

Chapter for *Cross Border Idea and Information Transfer*

Across Two Oceans: Idea and Information Transfer in Teacher-Librarianship

James Henri, Charles Sturt University, Wagga Wagga, Australia

Dianne Oberg, University of Alberta, Edmonton, Canada

Introduction

The transfer of ideas and information between Australia and Canada has enriched and enhanced teaching and research in the field of teacher-librarianship in both countries. It has also influenced research in at least five other countries. The paper begins with a perspective on the roots of Australian-Canadian collaboration and shows how influence has flowed in both directions. An analysis of conceptual developments in teacher-librarianship reveals the synergy in such collaborations: transferred ideas were transformed through practice in the new setting, and these new understandings were returned to the originator where they became the catalyst for new practice and further transformation. Transfer and transformation of ideas in teacher-librarianship has occurred in many areas. This paper examines three of these areas in teacher-librarianship: theory and practice; delivery of education for teacher-librarians, and research into the role of the principal in information literate school communities.

Cross Border Influences on Conceptual Development: Teacher-Librarianship as Profession and Praxis

It seems there has always been a strong affinity between Australia and Canada. Both are members of the British Commonwealth and therefore share a common heritage. The bond is not just one of historical links. The fact is that the two countries have remarkable cultural, educational, political and economic similarities, and both find themselves under the shadow of the USA. With so much in common, it is not surprising perhaps that the theory and practice of teacher-librarianship in the two countries is exceedingly similar. Education for teacher-librarianship blossomed in Canada in the 1960s and in Australia in the 1970s. In these early years one finds the genesis of the strong relationship that now exists among academics.

Professional Development from Canada to Australia

In 1968 an Australian, Geoff Chapman, was appointed as the initial Teacher Librarian Educator at the University of Manitoba (U of M). Geoff had taught in Australia prior to leaving for Canada in 1963. In 1965 Geoff had been enticed into the BLS program at University of British Columbia (UBC), and so his love affair with teacher-librarianship had begun. Geoff spent five years at U of M and then picked up an appointment at UBC (1973-1981). During his time in Canada Geoff was steeped in the Canadian view of teacher-librarianship; indeed he

might well be regarded as a pioneer in the field of Canadian teacher-librarianship.

Meanwhile in Australia, a Canadian teacher and principal, Roy Lundin, began his love affair with teacher-librarianship when in 1970 he undertook a course offered from the Queensland Department of Education. Roy went on to complete a doctorate in the field at Monash University in Melbourne and in 1976 he was appointed as the Foundation Head of the Department of School Librarianship at Kelvin Grove College of Advanced Education (CAE) in Brisbane.

In 1981 Geoff Chapman returned to Australia to take up a position with Roy Lundin at Kelvin Grove. By this time, both had developed powerful links with Canadians in the teacher-librarianship field and a special relationship with first Ken Haycock and then Carol-Ann Haycock. The Haycocks were arguable the key force in teacher-librarianship in the 1980s in both countries. Their articulation of the role of the teacher-librarian and their enthusiasm for the curriculum role known as collaborative planning and teaching was their hallmark. The teacher-librarianship courses offered from Kelvin Grove CAE (later known as Brisbane CAE and now QUT, Queensland University of Technology) and from Charles Sturt University (CSU) espoused this theoretical position.

Staff at QUT were responsible for organising two Haycock tours of Australia. The first in 1986 saw Ken and Carol-Ann Haycock conduct their famous three day CPT institutes in a number of Australian cities. Typically these institutes were heavily over subscribed. The institutes were targeted at school teams, not just teacher-librarians. Usually a school team of three including principal, teacher-librarian, and subject teacher would attend. The tour was a tremendous publicity coup and created great interest in the impact that the teacher-librarian could have if the position were properly funded, timetabled and supported. The second Haycock tour to Australia in 1989 included a Train the Trainers CPT institute in Brisbane.

The Haycock tours were focussed around the three day institutes but they were not limited to them. Indeed, during both tours, the Haycocks were exposed to professional development for teacher-librarianship by distance education. This occurred through their participation in the TeleSLAQ series of teleconferences which were the brainchild of Roy Lundin and his associates at QUT and which were adopted in Queensland by SLAQ, the School Library Association of Queensland, as a mainstream approach to the delivery of professional development.

Professional Development from Australia to Canada

In 1985 Geoff Chapman returned to Canada on Study Leave and taught a Summer course at UBC. At the same time James Henri was in Canada on Study Leave from Charles Sturt University. As part of his leave he taught two Summer courses at the University of Western Ontario (UWO). The 1985 year was therefore a pivotal one for cross border influence. It was a year in which the Australian flavour of teacher-librarianship was introduced into Canada and it was a time for building of personal and professional links that have maintained.

By 1985 the majority of Australian teacher-librarianship programs were being delivered by distance education. In fact, some programs such as those offered by Charles Sturt University were never offered by traditional methods, either part time or full time on campus. The development of distance education made perfect sense in a large country with a small population. It was particularly appealing to teachers who were contemplating a post service specialization. What was surprising to Australian educators was that Canadian teacher-librarianship programs had

not taken the distance education path but rather were being offered in traditional modes, often by one or two specialist staff.

In 1985 Gene Burdenuk was the coordinator of the teacher-librarianship program at the UWO; he was also the President of the Canadian School Library Association. Burdenuk had recognised that education for teacher-librarianship in Canada faced bleak times and saw the potential offered by distance education to provide greater flexibility of delivery. Burdenuk arranged for Henri to make a presentation on the Australian experience to faculty at UWO and to library science educators at the Canadian Library Association conference in Calgary.

