a traditional (i.e. operational) role” was changed to “Managers support the librarian taking an expansive, non-operational role and endeavouring to support learning across the curriculum” because there was evidence to suggest that in Scotland, head teachers would perhaps not expect a librarian to take on an expansive role, although they would be open to it after having seen an example of such a librarian first-hand. As it was originally written, supporting evidence was only explicitly found in our American case studies. Only CT3HT had recently been in a position to hire a librarian specifically for the reason of expanding the library’s role in the school. In the Scottish cases, head teachers and deputy head teachers were open to the librarian taking on a more active role, however, this is not something they would have expected the librarian to do based on their existing perceptions: many staff members praised the current librarian in comparison to past negative experiences with school librarians. SCO2DHT said that SCO2LIB was “a very good example” of a school librarian, suggesting that she would not

expect most school librarians to operate at her level. SCO1DHT1 said that SCO1LIB had “magically transformed the way that the library is viewed across the school” whereas the previous librarian “wasn’t seen as someone who brought expertise”. He explained how SCO1LIB had changed his perceptions from that of librarians having an operational role to that of being a manager with a strategic vision:

I think there used to be quite a traditional view of librarians, and I saw them having a much more operational role. [SCO1LIB] definitely has—she’s a manager, of that library, rather than, the traditional librarian that I would’ve experienced when I was at school or that I’ve seen in my local library... she is definitely a manager with a strategic view.

In light of this nuance, the element was made slightly less specific to reflect the openness of the head teacher to an expansive librarian. Additionally, the phrase “and endeavouring to support learning across the curriculum” was added in order to make the meaning of a non-operational role clearer, and to reinforce the HGIOS-supported view that the role of the school librarian is to support learning throughout the school.

Some further changes were made in preparing the draft model, for instance, the element “Demonstrate appropriate dispositions across the intellectual, cultural, and moral domains” was eliminated because it was too vague, and made redundant by elements relating to specific dispositions. In the draft model, there is an explicit explanation of what dispositions are, and all of the elements relating to the school librarian are dispositions. Elements such as “be enthusiastic about working with others” (Montiel-Overall, 2008) were eliminated because enthusiasm is a feeling, or only the inclination to act, rather than a disposition, which is a repeated behaviour (Katz & Raths, 1985).

### **9.2.2 Member-checking and revisions**

The goal of this work is to develop a model for school libraries in Scotland that is relevant and useful to practitioners and policy-makers. It was therefore desirable to ask the librarians and heads of service for feedback on the draft

model, to ensure that the model made sense to them, and did not overlook anything they deemed significant. This process is part of the *validation* of the analysis (Corbin & Strauss, 2008, p.273). Gorman and Clayton (2005, p.60) consider the process of asking participants for feedback, sometimes called “member-checking,” to be “the single most important action inquirers can take, as it goes to the heart of” credibility and validity of the construct (in this case the construct is our model). Before sending the draft model to the case study librarians and heads of service, the researcher asked an academic colleague who had recently worked as a school librarian in Scotland for verbal feedback. The colleague made useful suggestions based on her experience as a practicing school librarian, such as changing the phrase “school library programme” to “school library service”, because the word “programme” would not be interpreted by school librarians to mean an inclusive package of everything the school library does, which is how it was intended. Four librarians (CT1LIB, CT2LIB, SCO1LIB, SCO2LIB) responded to the request for feedback. To see the request for feedback and the draft model sent out to librarians, please see Appendix C and Appendix D, respectively.

### 9.2.3 Feedback from CT1LIB

CT1LIB offered positive feedback about the model:

I like the work you have done. I do think the elements you have identified are essential components of a successful school library media program.

She offered two suggestions for additions. One was that the librarian should always be trying to stay current in the field:

I think one of the appropriate dispositions should be that the school librarian seeks to stay current with best practices, technology and literature. We are life-long learners!

Her suggestion is consistent with the notion of continual improvement, an active approach to managing the service, and maintaining high professional standards, so it will be incorporated into the final model.



Her other suggestion highlights the features of the American model of school librarianship perfectly:

One comment I have is what you mean by "the model school librarian will be professionally qualified". In my opinion, it is not enough to have a Masters in Library Science. The school librarian should be professionally prepared to be a teacher, too. That is, he/she must know how to prepare and deliver a lesson, to modify it for different learning styles and abilities and how to manage student behaviours. In the United States, it is why school librarians earn more money than public librarians: we do so much more than manage a library! I expect that most of us think of ourselves as teachers first.

The researcher replied by email explaining that school librarians in Scotland are not teachers, and that since the model is for Scotland, it would not be feasible to suggest this. The email also explained that the researcher agreed with her basic premise that school librarians' role is to support learning in the school and asked her what she thought would allow non-teacher school librarians to support learning better. She replied that given the non-teaching role of school librarians in Scotland, she would put a strong emphasis on the curriculum:

I would say that the single, most important thing a librarian can do that would help support teaching and learning is to know the school's curriculum. The librarian can use her knowledge of the curriculum to develop the collection to support it, in an interdisciplinary way (non-fiction, fiction, poetry, etc.) Then she can do what I call "feed" her teachers... and not wait until she is asked. She will start to establish herself as a valuable resource!

The idea that a school librarian should know the curriculum underpins *Information Power*, which places the school librarian as being fully integrated with the curriculum and a partner in curricular development (AASL & AECT, 1998, p.58). Her advice is also consistent with our findings in the Scottish cases. SCO1LIB developed an inter-school collaboration which supported literacy, a curricular strand that cuts across all subjects in Curriculum for Excellence. SCO2LIB reaches out to teachers with the purpose of supporting curricular goals across all subjects. Knowing the curriculum will feature in the model.

#### 9.2.4 Feedback from CT2LIB

The feedback from CT2LIB was very positive. In an email, she said that the school environment section and the summary were “SPOT ON”. She requested clarification as to what was meant by “social resources” in the section on professional support. An email was sent back to her that social resources referred to emotional support, help maintaining motivation, and the prevention of isolation and its negative effects (because school librarians in Scotland are typically solo workers). She replied to say that if the other librarians said that they did not know what it meant, then it should be defined more clearly, and in a later email she reiterated that she thought the explanation of what “social resources” meant was good, and that the phrase could be made clearer.

CT2LIB also made two suggestions relating to technology. The first suggestion was that the model should reflect how well the librarian embraces technology:

On the second page where you have bulleted the strategic vision expressed through diverse set of dispositions: I would add something to this effect: "Embraces changes in technology". I say this because I have spent a great deal of time this year trying sort out ebooks, Kindles, bring your devices to school, etc. I don't know how you might want to reword it, but something that shows the librarian realizes that we are in a paradigm shift in the way content is being delivered. I now have ePUBs (for use on iPads), audiobooks that can be downloaded onto MP3 players, Kindles, etc. I also have purchased multiple use and multiple access nonfiction titles (ebooks) that can be used by any number of students at one time on the computer. Cataloguing all these items was a huge learning curve for me. That is why I suggest: Embraces changes in technology.

All of the librarians in this study regularly issued resources in varying electronic formats, such as e-books and audio-books. The suggestion is also consistent with the notion of continual development, and the idea that computers and technology are a way for librarians to increase their access to classes, so for these reasons, it was decided that this was a reasonable addition to the model.

The second suggestion related to the technology used by professional associations to reach out to members:

Professional associations provide opportunities for peer networking and idea-sharing, such as conferences and webinars. Add "and webinars" to that bullet as much of my learning is now taking place through webinars, online videos, etc.

In order to determine if "webinar" (a portmanteau of "web" and "seminar" meaning an online seminar) would be a term that was known in Scotland, both SCO1LIB and SCO2LIB were emailed to let them know that another librarian had suggested the addition of the term, and to ask if they were familiar with what a "webinar" was, or if the term "online learning" or "online tutorials" should be used instead. Both responded that they did know what a webinar was, but that "online learning" might be more understandable generally:

SCO1LIB: I would be familiar with term "Webinar" from my work in [another country], (but we had a lot of American electronic suppliers), but here, I would say a more generic term [would be] appropriate, like online tutorials or online learning? I think it is becoming more common, but just in my dealings, I encounter online or e-learning more.

SCO2LIB: I think webinar is an OK term to use...people should know what that is! If you are not sure maybe you could say '...such as conferences, webinars and online learning'

Based on their feedback, it was decided that the term "online learning" would be added to the final model.

#### **9.2.5 Feedback from SCO1LIB and SCO2LIB**

SCO1LIB and SCO2LIB both offered positive feedback and neither recommended any changes at all. Their feedback was as follows:

SCO1LIB: It reads well and I would say it definitely rings true as how I would hope to work professionally and also something that others would aspire to follow.

SCO2LIB: I loved your report, by the way...I can think of no feedback though, but if anything springs to mind I'll let you know.

It is particularly important that the librarians in Scotland felt the model was relevant to their professional lives, as the model is designed to be feasible in Scotland, rather than simply a transplant of the US model.

### 9.2.6 Final revisions

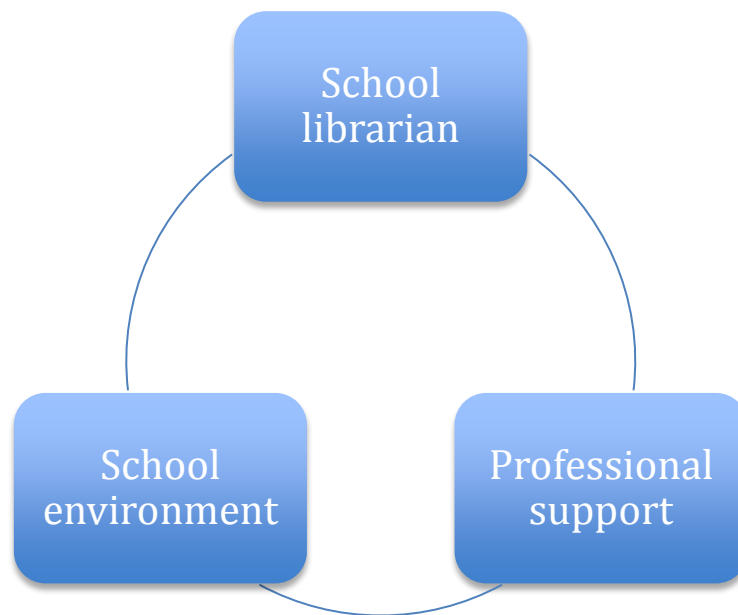
Some final revisions to the model were made after member feedback was incorporated, primarily to the order of the elements. The element “be service-oriented” was expanded to be more clear as to its meaning, and to highlight how one might recognize this as a disposition, rather than a belief, or inclination.

