



**BRITISH COLUMBIA
TEACHER-LIBRARIANS'
ASSOCIATION**

**BCTLA Working and Learning Conditions
2017-18**

Respectfully submitted by Leisbet Beaudry

Membership BCTLA

Survey participation

This deadline was extended a week and a half for this year's Working and Learning conditions survey, this extension with support of our Chapter counsellors resulted in another 146 responses. In total we received 530 responses, significantly higher than last year's 392 responses. This sample represents 33% of standard public schools. The sample represents 57% middle schools, 44% secondary, 37% elementary and 23% multilevel school Teacher-librarians. Also above the 530 responses 2 district resource centers, 1 adult education program, 1 alternative school and 1 school district mentor replied to the survey.

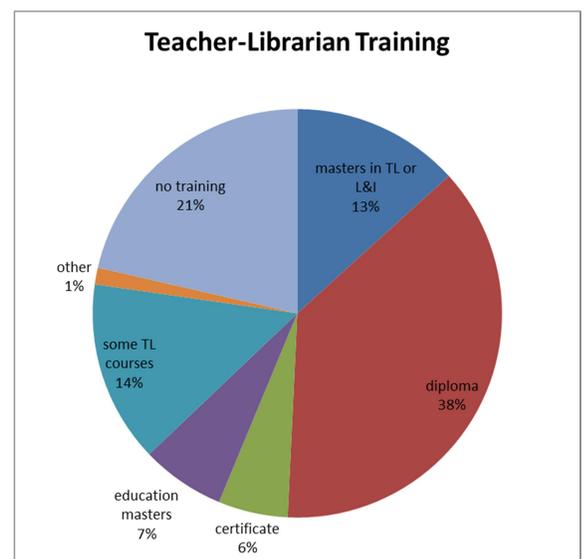
There are 60 School Districts in BC; one School District is not defined by location but by language (District 93 French immersion). We had at least one response from 39 School Districts, 7 more School Districts than in 2016-17.

Results and Comparison to 2016/17

Staffing

School libraries are managed (full or part-time) by teacher-librarians (TL's) in 98% of the responses, <0.5% or 2 school libraries have vice-principal's (VP's) managing the library, 2 schools reported management by a technician or library assistant and 2 were managed by teachers. These are similar results to last year, but this year our sample is much larger.

Of the people managing school libraries 78% have some Teacher librarian training. Training includes 13%(of all schools) with Masters in Teacher-librarianship or Library and Informational studies, 37% with a Diploma in Teacher-librarianship, 6% with a certificate in teacher-librarianship (15 hours), 7% with a Master's in Education or Arts and 14% who have completed some Teacher-librarian courses. Compared to last year more respondents have Masters (11 to 13) and related Masters (1% to 7%). Less respondents had Diplomas (37% to 42%). The



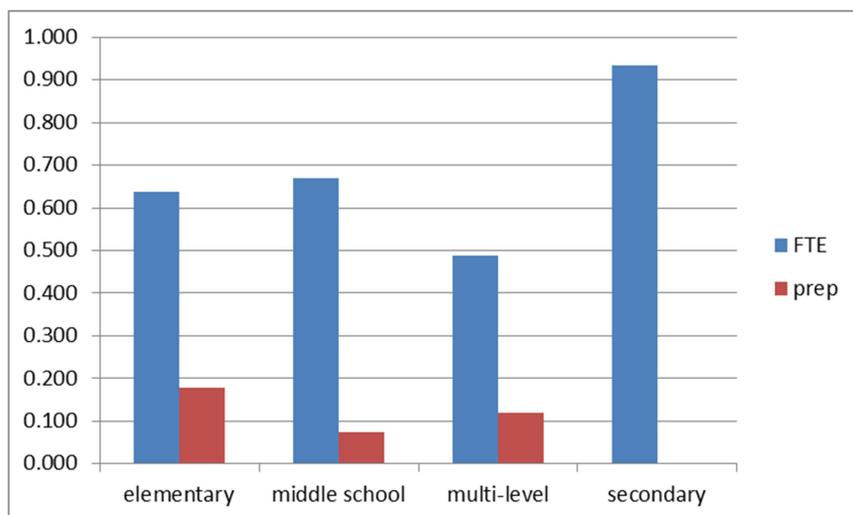
number of respondents without training 21% is similar to last year's 20%. This data points to a continued need for library training.

