On Common Ground:

An Action Plan for the Continued Improvement of the

Tokyo Korean School Elementary Library

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Executive Summary

An extensive body of current research across multiple environments shows that schools with effective library programs perform better than schools without well-developed library programs. Furthermore, the research not only confirms increased student performance on various standardized tests, but it also demonstrates increased student learning on a broader scale when it comes to reading literacy and writing. It stands to reason that having a well-developed library program will not only increase student learning, but it is one aspect where Tokyo Korean School can compete with international schools in the area. This research also points to clear characteristics that determine what should be considered an effective library program:

- Understanding, commitment, and support from school administrators.
- Presence of a full-time librarian or full-time teacher-librarian.
- Teaching of library skills and information literacy skills.
- Collaboration between a librarian and teachers in planning and implementing lessons.
- Up to date and extensive collection of books and other materials for students.
- Reading incentive programs that encourage students to read independently.
- Integration of library into the curriculum.
- Frequent use of the library by students, teachers and classes.
- Use of information technology by students including school-wide network services.
- Increased hours of operation.

While there are many positive and beneficial aspects of the English library program at Tokyo Korean School, it is important to acknowledge that the English library program is unsustainable given the absence of a plan for its management or its continued development. The English library program as it exists now, was developed on the initiative and efforts of teachers who have volunteered their time and skills over the past six years. A review of current research and a survey of school library programs in the area show, developing and managing an effective school library program is a multi-faceted, time intensive task. Furthermore, the necessity for an action plan to re-engineer school library programs to meet the 21st century needs of students is in demand on an international scale. Tokyo Korean School's library program is no different. Therefore, a discussion between the teachers and the administration about the benefits of the library program at Tokyo Korean School is needed. This report highlights the necessity of a well-developed library program at Tokyo Korean School that will help students gain academic knowledge, develop information literacy skills and become responsible users of the global digital community.

A survey conducted among international schools in Japan based on the above criteria has led to the conclusion that most schools surveyed have well developed library programs which meet most or all of the characteristics above. The Tokyo Korean School English library program compares favorably to other schools in regards to its reading incentive programs and special events; frequency of use of library; and in its hours of operation. In the remaining areas; support and understanding from school administrators, presence of a librarian or teacher-librarian, time allotted to perform necessary library duties and activities, collection size and curriculum integration, there is much work to be done to develop a more effective school library program that is competitive with other schools in the region. While the primary focus of this project was the English library program it stands to reason that many of the conclusions and many of the details could accurately be applied more broadly to include the Korean library program which shares the same physical space but is managed somewhat differently.

1 Action Plan

On the basis of a review of current research and a comparative analysis of survey results, an open and ongoing dialogue between the administration and the Library Coordinator is encouraged. As part of this dialogue, the following action plan for improving the school library program at Tokyo Korean School is recommended:

1. Creation of a full-time teacher-librarian position with the broad responsibility to lead and oversee further development of the school library program.

2. Teaching of library skills, information literacy skills and information technology as an integrated part of the curriculum.

3. Integration of the library into the existing curriculum, including increased planning and collaboration between the teacher-librarian and classroom teachers.

4. Gradual expansion of the current collection of English language books to approximately 10,000 titles.

5. Improvement of the school wireless network and development of school-wide library network services.

The points listed in the above action plan are interdependent.

2 Introduction

The American Association of School Librarians published a revised statement of the mission of school library programs. This revision was intended to indicate the expanding roles of the school librarian in helping learners develop the skills and knowledge needed to be successful in the the twenty-first century. This revised mission statement is:

- *collaborating with educators and students to design and teach engaging learning experiences that meet individual needs*

- *instructing students and assisting educators in using, evaluating, and producing information and ideas through active use of a broad range of appropriate tools, resources and information technologies*

- *providing access to materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading*

- *providing students and staff with instruction and resources that reflect current information needs and anticipate changes in technology and education*

- *providing leadership in the total education program and advocating for strong school library programs as essential to meeting local, state, and national educational goals (Empowering Learners Guidelines for School Library Programs,2009, p. 8).*

This description reflects a very broad and far reaching view of the role and value of school library programs. The idea that a school library program has an important role in the overall curriculum and effectiveness of a school is mirrored in a Korean government study, which led to an initiative to improve school libraries in Korea. Professor Yoon-Ok Han of Kyonggi University details this initiative and its early outcomes in *A Study of the school library policy and its development in Korea (2005).* Professor Han reports that the South Korean government developed a master plan to improve school libraries. This plan had four elements as it main focus: the redesign and renovation of library physical plants; beginning cooperative programs of integrating planning and teaching; the hiring of professional teacher-librarians; and devising a plan of public-private sector collaboration that ensures continued improvement over time.