Other Australia-Canada Connections

It would be superficial and misleading to suggest that cross border influence has been the province only of those named so far in this chapter. To suggest that authors could uncover and unravel all the influences that have occurred would be unrealistic and naive. As an insight into other cross border influences, the writers offer the following two illustrations which are worth noting, although neither is mainstream to teacher-librarianship.

The first is the robust relationship between Larry Amey a Professor at the School of Library and Information Studies at Dalhousie University in Nova Scotia and a group of researchers and practitioners including Allan Bundy and Anne Hazell in South Australia. The link between these is the hybrid beast known as the joint use library. This crossborder link was established in the early 1980s and involved many visits by Amey to South Australia and by Australians involved in the topic to Nova Scotia.

Amey (1999) suggested that in many ways joint use libraries have always been a bit of a dark secret in Canada. They exist, probably in greater numbers than any other country, but nothing much is said about them. Certainly, very little research has been carried out. It is a different story in Australia and New Zealand. There are 120 joint use libraries in Australia, and South Australia alone has around 56. The Australian figure represents about 8 % of the 1500 public library service points in Australia, as compared with about 1 % of the public library outlets that are joint use in the United States. Having spent much of his professional life travelling to South Australia to undertake Joint Use research, in 1998 Larry Amey made the ultimate commitment by accepting an appointment as Professor of Library and Information Studies in the School of Communication and Information Studies at the University of South Australia.

The other substantial crossborder link is in the area of children's literature. The links between the two countries have a long history. For many years Australian Anne Hazell wrote an annual review of Australian children's literature for the Canadian journal, *Emergency Librarian*. In 1992 Australian academic, Anne Clyde, was appointed as the teacher-librarian educator at UBC. Clyde introduced Ron Jobe, a children's literature expert at UBC, to a number of active experts in Australian children's literature, including Maureen Nimon of the University of South Australia. Jobe invited Nimon to teach a Summer course in Australian children's literature at UBC in 1994. That appointment resulted in ongoing influence and return visits. Jobe spent an extended time in Australia during 1995 and 1996.

The Development of Shared Theory and Praxis

The links that are sketched above did not occur through chance or through convenience. If these were the guiding factors, one would expect the links in teacher-librarianship to be between Australia and New Zealand and between Canada and the USA. Crossborder influence in this case rests much more upon strong theoretical considerations than it does upon more pragmatic considerations.

The first and perhaps most clear cut link is the similarity of history and culture. Canada and Australia have a common language and a similar cultural perspective. But crossborder influence requires more than that for its development. Canada and Australia are countries of similar geographic size and with a not dissimilar population size. Both countries are rich in ethnic mix. The population in both countries is concentrated in urban centres. There are vast unpopulated areas. These similarities explain in part the interest in joint use libraries as a solution to difficult information resourcing problems.

The similarities across the education sector provides a further strong reason for each country to be looking over the shoulder at the other. It is this commonality that is particularly noticable in the field of teacher-librarianship. The basic building blocks of any school library are the facility, the resources, and the staff. The critical factor is the provision of a member of staff who provides access to the school library facility, to its resources and to the information world beyond the school. Typically the approach taken to staffing school libraries varies from country to country and even within countries. In New Zealand, for example, school libraries are typically staffed by class teachers as an extra duty. In England and Scotland, the school librarian is typically a qualified librarian but not a teacher. In the USA the school library media specialist may or may not have the qualifications and status of a teacher. In the UK and the USA, professional courses for the information professionals working in schools is typically the same (or very similar) course to that offered to information professionals destined for the full range of libraries. In the field of teacher-librarianship across the world, there are more differences than similarities in staffing practices. This is probably one of the reasons why international teacher-librarianship forums are so unstable.

Given the penchant for differences among the world community of school-based information professionals, the similarity among the building blocks of teacher-librarianship in Australia and Canada is amazing. School libraries in the two countries look similar. For many years all forms of learning resources regardless of format have been accessed through the school resource centre. In more recent times, access to the Internet has been facilitated through the school library resource centre. In both countries the information professional is called teacher-librarian. This is itself most unusual. More importantly, teacher-librarians in the two countries are similar in terms of their professional education and training. Almost all teacher-librarians are former classroom teachers holding the benchmark teaching credential of a four year teaching degree or equivalent qualification. In both countries, specialist qualifications for teacher-librarianship are offered either by Library Schools offering library and information studies programs or by Faculties of Education. In both countries the majority of popular teacher-librarianship programs are designed as distinct professional awards and vary considerably from mainstream library and information studies programs.

International associations have played a part in the development of the shared Australian-Canadian theory and practice in teacher-librarianship. Two international associations, IASL and IFLA, have provided an arena for Australians and

Canadians to present proposals, explore ideas, and promote initiatives. For example, Canadian Joe Hallein, who in the 1970s was Supervisor of Library/AV for a Roman Catholic School Board in Stephenville, Newfoundland, was active in IASL and provided early links for Australians to IASL when he moved to Australia to take up a position in teacher-librarianship at Kuringai College of Advanced Education in Sydney. The reader could legitimately ask why Australians and Canadians might form alliances with each other, rather than with other member countries that are closer geographically, for instance. The authors offer the following argument which they acknowledge is speculative at best. There appears to be a natural affinity among Australians and Canadians, based on a common language, enduring links with the "homeland," similar cultures, and similar economic and technological infrastructures. These commonalities facilitate the development of trust and understanding and provide the necessary foundation for partnerships. However, the foundation is not itself a sufficient condition for partnerships. The impetus is the desire of each to resist the dominance of American views in many economic, cultural, political and educational arenas. Australians and Canadians often form alliances in order to create a buffer against the influence exercised by the USA. Once these alliances are formed, for whatever reason, they tend to result in the consolidation of perspectives and positions.

