



BRITISH COLUMBIA  
TEACHER-LIBRARIANS'  
ASSOCIATION

BCTLA Working and Learning Conditions  
2016-17

Respectfully submitted by Leisbet Beaudry

Membership BCTLA

February 20, 2017

# Survey participation

---

The survey was conducted prior to the receipt of funding from the BCTF's win at Supreme Court in the fall of 2016.

392 Public Schools responded to the survey. This sample represents 28% of enrolling public standard schools. We do know that some of the public standard schools do not have teacher librarians so the actual percent response of teacher-librarians in the public school system is higher (>28%). The sample response represents 27% or 275 elementary, 40% (31) middle, 32% (76) secondary, 17% (48) of multi-level standard public schools, and 1 District Resource Centre and 1 Distributed learning.

There are 60 School Districts in BC; one School District is not defined by location but by language (District 93 French immersion). We had at least one response from 32 School Districts, 2 more District responses than in previous years.

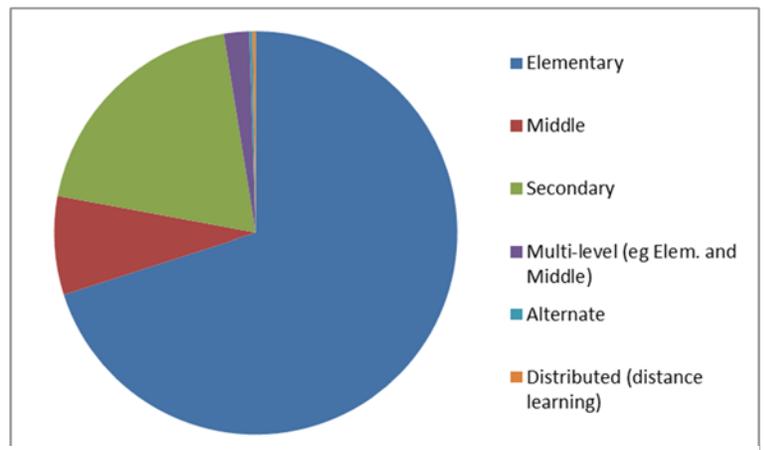


Figure 1 (MOE) Distribution of all BC Public Standard Schools by Type

## Results and Comparison to 2015/16

---

### Staffing

All except one school that responded, had a teacher-librarian assigned to the school; however for some schools the technician, principal or someone else completed the survey. Though not significant statistically, it is a positive point compared to last year where 3% of responding libraries were managed by a principal/vice-principal or someone else.

When reviewing skills of Library training, 11% had a Masters in Teacher-Librarianship, 5% had a Masters in Library and Information studies. There are 42% with Library Diplomas and 6% with Library Certificates (15 hours), 15% had some courses in teacher-librarianship, 1% with a related Masters and 20% have no library training. Compared to last year, more respondents had Masters in Library Sciences (16% vs

12%) Fewer respondents had diploma's or certificate and more respondents had no training (20% vs 13% last year). This points to a need for more available library training. The results could reflect that the increase in survey responses came from people without Library training in Teacher-Librarian positions.

68% of respondents did not have a change in FTE's, while 26% had either an increase in FTE (53%) or a decrease in their FTE (49%) and 6% did not know if the FTE changed. These results are similar to last year's survey. This year the survey asked about changes in school population. For TL's who had an increase in FTE, 71% had an increase in student population and 22% had no change. For TL's who's FTE was reduced; 36% had a reduction in student population, 12% had more students, and 20% had no change.

When looking at the FTE, there were data issues so the sample size for the FTE is based on 343 respondents. There was only 1 respondent for the categories of

Alternative (1.0 FTE) and Distributed Education (0.16 FTE). The average FTE in the library for multi-grade schools is 0.33; elementary schools is 0.52; for middle schools is 0.56; and for secondary schools is 0.85. Of the library time, in Elementary schools the average amount of the library time that is actually prep. time is 0.2, for