While all of these are relevant to library development on a wide scale, only the integration of the library into the school curriculum and the presence of a professional teacher-librarian are directly related to the scope of this study.

3 Purpose

The purpose of this study is to briefly review some of the relevant research pointing to the benefits of an effective school library program and to identify criteria by which the school library program at Tokyo Korean School can be assessed. These criteria will be applied in three ways:

- First, to develop and conduct a survey of the library programs in selected schools in Japan for purposes of comparative analysis.
- Second, to evaluate the existing English library program at Tokyo Korean Elementary School.
- Third, to establish an action plan for use by the school administration and directors in further developing the English library program for the benefit of the students at Tokyo Korean School.

4 Methodology

Based on a desktop review of studies from the United States of America, Australia, the United Kingdom and Canada relating to the role and effectiveness of school library programs, a compilation of the various criteria used in evaluating the effectiveness of library programs in those countries was developed. This compilation was used to develop a set of criteria that informed the development of an online survey. The survey was distributed to international schools in Japan with school library programs. The survey was also completed by the Library Coordinator at Tokyo Korean School. A brief analysis comparing the survey results from the international schools with the Tokyo Korean School English library program was completed. On the basis of this desktop review and comparative analysis, a summary of recommendations was written.

5 Rationale

The primary goal of a school is to educate students and make sure they are prepared to make their way in the world. A school library program has a critical role in fulfilling this goal. Although there are many positive aspects to the current English library program, no comprehensive strategy exists to maximize the library program's effectiveness, manage it, nor incorporate it into the English immersion program curriculum. The English library program has been a huge investment in time and finances, so it only makes sense that such an investment be utilized to its fullest potential and to the maximum benefit of all students.

Furthermore, without a comprehensive strategy for its continued development and management, the English library program is unsustainable. Its current operating model depends entirely upon the efforts of teachers who have volunteered their time outside their contractual obligations. For more than six years, efforts have been made to improve the English library program, however to date, no discussion of a long term plan for the development of the library program has taken place. This report is an opportunity for the school administration and directors to establish a broader understanding of school library programs from which they can make a commitment to and develop a plan for creating an excellent school library at Tokyo Korean School.

6 Research

A significant volume of research leaves no doubt that there is a strong link between effective school library programs and student achievement. Studies across the United States and internationally have consistently shown this to be true.

According to a study completed in the U.K by Loughborough University (LISU) conducted by Helen Greenwood, entitled *Successful Primary School libraries: Case studies of good practice,* a number of elements concerning good practices were identified that lead towards a successful library: commitment of the school principal and administration; commitment of designated library space; involvement of children in the day-to-day running and development of the library; maximizing the opening hours of the library; encouraging teachers and administration to integrate the library program into the school; using the library effectively in terms of space; providing a wide range of books and materials; and using evidence to evaluate the effectiveness of the library.

The study showed that the amount of time library staff was able to invest in the library was an important factor in the library's success. The study also showed that a knowledgeable librarian was appreciated by children. These librarians developed a number of successful strategies to involve children in the library. Programs included volunteers, competitions, pupil librarians and suggestion boxes. The study also showed that in a number of schools with successful programs, the library was integrated into the curriculum, making it the center of their language arts program and class-based resources. Successful libraries had succeeded in making the library a bright, airy and inviting space. Students in these libraries also valued that they could work and read in peace and quiet, as well as have access to a good selection of books and other resources. Libraries were used during lesson times, for research purposes and teaching

library skills. Greenwood's study showed that all successful libraries allowed use outside of class time and that independent use is seen as an important factor in developing children's literacy and enjoyment of books (Williams et al.,2002).