Cross Border Influences in Delivery of Education for Teacher-Librarianship

Summer Teaching from Canada to Australia

A common practice of Canadian universities is to provide Summer Session programs during teachers' July to August vacation period. As noted earlier, Australian academics have taken the opportunity to teach in Canada through these Summer Session programs of teacher-librarianship. These opportunities have been pursued by Australians for a variety of reasons including: to have a working holiday; to examine other teacher-librarianship programs; to develop collegial connections; and to develop research linkages. In addition to these "obvious" reasons is another less obvious one. Many Australian academics teach only in the distance education (DE) mode and therefore the opportunity to teach a Summer course in Canada is the opportunity to teach face-to-face over an intensive but extended time frame.

The Australian author has spent time at five Canadian universities. These opportunities have allowed for crossborder exchanges that go beyond single universities. In some cases, there has been opportunity to bring Canadians together as part of a research agenda. One such case resulted in the presentation at the 1997 IASL Conference in Vancouver on DE issues (Obergh, Henri, Doiron 1997).

The Summer teaching provides an opportunity for the exchange of practice. Students provide a rich source of insight into what education and teacher-librarianship looks like in a country. These windows are far more insightful than would be the impressions gained from mere visitation. Likewise, the visiting instructor is able to provide a deeper understanding than the local practice. An example to support this occurred in 1997 in the Summer program at the University of Prince Edward Island. The course being taught had as a central component the practice of collaboration between class teachers and teacher-librarians (CPT). The

Instructor gained valuable insights into the strengths and weaknesses of the local practice. The barriers to success and the vital encouragement from Ministry personnel were made clear by the participants. The students came to the class with a limited understanding of the variety of CPT models that were being practiced across Canada and in Australia, the Australian Instructor was able to broaden horizons.

The popularity of Summer programs in North America has been a spur to the Australian writer to provide similar experiences for Australian teachers wishing to gain a teacher-librarianship award. But unlike the face to face programs these courses are conducted by DE. The courses in teacher-librarianship at CSU were the first graduate courses to be offered. These courses are popular because they are run during the nine week period of December and January, at a time when Australian teachers are on leave.

Distance Education from Australia to Canada

Education for teacher-librarianship by DE has been offered in Australia since the late 1970s. Today in Australia this seems like a natural occurrence but in the 1970s it was highly innovative and controversial. In fact, a defence of the offering of education for librarianship by DE was written to address the prevalent criticism (Henri 1983). DE provided the means to reaching professional teachers who wanted to move into the emerging field of teacher-librarianship. It provided the possibility of part time study without the need to give up an income. It addressed the problems of supply (most Australian universities are located in Capital cities and there are few academics who are qualified to design and teach such programs) and of demand (most teacher-librarians are women who are not in a position to travel at night to classes or who are unable to relocate to a city offering an appropriate program).

Given the enthusiasm with which the employers and potential students had welcomed the DE initiative in Australia, it came as no surprise that interest was shown in this development in Canada, a country sharing many similarities with Australia. During his visit to Canada in 1985 Henri was asked to present on DE issues and to write papers for scholarly journals in the field. This was, indeed, a case of sowing seeds because it was not until the 1990s that a Canadian educator went beyond noting the possibilities to taking action to ensure a probability that DE would become a reality for Canadian teachers wishing to become teacher-librarians. Enter Dianne Oberg of the University of Alberta.

Information Transfer

Dianne Oberg went to Australia for her study leave in 1993. The primary goal of her study leave was an investigation of distance education models that might be appropriate to the Canadian context. After investigating a number of programs in Australia, Oberg found the approach used at Charles Sturt University to be most appropriate to the situation in Western Canada, and a collaborative partnership developed between the two programs. This began with the purchase of course databases that she could easily adapt to the needs of her students in Canada. The purchase of two course databases from the established program allowed a much more rapid entry into distance learning. The instructors from the new program have

been able to move forward more quickly by building on the knowledge and experience of the instructors from the established program.

The CSU and U of A programs were conceptually similar even though in 1993 they were being delivered in quite different ways. Charles Sturt University (CSU), located in the Australian state of New South Wales, is a significant provider of DE programs. The programs in teacher-librarianship at CSU are offered from the Faculty of Science and Agriculture at the Wagga Wagga campus of CSU. Courses in teacher-librarianship from CSU have been available by distance study since 1982. The programs in teacher-librarianship are offered at the graduate level. The Master of Education (Teacher Librarianship) which is equivalent in length to one year of full time study is available to teachers who have a four year teaching qualification. The Master of Applied Science (Teacher Librarianship) which is the equivalent to 18 months full time study is available to three year trained teachers. In 2000 a new program, the Graduate Certificate of Applied Science (Information Literacy) will be introduced. This program targets teacher-librarians and classroom teachers and is equivalent to 6 months full time study. These programs attract about 150 students each year and are supported by five full time professors and a range of part time staff. For background on DE in Australia, see the articles in the reference list below [3-5].

