

CHAPTER TWO

Review of the literature

INTRODUCTION

The literature review of the teacher librarians' training and education programme is a highly responsible task, because it is not easy to find out previous researches due to limited literature on studies that have been conducted in last two decades. Many educational institutions all over the world, undoubtedly have arranged training and education programmes for teacher librarians. However, very few researches have been published regarding the subject.

To well furnish the literature for the subject, manual and electronic databases were examined such as dissertations, journal articles and online databases. Internet searches, the *Educational Research Information Center* ERIC indexes, *Library and Information Science Abstracts* (LISA Plus) *Databases* and *Dissertation Abstracts On-disc* (DAO) were examined to extend the literature search. Most of the details were found from Internet searching. The periodicals also have facilitated to expand the research activity. Most documents on Malaysian training programmes for teacher librarians are printed in the Malay Language. Thus it is difficulty to understand and translate it into English. However this was overcome with the assistance from colleagues who translated the documents into English.

Most of the articles and even Internet sources have little relevant information related to the topic. Therefore, most of the information included in this chapter is related to the education of librarians, which is very much similar to the training of teacher librarians.

The teacher librarians' profession has not been established in Sri Lanka until last year. This is due to the lack of researchers on teacher librarians training or professional library education in Sri Lanka. The World Bank survey held in 1995 by the Ministry of Education and Higher Education helped to determine the future training programmes for the teacher librarians in Sri Lanka. This report gives detail about the current situation of school library and future plans on teacher librarians professional developments in Sri Lanka. The National Institute of Library and Information Science (NILIS) workshop report on the immersion course in school librarianship (2000) also guided for the literature review. The web page broadcasted by the University of Kelaniya Sri Lanka, which conducts training programmes and degree courses for the library and information science, also assists to feed information for the study. Some journal articles published to explain to library development other Asian countries were referred too. Although the Sri Lankan educational articles can be retrieved from the University of Malaya library information resources, it was difficult to find articles on Sri Lanka library education and teacher librarians' professional training and education. This part of the study is limited to the review of only few articles, due to lack of information.

The Ministry of Education Malaysia, training colleges and the university's library schools conduct trainings for teacher librarians in Malaysia. In western countries, some times librarians get their training in their working place (on the job) or related working places. Formal and advance training programmes all over the world are conducting by the universities and higher education institutes. But the most serious problem is that these education programmes are very expensive and it may require librarians to travel to a large and rich city or country.

SKILLS OF TEACHER LIBRARIANS

The skills of the teacher librarians' are directly related to the library and its' development. Personal and professional qualities of teacher librarians may enhance the library culture and its environment. The skills are combined with the competencies and the role of the profession. Hence, aspects of the teacher librarians' skills, their competencies and the qualities of their professional role are also discussed in this chapter.

Brown (1986) described an expanded role for teacher librarians are envisioned that will necessitate significant revision of teacher librarian training programmes. Educational technology must be an essential part of the academic training, if the teacher librarians are to successfully assume their new skills in collaborative consultants and provide the support required by classroom teachers. Among the new competencies for the position are: (1) curriculum planning, implementation, and evaluation; (2) analysis of materials in

terms of their ability to achieve instructional objectives; (3) conceptualization and design of media to achieve objectives; (4) human relations and group dynamics skills; and (5) the ability to assume the teacher's frame of reference.

Leland (1990) discussed that, 3-year evaluation of the educational impact on appointment of full-time trained teacher librarians in New Zealand schools. It focuses on the year 1989 experiences of 38 trained teacher librarians and provides reflections on the total period of 1987-89. Information was gathered through a combination of school-based interviewing and mail questionnaires. Collaborative teaching continued to be central to the teacher librarians' role, and planning was critical to its success. For the majority, a strategic management plan remained central to planning for short-term and long-term goals. School libraries with a teacher librarian had all benefits from having a trained full-time professional, overseeing the upgrading and development of school available resources. Comments from heads and principals of schools, noticed the teacher librarians were very supportive in the school.

Bruce (1996) presented that because of rapid changes in the information profession; librarians must actively pursue their own professional development. Strategies to enhance this skill in future librarians, including journal discussion clubs, portfolios, peer review, action learning, current awareness strategies and learning to approach new technologies independently are essential. Analyzes strategy implementation, student reactions, and the impact on lifelong learning is also very important.