The findings of the U.K. study are supported by multiple studies conducted across a wide-range of schools in the United States by Keith Curry Lance and various other researchers following his model. While the focus of many of these studies varied, some key findings over different years and locations were as follows:

- in schools with good libraries and full-time librarians, students perform better at higher levels in reading comprehension (Lonsdale,2003).
- school librarians contributed "to student academic achievement by shaping the school library collection and collaborating with classroom teachers" (Lonsdale,2003).
- school library development programs which increased, "library staff hours per student, library expenditures per student, information technology, collaboration between teachers including professional development time school librarians spend with teachers" led to increased student reading scores on standardized tests (Lance, as cited in Lonsdale 2003, p.14).
- reading scores increased where a school librarian was involved in teaching information skills to students (Lance, as cited in Lonsdale,2003).

Another study conducted by Oberg in 1999 was of a program termed the Library Power Initiative. The Library Power Initiative had been implemented at Lakeside Elementary School in Tennessee a few years before Oberg's study. The purpose of the program was to improve student learning by improving school libraries. This initiative led to certain changes in the library program at Lakeside Elementary school; which included, 'more collaborative planning by the librarian and teachers, greater curriculum alignment, flexible scheduling, which allowed students the opportunity to demonstrate independent research skills in the library, a more student-centered approach to learning, improved library collections and facilities, and mandated professional development for teachers' (Lonsdale,2003). Oberg's study of the program found there was a dramatic improvement in student achievement at this school for which changes in the library made a significant contribution. Of particular note is the school librarian's finding that the highest test scores were in the classrooms with the highest rate of library usage while classes with the lowest rate of library usage had the lowest scores.

In addition to increased student achievement test scores, there is a positive correlation between reading literacy and the presence of an effective school library program. Stephen Krashen, a renowned linguist and educational researcher, has pointed out in his research that children who voluntarily read have a higher literacy development rate in reading comprehension, vocabulary, spelling ability, grammar usage and writing style (Krashen,1998). Between 1990 and 1991, the International Association for the Evaluation of Educational Achievements Reading Literacy Study was carried out in multiple countries. In British Columbia, the study indicated a strong correlation between borrowing books from the school library and students' reading achievement (Frose,1997).

According to a wide-range of surveys and studies conducted in 2000 and later across the United States in Alaska, California, Colorado, Iowa, North Carolina, Oregon, Pennsylvania and Texas, certain characteristics were identified as being indicative of effective school library programs that have had significant impacts on student achievement. The characteristics identified as being related to higher student achievement were: professional library staffing, increased hours of operation, more recently copyrighted books and materials, higher per student expenditures on books and other printed materials, and higher per student expenditures on electronic access to information (Burgin et al.,2003).

In *Impact of School Libraries on Student Achievement,* Lonsdale reviews a broad range of studies "which show that school libraries can have a positive impact on student achievement - whether such achievement is measured in terms of reading scores, literacy or learning more generally (2003, p. 1)." Lonsdale points to the following elements as having a positive impact on student achievement when they are present in a school library; adequate staffing, up-to-date quality resources, a computer network connecting classrooms and labs to the library, high usage of library by students and teachers, collaboration between classroom teachers and a school librarian in regards to planning, collection development and professional development, and information literacy as part of the curriculum (Lonsdale, 2003).

The 21st century society that our students live in also presents an interesting caveat to improving the school library program. More and more, technology is evolving such that media, blogs, social networking, and informational resources are accessible from anywhere, by anyone. A school is responsible for preparing students to become informed citizens who competently and critically evaluate and use information not only in print, but as we progress into the 21st century, increasingly in digital

form (Scholastic). A library program, staffed by a teacher-librarian and other well-trained, qualified individuals, provides teachers and students with the skills necessary to access information resources, both in print and digital form, critically evaluate the resources, and use that information. In their work, *School libraries 21C: The conversation begins,* Lyn Hay and Dr. Ross J Todd moderated an international discussion blog among administrators, principals, librarians, and teachers to collect a diverse range of opinions and commentary on the current status and future of school libraries. Hay and Todd assert that school libraries need to be "re-engineered" into "flexible, dynamic, high-tech 21C learning centers designed to prepare students to function effectively in an increasingly complex informational and technological world" (2010, p. 33).

