



**BRITISH COLUMBIA
TEACHER-LIBRARIANS'
ASSOCIATION**

**BCTLA Working and Learning Conditions
2019-2020**

Respectfully submitted by Leisbet Beaudry

Membership BCTLA

Survey participation

This year the survey was available for completion in January 2020, we received 251 responses, less than 2018-19 (407 responses). This sample represents 18% of standard public schools. The sample represents 26% middle schools, 22% secondary, 17% elementary and 11% multilevel school Teacher-librarians. The 260 responses include 1 alternative school.

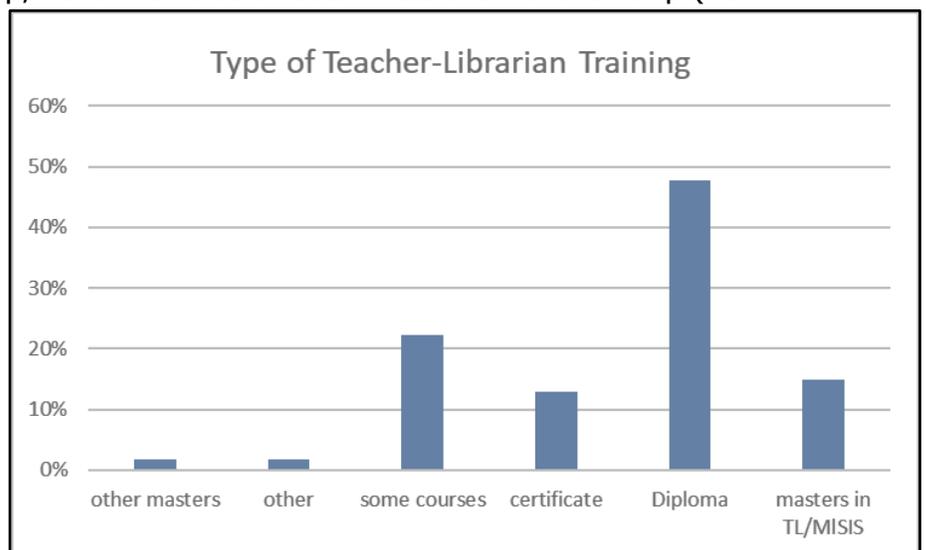
There are 60 School Districts in BC; one School District is not defined by location but by language (District 93 French immersion). We had at least one response from 28 School Districts, 7 fewer School Districts than in 2017-18.

Results and Comparison to 2018/19

Staffing

From the survey responses, school libraries are managed (full or part-time) by teacher-librarians (TL's), in 99% of the responses. One percent of the responses identified that a group of teachers manages the library. These are similar results to last year.

Of the people who responded to the survey, 86% of school libraries are managed by people who have some Teacher librarian training. Training includes 15%(of all schools) with Masters in Teacher-librarianship or Library and Informational studies, 48% with a Diploma in Teacher-librarianship, 13% with a certificate in teacher-librarianship (15 hours), 2% with a Master's in Education or related and 22% who have completed some Teacher-librarian courses. Compared to last year more respondents have Masters (15% from 13%) and fewer with related Masters (7% from 2%). More respondents had Diplomas (48% from 40%). The number of respondents