Ford (1998) indicated that the American Library Association (ALA) offers many opportunities for members to strengthen their skills and maintain competencies in response to changing work practices, rapid technological developments, and the growing needs of library users. Although this has long been a key ALA function, technology has enabled the expansion of such lifelong learning opportunities for library staff and the communities they serve.

Majid and Ahmad (1998) investigated the competencies required of library and information professionals in Malaysia for entry-level positions. Data were obtained from 56 academic librarians, 50 public librarians, and 42 special librarians. The results revealed that effective and intelligent application of information technology was the foremost priority. Core content for the preparation of professionals was related to automation, database skills, development of information systems and utilities, and effective application of the new technology. Management was another important area, with strategic planning, change management, teamwork, communication skills, interpersonal relations, public relations, marketing, and measurement and evaluation are heavily emphasized. Conceiving, planning, designing, and administering a range of information services were also highly relevant activities for new professionals.

Doiron (1999) noticed that technology innovators are recognizing that this concept needs to be integrated into their goals of having learners use technology in more meaningful ways. Teacher librarians are very comfortable with the concept of information literacy and recognize it as a natural progression in our understanding of

resource-based learning, research and information skills. As consultants or teacher educators, they are gravitating to this concept as well, since it embraces several areas such as curriculum development, technology, lifelong learning and the development of skills related to learning "how to learn".

Barth (1999) examined the concept of professional development for librarians. Topics included lifelong learning; continuing education to learn new techniques and to develop special skills; conferences, workshops, institutes and seminars; transfer of training; adult learning; and an example of an institute for professional development.

Patten (1999) stated that traditionally, teacher librarians have been concerned mainly with educational programmes, and more recently with the information skills in curriculum. The expertise of teacher librarians lies in information and its management, and as a consequence they are able to contribute significantly. Providing an information to support learning and teaching programmes, in other words, 'contribute to the development of the school's information infrastructure'. Teacher librarians are in the business of literacy, assisting students and teachers to learn how to access, use and communicate information. The information focus is changing with global networking, so the role of the teacher librarian is currently undergoing major and rapid change. Patten (1999) further explains that teacher librarians have skills as follows: (1) teacher librarians who 'have knowledge, skills and experience related to developing students as information literate students'. (2) Those who have been leaders in establishing and providing access to information networks in schools. (3) Teacher librarians who have knowledge and skills

related to integrating a variety of information forms and formats into learning; and (4) who have developed expertise at cooperatively planning and implementing this across the school.

Barth (1999) stated that, practical advice to school library media specialists for developing and improving leadership skills within the school library and beyond. The book presents ideas on library leadership in nine sections: (1) Rings of influence; (2) Archetypes of leadership; (3) The quest for personal management; (4) The folklore of the organization; (5) The magic power of empowerment; (6) Leading the library; (7) Leadership within the school; (8) Leadership within the community; (9) Leading within the profession.

Corrall and Brewerton (1999) discussed that while training plays an important part in personal development, the latter is a broader process, concerned with motivation, attitudes and personal qualities, as well as job-related skills. Further more they discussed seven personal and specialist information skills, such as collection development and management, identification and evaluation of sources and services. Information retrieval, knowledge organization, legal and regulatory aspects of information, library housekeeping and presentation of information were also discussed. In addition to that, they explain seven information skills and seven business and management skills. The teacher librarian must have these information skills, which are as follows, computer hardware and peripherals, database packages, electronic communication systems, multimedia resources network access, office automation tools and presentation software.

As business and management skills teacher librarian should know accounting, budgeting and costing, change management, marketing, public relations and survey methods, people and personal management, project and programme management, quality assurance and performance measurement and strategic, tactical and operational planning.

Avolio (2000) explained professional leadership development, it is much related to the teacher librarians' professional skills, which they should have to be developed transformational leadership. He further describes transformational leadership consist of four key elements, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The transformational leader is admired, respected, and trusted. Inspirational motivation refers to the leader's ability to inspire. Such leaders are optimistic and enthusiastic.