According to Hay and Todd, the school library is the "backbone" of the school, the "second classroom" (Scholastic, p 2) that provides a common place for teachers and students to explore, investigate, examine different points of view, and at times, reconcile information to develop a "deep knowledge and understanding" (Hay and Todd 2010, p. 2). The library is a unique zone of learning that incorporates academic and social skills necessary for student achievement beyond the classroom walls. These skills are especially important when considering the current availability and burgeoning amount of digital information. Students engage with technology and digital media on a daily basis. It is the school's responsibility to provide a learning center that educates teachers and students how to access printed and digital information, critically evaluate the resource, and use it effectively (Scholastic). These library and research skills are specialized tasks that require the time and effort of a library media specialist and other qualified staff (Hay and Todd). The librarian and staff must be able to collaborate with teachers to integrate these skills into the curriculum, and be readily available to help students.

7 Application of research

Based on this brief review of relevant research, a survey covering areas relevant to effective school library programs was developed that covers the following concerns:

- Basic school demographics.
- Support of school administration.
- Presence of a librarian or teacher-librarian.
- Duties and activities of the librarian or teacher-librarian.
- The size of the library collections in relation to the student population.

- Services and special events, reading incentives etc., offered by the library.
- Integration with the curriculum.
- School library usage by individual students, classes and teachers.
- Technology available in the library.
- Internet and library network access by students, teachers, and classes within the school.
- Hours of operation for library facilities.

The survey was written and conducted online. It was distributed to various schools in Japan through the Librarians in Japan Yahoo group. Ten respondents volunteered to complete the survey. While there was a desire and intent to distribute the survey more broadly, time constraints led to the decision to limit distribution.

A copy of the survey is provided in Appendix A.

8 Comparative results
8.1 *School demographics*

Ten surveys were completed by individuals representing various school libraries in Japan. All of the respondents (10) identified their schools as international schools with a western curriculum. All of these schools had programs ranging from kindergarten to grade twelve. Three reported having preschool programs. The student enrollment ranged from 400 to 850 students with an average student enrollment of 600. Three out of the ten schools did not report student enrollment numbers so enrollment numbers were sourced from the school websites and data generally available on the internet.

In comparison, while the curriculum at Tokyo Korean School is based primarily upon the South Korean curriculum, the immersion program curriculum is centered around western standards. The average student enrollment for respondents' school was distributed across twelve or more grades whereas the current student enrollment for grade one to grade six at Tokyo Korean School is 606 students. In effect, this means the Tokyo Korean School has a larger elementary school population than most of the schools surveyed.

8.2 *Support of school administration*

Respondents were asked five questions to gauge their perception of the support of their school administration. Overall, their responses indicated broad support from school administration for their library programs. More than sixty percent (62.5%) of the respondents stated that the school administrators regularly meet with the "library manager" and that the "library manager" was expected to serve on important committees. Fifty percent (50%) indicated that the "library manager" was included in long term planning for the school. Almost ninety percent (87.5%) stated that the administration supported collaboration between the "library manager" and classroom teachers in design and delivery of instruction. Three respondents (37.5%) reported that the administration supported library-related professional development for classroom teachers.

At Tokyo Korean School, the school administration often speaks positively of the English library program. However, their show of support and understanding of the English library program is unclear. During the past six years, there have been no meetings between school administration and the English Library Coordinator regarding the English library program. The Library Coordinator reports having requested such dialogue in writing on four occasions but has yet to receive a response. Nor has the Library Coordinator been asked to participate in any school improvement committees, provide professional development for teachers, collaborate with classroom teachers nor assist in curriculum development. The Library Coordinator reports taking initiative in these areas, however no support from the administration has been forthcoming. In terms of support, from school administration, the Tokyo Korean School English library program compares unfavorably to the schools surveyed.

8.3 *Librarian or teacher-librarian*

For the purposes of the survey, the general term "library manager" was used to designate the person who was primarily responsible for the library program. It was applied very broadly to mean a librarian, a teacher-librarian, a paid staff member or a volunteer. All but one of the library programs surveyed reported that a professional librarian or teacher-librarian served as the "library manager." Four out of ten respondents reported having adult volunteers assist in the library. Only one respondent reported that their library program was managed by a volunteer. Seven out of ten respondents reported having additional paid staff working in the library.