## 9.3 Finalizing the model

In this section, we will see the final model in its entirety, after feedback from our case study librarians has been incorporated. All non-numbered headings in this section are headings within the model itself.

### Introduction

This model is designed to represent an ideal school library, and an ideal set of elements that help it achieve high standards. This model does not represent professional standards; it seeks to describe features that would enable a library service to *meet* high professional standards. It seeks to describe an exemplary school library that could feasibly exist in Scotland, drawing on research literature and our American and Scottish case studies. The model is broken up into three interdependent parts: the librarian, the school environment, and professional support. It includes factors that are internal to the library (the librarian) and external factors that influence how well the librarian is able to develop the service (the school environment and the professional support available to the librarian). These three areas all contribute to the success of a school library, and form the top-level elements in our model (see Figure 3 below).



**Figure 3: Three top-level elements in model**

The school librarian is the primary driver of the school library and is critical to its success, however, even a model school librarian can become demotivated by an unsupportive senior management team in the school, a lack of professional support at the local authority level, or a combination of both. Outside support helps active, visionary librarians meet standards and maintain motivation, commitment, and resilience. The more of these model elements a school library has, the better it can be.

The three top-level elements in the model represent areas of influence. Within these three areas, the model contains subcategories of elements that represent an ideal school library programme, such as “management” and “culture” within the school environment. What follows is the essential framework of our model (see Figure 4 below).

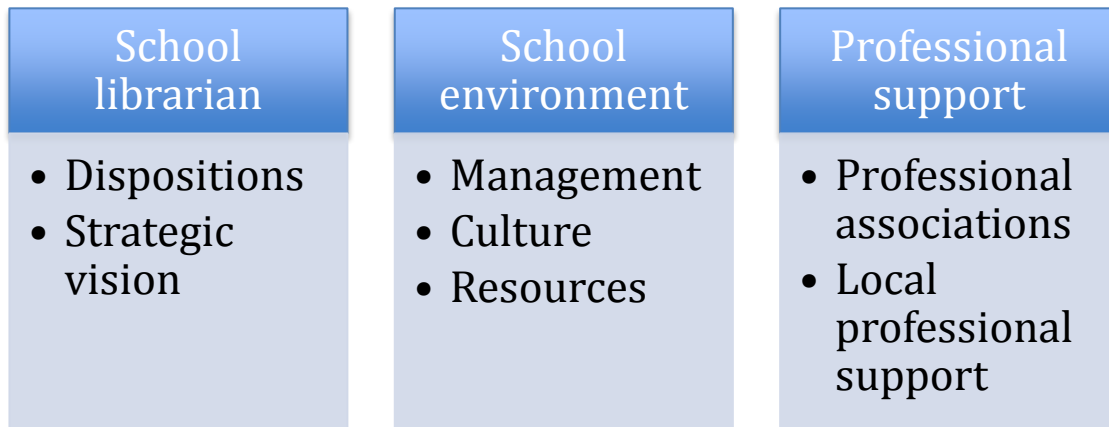


Figure 4: Framework of the model

### The school librarian

The model school librarian will be professionally qualified, and will have a strategic vision that involves supporting the overarching goals of the school through dynamic, tailored, high-quality library services. The model school librarian will exhibit appropriate behaviours that contribute to providing a high-quality service that supports learning within and beyond the curriculum. When describing these behaviours we will use the word dispositions, which are observable behaviours that one is inclined to exhibit repeatedly and consciously. We are not using terms relating to personality, level of intro- or extroversion, character, or even beliefs; we refer only to behaviours. The following dispositions reflect the multi-faceted nature of the librarian's role.

#### **The model school librarian will display appropriate dispositions, such as the following**

- Develops positive, productive relationships with students and teachers
- Engages in positive interactions with students whether the student is seldom or regularly in the library
- Is welcoming to every student and teacher who enters the library
- Shows caring and empathy towards students
- Displays a service-orientation by seeking to fulfil others' needs in a courteous and helpful manner
- Takes the perspective of students and teachers
- Manages expectations of self and others

### **The model school librarian will have a strategic vision expressed through a diverse set of dispositions such as the following**

- Prioritises the enhancement of teaching and learning as the main goal of the school library
- Demonstrates knowledge of the curriculum and stays current with curricular developments
- Aligns the goals of the library to the goals of the school
- Offers tailored services centred around teachers' and students' needs
- Stays current in best practices, technology and literature
- Seeks to expand and develop the school library, for instance, by working with new teachers and departments or new types of projects every year
- Persistently seeks, sees, and seizes opportunities to work with teachers

### **The school environment**

The school environment can provide both opportunities and barriers to a school librarian. The model school environment allows the library to thrive by providing numerous opportunities for the librarian to interact with teachers and students.

### **The model school managers will be supportive of an active librarian**

- Managers support the librarian taking an expansive, non-operational role and endeavouring to support learning across the curriculum
- Managers see the librarian as a professional with an area of expertise

### **The model school culture will support the library by having the following features**

- A culture of collaboration in which staff are expected to work together
- An atmosphere in which colleagues have strong relationships and trust one another
- A strong focus on shared objectives and continual improvement of teaching and learning
- A curriculum that supports inquiry-based learning and/or research projects requiring independent sources, critical thinking, and information literacy

### **The model school will have resources that enable the librarian to have good access to teachers and classes**

- There should be enough computers in the library for a whole class
- There should be adequate time for the librarian to work with teachers
- There should be clerical support in the library to enable the librarian to take on higher-level work

### **Professional support**

Strong professional leadership can help motivate school librarians and raise the standards of professional activity. Model professional support will provide intellectual and social resources to help librarians better achieve their strategic vision. This support should be available to school librarians nationally, regionally, and locally, through a combination of professional associations and local, employment-based support.

### **The model professional associations and organizations will support school librarians nationally and regionally through the following means**

- Professional associations publish high professional standards librarians can work towards
- Professional associations provide opportunities for peer networking and idea-sharing, such as conferences and online learning

### **The model local professional personnel will support librarians at the local authority level by having the following attributes**

- The school librarian has a local professional manager within the council who has a strategic vision for school libraries and encourages high-level professional activity
- The school librarians in the council form a strong local peer support network, working together to solve professional problems and share knowledge

### **Summary**

This model describes a set of circumstances that, according to research literature and also our case study data, would allow a school library to thrive and meet the highest professional standards.



## 9.4 Discussion of the model

### 9.4.1 Interconnection

The three sections of this model are closely entwined. A model library programme depends on an active librarian as well as adequate resources and support from the school and the professional sphere. A school library programme will not thrive without a combination of internal and external strengths. This interrelatedness is visible in the model, as elements in one section sometimes complement elements in another:

- ❖ A model school librarian: *Seeks to expand and develop the school library, for instance, by working with new teachers and departments or new types of projects every year*
- ❖ A model school librarian: *Prioritises the enhancement of teaching and learning as the main goal of the school library*
- ❖ A model school environment: *Managers support the librarian taking an expansive, non-operational role and endeavouring to support learning across the curriculum*

The first two of these elements represent the librarian's efforts to reach out and develop the library programme, and the third element represents an environment that is receptive to those efforts. Elements such as these reflect the two-way relationship that exists between the librarian and the school environment. If a school librarian meets with resistance or even hostility from management, the library programme will be less likely to succeed (Church, 2008). Conversely, a librarian with a narrow, traditional view of the school library who never reaches out to teachers and ignored the educational mission of the school would not run a model school library programme, even with unlimited support from school management.

Another example of model elements being intertwined is when several different elements describe various facets of a single significant phenomenon, such as the library supporting learning via the curriculum. In our model, four elements cover this idea:

**The model school librarian will have a strategic vision expressed through a diverse set of dispositions such as the following**

- ❖ Prioritises the enhancement of teaching and learning as the main goal of the school library
- ❖ Demonstrates knowledge of the curriculum and stays current with curricular developments
- ❖ Aligns the goals of the library to the goals of the school
- ❖ Offers tailored services centred around teachers' and students' needs

The first of these four elements is akin to a mission statement, defining the main goal, and the main role, of the school library: to support teaching and learning across the school. The next three elements spring from this statement. The curriculum is the main delivery mechanism for learning and teaching, therefore, the librarian must be familiar with the curriculum in order to support it and work within it. The first two elements in this group are both general, and will apply to all schools. The third element recognizes the importance of working towards specific school-level goals, because the school is the parent organization the library serves, and the fourth element highlights the importance of meeting the individual needs of individual teachers and students. These four elements work together, describing how the model school librarian will support learning and teaching across the school.

Even some elements that do not find natural partners in the model reflect the intertwined nature of the model and the findings in our case studies. The following elements individually describe the complex relationships between a school librarian and the environment:

- ❖ There should be enough computers in the library for a whole class
- ❖ There should be clerical support in the library to enable the librarian to take on higher-level work

These elements describe the relationship between school resources and access to teachers and students. The first element represents what we've seen in SCO1 and SCO2: a school library with inadequate computing facilities can suffer from low use because teachers want to be able to have each student use a computer simultaneously, and will therefore book ICT labs with enough computers for the

entire class, whereas a school library with a class-size set of computers will draw in classes to use the computers, providing the librarian with an opportunity to offer support and guidance.