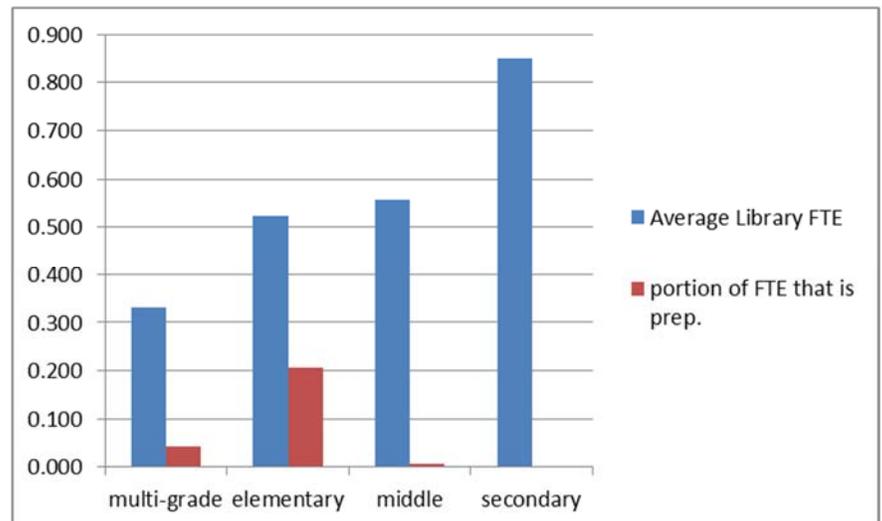


Figure 2 (From survey) FTE by public school type

a number of the elementary schools the only library time was prep time. Multi-grade schools also have library time as prep time for an average of 0.04. Compared to last year's survey, the average Library FTE is smaller in Middle schools (was 0.68 FTE) and slightly smaller in high schools (was 0.89 FTE).

Appendix 2 presents the FTE results by School District, but not sorted by school type. The range for 1 TL: student ratio ranges from an outlier of 1 TL to 5130 students, with the next highest ratio at 1TL to 1932 students down to 1 TL to 350 students. (see figure 4 on next page).

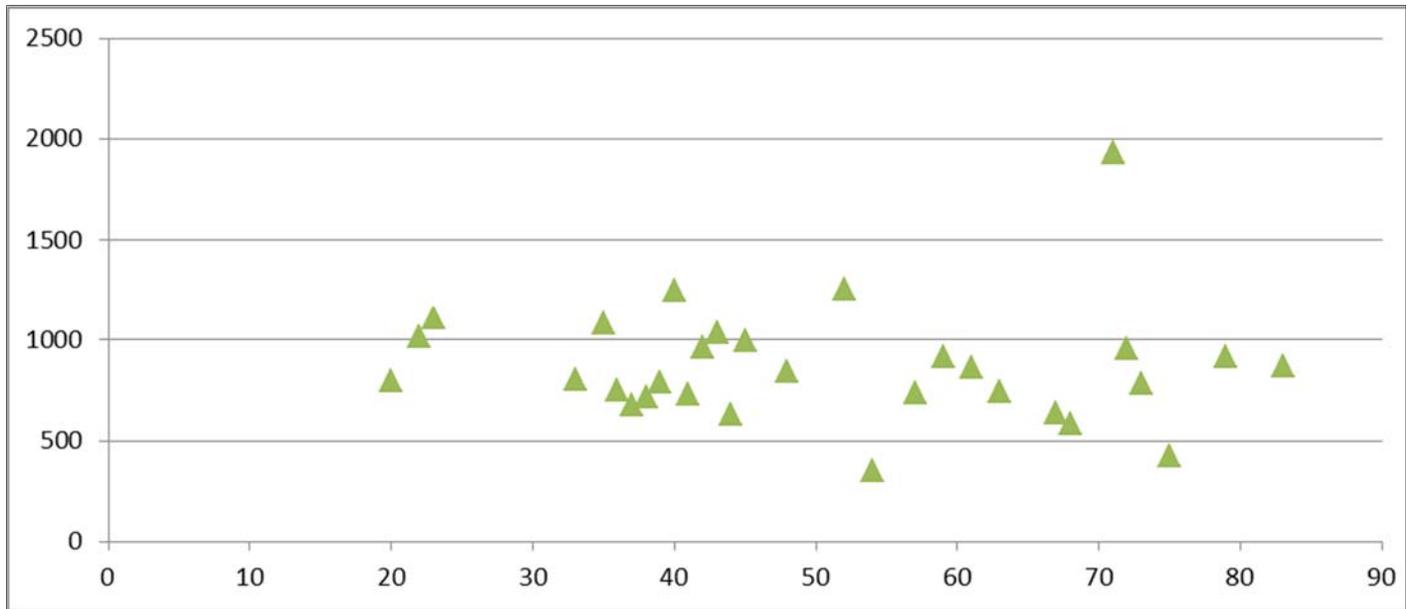


Figure 3 Teacher-librarian to student ratio (one outlier removed for SD34, see appendix 2)

The responses showed an average of 10% of schools had technicians and 37 % of the schools had clerical help. Like last year school libraries had either technical or clerical help but not both. There was mostly no change in hours for technicians; however some decreases in clerical help were noted (12%). As expected secondary schools had the most help 78% either clerical or technicians, next is middle schools (65%)and multi-grade schools(63%) and finally elementary schools with 35% help. Like last year clerical hours are decreasing, so this result means a compounding decrease on clerical library staff.