Other than the role describes teacher librarians must have varieties of qualities to make a good teacher librarian image in the school library media center. In "Curriculum Development Consultation Document" issued by the Curriculum Development Council in November 2000, briefly noted that ten roles of teacher librarians; they are (i) provide easy access to information in a variety of formats and technologies (ii) develop the library collection according to the school-based curriculum focus, (iii) promote the use of divers information source as an integrated element in curriculum (iv) Collaborative teaching and learning, (v) develop a variety of resource-based programmes in enhancing the independent learning skills, and problem-solving abilities among the students, (vi) collaborative with teachers to plan, support the process

of teaching and assess students' learning, (vii) support to develop strategies in nurturing diversified reading interest and regular reading habits among students, (viii) facilitate the development of information literacy within the school community, (ix) keep abreast of the latest development in curriculum and technological advancement, and (x) cooperate with teachers, teacher librarians information specialists and parents to build an information environment for the nourishment of a knowledge-based society.

Asselin (2000) stressed, that pre-service teachers are a greatly overlooked group of instructional partners. This article describes a project in a teacher education programme. This supports new teachers' personal and practical knowledge of school library programmes and the role of the teacher librarian. In the second year of the project, qualitative analysis was conducted on students' pre- and post- writings about three focal concepts. Results showed that pre-service teachers expanded their understandings of information literacy, critical thinking, and resource-based learning to reflect several key aspects of these concepts consistent with the literature.

Murray (2000) stressed that the most successful situations were those where the school librarian had consulted closely the special education teachers to the content of information skills programmes. Aides did not always accompany students to the library. In some cases this gave the opportunity for the students to exercise some independence, but in others it was detrimental to the information skills teaching process. If a student needed one-to-one attention, the school librarian could not effectively assist while dealing with the class as a whole. If one of the chief roles of the aides was to keep the student on

desk, or modify materials, it was crucial for them to accompany the students to the library. It is also ability should develop the teacher librarian, to deal with disable students to teach the information retrieval.

THE SCHOOL LIBRARY EDUCATION IN SRI LANKA

The school libraries in Sri Lanka have not been properly looked into for many years. Most of the schools have no considerable library or reading facilities. Recently educations authorities have cut down the school library classroom period that student use the library once or twice a week. The importance of the school library was realized in early 1960, Ministry of Education Sri Lanka. Yapa (1998), mentioned in her article some circulation issued by the Ministry of Education for the school library administration.

"In 1960 the Department of Education sent a circular letter to all principals of government, central and senior schools regarding the school library. This was in the form of guide to running a school library and was incorporated as separate chapter in the document's manual of instructions. In addition,³ the National Education Commission, establish in 1961, also recommended setting up school libraries. UNESCO played an important role during the 1960s by providing assistance in the form of experts who were able to foster awareness of the importance of libraries and the value of having trained personnel to manage them". (Yapa, 1998)

The teacher librarian can get professional higher education such as degree, diploma and master education or in-service training to do their work well. Gwen (1990) explained that until 1986 there was no training for teacher librarians in New Zealand, because there were no positions for full-time teacher librarians. From 1986, 15-20 schools a year were selected to receive a supernumerary senior teaching position for a teacher librarian. Senior teachers then applied for these positions and did the training as a condition of appointment. The course was a year long, Diploma-level specialist teaching (not librarianship) qualification. It was part-block and part distance education over a full academic year. For remain of the time they worked full-time on course-related school-based assignment work, with the course director peripatetic between schools to provide school-based support.

The UNESCO recommended that the established central library organization for providing libraries for teacher training colleges and central schools and on the training of teacher librarians. However it was not launched continuously, but after involving this plans the Sri Lanka National Library Services Board (SLNLSB) was established by Act of parliament No. 17 of 1970 under the Ministry of Education and Higher Education. In 1969, 100 school libraries were established and 200 librarians were trained. In the early 1970, the Ministry of Education established the cadre of school librarians, but lack of training for the school librarians (not teacher librarians) was caused slow development of school libraries in Sri Lanka. These school librarians are working in the school library, which established by the Ministry of Education, but not related to the teaching profession.

The Ministry of Education has been able to develop school libraries through distribution of books, training of library staff and formulating library standards with the assistance of SLNLSB. The Sri Lanka Library Association was established in 1974 under the Law No. 20 of 1974. Both SLNLSB and SLLA involved with formulating standards for libraries, training librarians through the professional courses, seminars and workshops. The scheme of recruitment government public librarians and school librarians was revealed in 1989 by the public administration circular No. 47. The Draft policy statement on school libraries was formulated in 1997 and the Ministry of Education approved it.