The University of Alberta (U of A), located in Edmonton, the capital city of the province of Alberta, provides only a few DE programs and has limited infrastructure for offering such programs. The programs in teacher-librarianship at U of A are offered from the Faculty of Education, through the cooperative efforts of the Department of Elementary Education and the School of Library and Information Studies. Courses in teacher-librarianship have been offered at U of A since the 1950s in a face-to-face, on-campus mode. Today, based on the CSU model, only distance courses in teacher-librarianship are offered. Courses in teacher-librarianship are offered at the graduate level. All teachers in Alberta must have a four-year teaching qualification—a Bachelor of Education or equivalent—before beginning teaching. Students may take courses in teacher-librarianship as continuing professional education or as part of one of three programs: the Diploma in Education, the Master of Education, or the Master of Library and Information Studies. The Diploma in Education is equivalent to one year of full time study (8 courses); the Master's programs vary in course requirements, from 10 to 16 courses. The courses in teacher-librarianship attract about 50 students each year. Most are part time students taking one course per academic term. The course offerings are planned, coordinated and taught by one full time professor and four to five sessional instructors. Recently, funding has become available, on a competitive basis, through the provincial government for initiatives using technology to enhance learning and learning opportunities, and this has supported the re-development of the teacher-librarianship program into an online delivery mode.

The collaboration between the instructors at CSU who are maintaining an established program and the instructors at U of A who are developing a new program has been mutually beneficial. Both the Canadian and Australian programs continue to be highly structured and highly interactive. However, there has been a shift in both programs towards less structure and more interaction. More of assignments are process oriented and facilitate deep thinking. More assignments are student-centred, that is, students are invited to choose topics and approaches that meet their learning needs. The use of listservs and now web-based computer

conferencing has increased the amount and frequency of communication within the classroom community. These changes have been facilitated by the on-going sharing of ideas and information between the instructors at the two institutions.

Information transfer

The shared course development activities have led to shared supervision of graduate students and to several new opportunities for graduate students in the two institutions. The collaborative partnership between the instructors at U of A and CSU has been taken another two steps forward through shared course development and through participation in the ISIS'99 (Information Services in Schools) Online Conference <<http://www.csu.edu.au/research/cstl/isis/>>. Instructors from the two programs are developing joint web-based courses. It is anticipated that this will eventually lead to joint teaching.

The partnership between the faculty working in teacher-librarianship at the University of Alberta and at Charles Sturt University has created considerable benefits for both that extend beyond sharing professional concerns about DE. There also developed a research partnership between the two programs that has resulted in an international study of how principals and teacher-librarians work together. The scope of the project has been made more possible by the partnership. Without the building of trust through the distance learning partnership, such international research partnerships would be difficult to establish.

**Research on the Principal and Information Services in Schools:
Synergy in Themes and Methods**

Qualitative Research from Canada to Australia

The international study of how principals and teacher-librarians work together had its roots in qualitative work done by Linda LaRocque and Dianne Oberg in Canada (1990). They were interested in the concept of school culture and how various educators worked together in collaborative cultures to develop powerful school library programs. Their study examined the role of the principal as one element of school culture that facilitated the successful establishment of school library programs. The study was conducted in a small urban school district in Alberta, Canada that was reputed to have exemplary school library programs. The researchers interviewed twelve individuals—at the district level, the superintendent and school library consultant and, at the school level, the teacher-librarian and the principal or vice-principal from five district schools. The five schools were selected to participate in the research by the district school library consultant.

Information Transfer

During her study leave in Australia in 1993, Dianne Oberg gave the keynote address at the Adelaide conference of the International Association of School Librarianship (IASL). In that address, she spoke about her Canadian research on school library program implementation, including the LaRocque and Oberg study. James Henri was at that conference presentation and their discussions about that research led to a research partnership. When Dianne returned to Canada, she provided Henri

with the interview schedules and other materials used in the Canadian study. An Australian study was designed based on those materials by Henri and a colleague at CSU, Lyn Hay.

The Hay and Henri study was framed as an examination of the role of the principal in developing and supporting an information literate community. The successful adoption of the information technology that enables a school to pursue the goal of information literacy was found to require the same kind of active support from the principal as does the integrated library program. This research project was undertaken in public schools in the Metropolitan South West Region of the New South Wales Department of School Education in Sydney, Australia. This Region has been at the forefront of school library development for some years. A panel of nine key people, using a Delphi technique, assisted in the nomination and selection of the research sample, schools reported to have successful, integrated school library programs and a whole school commitment to information literacy. The researchers interviewed the principal and teacher-librarian in six schools.

Research Methodology for the Qualitative Studies

The Canadian project involved 5 schools in Alberta while the Australian project was undertaken in 6 schools in New South Wales. Both the Canadian and Australian studies used qualitative methodologies. Schools with well-established library programs were identified, and principals and teacher-librarians were interviewed using semi-structured interview schedule. The interviews were recorded and transcribed, and then analyzed using a content analysis approach.

Information Transfer

Findings from the Canadian study were presented at the 1990, 1993, and 1995 conferences of IASL in Sweden, Australia, and the United Kingdom (LaRocque & Oberg, 1990; Oberg 1993; Oberg 1995) and, and findings from the Australian study were presented at the 1995 Open Session of the Section of School Libraries of the 1995 Conference of the International Federation of Library Associations (IFLA) in Istanbul and in Australia (Hay & Henri 1995; Henri & Hay 1996).

Themes and Patterns Emerging from the Qualitative Studies

From the analysis of the data from the research done in Canada and in Australia, five common themes related to the principal's support of collaborative library or information literacy programs emerged, which are explained briefly below:

Theme 1: Understanding and believing in the collaborative library or information literacy program

Principals created the school context within which principal, teachers, and teacher-librarian could work in a collaborative way, and they conveyed the importance of the library program to teachers. Principals demonstrated active personal commitment for the school library program by making explicit statements about the value of the program and by being visible in library. Principals demonstrated an understanding of the value of information literacy and provided encouragement to teach-

ers to embrace it. Principals interpreted the role of the school library program to students and parents and to district level personnel and other principals.