### Budgets

Average reported library budgets (those provided by the school to be spent on library resources) varied widely. For elementary schools who responded the average was \$3427 (range of \$240 to \$15,000); middle school average \$4522 (range \$500 to \$16,000); Multi-level \$4075 (range \$2000 to \$9000); high school average \$ 10,120 (\$1500

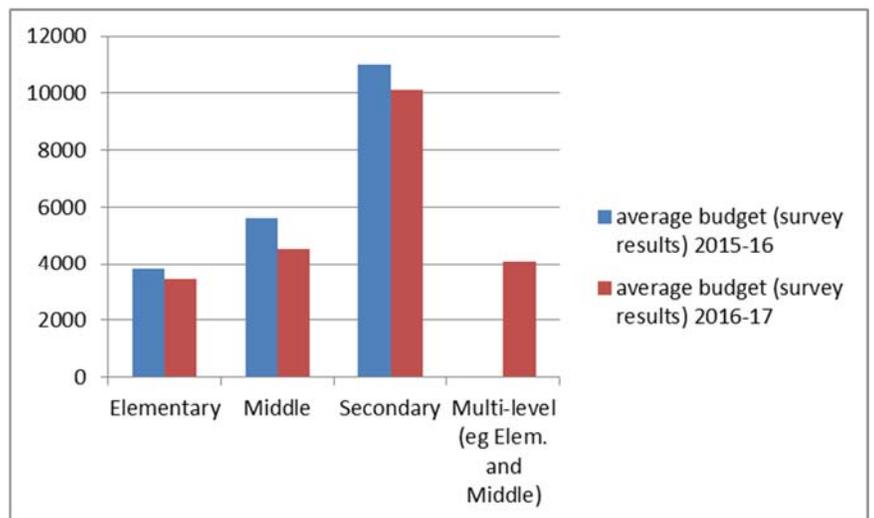


Figure 4 average budget by school type

to 50k). Twenty-six schools did not report a budget, reasons included “not knowing” to having |“on a Chapters grant so no budget was needed this fiscal year”. These average numbers are lower for all school types compared to last year, some of this may reflect how the question was interpreted. We tried to clarify the question this year to omit budgets for textbooks which are learning resources; this question may need further clarification to exclude funding from District and other sources. In response to the question “what percent does your school library budget come from your school budget answers ranged from 0% to 100% and included many “I do not know”s, however the average was 76%.

Appendix 2 shows the budget data by School District, but not sorted by school type. The variety in library budgets ranges from \$41.41 per student to \$3.23 per student.

On average 81% of Library budgets are spent on print resources. Budgets are used for print resources (98% of libraries), supplies (78%), electronic resources (47%), equipment (37%) and furniture (27%). District budgets are used for furniture (55% of libraries), equipment (51%) and electronic resources (40%), followed by supplies (27%), print resources (8%), and other (8%). However 24% of the respondents did not know if the School District funded their library directly.

Contrary to last year, the library budget more often paid for electronic resources, rather than the District budget. Like the last 2 years, print resources are mainly purchased with library budgets. The sample showed similar results for equipment and supply budget as last year.

Technology available in school libraries includes one respondent that stated “nothing”. Most respondents have:

- computerized catalogue (96%),
- access to online databases (95%),
- Library information on a school website (87%),
- Presentation options (73% includes: LCD projectors (67%), document cameras (38%), interactive whiteboards (28%), TV (2%).
- makerspaces (22%).

Some teacher librarians have mobile devices (36%), ebooks (33%), and electronic library security (22%), computerized reading programs (15%). Compared to last year more libraries have information on a school website, fewer reported computerized databases (4% less) and presentation options (7% less).

Additional technology that was reported by respondents, (but not asked of all respondents) included: coding (22% reported this activity), computers (4%), and other

items (1% or less) audio books, green screen, cameras, scanners, virtual reality sets, sound and mic systems, Makey-Makeys, robots.