The second element, regarding clerical support, represents the importance of planned collaboration time, or other scheduled time when the librarian can engage in higher-level, management or development work, such as meeting with teachers or planning projects. This element represents both the resources of time and staffing, because having clerical support in the library can give the librarian time away from the desk. Without any time away from the desk, immediate needs that are of an operational nature, such as reshelving or filling the printer with paper, will take all of the librarian's attention. The solo librarian cannot even fully commit to delivering an information literacy session with a class in the library, because other students will come into the library, sent by teachers either to change a book or to look something up, and the librarian must attend to them. This happened at all of the case study libraries with a solo librarian (CT1, SCO1, and SCO2).

Without adequate resourcing, the librarian has fewer opportunities to interact with patrons, particularly in structured ways, such as collaborative planning meetings, or whole-class instruction in the library. Quantitative recommendations for library resourcing can miss the point of why resources are important: they allow the librarian more or better chances for interacting with his or her patrons in a more meaningful way.

The interconnected nature of the model found a particular resonance with CT2LIB, who described both the section on the school environment and the summary as "spot on". In her interview, she was asked what she thought made a good school library programme. She responded with the following:

- "qualified, enthusiastic, passionate personnel"
- funding for electronic and printed material
- "a staff that's willing to allow you to collaborate with them"
- "a curriculum that's flexible enough that allows some of that to take place"
- "administration that is supportive of what the whole programme is about"

- “a Board of Ed. that realizes the value of the media centre”

Her response reflects what we have found throughout this work, in the literature and in all five case studies, that the keys to a successful school library programme are held by multiple parties. The school librarian must be the driver of the programme, however, aspects of the school, the local district, or the professional support available can either place opportunities or barriers in the librarian’s path.

#### 9.4.2 Feasibility

One of the core goals of this work is to develop a model for school libraries in Scotland that was feasible. This meant that everything in the model must be possible in Scotland. For many of the items, the possibility of existing in Scotland was proven simply by being observed in one of the Scottish case studies. SCO2 in LA2, for instance, indicated that local professional visionary leadership was possible in Scottish local authorities, and SCO1 in LA1 indicated that strong professional peer networks were also possible.

We are making a slightly larger leap when recommending that professional associations available to school librarians in Scotland “publish high professional standards librarians can work towards”. There are currently no standards for school librarians in Scotland, although many school librarians voluntarily follow the *HGIOS: Libraries Supporting Learners* self-evaluation framework (HMIe, 2005). *Libraries Supporting Learners* was developed by a working group within the Scottish Library and Information Council (SLIC), a professional body that advises the Scottish Government on library-related matters of policy (Information and Libraries Scotland (SLAINTE), 2010). The members of the working group were primarily heads of library services from various Scottish local authorities (HMIe, 2005, p.40). This demonstrates that motivated practitioners can work in concert with an official body to produce useful guidelines, but which body should publish school library standards?

SCO2LIB believes that standards would follow from statutory status, and that CILIPS would be the most natural candidate to publish them. There is no

evidence to suggest that CILIPS could not publish guidelines for school librarians in Scotland, particularly since CILIPS and SLIC share office space and staff, (Information and Libraries Scotland (SLAINTE), n.d.) therefore CILIPS staff would have participated in the creation and publication of *Libraries Supporting Learners*. It is possible, however, that this would be considered to be the role of CILIP and not appropriate for a regional branch.

The role of professional associations is not limited to standards-generation, however. In our model, it is recommended that professional associations “provide opportunities for peer networking and idea-sharing, such as conferences and online learning”. Again, the evidence is mixed in regards to CILIPS. Although the 2009 and 2010 CILIPS conferences featured strands of sessions aimed at school librarians charged with supporting the incoming Curriculum for Excellence, they have not been included in the 2011 and 2012 conference programmes. How frequently school librarians will be considered in conference programming after the Curriculum for Excellence has been fully implemented is therefore questionable.

Our findings indicate that our Scottish school librarians are closer to the American model of school librarianship than they are to the “British” model (Knuth, 1995, p.267), in terms of role-perception and programme orientation. This has two main consequences: firstly, it validates our approach of learning from the American model of school librarianship, and secondly, it means that it no longer seems reasonable to expect Scottish school librarians to follow the CILIP guidelines for secondary school librarians, particularly when the Scottish school library community has developed and chosen to adopt *HGIOS: Libraries Supporting Learners* (HMIe, 2005). There is an appetite for better guidance and higher standards in Scotland, and the will to work towards them clearly exists, and therefore it is feasible to suggest that Scottish school librarians should have Scotland-specific professional guidelines to follow.

## 9.5 Summary

In this chapter we have introduced the model for school libraries in Scotland, based on best practices as defined in the literature, and our case study data. In

developing the model, we have kept a tight focus on feasibility, on international systemic differences, and on the validity of all of the elements in the model. It was not desirable to include elements that would simply not be feasible to implement in Scotland, so we ensured that all elements in the model were seen to be possible there. We discussed the differences between the American and British models of school librarianship, and discovered that in terms of role expectations, Scottish school librarians in this study held role perceptions that were more similar to the American model than to the British model. Although Scottish school librarians are unlikely to earn a salary on par with teachers, they see their programmes as supporting learning across the entire school, both within and beyond the curriculum. This role perception underpins our model.

In order to ensure that our model was understandable and relevant to actual school librarians, it was sent to our case study librarians, and all of their feedback was incorporated into the final version. Their feedback was very positive, and indicates that the model has resonance with school librarians both in the US and Scotland. CT1LIB said that she thought the elements of the model were “essential components” of a successful school library programme, and CT2LIB said that the characterization of the model as a set of circumstances that can allow a library programme to thrive was “spot on”. It is particularly important that our librarians in Scotland thought the model was relevant to them, again, with an eye towards feasibility. SCO1LIB said that it “rings true” and SCO2LIB said that she “loved” it and could think of nothing to add to it.

The model presented in this chapter represents a complex web of actors that influence a school library programme. The librarian is the driver of the programme, but external elements, such as resources and support in the school and in the professional sphere, can either help or hinder the efforts of a model librarian. The model represents an ideal set of circumstances that would allow a school library programme in Scotland to thrive. Scottish school librarians suffer from lower status, lesser pay, weak professional associations, and a lack of standards. Despite all of this, Scottish school librarians can run excellent services that meet some of the highest professional goals in school librarianship. Our

model aims to demonstrate the elements that should be in place in order to allow this to happen.

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## 10 Conclusions and Future Work

In this chapter we will conclude with our reflections and recommendations. First we will address our research questions in detail, drawing on what we have learned from the literature and our case studies. We will then reflect on our model and discuss the implications it has for practice. We will then highlight the contributions to knowledge this study makes, discuss its limitations, reflect on our methodology, and make recommendations for future work.

### 10.1 Revisiting the research questions

The purpose of this study was to develop a model of best practice for school libraries in Scotland based on literature and existing good practice in the US and Scotland. In order to develop a model of best practice, we attempted to investigate what made libraries successful via literature and our case studies. Through our research questions, therefore, we sought to examine factors that enabled individual libraries in both the US and Scotland to succeed. Our research questions were as follows:

- ❖ What are the different internal and external factors that hold influence over the development of the school library programme?
- ❖ What allows a school library to succeed?
- ❖ What can prevent a school library from succeeding?
- ❖ How important are the systemic differences between the US and Scotland to the success of a school library?

We explored these questions both through the literature and through our case studies in Connecticut and in Scotland. We have used our findings to build a model for school libraries in Scotland, and in the next few sections, we will address each of these questions directly, in turn.

#### 10.1.1 What are the different internal and external factors that hold influence over the development of the school library programme?

Our results indicate that the school library programme is influenced by factors that are internal to the school library (the school librarian) and external (the school environment and professional support). As the main internal influence,

the school librarian is the primary driver of the school library programme. The librarian interacts with external forces such as the school environment and the professional support available to him or her. The interplay of these three main spheres of influence is what determines the shape of a library programme. Aspects of the school environment and available professional support can provide opportunities and barriers to the librarian in developing the library programme, but it is the responsibility of the librarian to make the best use of these opportunities, and to minimize or circumvent barriers. There is, however, a limit to what a librarian can do. Chronic conflict or a lack of support in both the school environment and the professional sphere can lead to demotivation or staff attrition (Day et al., 2006). For a school library programme to meet its highest potential all three areas should be strong. We will revisit each of these three areas in turn.

The librarian is primarily responsible for the school library programme. How the librarian behaves, or the dispositions the librarian exhibits, can influence how successful the library programme is, and the quality of standards that it meets. From the literature, we gathered several dispositions that successful school librarians should exhibit, and we observed in our school librarians a variety of dispositions which helped them overcome challenges in their daily practice. We combined these dispositions in our model.

The school librarian we outline in our model interacts well with others both in single encounters and also in the long term. Our model school librarian creates a welcoming atmosphere in the library and shows caring and empathy towards students. Our model school librarian actively manages interpersonal relationships. He or she understands that other people (both staff and students) face their own demands and challenges, and our librarian takes the perspective of others in order to manage his or her own expectations. Our librarian also manages the expectations of others, for example, setting boundaries for what is and is not appropriate use of the library. In this way, the librarian actively manages the role of the library in the school.

Our librarian is also a strategic, visionary manager, who sees the role of the library as supporting learning within and beyond the curriculum. Our librarian understands that the school library is a service internal to the school, and must support the goals of the school itself, and of the teachers and students in the school. The curriculum is the primary delivery mechanism for learning in a school, and the school library supports the curriculum through resources and by collaboratively working with teachers to support critical thinking, reader development, inquiry-based learning, and information literacy. The school library extends the curriculum by offering resources beyond set, required texts, as well as the skill support to access these materials.