Theme 2: Recognizing the importance of the teacher-librarian

Principals spoke highly of the teacher-librarians in their schools and gave evidence that they trusted the teacher-librarians' knowledge and expertise. They made time for meetings with the teacher-librarians and encouraged their personal and professional development. Principals expected their teacher-librarians to have a vision of the future development of the library program and /or information services and to have or develop the skills needed to be leaders in information literate school communities. The principals were prepared to support the teacher-librarian as a quasi-senior member of staff as long as the teacher-librarian met those expectations.

Theme 3: Ensuring collaborative planning time and other program resources

Principals, through their management and administrative role, ensured the provision of adequate program budgeting for materials and for information technology. They arranged for the flexible scheduling that allowed collaborative work between teachers and teacher-librarians. Provision of time for collaboration was regarded as a critical element and was provided through two main tools: the schedule and the budget. In addition to providing flexible schedules for the teacher-librarians, principals built into school schedules common planning times for teachers at the same grade or level.

Theme 4: Providing appropriate staff development

Principals encouraged teachers' professional development in relation to the school library program by providing inservice and by providing time for discussions related to the program in staff meetings. Principals also provided resources to teacher-librarians to allow release from teaching to undertake professional development.

Theme 5: Monitoring implementation of the collaborative school library program

Principals ensured that the school library program was integrated into the planning and evaluating structures of the school. Principals made it clear that teachers were expected to be involved in the school library program on an on-going basis. For example, they required that evidence of collaboratively planned projects be provided as part of the teachers' annual performance review.

Two underlying patterns pervade the research related to the role of the principal in implementing collaborative school library programs: expressing commitment to the school library program and integrating the program into the general program of the school. The principal provides psychological support and substantive support. The principal sets the tone for the kind of reception the teacher-librarian and the library program by the rest of the staff and the principal ensures that resources of time and money are available. Time and money alone are not sufficient for meaningful change. Principals, teachers, and teacher-librarians need to have a shared view of the potential of the school library program as one that reaches beyond the library into the teaching and learning of the whole school. Educators need to develop a deep and rich understanding of resource-based learning that will allow them to link these changes to other restructuring efforts that are focused on improving opportunities for student learning.

The themes and patterns reported above give a picture of how principals in schools with exemplary library or information literacy programs act to build collaboration between teachers and teacher-librarians. Facilitating educational change, transforming school cultures—these are complex endeavours that are frequently unsuccessful. That is why studying schools that have been successful in these endeavours is so important. Small-scale qualitative studies can be very powerful in helping us to understand complex phenomena such as the strategies of successful collaborative leaders. However, because of the uniqueness of each study situation and the small number of participants in these kinds of studies, it is impossible to generalize from them as to what factors, for example, might explain why these principals are able to lead in these ways. For this, larger scale studies can be helpful. The qualitative studies had provided in-depth understanding of a small sample of schools in two countries; a quantitative study could test the existence of the factors of influence and support that exist between the principal and the teacher-librarian across a broader range of schools and in a larger number of countries.

Quantitative Research from Australia to Canada and Beyond

The qualitative studies, conducted by Oberg and LaRocque and by Hay and Henri, provided analyses of the ways that principals working within information literate school communities are able to support the work of teacher-librarians. The projects also identified the methods used by teacher-librarians to involve the principals in the development of effective school library and information services. Based on the data from the original qualitative studies, an international study was proposed by Hay and Henri which would use questionnaires to survey both principals and teacher-librarians about principal support.

Information Transfer

Involvement of other countries in this study began at the 1995 IFLA conference where Hay presented a paper on the six-school study in Australia. Based on expressions of interest at that conference, Lyn Hay and James Henri applied for research funding from the International Federation of Library Associations and Institutions (IFLA) and Dianne Oberg applied to the International Association of School Librarianship (IASL). Both funding applications were successful and in 1996 the three co-investigators began the preparations for conducting the international study.

Commitments were secured for the study to be carried out in seven countries: Australia, Canada, Scotland, Finland, France, Japan, and South Korea. For the 1997 IFLA conference, Hay, Henri, and Oberg organized a full day workshop. Four papers were given on the research related to the role of the principal in an information literate school community (Dogg Hafsteinsdottir 1997; Henri and Hay 1997; Moore 1997; Oberg 1997), and a workshop was held for members of the International Research Reference Group (IRRG) representing the seven countries involved in this international study (see Table 1). The role of this group was to: (a) provide input and advice regarding the adaptation and translation of the quantitative and qualitative instruments for their country; and (b) plan and administer the procedures for data collection, analysis, and reporting of findings for their country.

Table 1 International Research Reference Group

Australia	James Henri Lyn Hay Senior Lecturer Lecturer, School of Information Studies, Charles Sturt University, Wagga Wagga
Canada	Dianne Oberg Associate Professor, School of Library and Information Studies, University of Alberta, Edmonton
Finland	Liisa Niinikangas Information Specialist and Partner, Lighthouse Consulting, Tampere
France	Colette Charrier President of FADBEN and Teacher-librarian, Lycee Guez de Balzac, Angouleme
Japan	Setsuko Koga Professor, Department of Education, Aoyama Gakuin University, Shibuyaku
Scotland	James Herring Head of School (Acting), Department of Communication and In- formation Studies, Queen Margaret College, Aberdeen
South Korea	Yoon Ok Han Professor, Department of Library and Information Science, Kyonggi do University, Suwon-City

Research Methodology for the Quantitative Study Design of the Instruments

Questionnaires, based on the interviewee data fields used and the key factors resulting from the original qualitative studies, were developed and tested in Australia. The piloting of these instruments was conducted in Australia using standard hard copy questionnaires. The Internet was used to distribute the pilot instruments to volunteer members of the Australian listserv OZTL_NET; however, the inability of many respondents to translate e-mail attachments resulted in the faxing and/or snail-mailing of instruments to the majority of the participants in the piloting.