In response to the question "teacher-librarian FTE time assigned to this library changed, compared to the 2016-17 school year" 36% of the respondents had no change, 57% had an increase in FTE, 7% a decrease and 5% did not know. Of the respondents who have more time, 53% also had an increase in students, 36% had no change and 10% had fewer students at their school. For TL positions that decreased FTE 44% had a decrease in student numbers, 28% had same numbers of students or did not change. Compared to last year's survey more TL's had an increase in FTE from 26% to 57% of respondents.

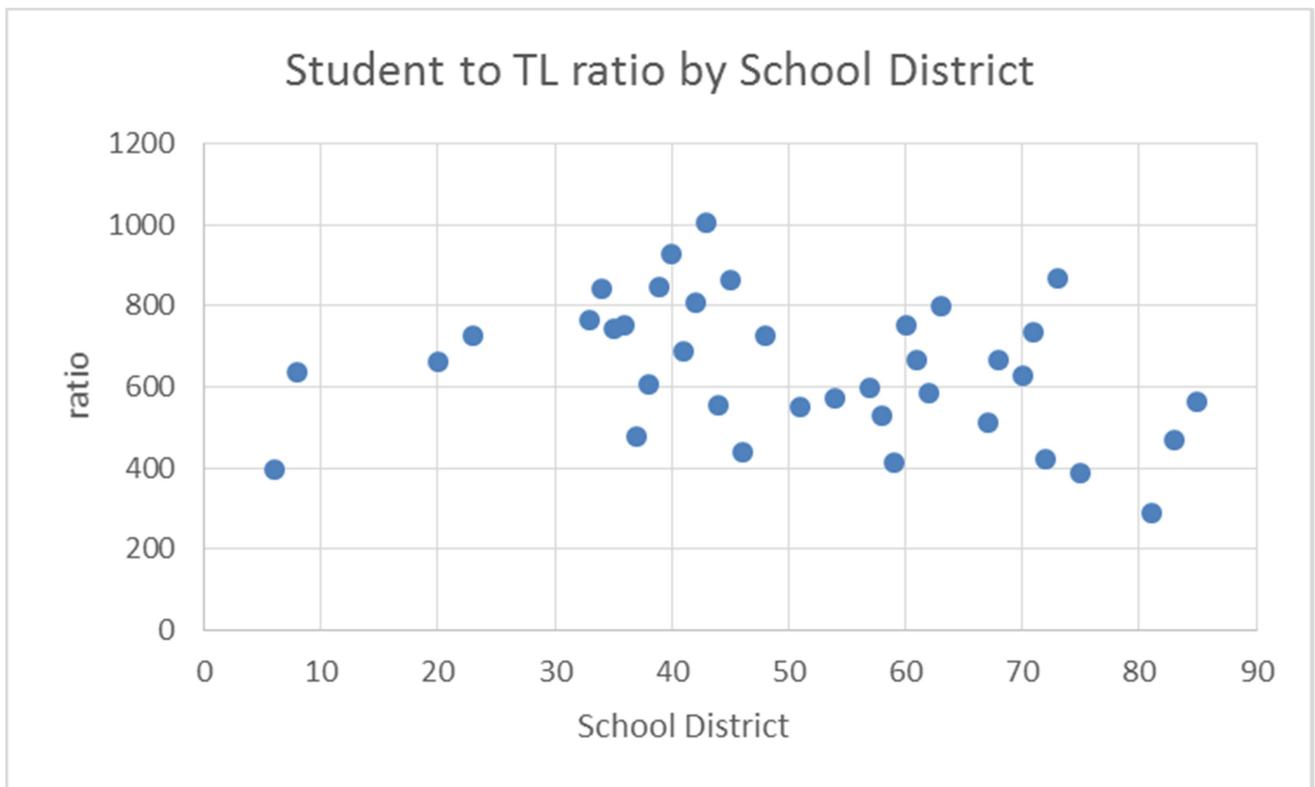
For work time in the library (from a total of 439 responses without errors) elementary schools have an average of 0.64 FTE, middle schools 0.67 FTE, multi-level schools 0.49 FTE, and secondary schools 0.93 FTE (see graph). There was only 1 responded with the category of alternative who has a FTE of 1 and 500 students. With a corrected dataset for 530 schools (see notes in Appendix 3) the FTE does not change for elementary schools, but increases slightly for middle schools and multi-level schools by 0.03 FTE (~1hour) and for secondary schools by 0.01. Compared to last year's survey, there has been an increase in all schools types for Teacher-librarian time in the library. The increases in average FTE for elementary schools (0.52 to 0.64); for middle schools (0.56 to 0.67), for secondary schools (0.85 to 0.93) the smallest average increase, and for multi-level schools (0.33 to 0.49) the largest average increase.