## Library activities

An new question on the survey this year was " What other activities that occur in school libraries?" Answers include "everything and anything" as one respondent replied. Activities are listed in descending order from most often noted (more than 50% or responses):

- school meetings (including Pro-D),
- student clubs (during and after school),
- other classes (math, dance, Ab. Ed., applied skills, band, etc.)
- presentations (of all sorts- movies, career days, etc.).

to common library activities (~15% responses)(in no particular order):

- after school programs (including childcare, brownies, etc.),
- reading groups,
- study blocks and flex time,
- research,
- collaborative time and/or small group work,
- maker activities,
- author visits,
- computers and printing,
- other school support staff use (LA, counselling, etc.),
- fundraising (book fairs, bake sales);

to less recorded activities (~5% responses):

- community literacy (strong start, community lending, family literacy, etc),
- teacher prep space,
- exam space and
- community use (not school group related or after school care).

Another question added to the survey this year was about Advocacy. One TL commented that there was no time between their 5 libraries. From the remaining responses:

- 76% put information in the school newsletter,
- 43% do social media sharing,

- 42% have made presentations to stakeholders (from teachers, principal, PAC, district, school, trustees, etc).
- 41% write year end reports.

One comment in the survey noted *"I just wanted to clarify that I used the data collected by this survey to advocate for a library clerk and a larger budget as I was able to show the admin that all the other middle schools had a library clerk and a larger budget. Having a clerk and a larger budget has enabled me to do my job- thank BCTLA!"*

Other advocacy efforts included promotion of library events (DEAR, School Library Week, Bookfest, Literacy week, Canadian School library day, author visits), contests, bookmark designs, reading incentives.

Student focus activities included: presentations at assemblies, presentations at student conferences, school announcements, posters, bulletin boards, displays, expanding lending hours to before and after school, library websites, library orientations.

Staff focus activities: email to staff with news, member of other school committees (sharing library info), ProD and workshops for colleagues and/or other librarians, connect with other TLs (meetings etc), blogs, monthly staff meeting reports.

Community focus activities: bookfairs, community lending, community newspaper coverage, pamphlets for parents, parent volunteer recruitment and thanks.

## Comments

There were 179 responses with comments. Thirty-five (35%) of the comments were about staffing, including the teacher-librarian, technician or clerk, most of them were about lack of time. There were 22% comments about budget issues, with 16% of them explaining different fundraising, grants and/or donations received to manage their libraries. These comments were related to the question about "% of library budget provided by the school". Only 3% commented about working in many schools, this may be due to clarification of the survey to provide one entry per school.

Some Teacher-Librarians shared positive feelings, captured in the following comments:

*"Each year I value that opportunity to have clerical support attached to the library, each year I value that my District recognizes the value of trained librarians at each school site".* And

*"My budget was going to be cut to in half to \$4500 but I advocated for increased funding and received \$15 / student."*

Some of the frustrations are captured in the following comments:

*"a 0.2 TL position is actually a ridiculous idea.... I accomplish very little, it's highly stressful, there's little continuity in anything". And*

*"The move to learning commons has a definite downside. I am dealing with incredible and unreasonable pressure to downsize the collection and free up space. At the same time, putting the opportunities and moodle students into the library puts pressure on the space and inhibits library use by casual users and classroom teachers."*

## Conclusion

---

A reasonable sample size was achieved with 28% of standard schools in BC completing the survey. Staffing has stayed relative stable with some increases and some decreases. The increase in un-trained people in the Teacher-Librarian role is significant (from 13% to 20%), as well as the increase in Teacher-librarians with Masters Degrees in the field (12% to 16%). Librarian time in Middle Schools has decreased and the teacher-librarian does significant amount "prep. time" in elementary schools.

Across all school types library budgets have declined. Some schools still have no technology, and surprisingly technology access has declined. Compared to last year more libraries have information on a school website, but fewer reported computerized databases (4% less) and presentation options (7% less).

Library spaces are used for everything and anything, with over 50% of libraries used for school meetings (including Pro-D), student clubs (during and after school), other classes (math, dance, Ab. Ed., applied skills, band, etc.), presentations (of all sorts- movies, career days, etc.). The most common advocacy efforts by teacher-librarians include: information in the school newsletter, social media sharing, presentations to stakeholders (from teachers, principal, PAC, district, school, trustees, etc) and year end reports.