Wijetunge (1998) said that the first attempt in training in librarianship was made by the Ceylon Institute of Scientific and Industrial Research (CISIR) in 1957, by conducting two-week full time courses. But any attempt at a systematic and continuing training in librarianship was not started until mid 1961. The University of Peradeniya Sri Lanka started Postgraduate Diploma course in 1961 but discontinued in 1965. University of Colombo commenced a Diploma course in LIS in 1982. However this too was suspended by 1988. Wijethunge explained further the University of Kelaniya established the Department of Library and Information Science (DLIS) in 1973 for Bachelor of Arts General Degree, which offers Library and Information Science (LIS) as one subject, and Postgraduate Diploma course commenced in 1974. Bachelor of Arts Special Degree in LIS, which teach LIS for four years, started in 1979. Sri Lanka Library Association (SLLA) commenced three professional courses in 1961, 1966 and 1973 respectively. Same part-time course commenced by University of Kelaniya in 1977. Sri Lanka

National Library Services Board (SLNLSB) commenced a postal course in LIS in 1983, with the objective of providing an opportunity for Public and school Librarians from rural areas to obtain qualifications. But this was suspended in 1997 due to lack of funds.

According to Wijethunge (1998) there are two types of LIS education programmes in Sri Lanka, academic programmes and professional level programmes. DLIS conducts two bachelor degree programmes, highest level of professionals or lowest level of professional librarians' programmes and intermediate level Para-professional job programmes. The University of Colombo started the Masters Degree in LIS (MLS) in 1993, and Masters Degree in Social Science (in Library and Information Science) in 1998. There are two types of courses within this Masters Programme – Master Social Science (information and library science) and Master of Philosophy. National Institute of Education (NIE) conducts a Bachelor of Education programme for teachers and Educational Technology and Information Science is one component of this programme. The SLLA and the DLIS are conducting professional level three tier part time courses. The programme Part I of DLIS and II have been named as part I Diploma and part II Diploma in LIS. Part III is called Professional Advanced Certificate in Library Science and Documentation.

“LIS education system of Sri Lanka needs immediate attention of the professionals, if it is to achieve any sort of standard. We need more full time staff members, better educational and library facilities, a revised curriculum, more and more research, publications especially in Sinhala

and Tamil, better control and accreditation of courses, and students of high academic standards. – IFLA – 1998”.

In addition to the training programmes launched by the Sri Lanka Library Association, SLNLSB, Universities of Colombo and Kelaniya from 1999, the National Colleges of Educations (NCE) provide basic library studies for all teacher trainees and specialized training in librarianship for those who wish to become teacher librarians. Under the Library Development Project which is funded by the World Bank, will be ask whether they wish to be re-trained as librarians. These training will be offered by the National Institute of Library and Information Science (NILIS), which is, established at the University of Colombo, Sri Lanka. (Second General Education Project – II, 1997)

The proposal of Second General Education Project – 2 (GEP - 2, 1997) described that currently, about 3,000 people have received only one or two week's library training at a minimum, will need re-fresher course in librarianship and library management. In addition to that, 250 people in the new libraries in large schools will be required as librarians qualified with minimum of a Certificate or Diploma in Library Studies. These training programmes will develop and implement by the newly established National Institute of Library and Information Science (NILIS) under the World Bank Project. National Institute of Library Information Science will provide training programmes for the requirement of public and commercial sector. It will offer courses annually at Certificate, Degree and Postgraduate level. NILIS training courses will amalgamate with the University of Colombo, University of Kelaniya, Sri Lanka National Library Services Board, Sri Lanka Library Association and also with National Colleges of Education. One

teacher in each of 1,750 school libraries (type B libraries according to the World Bank Project) will be appointed as a teacher librarian and they will be facilitated by the NILIS. All these teacher librarians should receive a minimum of three-month course in librarianship, re-training and upgrading as well as to their personal needs, either through SLNLSB or NILIS funded by the World Bank project.