In elementary schools 54% of the teacher-librarians do not do prep coverage in their TL FTE. For middle schools it is 82%, multi-level schools, 72% and secondary schools 99%. The average amount of time that is prep time for elementary schools is 0.18FTE (on graph), but if you just calculate over the 46% of TL's that do prep coverage they average .39FTE. The average prep coverage in middle schools is 0.07FTE (over all schools), multi-level schools 0.12 FTE and secondary schools average is 0.002 FTE. Compared to last year's survey the prep time that is part of the TL FTE has increased in multi-level schools, and middle schools, but is slightly less in elementary schools.

A new question was added to the survey which asked for a best

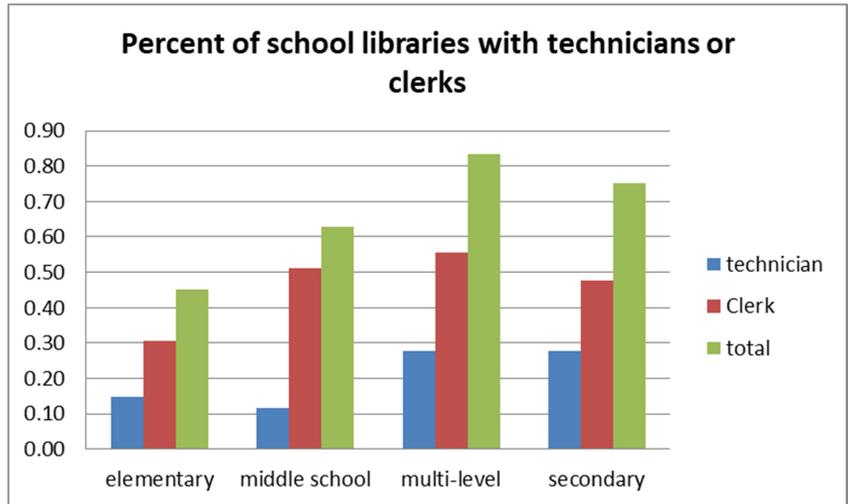


estimate of student population. This allowed me to calculate the student to librarian ratios by school type. The average for all school types is 586 students to 1 TL. For elementary schools the average is 432 students to 1 TL, Middle schools have an average of 515 students to 1 TL, multi-level schools have an average of 410 students to 1 TL and secondary school the average is 1009 students to 1 TL. Compared to the last year, where the data was not collected by school, the average of the averages in appendix 2 is 900 students per TL. The graph below (data appendix 2) shows the student to TL ratio by school district rather than by type of school. This appendix 2 data shows an average (of averages) of 644 students per TL. These data point to a significant increase in Teacher-librarians!