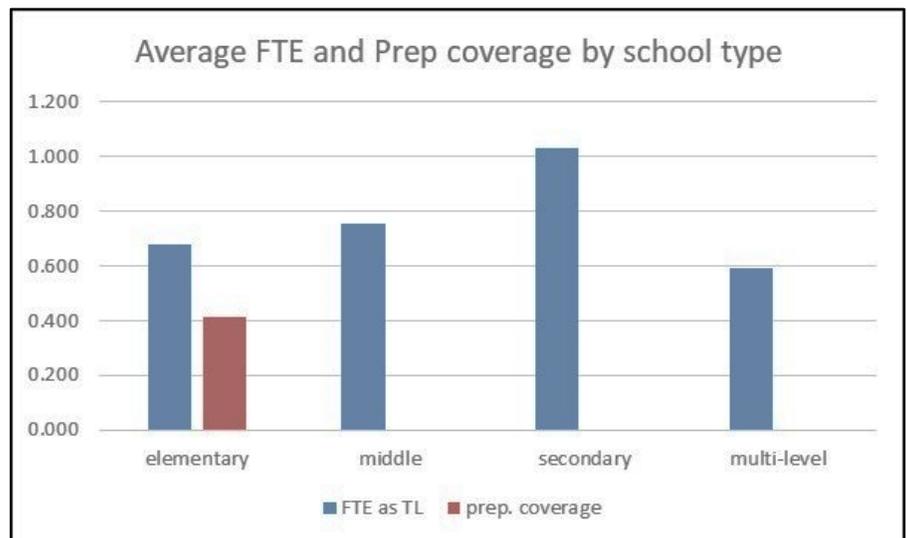


without training 14%, is the same as last year. Overall, it appears that more Teacher-Librarians are involved in professional development in the Teacher-Librarian field. However due to the lower number of respondents and acknowledging that Teacher-Librarians who are trained will be more likely to respond to the survey, these results only provide a snapshot of conditions.

In response to the question "teacher-librarian FTE time assigned to this library changed, compared to the previous school year "68% of the respondents had no change, 17% had an increase in FTE, 9% a decrease and 5% did not know. Of the respondents who have more time, 70% also had an increase in students, 15% had no change and 13% had fewer students at their school. For TL positions that decreased FTE 45% had a decrease in student numbers, 17% had an increase in students and for 37% the student numbers did not change. Compared to last year's survey a similar percent of TL's had no change in FTE 68%; while last year 60% of respondents FTE did not change.

For work time in the library (from a total of 251 responses without errors, see Appendix 3) elementary school Teacher-Librarians have an average of 0.68 FTE, middle school Teacher-Librarian's average 0.76 FTE, multi-level school Teacher-Librarians average 0.59 FTE, and secondary school Teacher-Librarians average 1.03 FTE (see graph). There was not a response in the category of alternative school. Compared to last year's survey, this survey notes a slight increase in Teacher-Librarian FTE in elementary schools, similar for multi-level schools and a slight decrease in middle and secondary schools. The average FTE decreased for middle schools (0.85 to 0.76), for secondary schools (1.12 to 1.03) and there was an increase in elementary schools (0.62 to 0.68).

In elementary schools 58% of the teacher-librarians do not do prep coverage in their Teacher-Librarian position (FTE). There was no reported prep. coverage this year in Middle schools, multi-level schools or secondary schools (i.e.100%). For elementary Teacher-Librarian's, that do prep coverage, they average 0.41 FTE (ie 2 days a week).



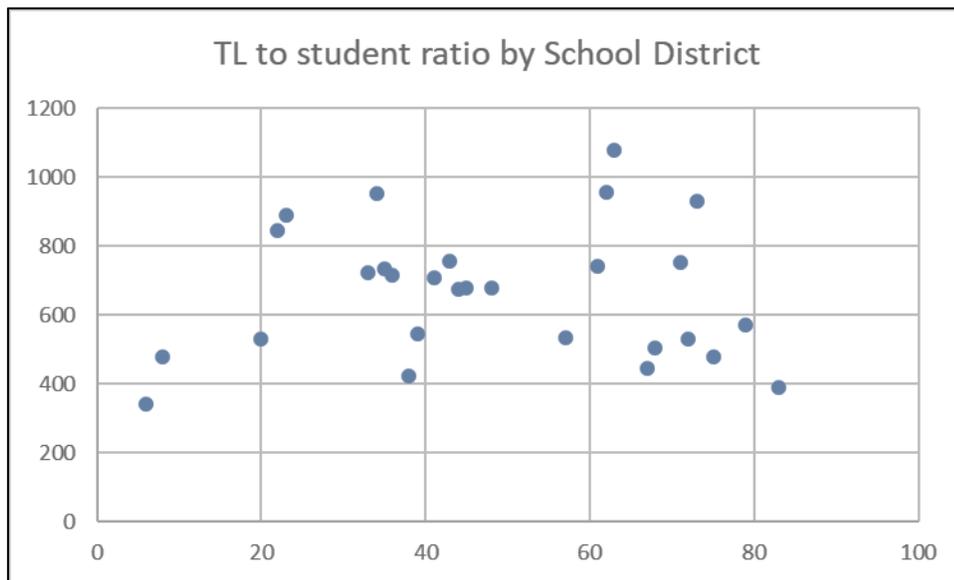
Compared to last year’s survey, the average prep. coverage that is included in a Teacher-Librarian position has increased in elementary schools.

