

Research Findings

Managing the School Library

- Develop programs, including reading, curriculum and research, scheduling and cooperative planning with teachers, service to students and staff
- Maintain the collection, including acquisitions, inventory, circulation, and weeding.
- Administer the Library Resource Centre budget for materials in all formats including online
- Create and maintain the School Library Web Site
- Ensure physical and intellectual access to information



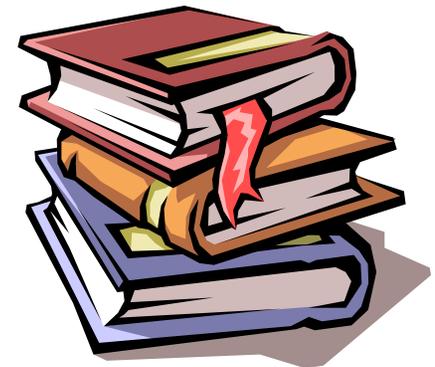
Vancouver Teacher-Librarians urge you to recognize the power of information and of literacy, and the critical need for strong professionally staffed library resource centre programs so all students become effective users of information.

Recent studies of the impact of School Library Resource Centre (LRC) programs provide evidence:

- That professionally trained teacher-librarians who work as part of planning/teaching teams, who teach and provide in-service for colleagues on information literacy, and who work directly with students have a positive effect on student academic achievement.
- That higher academic achievement is also associated with (1) rich print and electronic collections selected to support curriculum, (2) state-of-the-art technology available and integrated into teaching, learning, and information processes, extending beyond the LRC program into classrooms and students' homes, (3) the extent to which information literacy is integrated into teaching, (4) relationships with public libraries, and (5) budgets adequate to support LRC programs.
- That, for teacher-librarians to make these kinds of differences, the support of principals and teachers is essential.
- That teacher-librarians perform most effectively with adequate support staff to free them from routine tasks and enable them to participate in a variety of planning and instructional activities both within and outside the LRC., including a twofold teaching role (1) as teachers of students, facilitating the development of information literacy skills for success in content areas, and (2) as in-service trainers of teachers about the latest information resources and technology.

From: Keith Curry Lance, Director, Library Research Service in "Proof of the Power." See ["http://www.lrs.org"](http://www.lrs.org)

**SCHOOL LIBRARIES
ARE
IMPORTANT TO
STUDENT
ACHIEVEMENT**



Prepared by:

Vancouver Teacher-Librarians

TEACHER-LIBRARIANS and LIBRARY RESOURCE CENTRES:

An Investment in Students' Futures Worth Sustaining

Teacher-librarians are skilled in accessing and evaluating information regardless of delivery system, book or computer, and providing leadership in the appropriate use of newer information technologies. There is a significant body of research that demonstrates that a qualified teacher-librarian has a positive impact on school culture and student achievement ... students read more, enjoy reading more, write better, access and use information more effectively and excel in academic content areas. This does not happen by chance, however.

-- Canadian School Library Association
*Students' Information Literacy Needs in the 21st
Century: Competencies for Teacher-Librarians*

["http://www.cla.ca/divisions/csla/pub_2.htm"](http://www.cla.ca/divisions/csla/pub_2.htm)



Libraries are icons of our cultural intellect If we make them obsolete, we've signed the death warrant to our collective national conscience, not to mention sentencing what's left of our culture to the waste bin of history... The Internet is marvellous, but to claim, as some now do, that it's making libraries obsolete is as silly as saying shoes have made feet unnecessary.

From an article in *American Libraries*,
April 2001 (76-68). View the full article -
["http://www.ala.org/online/news/10reasons.html"](http://www.ala.org/online/news/10reasons.html)



INFORMATION SPECIALISTS: WHO ARE WE? WHAT DO WE DO?

1. We have graduate diplomas or Masters degrees in Information Literacy and Reading.
2. We have backgrounds as classroom teachers.
3. We cooperatively plan with classroom teachers to create resource-based activities.
4. We foster literacy by promoting reading for enjoyment and the love of literature and books.
5. We foster information literacy and lifelong learning by providing opportunities and instruction through resource-based learning.
6. We acquire resources and maintain a collection that supports the curricular and reading needs of students.
7. We provide an atmosphere conducive to the growth and development of lifelong learning and informed citizenship.

What is Information Literacy?

INFORMATION LITERACY INVOLVES BOTH PHYSICAL AND INTELLECTUAL ACCESS TO INFORMATION

Students who are *information literate* have the ability to:

- Recognize the need for information to solve problems and develop ideas
- Pose important questions
- Use a variety of information gathering and research strategies
- Locate relevant and appropriate information in all formats, both print and electronic
- Think critically about information.
- Assess information for relevance, quality, authority, point of view, accuracy, authenticity, currency, bias
- Organize information for practical applications
- Use information in problem solving
- Acquire and use information effectively for independent and lifelong learning.