Two model questionnaire sets—one for principals and one for teacher-librarians—were developed. The three instruments in each of the questionnaire sets included both closed-choice and open-ended questions. The closed-choice questions in Instrument 2 employed a five point scale, with a zero weighting for the additional category “cannot comment.” The traditional five point scale was rejected because the instruments were lengthy and it was felt that there might be an interest in over-using a mid point.

Instrument 1 was designed to identify demographic variables for each of the country samples including the personal and professional characteristics of the principals and teacher-librarians and the characteristics of individual schools. Principal and teacher-librarian respondents were required to complete different versions of Instrument 1. Both principals and teacher-librarians were required to provide their own personal and professional details. In addition, the principals were asked to provide some whole school data, while the teacher-librarians were asked to provide specific school library resource centre data. The researchers decided to split the demographic data across both versions of Instrument 1 to avoid duplication of school-based demographic data and to reduce the data input burden for both principals and teacher-librarians.

Instrument 2 was designed to identify the level of principal support for the school library program and the teacher-librarian. Principals answered 50 questions while teacher-librarians answered 53 questions, using 5-point rating scales. Instrument 2 was divided into two parts: (a) perception factors, and (b) belief factors. For Part A, principals and teacher-librarians were required to complete identical versions of the 31 perception questions in Instrument 2. Respondents were asked to firstly rate the level of attention they perceived the principal to give each item at present using the rating scale, A Lot - Some - Little - None or Cannot Comment, and secondly, to rate (using the same scale) the level of attention they would like to see the principal give each item in the future. In Part B, principals and teacher-librarians were required to complete different versions of belief statements in Instrument 2. Both respondent groups were asked to indicate the strength of their belief for each of the items using the scale, Strongly Agree - Agree - Disagree - Strongly Disagree - Cannot Comment. These belief statements were designed to indicate the strength of and alignment between principal and teacher-librarian beliefs about the roles of principals and teacher-librarians in developing and supporting an information literate school community. The belief statement responses could also be used to shed more light on the results found regarding principal attention in Part A.

Instrument 3, composed of open-ended questions, was designed to elicit additional information from principals and teacher-librarians in a qualitative format. Nine of the open-ended questions were the same for principals and teacher-librarians. These questions invited respondents to make comments related to the strengths and challenges of the school library, the contributions of teacher-librarians to teaching and learning, the nature of information literacy, barriers to integration of information skills, the promotion of the school library, and the respondents' roles in developing and supporting an information literate school community. Teacher-librarians were asked two extra questions related to ways they used to maintain their credibility as teacher-librarians and ways that their principals could provide them with additional support.

Data Collection and Analysis

Because school-based research usually involves an extensive and time-consuming approval process and because the potential respondents are usually very busy professionals, the co-investigators decided to transfer the administration of the questionnaires from a snail-mail, paper-based approach to an online, Web-based approach. Each IRRG member was responsible for the collection of data in their country and for the entry of those data via the WWW database at the School of Information Studies, Charles Sturt University (CSU). Where possible, the respondents were asked to enter their responses on an electronic format of the questionnaire, i.e., accessed via the WWW. There was variation in data collection and data entry across the seven countries, and in no country was there 100% electronic data collection and entry. In five of the countries, the data was collected using paper questionnaires. In four of these, the researchers then entered the data onto the CSU website. In non-English speaking countries, this second step also involved translating non-numeric data into English. In one non-English speaking country, this additional step proved too daunting, the data was never entered onto the CSU website, and the data was analyzed by a local research agency. In Canada and Australia, some respondents entered their data directly onto the CSU website while others completed paper questionnaires which were then entered onto the website by the researchers. The Canadian respondents had the highest rate for data entered directly onto the CSU website.

The quantitative data from the CSU website was analyzed using SPSS by Hay and Henri at CSU. Frequency analysis was used to get an overall picture of the data, and t-tests were used to check for significant differences between the responses of principals and teacher-librarians. The qualitative data from the open-ended questions was analyzed using a framework and content analysis procedures developed by Oberg at the University of Alberta. The NUDIST*QSR software program, designed for use with textual qualitative data, was used to gather together all the responses to each open-ended question from all the principals in each country and all the teacher-librarians in each country. It was also used to gather together pairs data, that is, the responses of the teacher-librarian and the principal for each school where both principal and teacher-librarian submitted responses to the questionnaires.

Each member of the IRRG was responsible for compiling a report, based on findings from both qualitative and quantitative data analysis, for their own country.

Information Transfer

The presentation of these reports comprised the agenda for the morning workshop held at IFLA'98 in Amsterdam, The Netherlands — Session 158B for the IFLA Section of School Libraries and Resource Centres on The Role of the Principal in an Information Literate School Community: An International Research Panel. The papers from this session are available at <http://www.ifla.org/ifla/IV/ifla64/64cp.htm> and at <http://farrer.riv.csu.edu.au/principal/survey/>. The Australian and Canadian findings were presented earlier that summer at the International Association of School Librarianship Conference in Ramat-Gan, Israel (Hay, Henri, & Oberg, 1998). Further dissemination of the research findings occurred at the Joint Conference of the International Association of School Librarianship and the American Association of School Librarians in Birmingham, Alabama in November 1999

(Oberg, Hay, & Henri, 1999). A paper on the research methodology paper was accepted for publication in an online school library journal (Oberg, Hay, & Henri, in press). In preparation are a n IFLA Professional Report and a book proposal.