The Tokyo Korean School English library program's "library manager" is a full-time teacher (Library Coordinator) for whom the library program is considered an extra duty. Currently one hour and twenty minutes is allotted each week to the Library Coordinator for all library related tasks. Non-English speaking adult volunteers assist in the library, but do not have a management role. In regards to professional staffing, the Tokyo Korean School English library program compares very unfavorably to the schools surveyed.

8.4 *Duties and activities*

The duties and activities of the "library manager" were divided into twelve categories; teaching students library and information skills, assisting students in the library, planning instructional units with teachers, teaching cooperatively with teachers, providing professional development, meeting with teams or committees, generally assisting other teachers, identifying materials for instructional units, implementing reading incentive programs, performing basic library functions and managing technology. Respondents were asked to estimate the amount of time they spend each forty hour work week on tasks in each category. Eight out of ten (80 percent) respondents spent eight hours or more assisting students, six out of ten (60 percent) spent eight hours or more each week teaching students library skills and information literacy skills, five out of ten (50 percent) spent eight hours or more performing basic library tasks. Five out of ten respondents (55.6 percent) reported spending between four and eight hours each week identifying materials for instructional units developed by teachers. An additional two out of ten (20 percent) spent eight hours or more teaching cooperatively with other teachers. In general, these results point to a broad range of duties and responsibilities associated with managing a school library. It is important to note for nine out of ten (90 percent) respondents all of the duties and activities reported were part of their contracted work hours. In addition seven out of ten (70 percent) respondents stated that their library had additional paid staff.

At Tokyo Korean School, the library is staffed by non-English speaking volunteers whose duties consisted mainly of checking out and checking in books to students. The Library Coordinator estimates that he spends two to four hours each week performing basic library tasks, two hours assisting students and teachers, an additional two to four hours, providing supervision in the library. Maintaining the English library website and technology requires an additional hour of time each week. Reading incentive programs and special events are organized and implemented by classroom teachers who are not allotted any time in their contracted work hours to manage these tasks. The Library Coordinator is allotted one

hour and twenty minutes of his contracted work hours to take care of all library duties and activities. The amount of time allotted by the school administration for the library program in the Library Coordinator's schedule is significantly less than is required. This compares very unfavorably with the schools surveyed.

8.5 *Collection size*

The total number of books and other printed materials in their collections as reported by the ten respondents was 269,000. This total includes books in English, Japanese, Korean and other languages. Given an average student enrollment of 600 for the ten schools, the average number of books per student at the respondents' school is approximately forty five books per student.

The current number of English books and other printed material in the Tokyo Korean School English library is 5980. This number does not include multiple copies of the same title. Given the current student enrollment of 606 students, the average number of books per student is approximately ten books per student. Even considering the demographic differences between Tokyo Korean School and the surveyed schools this compares somewhat unfavorably to the surveyed schools.

8.6 *Special events & reading incentives*

When asked, "What kind of special events does your library typically have?" two respondents did not reply. Of the remaining eight respondents; seven reported having special book displays, six reported having reading incentive programs, two reported having book clubs, seven reported participation in the Sakura Medal Review, six reported having author visits and five reported having story times.

During the 2011-2012 school year, the Tokyo Korean School English library had special book displays, had a reading incentive program, participated in Sakura Medal Review and had one author visit. There was also a twice monthly story time event. The Library Coordinator reports very high student participation rates in all the special events and reading incentive programs. This compares favorably to the schools surveyed.

8.7 *Curriculum integration*

Respondents were asked regarding the curriculum integration, nine out of ten stated that library skills and information literacy were part of their curriculum. Almost all respondents reported spending at

least two hours or more each week teaching library skills and information literacy six of these (60 percent) of respondents reported spending more that eight hours each week doing the same. Furthermore, more than half percent reported spending between four and eight hours each week identifying materials for instructional units developed by teachers. All of this points to a high level of library integration into the curriculum at the surveyed schools.

At Tokyo Korean School English library, library skills and information literacy are not taught, nor has their been any effort to formally plan and integrate library into other aspects of the curriculum. The Library Coordinator reports informal efforts to encourage teachers to integrate the library into their lessons. However, it is difficult for them to do so without direct support from a teacher-librarian. This role as liaison between the library and the classroom is reflected in the duties and activities reported by the surveyed schools. Tokyo Korean School compares very unfavorably to the schools surveyed in this aspect.