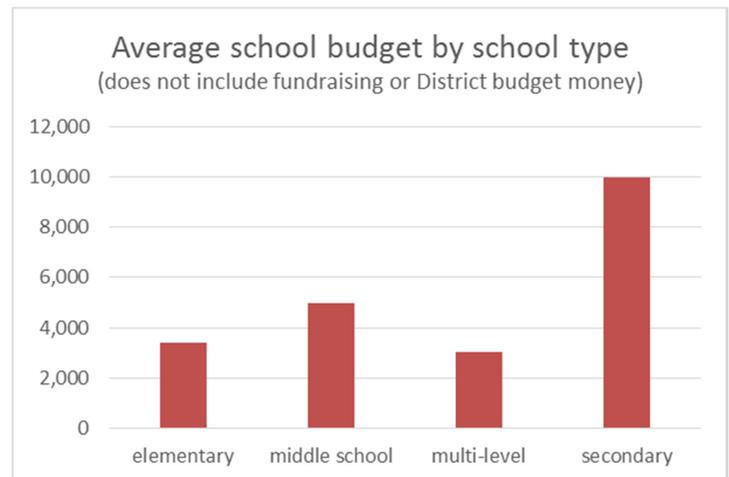
The responses to the survey found 17% schools had Library technicians and 36% had library clerks, no schools have both. Secondary schools and multilevel schools had more technicians (28%) than elementary and middle schools (~14%). Multi-level schools had more clerks (56%) than secondary and middle schools (50%); and elementary schools (30%). Eighty-three percent (83%) of library technicians work had no change in hours (or not known) with some time decreases and some increases. For library clerks 93% had no change in hours (or not known) with a few more decreases than increases. Compared to last year's data the responses show more library technicians and clerks, with similar levels of help in secondary schools (78%) and

middle schools (64%), but increases in help in multi-level schools from (63 to 84%) and elementary schools (35% to 44%). Still less than half of elementary schools have clerks or technicians.



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 library budget provided for the school year is \$3,422, for middle schools it is \$4,996, for multi-level schools \$3,017, for secondary schools \$9,985. Remember these budget numbers are not linked to school population size. The average elementary school reports 342 students, middle schools average 500 students, multi-level schools average 372 students and secondary schools average 1055 students. As noted by many respondents that other sources of funding are also used in the library including PAC funding, grants, etc. which are not included in these totals. Compared to last year's survey, elementary and secondary schools have similar library budgets, but middle schools have increased slightly (from an average of \$4,522 to \$4,966) and more significantly multi-level schools have decreased average budgets (from \$4,075 to \$3,017). Multi-leveled schools have higher average school populations than elementary schools (30 more students on average), teach a wider grade range, and yet have less money (\$400) to spend on library resources.



Library budget provided by the school are spent on a variety of items (% of total respondents) including print resources (94%) furniture (82%), supplies (70%) electronic resources (48%), and equipment 37%. Print resources are a major part of school budgets, for elementary schools 83%, middle schools 76%, multi-level schools 82% and secondary schools 71% of their budget. Other school budget lines or District budgets are used for Equipment 86%, furniture 53%, Electronic resources 47%, supplies 35%, print resources and other 12%, don't know 20%.

Compared to last year the biggest change is that more libraries have spent their own budgets on furniture, 27% in 2016-17 with 55% of District budgets for furniture, and school budgets 82% spent on furniture this year and 53% from other budget lines and Districts. Also there has been an increase in libraries using other budgets, or District budgets to purchase equipment in 2016-17 there were 51% schools, this year is 86%.

The types of technology available in school libraries includes:

- computerized catalogue 96%,
- access to online databases 93%,
- library information on school website 86%,
- Presentation options: LCD projector (s) 67%, document cameras 38%,
- interactive whiteboards 25%,
- ebooks 45%,
- mobile devices 39% (not sure if this is provided to students or just allowed in space),
- electronic library security system 21%
- computerized reading program 19%,
- green screen 14%,
- 3D printer 10%.

There is some error in these results as 5 schools did not choose "computerized catalogue" including one school in my School District, yet all schools in my district have them, an approximate 5% error. The error may be due to new TL's completing the survey or TL's that are not clear on the terminology used in the survey like "LCD projector" is a projector which connects to your computer and can show video, images or computer data on a flat screen.

Other technology that was reported, included printers 11%, student computers (iPad, ThinkPad's, chrome books, laptops, etc.) 6%, TV's (apple, large screen) 3%, robotics (robots, Osmo) 2%, and digital cameras, coding, makerspace 1%. These technologies may be in many more libraries (e.g. Printers) but since they were not included on the survey the numbers represent TL's that recognize these items as technology.