Perhaps the most important dispositions of the school librarian relate to his or her activity and expansiveness. Our model school librarian is constantly trying to develop and expand the school library programme, working with new departments and new staff every year. Our model school librarian keeps up to date with developments in technology, librarianship, and the curriculum. He or she persistently seeks and seizes opportunities to reach out to teachers. This relentless quest for continual improvement and development keeps the library from sinking into a stagnant mire of irrelevance.

The school library programme is also influenced externally by the school environment, which includes the staff, culture, management, resources, and other features located within school walls. The school library literature strongly emphasizes the role of the head teacher as an influencer on the school library. Although the head teacher is undoubtedly influential, there are several aspects of the school environment that can influence the library programme. In our model, we have grouped these into: school management, school culture, and school resources.

School management influence the library by setting the tone of school culture and identifying priorities. We saw this in CT3 in the way that CT3HT was implementing the transition to a more collaborative, interdisciplinary way of working throughout the school. He directly influenced the library by hiring CT3LIB2 with explicit instructions to work collaboratively with subject teachers

and to be out of the library, co-teaching. We also saw this in CT1, when CT1LIB spoke of the influence of the principal; she felt very lucky that her principals were supportive of her, because some of her school librarian colleagues in other schools were given additional, non-professional tasks to perform by their unsupportive principals, which took time and attention away from the library. School management influence the school library through their power to influence the school as a whole, and the library directly, by setting school priorities. In Scotland, school management also have budgetary power and can set aside more or less money for library resources or events.

School culture represents the type of environment the librarian reaches out into. A school culture that embraces innovation, improvement, and collaboration will be more receptive than a culture of isolation to the efforts of the librarian to work with teachers. The model school librarian endeavours to build and maintain strong working relationships, and the school environment can enhance and facilitate this by having an atmosphere in which staff have strong relationships and trust one another, and a culture that holds shared values and strives for continual improvement.

The curriculum is another influencer of school culture, and of the library: an interdisciplinary, inquiry-based curriculum that values critical thinking beyond simple retention of subject content will reward teachers and librarians who wish to work together to develop projects that engage authentic student learning. A traditional curriculum based primarily on the retention of subject content via set texts and examinations will reward teachers who stay on a narrower, more isolated path. The model school librarian will support the curriculum no matter the form it takes, however, a librarian working with a traditional curriculum will support it more with resources and facilities, whereas a librarian working with a modern, expanded curriculum will also support it through his or her expertise in information literacy.

School resources such as time, staffing, and computing facilities can all impact how well the library can serve its patrons, because these things can affect access. Inadequate resources can reduce the access the librarian has to patrons, and vice

versa. From the librarian's perspective, time and staffing are linked: a lack of clerical support means that the librarian must be at or near the desk all day, and does not have time to meet with teachers. In order to go to meetings with teachers or work closely with a class delivering a session on information literacy, the librarian must have clerical support or else may have to close the library.

Computing facilities influence the traffic in the library throughout the day. School libraries with enough computers to accommodate an entire class will attract classes into the library. Even if the teachers who book the library computers only intend to use the computers, and no other library resources, their very presence gives the librarian an opportunity to offer library services to support their tasks. Libraries without enough computers for an entire class deter whole classes from coming in, and offer fewer opportunities for the librarian to interact with teachers and students.

The professional sphere is the third and final area of influence in our model. The professional support available to a librarian is particularly important for solo workers, who can be isolated from other librarians. Professional associations benefit their members by developing standards, disseminating research, offering professional development or training, and maintaining professional networks (Chernow et al., 2003). Professional associations, especially at the regional level, can be tremendously valuable for librarians by providing guidance that is *relevant* to school librarians, as well as *local* opportunities for professional development and professional peer networking. Professional associations can help school librarians succeed by offering a combination of useful top-down support, in the form of standards, guidance, and training, as well as facilitating bottom-up support, such as opportunities to interact with peers.

In the absence of a professional association that publishes strong standards, local professional support is even more important. Employment-based support within the local authority proved very valuable to our solo librarians. A strong local visionary leader, such as a supervisor of school libraries within an authority, can establish local expectations regarding the quality of service expected, and can offer guidance on how to meet those expectations. Peer networks of school

librarians within the local authority can confer social benefits such as emotional support and protection against feeling isolated. Professional peer networks and strong visionary leadership help the librarian meet higher standards by offering direct, relevant support. For all of our librarians, the best form of professional support was the most local.

These three areas are interconnected, with the school librarian at the centre. The librarian is the primary driver of the school library programme and is critical to its success, however, even a model school librarian can become demotivated by a school culture that is hostile to the library, a lack of professional support at the local authority level, or a combination of both. Outside support helps librarians meet standards and maintain motivation, commitment, and resilience.

### 10.1.2 What allows a school library to succeed?

An interconnected web of factors allows a school library to succeed. A successful school library depends on the school librarian firstly, and also the school environment and the professional support available to the librarian. We shall discuss how each of these elements contributes to the success of a library programme.

A school librarian is the main driver of the school library programme, and without the librarian, the school library will not succeed. A librarian builds a strong programme through careful high-level strategic management as well as successful day-to-day operations. A school librarian can develop a high-quality service through actions in three areas:

- ❖ Managing self: employing effective coping strategies to maintain motivation and commitment
- ❖ Interacting with others: forming positive relationships with managers, teachers and students
- ❖ Strategic management: working towards a vision for the school library

Although in our model we have listed elements individually, some of them overlap all three of these areas. For instance, perhaps the single most effective strategy seen in our case studies is *persistently seeking and seizing opportunities to work with teachers*. This disposition is driven by a strategic vision (and that is

where it sits in the model), but it is reliant on working well with others, and requires the librarian to manage frustrations and failures, in order to act with *persistence*. A librarian develops a successful library by working well across all three areas, for the betterment of the service.

Elements in the school environment also allow the library to succeed by providing opportunities for the librarian to work with teachers and by allowing full access between a library and its patrons. A collaborative culture and supportive management who set expectations that staff will work together provide a more receptive environment to the librarian's efforts to reach out. A curriculum that values critical thinking, literacy, and interdisciplinary project work will provide many opportunities for a librarian to get involved with classes. School-based resources can also contribute to a successful school library programme. Full-time library staffing, as well as clerical support for the librarian, allow for high-level development work and collaboration. Sufficient time in the school schedule allows staff to work together, and students to access the library when they need to.

A healthy amount of professional support, particularly at the local and regional-levels, also helps a library to succeed, by supporting the librarian professionally and emotionally. Professional support is primarily delivered through professional associations at the national and regional level, as well as employment-based support in the local authority. The more local the support is, the more relevant it is for librarians on a day-to-day basis. Professional associations at the regional rather than national level can be more responsive to librarians' needs as they are more likely to be in tune with regional standards in both education and librarianship. Additionally, they may be more geographically accessible than national associations. In the US, national professional associations have an important role to play in generating robust professional standards and lobbying for the interests of librarians. In Scotland, however, UK-wide guidelines for school librarians have proven insufficient for the Scottish school library community. The school library community in Scotland have created their own self-evaluation framework, indicating that perhaps a regional



professional association such as CILIPS would be best placed for publishing Scotland-specific standards.

Employment-based support at the local-authority level can be tremendously valuable to the success of a school library. A local visionary school library supervisor and a strong peer network comprising other school librarians in the local authority can offer both professional and personal support. Local leaders can set high standards not offered by professional associations, introduce strong professional development, and foster a higher level of professional output than might otherwise be achieved without leadership. A strong local peer network can provide both professional advice as well as emotional support. Strong peer networks can help maintain individual motivation, and prevent isolation and its negative effects, which is important as many school librarians work alone and must seek professional support outside the school walls.

### **10.1.3 What can prevent a school library from succeeding?**

Just as the librarian, the school environment, and professional support can allow a library programme to succeed, factors in any of these areas can provide barriers to the development of a successful programme. Many of these things could be described as the opposite of elements in the previous section. For instance, imagine a librarian who has poor relationships with teachers and students, who cannot manage disappointment well and loses motivation easily, who has no vision for the programme and is content to perform only the operational tasks of checking books in and out. That librarian will not run a successful programme.

A school environment can provide many barriers to a library programme, either by having a culture or atmosphere that is hostile to the efforts of an active, collaborative librarian to reach out to teachers, or by having in place logistical barriers to the librarian's efforts, such as resources so limited that the library becomes difficult to use. For instance, a library without enough computers to accommodate a full class can drive teachers to use facilities elsewhere, and if the class does not enter the library at all, the librarian has lost an opportunity to offer services.

Poor professional support can leave librarians without clear guidance or standards to aim for. Professional associations can under-serve school librarians by publishing weak or irrelevant professional standards, or by providing a lack of opportunities to meet and learn from other school librarians at conferences. A lack of employment-based support offered by the local authority can be another weakness. Poor or even hostile leadership at the local authority level can mean that librarians are given conflicting messages about their roles, and are thwarted in their attempts to reach high professional standards. Non-existent peer support can mean that librarians feel isolated and lose motivation to continually develop their programmes.

#### **10.1.4 How important are the systemic differences between the US and Scotland to the success of a school library?**

International comparison has been a key element of this study, and we have sought to investigate how important the systemic differences between school libraries in the US and Scotland are to individual, practicing librarians. Our findings indicate that although American school librarians enjoy advantages in pay, status, and professional support, some differences can be overcome, and are not insurmountable barriers to excellence in Scottish school libraries. One of the biggest differences between school libraries in the US and UK is that in the US, school librarians are teachers and are paid as such. This has been institutionalized in most states, and though it may indeed be impossible to give all school librarians in Scotland teacher training and status, school librarians can still meet the highest professional standards without being a teacher. Our Scottish case studies showed that our librarians in Scotland see the role of the school library as supporting learning across the school, both within and beyond the curriculum. They both support learning using their own, librarianship-based areas of expertise, to support both teacher-led learning and students' independent interests. Although some might choose not to enter the profession because of the low pay relative to teachers, that says nothing about the capabilities of those who do.