IMPORTANCE OF THE TRAINING PROGRAMMES FOR TEACHER LIBRARIANS

The teacher librarians' job is not just a job. They must have professional code of ethics. If they have no appropriate training, they would not be able to do their work effectively and efficiently. Specific working skills should be gained from their training programmes. Suitable attitudes, responsibilities and accountability of teacher librarians make good library environment. Apart from such qualities education is very essential to be a good librarian.

Smart (1985) explained in her study that nine secondary school libraries in New Zealand were examined to determine how often and how well students and teachers were using the library resources available to them. Both teachers and students were surveyed concerning their use of the library, the library skills they thought to be important, and their perceptions of the function of the librarian, library assistant, or teacher in the library. Based on the survey results and personal observations, it is concluded that school libraries in New Zealand suffer from the fact that many of them are being run by library

assistants without professional training or teacher librarians whose time is limited by other obligations. Suggestions for improvement include greater emphasis on in-service training for both teachers and library assistants.

Gwen (1990) said that tutor training and co-ordination will be ongoing, based on distance education technologies (initially teleconferencing, but also exploring a wider range of options). Considerable emphasis will be placed on providing tutors and their schools with additional resources and opportunities for in-service and professional development, so that these schools become examples of effective integrated information teaching and use (not model school libraries). We need to be able to demonstrate the high level teaching and management skills of the teacher librarians. As part of the school's executive, on a school-wide basis teacher librarians are used to plan and co-ordinate effective 'Action Learning', resource and reading support.

The school librarian should have to play a dual role in the school, as a teacher and a teacher librarian. Training should be prepared to develop these job skills to encourage teacher librarians to perform excellent service throughout the school.

Elaturoti (1993) described that the background of the school libraries in Nigeria increased recognition of the importance of libraries in education by the government and resultant to legislation. The majority of teacher librarians in the Nigerian school system does not have professional qualifications in librarianship, and received their librarianship training through short in-service courses and workshops. Some universities and colleges

have begun to introduce programmes to train teacher librarians for Nigerian school system. The Nigerian School Library Association is working towards the professionalization of the teacher librarian position. The teacher librarians are in schools to help increase remuneration, improve career prospects, and help school librarians keep their designated job instead of acting as replacements for subject teachers. The paper proposed a curriculum for the training of school librarians in the Nigerian school system, including minimum librarianship qualifications for primary and secondary school librarians, and proposed courses for study. The librarianship-training programme would include courses in management and a teaching subject, for the school librarian to have equal academic status with other teachers and to assist them in collection development and reference services to users.

The suitable training can prepare professionals to overcome problems that they have to face. Conway (1996) discussed the problems and difficulties faced by school libraries in the United Kingdom (UK), specifically England and Wales. These problems are lack of funding, lack of a central role in the curriculum, the management structure, and inadequate staffing. In addition, use of the library is not featured much, if at all, in training programmes for teachers in the UK, and combined with inadequate library holdings, resulted in under-used libraries. In the UK, there is no standard qualification or initial training for a teacher librarian. Some teachers are expected to manage the school library in addition to maintaining a full teaching load. The paper also discusses significant publications that have stressed the urgency of improving school libraries and provides suggestions and guidelines for achieving those improvements. The government

Beales (1999) described in her article without a master's degree in library science, librarians in many parts of the country can only get a job that entails the lightest clerical duties. To address this situation, she explained the library programs need to develop a system that makes work experience count toward academic credit.

"..I am now called upon to provide information on life and death matters. Private industry apparently places more emphasis on experience than on degrees: there is a lesson here. Library programmes should develop ways to make-work experience count towards academic credit." (Beales, 1999)

Yucht (2000) considered the professional behavior of teacher librarians. She is discouraged by senior librarians who will not learn how to use new electronic resources, impatient with librarians who do not have time to read reviews or even books any more, horrified by requests from peers who easily overcome their own lack of professional knowledge or willingness to do some basic research on their own, and tired of hearing librarians with fixed schedules complain that they are baby-sitters. In her 34 years as a school librarian, the writer noted that she has rarely known or cared about where or how her colleagues received their basic training. However, what did matter to her, she says, was whether they knew and cared enough about their role and responsibilities to do the best job possible as effective educators and resourceful researchers.