Compared to last year the biggest change in technology was an increase in libraries with ebooks from 33% to 45%. This year a few makerspace technology was included in the choices, so reporting of green screens and 3D printers is much higher this year. Next year more makerspace technology could be included.

A new question this year was who compiles the MARC records. Most MARC records are compiled by the School District either the District librarian, District technician and District clerks in the following 14 School Districts: 36, 37, 38, 39, 40, 41, 43, 44, 45, 57,

60, 67 and 73. In the following 21 School Districts most MARC records are compiled by the school, either the TL, clerk, technician or school secretary: 8, 20, 23, 33, 34, 35, 42, 46, 51, 54, 58, 59, 62, 63, 70, 71, 72, 75, 81, 83, and 85. Some 6 School Districts have the task shared between the District library and the school: 6, 42, 48, 61, 68, and 79. Centralized processing is considered a cost saving as one entry may be used by many schools if they purchase the same resource, and labelling can be more systematised.

Library activities

To understand some of the impact of BCTLA advocacy, we asked if your school participated in DEAR (Drop Everything and Read). On average 54% of all school libraries who responded, participated in DEAR. 58% of Elementary and middle schools participated and 40 % of Multi-level and secondary schools participated.

Comments

Some comments noted that the library is doing more ADST teaching with some libraries managed by a TL and a Tech specialist. A number of comments about "Being pulled to cover TOC shortages is hurting the library programme this year."

On a positive note many comments recognized that their school library is open more often. "My library position has become full time due to the restoration of contract language, and I no longer deliver preps for other teachers." However with comments on challenges around staffing or trained staff. "I started this year with a new assistant who was only able to do circulation. I have had to train her so she can do her job. This is about the 5th assistant I've had in the last 12 years who hasn't been trained." A few comments that the clerk position has low wages, so the school library keep getting new staff that needs training, taking up valuable library time. "With so few hrs for library time each week I (the clerk) work my tail off and don't appreciate the wage being so much lower than my clerical salary."

Another positive note a number of TL's commented that they were valued by their principal and school. "I am very satisfied with how library is treated at this school. It is valued and I feel valued. I know that if I needed anything for the library in addition to what I have been allotted, I could just ask." While others had the opposite feeling. "I don't have enough time to cover all classes for library time."

Also some comments on fundraising and contributions by PAC to augment library budgets. "additional funds are accessed through grants and fundraisers (set up, run and/or applied for by myself - the teacher-librarian)".` Also libraries are using

volunteers "Our Library does not function without committed parent volunteers and over 100 student monitor volunteers."

In summary for some schools that have not had a library for a number of years or the position is changing "This is going to be a year of change and growing . . . and adjustment for all. It is very challenging for some of the TLs and LCs."

Conclusion

This year the survey had an impressive response level of 33% of our schools, but these responses also noted there are still schools without a Teacher-Librarian. Still 21% of people managing school libraries have no training (same as 2016-17), however there are more Teacher-Librarian's with masters in Teacher-Librarianship or Libraries and Information.

The most obvious result as an outcome of the BCTF Supreme Court Decision is the significant reduction in student to TL ratio! This changed from ~900 students per Teacher-librarian in 2016-17 to ~ 650 students to Teacher-librarian in 2017-18 in the reporting schools.

Other changes noted in the survey is the increase in prep. time as part of TL time in multi-level schools. There is a slight increase in clerk and technician time in multi-level schools and elementary schools. There are smaller budgets in multi-level schools which have wider grade ranges.

The largest change in technology was an increase in ebooks and more recognition of makerspace technology, however the survey does not have robust numbers for these types of technology.

A new question points out that only 14 school districts have centralized processing compared to 21 schools where individual schools process books and 6 school districts where is a combination between school and District. The economies of scale of central processing are been applied in a small number of School Districts.

Appendix 1 Ministry of Education Data

The following tables summarize school enrollment data from Sept 30th, 2017 from <http://www.bced.gov.bc.ca/apps/imcl/imclWeb/Home.do> accessed on Feb 9, 2018.