Like last year the Working and Learning Conditions survey data allows us to calculate student to librarian ratios by school type, this year the total TL time including prep coverage for elementary and middle schools. This year average for all school types is 719 students to 1 TL. For elementary schools the average is 544 students to 1 TL, Middle schools have an average of 761 students to 1 TL, multi-level schools have an average of 644 students to 1 TL and secondary school the average is 1066 students to 1 TL.

Compared to the last year, elementary, middle and multi-level school Teacher-librarians have slightly lower numbers of students than previous years and secondary teacher librarians have slightly more students (see table to right).

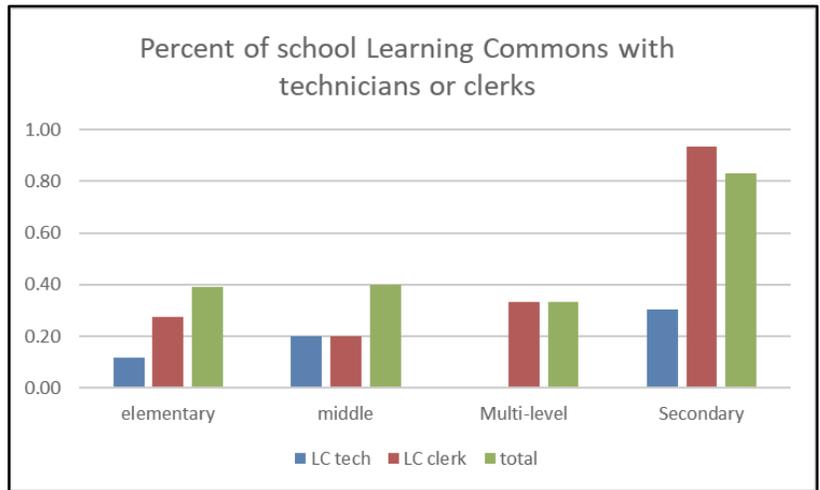
# Students to TL ratio by School type			
School type	2017-18	2018-19	2019-2020
elementary	432	621	544
middle	515	797	761
secondary	1009	1047	1066
multi-level	410	804	644

The graph below (data appendix 2) shows the TL to student ratio by school district (each point is a mix of school types) rather than by type of school.



The responses to the survey found 17% schools had Library technicians and 33% had library clerks. Secondary schools have more library technicians (trained) (30% of all secondary schools responding) than middle schools (~20%) and elementary schools (17%). More secondary schools (57%) have library clerks than elementary schools (33%), multi-level schools (33%) or middle schools (20%). Most library technicians (86%) had no change in work hours (or not known) with a few having increases and

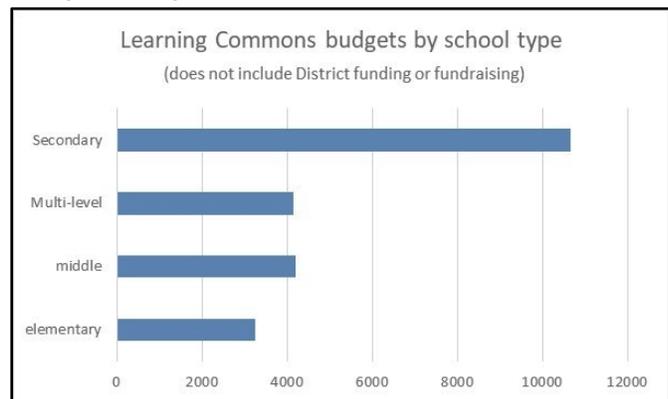
decreases in hours. Most library clerks 90% had no change in work hours (or not known) with a few more decreases in time than increases. Compared to last year's data the responses show a slight increase in schools with library technicians and a small increase of libraries with library clerks. There are similar levels of help (either technician and/or clerk) reported in secondary schools (83%), and elementary schools (39%) and a decrease of help at middle schools (40%), and multi-level schools (33%). A few secondary schools have both a technician and a clerk, though not necessarily full time for either. Less than half of multi-level, middle and elementary schools have a clerk or technician.