# Appendix 1 Ministry of Education Data

---

Data for schools from <http://www.bced.gov.bc.ca/apps/imcl/imclWeb/Home.do> on Feb 13<sup>th</sup>. Enrollment data from Sept 30<sup>th</sup>, 2016

Table 1 Summary of Enrolling public schools

<b>Enrolling public schools sort by Type</b>	
Alternate Programs	94 (predominately highschool)
Continuing Education	34 (often k-12)
Distributed Learning Prog	57
Standard School	1369
Youth Custody/Residential	3
Long Term PRP	6 (hearing)

Table 2. Count of types of public standard schools

<b>public standard schools</b>	<b>provincial no's</b>
Elementary	1006
Middle	78
Secondary	237
Multi-level	48
total	1369

## Appendix 2 Responding school results

SD	# of school responses	Total enrolment responding schools	Average FTE district TI (includes prep)	Average TL:stud. Ratio		Comments
20 Kootenay Columbia	9	3665	4.6	796	7.14	
22 Vernon	1	1016	1	1016	10.83	secondary
23 Central Okanagan	23	12400	11.2	1108	19.99	
33 Chilliwack	20	9201	11.5	801	12.34	
34 Abbotsford	1	513	0.1	5130	no data	
35 Langley	13	9225	8.5	1080	6.05	
36 Surrey	33	18516	24.7	751	7.68	
37 Delta	2	1085	1.6	678	3.23	1 elem, 1 sec.
38 Richmond	22	7901	11.0	716	15.72	
39 Vancouver	37	19230	24.3	793	7.25	
40 New Westminster	7	4438	3.6	1250	5.74	
41 Burnaby	27	13853	19.0	729	12.98	
42 Maple Ridge/ PittM	15	7341	7.6	964	6.84	
43 Coquitlam	48	24123	23.3	1035	5.55	
44 North Van	5	1901	3.0	632	5.16	
45 West Van	7	4770	4.8	994	8.39	Half elem, half secondary
48 Sea to sky	1	337	0.4	843	8.90	elementary
52 Prince Rupert	1	626	0.5	1252	3.93	secondary
54 Bulkley	1	105	0.3	350	12.38	elementary

Valley						
57 Prince George	19	7496	10.1	739	18.37	
59 Peace River S	1	914	1.0	914	10.94	secondary
61 Greater Victoria	28	11949	13.9	861	6.89	
63 Saanich	3	1445	2.0	741	6.23	One of each
67 Okanagan Skaha	11	3627	5.7	638	12.76	
68 Nanaimo-Ladysmith	14	3584	6.1	583	6.72	
71 Comox Valley	1	966	0.5	1932	41.41	secondary
72 Campbell River	5	2623	2.8	954	9.26	
73 Kamloops/Thompson	8	2635	3.4	784	11.20	
75 Mission	2	684	1.6	428	11.40	elementary
79 Cowichan Valley	14	5395	5.9	918	7.47	
83 North Okanagan-Shuswap	15	4362	5.0	872	8.15	

# Appendix 3 Notes for next survey

---

## Survey changes

Omit extra questions (other activities, advocacy) so survey is quicker to summarize. Consider omitting question about "does your school have an operational library as it is usually left blank. In the next survey consider putting semi colons at end of list choices, so easier to sort and summarize.

Consider adding district resource center as a library choice, one responded this year. Clarify the % of library budget from school is to recognize that some library budgets receive money from other sources (such as the PAC, etc). Re-add "card catalogues" as a technology choice as this year 5% responses no technology. Ask for school enrollment to save time from cross reference MOE data. Add "none of the above" to "Which of the following LIBRARY MATERIALS are covered by your school's budget lines, or are covered by the District". Change the education question to masters in librarianship at top and follow summary list in this report to make sorting easier, or make only one choice possible as some chose several answers (some which do not make sense). Add a note on how to calculate FTE (1 FTE= number of hours/35 hours). Add a note to say count all TL hours in the library (ie for library's with 2 TL's one entry only). Add a preamble to FTE section on how prep in library is not library (from BCTLA pamphlet). Can a default be added to enter 0% if the TL does not have prep. time?

## Data management

Like last year, the first step is to check for duplicates, this year there were 18 duplicate entries. I selected the latest entry based on the time stamp of the data on the assumption that there was a re-entry as more information was known. Prior to calculation of average budgets, and percent FTE ensure the data is entered in a number rather than text format (use the Excel steps to change text to numbers). Try save a copy of the survey so you can easily identify potential answers for data "count" etc. (eg What is the library budget spent on? furniture, print materials and list of other choices). Remember to use "countif" or "sumif" and "find/ all" functions in Excel to get totals easier.