Table 1 Count of Enrolling Schools in BC

Independent Schools	365	
Strongstart	326	
Public Schools	1602	
Alternative Programs		99
Continuing Education		36
Distributed Learning		59
Long/Short term PRP		28
Standard School		1377
Youth Custody/Residential Attend.		3

Table 2. Count of types of public standard schools

Standard Schools	
Elementary (K-7 range)	982
Middle schools (6-9 range)	76
Secondary schools (7-12 range)	241
multi-level schools	77
no enrollment reported	1

Appendix 2 Responding school results

SD	# of school responses	Total # public standard schools	Total enrolment responding schools *from TL not SB	Average FTE district TL (includes prep)	Average TL:stud. Ratio	\$ per student from school budget	Comments
5 Cranbrook Fernie		17					
6 Rocky Mtn	2	14	520	0.66	1:397	\$14.68	1 elem., 1 secondary
8 Kootenay Lake	7	21	2020	0.45	1:637	\$7.94	
10 Nakusp - New Denver		5					
19 Revelstoke		4					
20 Kootenay-Columbia	9	9	3742	0.63	1:727	\$7.08	
22 Vernon area		19					
23 Central Okanagan	29	43	15765	0.75	1:727	\$17.07	
27 Williams Lake area		31					
28 Quesnel		14					
33 Chilliwack	15	27	8251	0.72	1:766	\$17.99	
34 Abbotsford	1	45	840	1	1:840	\$1.9	Multi-level school
35 Langley	42	41	2291	0.71	1:741	\$4.99	Omitted Uconnect school with 150200 students
36 Surrey	67	121	42949	0.85	1:751	\$8.25	
37 Delta	2	31	718	0.75	1:479	\$ 12.32	
38 Richmond	35	48	15826	0.75	1:604	\$15.63	
39 Vancouver	33	108	19086	0.68	1:848	\$6.71	
40 NewWestminster	9	12	4732	0.57	1:929	\$4.68	
41 Burnaby	41	49	21052	0.75	1: 688	\$12.77	
42 Maple Ridge-Pitt Meadows	11	27	6473	0.73	1:807	\$ 7.04	
43 Coquitlam	33	68	20920	0.63	1: 1005	\$ 5.75	
44 North Vancouver	4	31	1938	0.88	1:554	\$5.79	

SD	# of school responses	Total # public standard schools	Total enrolment responding schools *from TL not SB	Average FTE district TL (includes prep)	Average TL:stud. Ratio	\$ per student from school budget	Comments
45 West Vancouver	7	17	4366	0.72	1:861	\$10.29	
46 Sunshine Coast	3	12	1007	0.77	1:438	\$6.26	
47 Powell River		7					
48 Sea to Sky	10	14	3629	0.5	1:727	\$10.33	
49 Bella Coola		5					
50 Haida Gwaii		6					
51 Boundary	1	10	275	0.50	1:550	\$ 7.27	Multilevel school
52 Prince Rupert		8					
53 Osoyoos - Keremeos		8					
54 Bulkley Valley	5	7	1516	0.53	1:572	\$ 16.94	
57 Prince George	29	40	9900	0.57	1: 597	\$ 16.81	
58 Nicola-Similkamen	5	9	1245	0.47	1: 530	\$ 15.53	
59 Peace River south	1	18	620	1.50	1: 413	\$ 9.68	secondary
60 Peace River north	1	20	350	0.50	1:750	\$ 14.29	elementary
61 Greater Victoria	22	44	9865	0.67	1: 667	\$ 8.19	
62 Sooke	2	25	570	0.49	1:585	\$6.49	elementary only
63 Saanich	5	14	2880	0.72	1:800	\$6.81	
64 Gulf Islands		10					
67 Okanagan Skaha	13	17	4948	0.74	1:512	\$15.50	
68 Nanaimo-Ladysmith	11	37	4664	0.64	1: 664	\$ 7.35	
69 Qualicum-Parksville		10					
70 Alberni	1	11	376	0.6	627	0.27	elementary
71 Comox Valley	6	20	2506	0.57	1:734	\$8.57	Omitted one school budget of \$111,111