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 by the school, for the school year is \$3,240, for middle schools it is \$4195, for multi-level schools \$4141, for secondary schools \$10672. Remember these budget numbers are not linked to school population size. Elementary schools (that completed the survey) average 354 students; middle schools average 575 students; multi-level schools average 382 students; and secondary schools average 1102 students. A few schools in each school type reported that they did not receive a budget, or had not yet received a budget in January, already half-way through the school year. The lack of a minimum budget per student is a concern as it indicates that students in BC are not getting equal access to updated print and electronic resources.

Some librarians are spending their time working on fundraising to close this gap. As noted by many respondents that other sources of funding are also used in the library including PAC funding, bookfairs, grants, etc. which are not included in these totals. Compared to last year's survey, middle schools and multi-level schools have a similar average budget;



with similar school populations in middle schools and a reduction in the populations reported for multi-level schools. Secondary schools reported an average budget increase of \$2,000, however the average student numbers in reporting secondary schools is smaller. The elementary schools average budget increased by \$1000 without a change in average school size.

Library budget provided by the school are spent on a variety of items (% of total respondents) including print resources (94%), supplies (62%) electronic resources (48%), furniture (42%), and equipment (35%). Other school budget lines or District budgets are used for furniture 57%, equipment 53%, Electronic resources 48%, supplies 40%, print resources 11%, other 7%, and don't know 18%.

Compared to last year the biggest change is that a larger percent of school Libraries have spent money on furniture 42% when the previous year it was 27%. The spending of budgets, either school or District is on average spent on similar purchases as last year.

Again, this year we asked were Teacher-librarians involved in purchasing technology for your school and are you involved in teaching technology. Teacher-librarians are involved in purchasing technology (40 to 62%). Secondary teacher-librarians are the most involved and multi-level school teacher librarians the least. This matches last year's data. From 60 to 85% of teacher-librarians are involved in teaching technology with the highest percent of middle school teacher-librarians and lower percentages of secondary teacher-librarians.

The types of technology available in school libraries include:

- computerized catalogue 97%,
- access to online databases 95%,
- library information on school website 88%,
- Presentation options: LCD projector (s) 68%, document cameras 43%,
- interactive whiteboards 27%,
- mobile devices to lend to students 45%,
- electronic library security system 22%
- computerized reading program 19%,
- Robotics 30%
- green screen 24%,
- 3D printer 15%.

These levels of technology in school libraries are the same as last years results.

Library activities

To understand some of the impact of BCTLA advocacy, the survey asked if your school participated in DEAR (Drop Everything and Read). On average 53% of all school libraries who responded, participated in DEAR. 61% of elementary and middle schools participated 33 % of Multi-level and 25 % of secondary schools participated.

Comments

Many comments were about budgets being reduced. One comment on the use of very old funding numbers per student (i.e. not keeping up with inflation) and another on spending the library budget on learning resources. One respondent (of very few) was happy to say their budget went up "I am pleased to say that the library budget at this school went up this year. I work hard to create and maintain relationships with students and colleagues that help them experience the value of the library." There were many comments on fundraising, PAC support and applying for grants to support adequate levels of funding for their library budgets. "I rely on fundraising for an additional budget."

Comments around staffing include: "There needs to be consistency in regards to teacher-librarians being redeployed to cover classes and getting time back." Concern that the TL to student ratio that is in local district policy is being used to spread restored TL time to different schools. Again, this year the responses included a comment about international students. "The TL time is only based on local students and does not take into account international students, who are probably the biggest users and most served students... Can the BCTLA bring this problem up to the BCTF?". A teacher-librarian was told that they wouldn't be supported by the local union for less prep. teaching in the library time, if they had a 0.2 true library time. There were also several comments about lack of clerks "I could really use a clerk!" and several on insufficient enough clerk time.

Some responses included comments about the job itself, "I wish my job included teaching library skills to older grades, not just primary. In our systems it's K-4 who get library, but it'd be far more relevant to grades 5-7 to have a real library block." Which appears to go against our collective agreement about providing library time to all students. And "We have centralized processing and it is often very slow, this means on-site processing still needs to be done."

Conclusion

This year the survey had a response level of 18% of our schools. Still 14% of people managing school libraries have no training (similar to 2018-19), however there are more Teacher-Librarian's engaged in further training.