Collaborative Research between Australia and Canada and Beyond

Over a period of approximately seven years, researchers in teacher-librarianship at the University of Alberta, Canada and at Charles Sturt University, Australia have benefited from information transfer. The international study of principal support for library or information literacy programs has been the focus of this information transfer but other research projects and teaching initiatives have contributed to the mix. The collaboration of the co-investigators supported the administration of a complex project and drew on their different strengths in research knowledge and in resource availability. Oberg brought expertise and experience in qualitative research methods, including research design, data collection, data analysis, and reporting of findings. Hay and Henri brought expertise and experience in quantitative research methods and in web-based surveys.

Some of the members of the IRRG were able to utilize their involvement in the international study to move forward national and local agendas related to school libraries and information literacy. Members of the IRRG were able to use the contacts they made in the international study to help to move forward initiatives in their countries. For example, the Finnish researcher, Liisa Niinikangas, used information provided by the Canadian researcher to bolster the arguments she was presenting to legislators in support of new educational legislation that recognized the role of school libraries in the education of Finnish young people. She stated in an e-mail to the Canadian researcher in June 1998:

“in the Finnish Parliament they had the final voting about new educational legislation, and [June 18] it passed with the statement of school libraries and their funding! It was a great victory, since for the first time in our history we have got school libraries so visible.”

In some countries, the process of obtaining consent for the study had the effect of increasing awareness of school libraries. For example, in the Finnish report, the researcher reported that the leading principal of the schools in one city wrote in his letter of consent, “These questions seem to reflect a reality totally different from Finland with working possibilities totally different from ours, yet it may be that just the things worth developing became visible in this questionnaire”(Niinikangas, 1998, p. 5).

Later that year, the Finnish researcher published an article in the Finnish Library Journal advocating the support of school libraries in the country which caused considerable debate in the Finnish library community. In this way, the researchers raised the profile of school libraries in their communities.

Other researchers commented on the way in which their involvement with the project was useful in developing a richer understanding of the role of school libraries in their communities. James Herring, from Scotland, commented that his involvement had “highlighted a number of issues of concern to both school librarians and headteachers and these include: the perception of the importance of information

skills in schools; the need for effective staff training relating to the use of the Internet in schools; the qualifications of school librarians, i.e., should school librarians be qualified both as teachers and as librarians; and the role of the school librarian in curriculum development and the use of resources in the curriculum” (Herring, 1999).

Discussion

Throughout this chapter, we have attempted to demonstrate how the connections between Australia and Canada in the field of teacher-librarianship have developed in the theory and practice in teacher-librarianship, in the delivery of education for teacher-librarians, and in the research into the role of the principal in information literate school communities. The patterns of these connections have been explored in Table 1 in two of these areas where we have been most closely involved. For each year, we have indicated sample activities (citations provided in References) and the audience of those activities. The table also indicates some of the ways in which the sharing of ideas, information and expertise has extended beyond the researchers and teachers in our two countries.

Earlier in the chapter, we have speculated why Australians and Canadians often choose to form partnerships and alliances. There are, we believe, a number of reasons that help to explain why, in the field of teacher-librarianship, there are archetypal examples of Australians and Canadians effectively facilitating the transfer of ideas and information across the oceans: we have developed understanding of each other’s strengths and limitations (personal, professional and contextual) and we have developed trust in each other. Both understanding and trust are necessary in our view to sustain long term complex relationships over great distances.

The demands of writing this chapter have helped us to analyze what makes the relationship work. We have developed understanding and trust in many different ways. The three themes we particularly want to note are: short but intensive engagement in each other’s lives; mutual involvement in international association work; and making and carrying out informal agreements and commitments.

Collaboration across border might theoretically be developed in the virtual world but we have found that the face-to-face involvements have enriched and deepened the collaborative relationship. Short but intensive engagements in each other’s lives have helped us to develop an appreciation for our personal, professional and contextual strengths and limitations. Oberg has spent part of two study leaves in Australia, including visiting CSU and presenting at conferences and giving professional development sessions. Henri has taught a course at University of Alberta and presented at several library conferences in Canada, and Hay has spent a 3-week session at U of A analyzing data and writing research reports and articles with Oberg. Other CSU faculty have visited Canada for research work and for presenting at conferences. For each of these visits, we have helped each other finding accommodation and opportunities to give guest lectures. We have introduced each other to our professional and academic communities and to our families and friends as well. We have had each other in our homes and local favourite spots. We have organized social events and visits to local tourist attractions around these occasions.

Our mutual involvement in international association work has given us further opportunities to work and play together. All three of the co-investigators on the Principal project are involved with the workings of two international associations in the area of teacher-librarianship, IASL and IFLA. Research findings have been disseminated primarily through conferences of IASL and IFLA. When we have attended these conferences, we have scheduled significant blocks of time to build the relationship and to work on a variety of initiatives.

Much of our collaboration has been conducted through making and carrying out informal agreements and commitments. We have rarely made use of formal documents; the few that we have used have been required by our institutions. One formal document that has proved useful is a one-page university-to-university agreement on collaboration which officially sanctions everything we might want to do together— instructional design, teaching, and research. We have shared information about research projects—not only details of research design and samples of instruments but stories of what has gone well and what has gone wrong. We have helped each other find information for our students when, for example, the Interlibrary Loans systems of our institutions proved inadequate. We are beginning to share supervision of graduate students.