Another difference that can be overcome is the difference between the strength of the professional associations in the US and UK. Professional standards in the

UK are weak relative to those in the US, whose school library standards are considered to be the “gold standard” worldwide (Shannon, 2002). Furthermore, we have seen how our school librarians in Scotland hold professional views and goals that are more similar to the American model of school librarianship than to the UK model. Specifically, the American and Scottish school librarians see the role of the school library as supporting learning across and beyond the curriculum, whereas the UK model of school librarianship is more narrowly focused on recreational reading (Knuth, 1995). Therefore, Scottish school librarians are poorly served by weak standards that are not relevant to the Scottish context. The Scottish school library community have responded by taking the initiative to develop their own self-evaluation framework. This framework reflects the more expanded view of the role of the school library. Our case study librarians in Scotland both use this framework, which is published by the body for school inspections in Scotland (HMIe, 2005). Their efforts to integrate with the education establishment and become part of the inspection process is impressive given that school librarians do not hold a statutory position, and there is no legal requirement to have library staff (Owen, 2009).

Another way we have seen school librarians in Scotland overcome a lack of national standards is through strong local professional leadership. School librarians in LA2 maintain a very high level of professional activity led by SCO2DLS. The publications, working groups, and level of curricular involvement and integration shown by SCO2LIB demonstrate that it is possible for school librarians in Scotland to achieve the highest professional standards. This type of success may not be the case in most places in Scotland, but it is possible in the right circumstances. Specifically, a motivated librarian with a strong vision, who is well supported professionally, and working in a school with a collaborative culture and a modern curriculum can achieve these standards. Although American school librarians maintain an advantage in terms of pay, status, and professional support, Scottish school librarians, who are closer in their professional orientation to the US model rather than the UK model, can still achieve excellence in school libraries.

## 10.2 Key themes: opportunity and access

Two major themes to come from the data are opportunity and access. By “opportunity”, we mean a singular chance the librarian has to work with teachers and classes, or to otherwise become more involved in school life. By “access”, we mean ongoing, longer term, regular access the teachers and students in the school have to the library, and also, the normal, regular access that the librarian has to teachers and students both in classes and individually. Better access means more opportunities for the librarian to interact with patrons. A librarian who is skilled at creating opportunities to work with teachers increases the access he or she has to classes.

Both of these words underscore the interconnected relationship between the librarian and the school environment. If the librarian does not take advantage of the opportunities presented to him or her by the school environment and the professional sphere, those opportunities may as well not be there at all. Similarly, barriers that reduce access between the library and its patrons prevent librarians from offering a library service that meets the highest professional standards: we saw this happen in three schools: at CT1, partial staffing meant access to the library was limited, as each library was only staffed two or three days a week; at CT2, a new schedule meant students no longer had equal access to the library; at SCO1, we saw how poor computing facilities kept out full classes who might otherwise have come to the library to use the computers, whereas at SCO2, a full set of computers drew in classes, and SCO2LIB took advantage of each opportunity to offer library services. Computers afford access to classes. Each time a class enters the library, whether it is to use the computers, check out the books, or even use a larger space, it presents an opportunity to the librarian to become involved.

Opportunities to work with teachers and students, either individually or in whole classes, presented themselves in myriad forms in the five case studies, depending largely on local circumstances and conditions. In CT1, as there is no formal time set aside for collaboration, staff seize the opportunity to talk to each other for a few minutes when they pass each other in the corridor or the car

park. Lack of dedicated time is a known barrier to collaboration (Montiel-Overall, 2008, p.152), however, CT1TEA1 suggested that meeting “on the fly”, or spontaneously, meant that working conversations were much more efficient, doubting that they would achieve more in planned meetings. At CT2, the librarian took advantage of a “lost day” when teachers would be correcting exams, and used this day to accommodate students who otherwise would not have access to the library during the day. At CT3, opportunities for subject teachers and librarians to work together were engineered by the head teacher, who was implementing managed curricular change and setting expectations that all staff would work together.

In Scotland, curricular change presented many opportunities for librarians to support the new curriculum and work jointly across departments. At SCO2, a collaborative culture and the school-wide embrace of the spirit of Curriculum for Excellence offered SCO2LIB many opportunities to work with teachers whilst supporting the curriculum. SCO2LIB took the opportunities presented in the curriculum to offer services to teachers she had not previously worked with, such as when she compiled a list of teen fiction related to mental health issues, which supports the health and well-being strand of the curriculum. She also offers her services to every class that comes into the library, even if they have only booked the computers with no further request for assistance.

Creating and seizing opportunities such as these gives the librarian better access to teachers and students, and gives teachers and students better library services. In order for librarians to make the most of the opportunities presented to them, they will need to see the value in constantly reaching out to teachers and students. They will need to know to look for opportunities, and why they are looking for them: to offer patrons better, more frequent service. Opportunities afford access, and without access, the library service cannot reach its patrons, and patrons cannot use the library service.

### **10.3 Reflections on model and implications for practice**

A goal of this research was to develop a model for school libraries that was *feasible* in Scotland. We avoided including any aspects of the US model of school

librarianship that did not meet this criteria. The simplest example of this is in not recommending that all librarians become dual-certified and paid as teachers, however beneficial that may be to the finances of school librarians. In order to test for feasibility, we sought evidence from our Scottish case studies. Indeed, all of the elements of the model were found, to varying degrees, in either in SCO2 or SCO1. For example, the element regarding having clerical support does exist in SCO2, because SCO2LIB enjoys the help of a classroom assistant from the English department for one or two hours a week. Though this assistant is not employed to be in the library, good working relationships in the school mean that SCO2LIB is able to leave the library to meet with teachers during the school day without closing the library. SCO1LIB does not have this support, and dedicated assistants are indeed extremely rare in Scottish school libraries, but the example from SCO2 shows what a creative use of resources can achieve.

When publishing the model for practitioners, it would be wise to be sensitive to librarians who work in unsupportive environments, in schools where departments remain isolated from one another, or who work part-time across two schools. Librarians facing so many barriers may need more helpful advice as to how to achieve elements of the model, rather than a statement of outcomes, as it is in its current form. For practitioners, further guidance and support would be necessary. Strategies such as how to form good working relationships, or how to make the most of opportunities to work with teachers, might be useful. Even without additional guidance, practitioners may find the model useful as a set of elements against which to compare their programmes. School librarians might be able to look at the challenges they face in a new light, or with an additional perspective.

In addition to practitioners, the model would be a useful addition to a school library module in a university course educating future school librarians. There are currently no additional training requirements for school librarians in the UK, but sector-specific materials and guidance could be invaluable to newly-qualified school librarians, particularly since most school librarians in the UK are solo workers, and will have no on-the-job professional mentoring or guidance on a

daily basis. The model could help new school librarians develop a vision for their programmes that would help ground them in their first professional jobs.

The model could also be very useful to Scottish professional bodies such as CILIPS and SLIC. Our findings indicate that Scottish school librarianship is not reflected in the *CILIP Guidelines For Secondary School Libraries* (CILIP, 2004), and therefore, it is our recommendation that Scottish school librarians have their own standards, published by one of the professional bodies representing librarians. Our model could contribute to these guidelines, providing a framework for best practice that is relevant for Scotland. Additionally, these bodies might use the model as a tool to advocate for better support for school libraries, both at the local authority-level and also to the Scottish Government. These bodies could use the model to try to raise the standard of expectations held by local and national governments as to what school libraries can deliver. Though aspirational models are more commonly found in the US rather than the UK (Knuth, 1995), our model represents a feasible ideal that is grounded in our Scottish evidence.

The goal of the model is to be an achievable ideal. The model that we have developed meets this goal. The reality of varying provision across Scotland means that some school libraries will be closer to this ideal than others. The model is very close to the reality observed in SC02, for instance, but other librarians in other schools in other local authorities may face very different situations. These librarians may not feel as if the model is an accurate reflection of their own circumstances. The model may not be achievable everywhere in Scotland, but the ideals it represents can, and do, exist within the Scottish context. The model has elements that all Scottish school librarians can aspire to.

## **10.4 Reflections on methodology**

### **10.4.1 The relationship between the methodology and the findings**

The methodology chosen for this study used both multiple case study as well as grounded theory in a hybridized approach. The multiple case studies provided a rich body of data, and the grounded theory tools and procedures provided a way

to see, follow, and compare themes across cases during and after the field study as well as a robust framework for analyzing the vast quantity of data via coding and memoing.

Generally, our chosen methods worked well, although one or two aspects of the methodology could be improved if the study were to be repeated, and these will be described in section 4.3. Overall, our methods were appropriate to our research questions. It is not an exaggeration to say that grounded theory provided an invaluable framework for data collection and analysis. Each case study is unique, and the flexibility of grounded theory allowed rich pictures to emerge from the data that may have been obscured by more structured, and limited, forms of inquiry. The grounded theory framework allowed for provisional themes to be revised or discarded as the case studies progressed. The remainder of this section will provide examples of how our methodology allowed our findings to take shape, and our provisional themes to evolve.

The flexibility afforded by grounded theory primarily manifested itself through the tool of theoretical sampling (Corbin & Strauss, 2008, p.143). This allowed the researcher to follow leads that emerged during the fieldwork, and develop additional lines of enquiry accordingly. One example of this would be how the topic of professional support evolved during our study. One of the provisional themes that was generated by the literature and the researcher's previous work (Ritchie, 2011) was the difference between the professional associations in the US and UK: the American Library Association (ALA) and the American Association of School Librarians (AASL) are robust and authoritative, and generate strong standards that have influence (Knuth, 1995; Shannon, 2002), while UK professional associations representing school librarians are seen as weak and passive, and publish conflicting statements (Knuth, 1995; Owen, 2009). Through the process of being in the field, making observations, and asking questions about the professional associations and their impact on the working lives of the librarians, it emerged that many of our participating librarians in both countries found their national professional associations to be of questionable relevance to them. They participated more in their regional associations. Of even greater importance to some of our librarians was the



quality of professional support at the local level, in the form of peer networks and local professional leadership. Through the process of asking questions, discovering themes, and asking further questions based on those emerging themes (which is the essence of theoretical sampling), the focus of our attention shifted to the locality of the professional support as an indicator of relevance. This may not have been possible with more rigid forms of investigation.