She says "as librarians, we are expected to be the faculty members whose special training and knowledge make us the primary resource for literature suggestions and links to informational resources - we may not

know what the answer is, but we should certainly know how/where to find it". (Yucht, 2000)

EFFECTS OF THE TRAININGS TO SCHOOL LIBRARY DEVELOPMENT

The different types of training programmes are held for the teacher librarians. From the short course to Master or PhD degree level education opportunities have being organized for the teacher librarians. Many competencies are gained from the training programmes to manage the effective school library. The authorities must consider the training requirements and also appropriate training programmes for the trainees. Abdullah (1998) pointed out in her study that more than 75% of the respondents in selected sample, considered attendances at in-service or short courses essential, more than 90% library educators responded the education is essential at the postgraduate level. She suggested that the Ministry of Education might consider providing a systematic and progressive training programme, leading to a full professional qualification in school librarianship to teacher librarians.

However, administrators must be very careful if the teachers have not obtained the suitable training to implement the new concepts, when doing the new planning and implementation for the schools. Hart (1999) identified that Information literacy, the development of which is accepted as the central mission of school librarians, is a necessary requirement for successful participation in the global information society. South Africa's new curriculum, (Curriculum 2005) explicitly lists information skills as an important outcome of schooling - and has accordingly introduced the new methods of

assessment to encourage continuous evaluation in South African school education. However teachers are struggling to implement the new methods - owing to gaps in their training, lack of support, and shortages of resources. Hart further explained, since only tiny minority of South African schools have qualified school librarians (indeed less than a third have any sort of library), the successful development of information literacy depends on classroom teachers. The need to investigate their capacity to take responsibility for information literacy education is thus clear.

Tallman et al. (2000) described that the study on the status of the school library and its place in the curriculum in thirteen Botswana community junior secondary schools located in northern and northeastern Botswana. During November of 1999, the study took place during site visits to the schools that had a teacher library intern receiving training through the school library certificate programme. Those programmes were held in the Department of Library and Information Studies at the University of Botswana. The authors used semi-structured interviews, observations, and journals to provide the data for the descriptive qualitative study. This paper is a report of the findings and the recommendations to the department for changes in the school library curriculum.

Very important issue is designing the training programmes to teach teacher librarians how to help the disable and back-word students in the school library. The teacher librarian should know how and what methods to use with them to give user education in information literacy. Murray (2000) explained staff development programmes dealing with library service to students with disabilities are scarce. He did

four-year study to evaluate school library services offered to disabled students in two Australian states considered staff development needs. The study assessed the availability of staff development activities for school library staff that would assist them in teaching, communicating and providing for the information needs of disabled students. Results showed that there were limited opportunities for school librarians to participate in such programmes, beyond those offered in individual schools to the teaching staff as a whole. There is a need for library-specific staff development programmes that cover policy formulation, collection development and adaptive technology aspects of library services for disabled students. Professional education courses should also cover this area as an integrated element of the core curriculum. A model for staff development programmes is suggested.

SUMMARY

This chapter presents the literature review of the study. Four main sections of this chapter have been discussed to drive the literature review, namely introduction, role of the teacher librarian, the school library education in Sri Lanka, importance of the training programmes for teacher librarians and effect of the trainings to the school library development. As a result of the lack of studies on teacher librarians education programmes, the study discussed related researches too. According to the vision of researchers, country and working environment teacher librarians' role described in deferent ways. Because Sri Lanka has not appointed professional teacher librarians until 2001, there is not any literature regarding the Sri Lanka context.

Sri Lanka teacher librarians (school librarians) history and future planning of teacher librarians' education programmes are described. The significant attention has been given for the future teacher librarians' education, under the World Bank Second General Education Project implement by the Ministry of Education, Sri Lanka. Effect and importance of training programmes also have been revealed under the two sections, to examine the aims of the study. The new curriculum implementations must encourage the teacher's professional development. But some researchers describe in their studies without having the appropriate training programmes there may be problems, when implementing the new concepts for the school education. New Zealand, Canada, United Kingdom and United State experience were discussed to explain the importance of the training programmes for the teacher librarians. Among different types of training programmes, the administrators should pay their attention to select suitable programmes

for the teacher librarians. Not only the curriculum and content of the training programmes, it should be better to draw the attention to plan different kind of trainings, including Internet and telecommunications.