Compared to last year's survey a similar percent of TL's had no change in FTE and FTE's ranged from .6 to 1.0 by school type. The Average Teacher-Librarian ratio this year is close to last years at 1 T-L to 719 students. The average prep. coverage that is included in a Teacher-Librarian position has increased in elementary schools, compared to last year's survey.

There are similar levels of help (either technician and/or clerk) reported in secondary schools and elementary schools and a decrease of help at middle schools and multi-level schools. Less than half of multi-level, middle and elementary schools have a clerk or technician.

With regard to budgets, middle schools and multi-level schools have a similar average budget to last year; with similar school size in middle schools and a reduction in size reported for multi-level schools. Secondary schools reported an average budget increase of \$2,000, however the size in reporting secondary schools is smaller. The elementary schools average budget increased by \$1000 without a change in average school size.

From 60 to 85% of teacher-librarians are involved in teaching technology. Teaching is highest for middle school teacher-librarians and lower for secondary teacher-librarians, not surprisingly.

Appendix 1 Ministry of Education Data

The following tables summarize school enrollment data from Sept 30th, 2019 from <http://www.bced.gov.bc.ca/apps/imcl/imclWeb/Home.do> accessed on March 3, 2020.

Table 1 Count of Enrolling Schools in BC

Independent schools	364
Strong Start BC	331
Public schools	1611
Standard school Programs	
Alternative Programs	91
Continuing Education	38
Distributed Learning	57
Long/Short term PRP	27
Standard School	1395
Youth Custody/ Residential Attend.	3

Compared to 2018-19 there are a similar number of BC public schools, however the number of standard schools has increased by 10 schools.

Table 2. Count of types of public standard schools

Standard Schools	1395
Elementary school (k-7)	1015
Middle schools (range 6-9)	76
Secondary Schools (range 7-12)	245
Multi-level schools	53
no enrollment reported	6

Appendix 2 Responding school results

The data in this table are the averages by responding school districts. The average FTE for a School District mixes all types of schools (elementary, middle, high and multi-level schools) and cannot be used for comparison between School Districts as it reflects more what schools responded, not like the data in the report where FTE is divided by school type.

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 (only)	Comments
5 Cranbrook Fernie	0	20					
6 Rocky Mtn	1	14	170	0.50	340	1.76	
8 Kootenay Lake	2	21	369	0.39	479	6.23	2 elem
10 Nakusp - New Denver		6					
19 Revelstoke		4					
20 Kootenay-Columbia	4	10	1090	0.51	532	5.96	4 elem
22 Vernon area	3	19	2535	1.00	845	9.86	2 sec. 1 elem
23 Central Okanagan	4	45	3560	1.00	890	14.33	2 sec. 2 elem
27 Williams Lake area		21					
28 Quesnel		14					
33 Chilliwack	21	27	11348	0.75	723	10.81	
34 Abbotsford	1	45	572	0.60	953	0.00	1 elem
35 Langley	21	42	11973	0.78	733	6.16	
36 Surrey	55	122	34597	0.88	716	8.43	
37 Delta		31					
38 Richmond	7	48	2109	0.71	422	18.07	
39 Vancouver	1	108	120	0.22	545	10.83	1 elem
40 NewWestminster		12					
41 Burnaby	20	49	10260	0.73	708	13.31	
42 Maple Ridge-Pitt Meadows		29					
43 Coquitlam	33	69	19079	0.76	758	5.69	

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 (only)	Comments
44 North Vancouver	2	32	1418	1.05	675	5.92	1 sec. 1 elem
45 West Vancouver	1	17	68	0.10	680	8.82	1 elem
46 Sunshine Coast		12					
47 Powell River		7					
48 Sea to Sky	2	14	1085	0.80	678	10.88	1 sec. 1 elem
49 Bella Coola		5					
50 Haida Gwaii		6					
51 Boundary		10					
52 Prince Rupert		8					
53 Osoyoos - Keremeos		8					
54 Bulkley Valley		7					
57 Prince George	17	40	5436	0.60	534	17.38	
58 Nicola-Similkamen		9					
59 Peace River south		18					
60 Peace River north		21					
61 Greater Victoria	17	44	9651	0.77	741	8.46	
62 Sooke	5	25	4036	0.84	958	4.15	
63 Saanich	1	14	950	0.88	1080	3.16	1 sec. 1 elem
64 Gulf Islands		10					
67 Okanagan Skaha	2	17	822	0.92	445	12.90	1 sec. 1 elem
68 Nanaimo-Ladysmith	3	35	965	0.64	505	4.35	3 elem
69 Qualicum-Parksville		10					
70 Alberni		11					
71 Comox Valley	6	20	2787	0.62	753	18.26	