Another example of a theme that evolved over the course of the study was that of teacher training. The researcher's previous work indicated that school librarians in the UK, and particularly in Scotland, were dissatisfied with the training they had received before becoming a school librarian (Ritchie, 2011). Many respondents in that survey suggested that school librarians should receive at least partial teacher training, in order to prepare them to cope with the demands of the job. Although SCO1LIB would agree with this, most of our other librarians, including SCO2LIB, would not. Amongst our American librarians, sentiments were mixed regarding the value of having had teacher training. CT1LIB, who had only had teacher training, not years of teaching experience, suggested that the value of teacher training was extremely limited. CT2LIB and CT3LIB2 both suggested that their many years in the classroom (18 and 36, respectively), afforded them a perspective on the demands teachers face, but in saying this, they are suggesting it was their actual experience as teachers, and not their teacher training, that held the most value. The data simply did not support the inclusion of teacher training in our model, and so we did not include it. Because grounded theory allows a researcher to follow emergent themes in this way, it truly does lead to theory being built from data, and it means that our model will be both academically robust as well as relevant to practitioners.

#### **10.4.2 Reflections on specific methods**

Case studies facilitate the study of complex, human, real-life situations (Denscombe, 2007, p.37), and this is exactly what we investigated. Case study allowed us to view school librarianship from multiple angles, and we found depth and nuance in our data by adopting multiple methods such as interview, observation, and documentary evidence collection. As international comparison

was a driving factor in this research, multiple case study was an appropriate choice. Stake's guidance on how to choose cases, and how many to include, was invaluable to ensuring that the cases were manageable for a single researcher, and useful both singly and collectively (Stake, 2006, p.22).

The tools and methods used during data analysis were similarly useful. The researcher used NVivo 9 software to organize, code, and sort the data in order to analyze emergent themes, which is an important part of grounded theory analysis (Charmaz, 2006, p.45). NVivo was very useful to the organization and sorting of the data, and allowed the researcher to view only passages that were coded with certain themes. This made the writing of the data chapters easier.

Some of the individual methods we used, particularly interviews, were very useful in terms of generating a significant amount of rich data. Semi-structured interviews allowed for both relevance *and* flexibility, as well as an expansive exploration of topics. In her interview, for instance, CT1LIB regularly spoke for minutes at a time without prompting, painting a vivid picture of the history of her library and the struggles she has faced as a lone librarian. The stories she told about building furniture and installing carpet over her summer holidays may not have surfaced if a more rigid, structured interview style had been used.

A key aspect of case study is its immersive quality, and this was certainly true for this study. The researcher became embedded in each school during the field study. The librarians were excellent gatekeepers, introducing the researcher around to teachers and administrators within the school, and the researcher developed a familiarity and a rapport with the librarians' colleagues as well as with the librarians themselves. Forming a rapport is essential to this type of research, particularly to establishing trust during an interview, for instance (Denscombe, 2007, p.84). Because of the way our field study was structured, the researcher had around a week and a half to establish rapport with participants before the interviews started. The positive relationships between the gatekeeper librarians and their colleagues established goodwill from the beginning, which expanded the possibility for data collection, as inhospitable participants can reduce the opportunity to learn (Stake, 2006, p.27).

The research was immersive even after the field study period ended, particularly through the process of interview transcription. Each librarian was interviewed for at least one, and up to three hours. The librarians' interviews, together with interviews from teachers and members of school senior management teams, added up to over 300 pages of interview text when transcribed. The researcher did all of the transcription, and this process involved listening to the interviews multiple times: once without transcribing, and then several times over again whilst transcribing. It would be accurate to say that each interview was listened to at least six or seven times. Because of this, the researcher developed a deep familiarity with the interview data, and an excellent recall of interview content. When looking to retrieve a quote regarding something a participant had said, the researcher could search the interview documents for the exact wording used by the interviewee. This familiarity with such a complex body of data was invaluable to making connections, developing themes, and building the model.

#### **10.4.3 Reflections on the presentation of the data structure**

The decision on how to structure and present the data was difficult. In a multiple case study, it would be common to present each case as a whole unit, then later present cross-case analysis (Stake, 2006, p.39). This would have meant that the chapter on each case would have contained data and discussion regarding the librarian, the school environment and available professional support. The chapter on SCO2, for example, would have illustrated how SCO2LIB, a librarian who is active and dynamic in seeking to expand her programme, seeking and seizing opportunities to reach out to teachers every day, benefits from working within a school environment that embraces curriculum innovation and change. The chapter would also have shown how she mirrors the larger school library culture in LA2. This would have made a certain amount of sense, and would have offered a holistic view of a complicated set of interrelating aspects of the case. It would not, however, have given a sense of how these themes compared across cases.

By dividing the chapters by theme, rather than by case, we were able to discuss, for example, the importance of time and staffing resources across cases. We were

able to see that even though CT2 is much better-resourced than CT1 (see Table 9), CT2LIB was struggling with similar issues regarding lack of time and access to students. By dividing the chapters by theme, we were able to discuss the importance of leadership at the local authority level. In this way, the discussion of the data influenced the structure of the chapters as much or more than the form of the raw data did. This is in keeping with grounded theory, which demands an analytic story from the writer (Corbin & Strauss, 2008, p.278), and cross-case reports are also common in multiple case study (Stake, 2006, p.39). The risk in deciding to structure the chapters this way is that the reader does not get a full sense of the cases as individual entities, although the case summaries in Chapter 5, the sections devoted to case-specific situations (such as 6.2 and 6.3) and even the case examples are meant to highlight unique attributes within each case. The reward is that cross-case issues of significance can be highlighted and compared, and the reader gains a sense of the larger whole (Stake, 2006, p.39).

#### **10.4.4 Aspects of methodology we might have changed**

The things about the research process that the researcher would seek to change are mainly logistical. It would have been better to have performed the Scottish case studies before the follow-up visits to the American schools. This would have allowed for in-person questioning and observations influenced by the Scottish findings. This ideal timeline was made impossible by a delay in securing the Disclosure Scotland form, which the Scottish schools required before field study began. In order to mitigate the effect of this delay, the researcher maintained email contact with the American participants and emailed questions to them, based on observations made in the Scottish cases.

It is probably always desirable, of course, for a case study researcher to have just one more case. Perhaps this additional case could have been another American high school, since there was only one (CT3), or a third Scottish secondary school, in a medium-sized authority, since most local authorities in Scotland are larger than LA1 and smaller than LA2. We must work within the bounds of feasibility, however, and our particular cases offered a strong basis from which to explore our research questions individually and as a group.

Our two American middle schools gave us an opportunity to experience solo-working as well as a well-staffed middle school library, and we saw that both middle school librarians struggled to find time in the teachers' schedules. Our American high school showed us that even though the library was well-resourced, it was not meeting the potential that its own management thought possible, demonstrating how much improvement even well-funded libraries can have room for. Our two Scottish cases were striking in their differences, and provided rich areas for comparison. In these cases, we saw how differences in computing facilities can alter the access the librarian has to the students, and the usefulness of the library to its patrons. We also saw two dramatically different styles of professional leadership in our Scottish cases. One was more peer-led, and one benefitted from having a strong visionary leader who sets a high standard for school libraries throughout the authority. Although it would almost certainly have been useful to have another case to add to our group, the immersive quality of case study, and the enormous amounts of rich data generated from each one, allowed us to find depth and significance while still being able to make cross-case, and cross-country, comparisons.

### **10.5 Contribution to knowledge**

This research contributes to what is known about school libraries in Scotland, finding that school librarians in Scotland perceive their role more closely to the ideal set out in *Information Power* (AASL & AECT, 1998) than the key recommendations in the *CILIP Guidelines for Secondary School Libraries* (CILIP, 2004). What we mean by that is that school librarians in Scotland perceive their role as supporting learning across and beyond the curriculum, which is characteristic of the US model of school librarianship, rather than as a more narrowly-defined recreational reading mission which is at the heart of the UK model of school librarianship (Knuth, 1995).

This work has also contributed to knowledge by applying literature from related fields to best practices in school librarianship. In seeking to understand what makes for a successful school library, we also used literature from the fields of education, organizational behaviour, and services management. Our

interdisciplinary approach to the literature allowed us to benefit from relevant research in other areas. By keeping our eyes open to other domains of study, we found that many specific instances of participant behaviour could be confirmed in the literature of other fields, and were perhaps overlooked in school librarianship. An example of this would be the differences between the service encounters at CT3, and the nature of a service enthusiast versus a service bureaucrat (Godson, 2009, p.289). In this instance, we found a theoretical description that very aptly described our observed phenomena. Our model contributes to school library literature by drawing these elements together within the school library context.

The findings of our case studies also contribute to knowledge on school libraries. Our data revealed several aspects of school librarianship that could not be found in the literature:

- ❖ That a school librarian should persistently seek, see, and seize opportunities to work with teachers.
- ❖ That curricular structure has an impact on the opportunities available to the librarian
- ❖ That a set of computers large enough to accommodate an entire class gives the librarian greater access to teachers and students
- ❖ That school librarians sometimes see regional professional associations as being more relevant and valuable to them than national associations
- ❖ That local, employment-based professional support is very important to school librarians, both in terms of leadership and peer support

These points are specific to school librarianship, and add to what is known about the daily practice of school librarians. The first three highlight the importance of opportunity and access as keys to the success of a school library programme, focusing on the interaction between the librarian (the first point) and the school environment (the second and third points). The fourth and fifth points highlight the importance of professional support, which is a severely understudied topic in school librarianship. The final point in particular reflects the reality of professional solo workers. School librarians typically work as the only librarian in the school, whereas teachers are surrounded, and often managed, by other teachers. This means that school librarians must seek professional support

outside of the school. This is what makes local professional support as valuable as it is. Our research has filled in what is known about the value of professional support to school librarians.