SD	# of school responses	Total # public standard schools	Total enrolment responding schools *from TL not SB	Average FTE district TL (includes prep)	Average TL:stud. Ratio	\$ per student from school budget	Comments
72 Campbell River	12	17	3820	0.75	1: 424	\$12.23	
73 Kamloops - Thompson	12	43	5830	0.56	1:866	\$ 12.68	
74 Lytton-Lillooet		10					
75 Mission	9	15	3047	0.88	1:386	\$14.51	Elementary and 1 middle school
78- Hope-Boston Bar		7					
79 Cowichan Valley	17	29	7057	0.69	1:611	\$8.12	No popn for 1 school, omitted
81 Fort Nelson	1	5	290	1	290	10.34	Multi-level
82 Terrace-Kitimat		17					
83 North Okanagan-Shuswap	13	23	3657	0.6	1:471	\$ 9.41	
84 N. Vancouver Island		6					
85 Vancouver Island	2	9	288	0.26	1:565	\$12.71	Elementary only
87 Dease Lake and Atlin		5					
91 Vanderhoof-Burns Lake		14					
92 New Aiyansh Greenville		4					
93 BC French schools		39					

Appendix 3 Notes for next survey

Survey changes

To clarify the questions even more consider adding to the FTE question to say what is the total FTE for your library? So only one entry where schools have more than one librarian. Then the training question should ask for the training of the person with the most FTE in the library. Also schools with 2 campus' should do 2 entries if students at one campus have a different library than the other campus (e.g. Cowichan secondary). Also add the example of 1=FTE = full time job, since $\frac{1}{4}$ of the TL's did not calculate FTE properly. I keep get 100 as an answer which I have been assuming is not 100min but 100%. A related FTE question is How much of your library time is prep.? This should be clarified as part of the library only FTE. For analysis and a similar graph as the last few years the actual FTE in prep is preferred over percent.

For the question "what is your job?" (the job title question) many TL's have a variety of jobs. Consider clarifying this question to: What is your job title when you are working in the library?

The question on percent library budget, to make data analysis easier if it could be entered as a whole number i..e 45% as 45 (without the sign) or as a fraction .45. Consider adding an example to get this result.

The technology question list includes mobile devices "available" maybe read as "allowed" in the space, can this question be changed to does the library provide to students/ teachers or have for teacher/student use? Also consider adding to list some other technology (makerspace) like robotics, student computers/laptops (or is this a school lab?), since it is easier to get real numbers if all surveyed see option. The BCTLA executive (Jan 2018) would also like a question added "as a TL are you involved in purchasing tech and or teaching tech?"

To reduce duplicate responses, and on suggestion of the BCTLA executive (Jan 2018) and an email confirmation on completion of the survey.

Data management

Like last year, the first step is to check for duplicates, this year there were 38 duplicate entries. For some I emailed the contact, for most I compared the data for consistency

and then 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. To avoid this problem in future surveys I will add an email confirmation on completion of the survey. In the 38 schools I also adjusted total TL time in 4 schools to reflect the 2 different entries which were made by 2 different Teacher-librarians. To do this I matched the total TL time indicated in the comment section. I used the more senior librarian on the school website to determine the answers for questions other than TL time. To avoid 2 separate entries for a school with 2 TL's (including the question changes suggested) on the email section, we could ask the TL who completed the survey to share it with the other librarian that works in the library (so only 1 response) and with the BCTLA rep. (to encourage more responses). I also separated one school into 2 entries, following the comment by the TL and using the single report of the TL's 2nd school.

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). I have changed 98 entries from hours to FTE. If the reported number was between 10 and 41 I assumed they were hours and I converted the number to FTE based on a 35 hour work week eg $35 = 1\text{FTE}$ and $21 = 0.6\text{FTE}$. If the reported number was greater than 45 or less than 10, I assumed the number represented a fraction of and FTE and I converted the number to a fraction eg. 80 was converted to 0.8FTE and 9 was changed to 0.9 FTE .

Like before, use Excel function to change text to numbers for both budget and percentages. Prior to changing then, sort the Excel column. Remember to print a pdf copy of the survey so you can easily identify potential answers for Excel functions of 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.