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 (only)	Comments
72 Campbell River	4	17	1969	0.93	532	8.02	
73 Kamloops - Thompson	1	44	930	1.00	930	15.05	1 sec.
74 Lytton-Lillooet		10					
75 Mission	5	16	1718	0.72	477	14.55	
78- Hope-Boston Bar		8					
79 Cowichan Valley	4	23	1530	0.67	571	7.52	
81 Fort Nelson		5					
82 Terrace-Kitimat		17					
83 North Okanagan-Shuswap	8	24	1957	0.63	391	9.73	
84 N. Vancouver Island		5					
85 Vancouver Island		9					
87 Dease Lake and Atlin		4					
91 Vanderhoof-Burns Lake		15					
92 New Aiyansh Greenville		4					
93 BC French schools		42					

Appendix 3 Notes for next survey

Survey changes

Next year consider clarifying “multi-level school” differently, to schools with 9 or more grades, as one school of grades 7-12 (2000) students so a grade 7-12 school called itself multi-level – where the intention was to identify rural schools that are K-10 or 3-12 or more grades. Next year consider listing the types of library training from most to least so it is easier to sort when compiling the data. It would be interested to add an option of “on-site training” to see if people consider this as a type of “other training”, which currently is not defined. Not clear how the response to work time of technicians and clerks can include “No” or “Yes”, it should be limited to “stayed the same”, increase, decrease, or don’t know.

Still a real with problem with teacher-librarians being able to calculate their prep time and understanding the difference between prep. coverage and prep. time for teacher-librarians. Next year review and rewrite the question, possibly adding a definition of teaching prep. time in this question. One comment was “The questions about FTEs is confusing as I was under the impression that providing prep coverage, even if it is library related, should NOT be considered as part of my “library time”. During the prep coverage, I am doing library related activities with the students.”

Reconsider all the questions around the budget. Keep the first question “What is your school’s budget (\$) for Learning Commons materials for the school year...”. Consider removing the questions about “what approx. percentage of your school’s library budget comes from your school account?” If it is not 100% then the first response should be reduced by this percentage, but I have not done that when compiling the data. Also remove the question about “what percentage spent on Print resources”, which I have not summarized for a few years. Keep the question “which of the following items are covered in your school budget”, which covers print resources generally. And keep the question “Which of the following library materials are covered by your school’s other budget lines or the district?” Which will make teacher-librarians aware that their budgets come from different places and maybe to revise the answer to the school budget question.

I would also remove the 2 questions about purchasing and teaching technology, they were intended to interest technology vendors to our BCTLA conference. Keep the question on “Which of the following technology resources are available?” it is a historic question for BCTLA surveys, but you could change or add to the list of technology.

Next year remove the question about DEAR. The question is not required for BCTLA programming.

Review survey to ensure all questions and introduction show the new dates of 2020-2021 and to update "library" to "Learning Commons".

Data management

There were fewer multiple responses because we had a short time to complete the survey and had the form send an email telling the respondent that they had completed the survey. The short survey time also minimized total responses.

Like last year, the first step is to check for duplicates, this year there were only 10 duplicate entries! Also make sure all the data is "number" and not general entries. I kept the entry based the completeness of the data, which was usually the latest time stamp on the data.

The question about FTE was clearer this year. With a longer field people were able to record their measurement unit for time (ie FTE, days, minutes, hours or blocks), so with most responses I could calculate actual FTE's. However having to do calculations means more data processing time. Like previous years, 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).

Like before, use Excel function to change text to numbers for both budget and percentages. Prior to changing then, sort the Excel column, to find out which ones need changing. 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.

For Appendix 2, recount the total standard public schools by district using the data in Appendix 1. Especially school districts like Surrey which are growing annually, potentially other rural ones are consolidating and reducing schools.