### **10.6 Limitations of study**

Many of the limitations of this work are related to its size and scale. Firstly, as with any qualitative case study, our findings are not generalisable to a wider population (Bell, 1999, p.11; Cohen et al., 2000, p.184; Denscombe, 2007, p.45). Though it would almost certainly have been useful to have more cases, five case studies is appropriate for a lone researcher using qualitative methods (Stake, 2006, p.22). Specifically, having case studies in more than one American state would have allowed for some additional comparisons, as educational standards are typically set at the state and local level (ED, 2010). Ideally, additional cases would have been outside of the New England area (comprising Connecticut, Massachusetts, New Hampshire, Rhode Island, Vermont, and Maine) since the managed change at CT3 resulted from an inspection by The New England Association of Schools and Colleges (NEASC), and presumably NEASC would be offering similar advice to schools throughout New England. This could not have been known prior to the field study, and would not have been logistically feasible.

A further limitation to the study is that, in seeking to compose an ideal model, we have overlooked the current state of school library provision across Scotland. Scottish school library provision is an underserved area of research, and dramatic changes in school library provision across the country (Glasgow Life, 2012; The Scotsman, 2011; Wynn, 2011) mean that conducting this study during a period of upheaval is a further limitation. Reductions in staffing may also make the implementation of a model programme even more difficult than it would have been at the start of the study. Curricular changes also placed limits on the study. Although it was useful to study a school during the process of developing and implementing Curriculum for Excellence materials, it also would have been useful to be able to study a school that had implemented it for all students, not

only first and second-year students. This will not be possible until at 2016 at the earliest (SQA, 2011).

Ours was not an impact study, and did not contribute to an understanding of how school libraries affect student learning or achievement. Though that area of research is well-established in the US, it is not so in Scotland. This study does open the door to researchers looking to conduct an impact study, because our findings indicate that many of the systemic barriers between school libraries in Scotland and the US can be overcome, and that Scottish school librarians see their role as supporting the entire curriculum. An impact study might be particularly welcome once Curriculum for Excellence has taken root.

### 10.7 Future research

A natural line of enquiry for further research would be to start with elements from the model that are not currently found in school library literature. Future researchers could:

- ❖ Perform action research (Gordon, 2005) aimed at increasing the number of opportunities a librarian sees and seizes to work with teachers, documenting any changes in the type or intensity of involvement with class projects. This would perhaps best be performed with only one librarian at a time, in order to have time to develop a full-year study.
- ❖ Use multiple case study to track the implementation of Curriculum for Excellence, exploring how different schools' interpretations of the curriculum and the curricular structures they adopt, influence the types of educational outcomes teachers aim for and the types of opportunities available to the librarian to work with classes.
- ❖ Use action research to explore the extent to which a full set of computers can contribute to an increase in students' information literacy skills and attainment.
- ❖ Investigate how and why professional associations are valuable to school librarians (either in the UK, Scotland, or worldwide, depending on the methods used), exploring topics such as locality, professional isolation, relevance to employment, opportunities for professional development, training, and networking.
- ❖ Investigate what makes local, employment-based professional support valuable to school librarians, potentially beginning by including all school



librarians in LA1 and LA2, where the support of peers and leaders is known to exist and to be valuable.

- ❖ Conduct a survey of local, employment-based professional support available to school librarians across Scotland, in order to determine staffing provision and also how many school librarians have former school librarians as professional supervisors (as LA1 and LA2 do). The existence of former school librarians as managers in an authority may indicate that there is better support and dedicated leadership, rather than district-level neglect as we saw in D1, where music and reading teachers count amongst current and former school library supervisors.

Notice the heavy emphasis in this list regarding professional support. This reflects how understudied this topic is in school librarianship. There are almost certainly many more avenues in this area open to future researchers.

Since the model was developed for Scotland, it would be logical to study its relevance or applicability in other places in Scotland, as well as other places in the US. Of course, since school library provision in Scotland is already an under-researched area, and since the picture of school library provision across Scotland has changed significantly since 2009 (Glasgow Life, 2012; The Scotsman, 2011; Wynn, 2011) there is good scope for further study of school libraries in Scotland, including:

- ❖ The current provision of school libraries across Scotland, particularly in light of recent reductions in staffing across councils
- ❖ The impact of Curriculum for Excellence (CfE) on Scottish school libraries
- ❖ How school librarians are approaching the experiences and outcomes of Curriculum for Excellence

An examination of the impact of recent staffing reductions in councils across Scotland would be particularly useful given that our findings highlight the importance of local, employment-based professional support available in the local authority. These support networks have been threatened by budget cuts in recent years. For instance, the number of professional posts serving Glasgow school libraries was cut from 33 to 17.6 (full-time equivalent), the number of professional, full-time, dedicated staff in the central school library services has dropped from four to one, and the head of school library services in Glasgow is no longer someone with a school library background (Glasgow Life, 2012). This

is of critical importance given the value of council-based local professional support to our librarians.

The value of local professional support to librarians is also worthy of further study, because it has, up to now, been overlooked in school library literature. Specifically, it would be valuable to find out if, why, or how, these local employment-based networks differ from other types of professional peer networks or communities of practice (Harada, 2009). It is possible that having a professional line manager such as SCO2DLS somehow benefits the cohesion or importance of local professional networks in a way that does not apply to non-employment-based networks, but this is speculation. It is also speculation to suggest that local networks are valuable because everyone in the network has something in common: they are in the same authority, with the same professional supervisor, the same authority-based initiatives, as well as other commonalities. Investigating the intricacies of the council or local authority in terms of school libraries would be illuminative.

Additional questions to be asked surround how well Curriculum for Excellence (CfE) has been embraced by schools in Scotland. For instance, our two Scottish local authorities have treated the new curriculum very differently: LA1 made a controversial decision to delay the implementation of the curriculum, whilst schools in LA2 have been piloting the new curriculum for years prior to its official launch. How well schools embrace and implement CfE may reflect different types of school environments, and might therefore have an impact on school librarians. As suggested at the beginning of this section, the structure of the curriculum can offer the librarian important opportunities to work with teachers, and so it is worthwhile to investigate how thoroughly schools are embracing the tenets of CfE from this point of view.

Another area of study worth pursuing would be the impact of school librarians on teachers in achieving the learning outcomes of CfE. Our findings indicate that it is possible for school librarians in Scotland, who are not trained or paid as teachers, to positively contribute to the development of curriculum in the school, and to support learning across and beyond the curriculum. Because CfE is still

being implemented, it might be best to conduct further study when CfE is well-established. The methods by which impact would be measured would no doubt vary depending on the year group studied, as different year groups in Scottish secondary schools are assessed differently, and the methods of assessment for older students in Curriculum for Excellence will not be published until 2016 (SQA, 2011).

The model itself also offers opportunities for future research. Parts of the model could be implemented as the basis for an action research project. For instance, a librarian, together with his or her manager and a researcher, could use the elements of a model school librarian as a set of development goals. As all of the elements pertaining to the librarian are dispositions, or observable behaviours, this is potentially feasible. A school librarian could also use the entire model to evaluate the library programme. Although there is little one single librarian could do to change the professional support offered by the local authority, it might provide useful insight to that librarian, who could evaluate what is lacking, and attempt to compensate in other areas. In describing the model, we mentioned discussions with an academic colleague who is a former school librarian; this colleague pointed out that she would never had thought of some elements in the model, such as that a full set of computers provides access to classes, and she suggested that having the model as guidance would change her perceptions for the better. Further research could seek to establish how true this is for other librarians.

## **10.8 Final thoughts**

In our work, we have sought to investigate the reality of daily life in a school library. We have sought to compare the daily workings of American and Scottish school libraries, to find out if they are as different as the literature and national guidelines would make them seem. In many ways, American and Scottish school libraries are very similar. Our evidence suggests that librarians in both countries see the role of the school librarian as supporting learning throughout and beyond the curriculum. Librarians in both countries are influenced, negatively and positively, by aspects of their school environments and the professional

support available to them. In each country, limited resources could mean that the access between a library and its patrons is reduced, and in each country, a solo worker will struggle with a lack of time caused by a lack of staffing support. Success was also to be found in each country, and the factors that influenced success were similar: a welcoming, motivated, visionary school librarian who is well-supported in the school environment and also professionally can meet the highest professional standards. This interconnection underscores that the librarian does not have complete control over the library programme. As our case studies have shown, however, a resourceful, resilient, committed, visionary librarian can overcome even numerous and significant obstacles to create an excellent programme.

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# Appendix A First contact letter

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*What follows is the letter sent to principals, head teachers, and librarians upon initial contact.*

**Summary of Study: The author intends to carry out multiple case studies in both American and Scottish schools, spending two weeks in each school undertaking structured observation of librarian-pupil interaction, semi-structured interviews, and document collection.**

The author intends to study 5 school libraries in the US and in Scotland. In the US, the author intends to study two middle schools and one high school in Connecticut. In Scotland, the author intends to study two secondary schools. The objectives of the study are to observe various school libraries in their daily operation and document the best working practices of these libraries, to fulfill the broader aim of creating a model for school libraries in Scotland.

## **How will the participants be obtained?**

The author will conduct structured observation within the school library and semi-structured interviews of school librarians, administrators and other staff. All participants will be obtained with the assistance of the school librarian in each school via a general request for volunteers distributed to staff. Random sampling will be used to observe individuals interacting with the library staff, resources and space.

## **What will they be told?**

Participants will be informed that the researcher is conducting a case study, including observation and interviews, within the school library. They will be assured that the data collected will be related to activities and that their anonymity will be guaranteed. A descriptive document will be distributed to school administrators and the school librarian well in advance of the planned period of study. School staff will be informed about the study so that they can answer any queries and/or direct queries to the author.