International partnerships of the kind we have developed have many benefits. At the heart of the partnership is a sharing of resources. For example, a critical mass of five fulltime faculty members focused on distance education in teacher-librarianship in one university has allowed the development of diverse initiatives in research, publishing and online delivery; this provides a valuable resource for a single faculty member in teacher-librarianship in the other university. It was very valuable for the single faculty member, located in an institution focusing on face-to-face delivery, who was considering a move into distance learning to be able to partner with faculty in an institution with well-established distance education expertise and infrastructure systems.

The partnership has also offered opportunities for faculty in both institutions with interests in information literate school communities to share and develop research initiatives. Often, an institution builds a faculty cohort with members in specialist teaching and research areas; this means that faculty members must go outside their cohort to find others with their specialties for collaborative work. This is as true for large cohorts as for a single faculty member. Obtaining research funding is a very competitive and time-consuming process: partnerships can make this process more efficient and successful.

Because international connections are valued by universities in Canada and Australia, there are other benefits as well for faculty members. For example, the partners have been able to provide support for each other in tenure and promotion procedures where peer review by a faculty member from another country is often sought.

Table 1 Patterns in Information Transfer

Year	Research on the Principal and Information Services in Schools Education for Teacher-Librarianship
1983	A Journal article - Henri
1984	
1985	I Conference presentation – Henri A PD session- Henri C Conference presentation – Henri C PD session - Henri
1986	C Journal article – Henri
1987	NA Refereed publication - Henri
1988	
1989	
1990	I Conference paper/proceedings -LaRocque & Oberg NA Book chapter - Henri
1991	C Refereed publication - LaRocque & Oberg I Refereed publication – Beattie & Henri
1992	
1993	I Keynote conference paper/proceedings- Oberg A Videoconference presentation – Oberg A PD session - Oberg
1994	U Refereed publication - Oberg
1995	I Research funding - Oberg, Hay & Henri I Conference presentation/proceedings - Oberg C Journal paper – Henri & Hay C Conference presentation- Oberg & Freeman C Professional column - Oberg C Professional column - Oberg U Refereed publication reprinted – Oberg
1996	I Conference paper reprinted – Oberg A Conference paper/proceedings – Henri & Hay C Project funding – Oberg C Refereed publication – Oberg & Freeman C Professional column - Oberg C Professional column - Oberg C Professional column – Oberg C Journal article – Henri & Hay
1997	I Conference paper – Oberg I Conference paper – Dogg Hafsteinsdottir I Conference paper - Moore I Conference paper – Henri & Hay A Refereed publication – Oberg C Keynote conference paper/ proceedings - Oberg

C PD session - Oberg
 I Conference Presentation - Oberg, Henri, & Doiron
 C Professional column - Oberg & Scott
 C Professional column - Oberg
 C PD session – Oberg
 C Project funding – Oberg
 1998 I Conference paper/proceedings - Hay, Henri & Oberg
 I Conference paper/ web proceedings – Oberg
 I Conference paper/ web proceedings - Han
 I Conference paper/web proceedings – Charrier, Bacconnier & Van Cuyck
 I Conference paper/ web proceedings – Niinikangas
 I Conference paper/ web proceedings - Herring
 I Professional column - Oberg, Hay & Henri
 I Professional column – Oberg, Hay & Henri
 Fi Journal article – Niinikangas
 Fi PD session -Niinikangas
 Fi PD session -Niinikangas
 Fi Expert statement to Parliament – Niinikangas
 Fi Expert statement to Parliament – Niinikangas
 Fr Major report - Charrier, Baconnier, Van Cuyck & Sarmejeanne
 C Professional column – Oberg
 C Poster session – Oberg
 C PD session - Oberg
 C PD session – Oberg
 C Project funding – Oberg

1999 and Forthcoming

U Refereed publication - Oberg, Hay & Henri
 I Conference presentation - Oberg, Hay & Henri
 Fi Book chapter – Niinikangas
 Fi PD session -Niinikangas
 K Refereed publication - Yan
 HK PD session - Henri
 C PD session - Oberg
 C Conference presentation – Oberg
 I Refereed publication – Oberg & Henri

Audiences:

I – International
 NA – North America
 A – Australia
 C- Canada
 Fi –Finland
 Fr – France
 H – Hong Kong
 K – South Korea
 S - Scotland
 U – United States

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Author Notes:

Dianne Oberg is an Associate Professor at the University of Alberta, Edmonton, Canada. Her research work focuses on teachers' use of libraries and on the implementation and evaluation of school library programs. She has been involved in assessing school library programs at the school and district level since 1987. Dianne has had many years of experience as a classroom teacher and as a teacher-librarian in elementary and secondary schools, and has been actively involved in school library association work from the local to the international level. She is the editor of IASL's journal, *School Libraries Worldwide*. Dianne has been the coordinator of

the Teacher-Librarianship by Distance Learning program www.quasar.ualberta.ca/tl-dl/ at the University of Alberta since 1996. Recent publications include:

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James Henri is Sub Dean and Senior Lecturer in Teacher Librarianship in the Faculty of Science & Agriculture at Charles Sturt University, NSW, Australia. James is the Director of the Centre for Studies in Teacher Librarianship and Coordinator of graduate programs in teacher librarianship. James' teaching and research interests are in the areas of: the information literate community (particularly information processing models, teacher beliefs and practice, and principal influence), learning communities and collaborative cultures, leadership and change practice. James teaches primarily by distance education and his research there is focused on: discourse as making meaning, authentic assessment, and issues in instructional design. Recent publications include:

James Henri and Karen Bonanno (1999). *The information literate school community: Best practice*. Wagga Wagga, NSW: CIS.

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