## **What will they be expected to do?**

Participants will be asked to act naturally; to conduct their visit to the library, or participate in activities as they normally would. Interview participants will be asked to answer questions about the library. All participants will be told that they may choose not to participate at any time. Interview participants will be told that they may exit an interview at any time and are not obliged to answer any particular question. Children will not be interviewed.

## **How data will be obtained:**

The main data collection method will be participant-observation and interviews.

## **How data will be stored:**

All data will be stored in accordance with the *University of Strathclyde's Code of Practice on Investigations involving Human Beings*. The field note diary, in this

case the author's laptop, will be the primary method for storing data in the field. A notebook will also be used to observe situations where a laptop is inappropriate. A camera may also be used to take photographs of the physical facilities of the school libraries (i.e. ICT facilities) in order to act as memory triggers for the author. No children or minors will be photographed. All electronic data will be password-protected and stored (on a weekly basis) on a University PC; all hard-copy data will be photocopied and stored in a secure place within the University. The author will retain backup copies of electronic data on an external hard drive and a home computer; and copies of original long-hand notes. As per the suggestions of the CIS Systems Support team the author intends to use a free open source encryption software called *TrueCrypt* to store the data safely and securely on disks.

**How data will be processed:**

Data will be logged and analysed by the author using appropriate data analysis packages, most likely the qualitative data analysis package, NVivo (TBC). Analysis of the data will be password protected and accessible only by the author and the author's first supervisor.

**How data will be disposed of and when:**

The author will dispose of the data five years from the submission of the corrected PhD dissertation. Following consultation with the CIS Systems Support team it is the intention to use a software data destruction package such as *Jetico's BC Wipe*, which permanently deletes files and ensures that they cannot be recovered.

The author will conduct observations, collect, analyse and store data in accordance with the University of Strathclyde's *Code of Practice on Investigations on Human Beings*; *The Data Protection Act (1995)*; and the *CILIP Code of Professional Practice*.

## Appendix B Transcript letter

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*What follows is the letter accompanying the interviewee transcripts, as well as notification that participants may withdraw or modify their statements. Letters and transcripts were sent at different times for American and Scottish interviewees because those portions of the field study occurred months apart. The letters were identical apart from the date requested for feedback. This particular version of the letter was sent to interviewees in Scotland in May 2011.*

Hello everyone,

Thank you again for agreeing to be part of my research.

As part of the process, I am sending all interview participants a transcript of their own individual interviews. The purpose of this is to make sure that each participant has a chance to verify his or her own statements.

One of my goals is to make sure no one is identifiable, and in service of this goal, I have removed names from the transcripts, and substituted them with brackets like this: [school], or [the school librarian]. No names of individuals or schools will be used in publication, and any identifying information will be obscured. This is to protect your identities and your privacy.

Please find attached a copy of your interview transcript.

What I am asking of you:

If you wish, you may add to, clarify, modify, or withdraw statements you've made. You may also withdraw from participating completely. If you are happy, that's fine too!

Please reply back with any comments about your transcript by May 8th, otherwise I will use them as they are.

Thanks again for your help and cooperation throughout a lengthy research process.

Kind regards,

Cristina

PS-My advice would be not to worry about the frequency of 'um' or 'you know' in the transcript. It's just part of speaking extemporaneously!

## Appendix C Letter about draft model

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*This letter accompanied the draft model, sent to all librarians as well as heads of service in April 2012. The actual draft model that was attached to this letter is in Appendix D.*

Dear school librarians and heads of school library services,

I know it has been a long time since I did my field work with you. I hope you are all well and that your libraries are thriving.

The time has finally come to show you a draft of the model! I would welcome any comments or criticisms you care to make. As always, participation is optional and all comments will be anonymized.

I have attached a PDF. There are further details and information about the goals of the model on the first page.

Thank you very much for your time and support. I am quite serious in saying that I could not have done any of this without all of you. Thank you.

Kind regards,

Cristina

# Appendix D Draft model

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*What follows is the draft model that was attached to the letter in Appendix C. This is the version of the model that was sent to participants for feedback.*

## Member-checking the (draft) model for school libraries in Scotland

Dear librarians and heads of service,

The purpose of this model is to describe an exemplary school library that could feasibly exist in Scotland, drawing on research literature and our American and Scottish case studies. The model is broken up into three interdependent parts: the librarian, the school environment, and professional support.

This model does not *represent* professional standards; it seeks to describe features that would enable a library service to *meet* high professional standards. This version is for *academic* publication, and represents an ideal school library with an idealised librarian, school environment, and professional support. I would like to publish a subsequent version for practicing school librarians, and for that purpose, I may modify the language to fit in better with the circumstances across most councils in Scotland, however, it would not be appropriate to do so for this version.

I would very much appreciate your feedback, and I will incorporate your suggestions. If you would like some guidance about giving feedback, feel free to consider the following questions (free-form feedback is also fine):

1. Do these elements accurately reflect ideal circumstances surrounding an effective school library?
2. Are there elements I have missed?
3. Are there elements you do not think are appropriate for inclusion?
4. Is the grouping of the elements appropriate?
5. Does the wording make sense? (I apologize for the mix of American and British spelling throughout)
6. Is there any other feedback you would like to share?

I heartily appreciate all criticism—the more the better. **Thank you for your continued time and support!**

Kind regards,

Cristina

## A Model for School Libraries in Scotland (draft)

This model is designed to represent an ideal school library, and an ideal set of elements that help it achieve high standards. It includes factors that are internal to the library (the librarian) and external factors that influence how well the librarian is able to develop the service (the school environment and the professional support available to the librarian). These three areas all contribute to the success of a school library.

The school librarian is the primary driver of the school library and is critical to its success, however, even a model school librarian can become demotivated by an unsupportive senior management team in the school, a lack of professional support at the council/district level, or a combination of both. Outside support helps active, visionary librarians meet standards and maintain motivation, commitment, and resilience. The more of these model elements a school library has, the better it can be.

### School librarians

The model school librarian will be professionally qualified, and will have a strategic vision that involves supporting the overarching goals of the school through dynamic, tailored, high-quality library services. The model school librarian will exhibit appropriate behaviours that contribute to providing a high-quality service. We will use the word dispositions, which are observable behaviours that one is inclined to exhibit repeatedly and consciously. We are not using terms relating to personality, level of intro- or extroversion, character, or even beliefs; we are only talking about behaviours. The following dispositions reflect the multi-faceted nature of the librarian's role.

#### **The model school librarian will display appropriate dispositions, such as the following**

- Shows caring and empathy towards students
- Takes the perspective of students and teachers
- Is service-oriented
- Manages expectations of self and others
- Develops positive, productive relationships with students and teachers
- Engages in positive interactions with students whether the student is seldom or regularly in the library
- Is welcoming to every student and teacher who enters the library



**The model school librarian will have a strategic vision expressed through a diverse set of dispositions such as the following**

- Persistently seeks, sees, and seizes opportunities to work with teachers
- Aligns the goals of the library to the goals of the school
- Prioritises the enhancement of teaching and learning as the main goal of the school library
- Offers tailored services centered around teachers' and students' needs
- Seeks to expand and develop the school library, for instance, by working with new teachers and departments or new types of projects every year

### **The school environment**

The school environment can provide both opportunities and barriers to a school librarian. The model school environment allows the library to thrive by providing numerous opportunities for the librarian to interact with teachers and students.

**The model school managers will be supportive of an active librarian**

- Managers support the librarian taking an expansive, non-operational role and endeavoring to support learning across the curriculum
- Managers see the librarian as a professional with an area of expertise

**The model school culture will support the library by having the following features**

- A culture of collaboration in staff are expected to work together
- An atmosphere in which colleagues have strong relationships and trust one another
- A strong focus on shared objectives and continual improvement of teaching and learning
- A curriculum that supports inquiry-based learning and/or research projects requiring independent sources, critical thinking, and information literacy

**The model school will have resources that enable the librarian to have good access to teachers and classes**

- There should be enough computers in the library for a whole class
- There should be adequate time for the librarian to work with teachers

- There should be clerical support in the library to enable the librarian to take on higher-level work

### **Professional support**

Strong professional leadership can help motivate school librarians and raise the standards of professional activity. Model professional support will provide intellectual and social resources to help librarians better achieve their strategic vision. This support should be available to school librarians nationally, regionally, and locally, through a combination of professional associations and local, employment-based support.

#### **The model professional associations and organizations will support school librarians nationally and regionally through the following means**

- Professional associations publish high professional standards librarians can work towards
- Professional associations provide opportunities for peer networking and idea-sharing, such as conferences

#### **The model local professional personnel will support librarians at the local authority level by having the following attributes**

- The school librarian has a local professional manager within the council who has a strategic vision for school libraries and encourages high-level professional activity
- The school librarians in the council form a strong local peer support network, working together to solve professional problems and share knowledge

### **Summary**

This model describes a set of circumstances that, according to research literature and also our case study data, would allow a school library to thrive and meet the highest professional standards.

## Appendix E Author's publications

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Ritchie, C.S. (2009). Filling a gap: Would evidence-based school librarianship work in the UK? *Library and Information Research*, 33(104), pp. 26. URL: <http://www.lirg.org.uk/lir/ojs/index.php/lir/article/view/116/197> (accessed 2009-12-12).

Ritchie, C.S. (2009). How much is a school librarian worth? *Library and Information Update*, May, pp. 48.

Ritchie, C.S. (2009). Using all the tools in our arsenal. *Post-Lib*, December, p.8.

Ritchie, C.S. (2010). A summary of MSc research on school libraries in the UK. *Library and Information Research*, [online] 34(106), URL: <http://www.lirjournal.org.uk/lir/ojs/index.php/lir> (accessed 2012-08-30).

Ritchie, C.S. (2011). The self-perceived status of school librarians. *Journal of Librarianship and Information Science*, 43(2), pp. 88-105.