8.8 *Library usage*

Respondents were asked three questions to determine library usage at their schools. When asked, "How often do teachers bring their classes to the library?" ; Seven out of ten respondents reported that teachers bring their classes to the library once a week. two out of ten respondents reported that teachers bring their classes to the library twice a week. One respondent reported that it varied according to, "class and grade". When asked, "In a typical day, how many students come to the library independently?"; four out of ten respondents reported that less than 100 students come to the library independently each day. One respondent reported between 100 and 150 students. Three respondents reported 200 or more students. Two respondents did not reply. When asked, "In a typical month, how many books or other materials are checked out by students?" ; One respondent reported 18,000 books or more were checked out each month. Three respondents reported between 2000 and 3500 books were checked out. Three respondents reported less than 1000 books per month were checked out. Three respondents did not reply.

At Tokyo Korean School, English teachers are scheduled for one library visit every two weeks. On average more than 200 students come to the library independently each day, however the time is spent equally between the Korean and English sides of the library. The average number of books checked out each month is 1700 books during the 2011-2012 school year. It is important to note that the surveyed results reflect library usage across grades twelve or more grades, whereas at Tokyo Korean School only

grades one through six were considered. Considering the previous mentioned differences in demographics, the library usage in the Tokyo Korean School English library compares favorably to the schools surveyed.

8.9 *Technology*

Five respondents reported that certain technology was available for student use. The items included; digital cameras, dvd's, computers, video cameras, CD players, cassette players, projectors, projection screen, television & dvd player combos, and iPads. Five out of ten respondents reported that their library had more than twenty computers available for student use. Two respondents reported between ten and twenty computers available. One respondent reported having between six and ten computers.

At Tokyo Korean School English library there are cassette players, CD players, a digital camera, a portable public address system, ten iMac computers and ten Macbook pro laptops for supervised student use. The availability of technology compares somewhat favorably to the schools surveyed.

8.10 *Internet access and network services*

Respondents were questioned on the availability and extent of wireless internet, the accessibility of their library catalog and network services. They were also asked whether or not they maintained a library website. Seven out of ten respondents reported that wireless internet was available school wide. One respondent reported that wireless internet was accessible only in their library space. Two respondents did not reply. Five out of ten respondents reported that their library catalog and network services were available from home. Three respondents reported that the library catalog and network services were available school-wide. Two respondents did not reply. Five out of ten respondents reported maintaining a library website. Three reported that they did not have a library website. Two respondents did not reply.

At Tokyo Korean School the English library catalog is only accessible in the library. No school wide network services are offered. However, online reading and study services are accessible from home and from the classrooms via a website maintained by the Library Coordinator. Wireless internet is available in the library and in certain areas of the school. However, the wireless internet outside of the library is very unreliable and is frequently unaccessible. Overall, the Tokyo Korean School English

library compares somewhat favorably to the schools surveyed. However, the unreliability of wireless internet limits the effectiveness of the online services for classroom use.

8.11 *Hours of operation*

Nine respondents reported that in a typical week their library was open before school, during recess, during class times, during lunch and after school. None of the respondents reported their library being open on the weekends. One respondent did not reply.

The Tokyo Korean School English library is open during class times, during lunch and after school. It is not open on the weekends. The Tokyo Korean School English library compares favorably in this area to the schools surveyed.

9 Summary

In summary, the Tokyo Korean School English library program is not as well developed as a majority of the schools surveyed. The Tokyo Korean School English library program compares favorably or somewhat favorably to the schools surveyed in five out of the ten previously mentioned areas of concern. These include; special events and reading incentives, library usage, technology, and hours of operation. These areas of favorability or strength however were entirely initiated by efforts of teachers who volunteer a significant amount of time to see that the English library programs is as effective as possible. Without the initiative, efforts and special skills of these teachers the various programs would cease to exist. These aspects of the English library program though highly beneficial are unsustainable given the current management model.

The Tokyo Korean School English library program compares unfavorably in the five remaining areas of concern; support and consideration from school administrators, presence of a librarian or teacher-librarian, time allotted to perform necessary library duties and activities, collection size and curriculum integration. Crucial among these is the need to develop a deeper understanding and level of support from the school administration. With this understanding a greater sense of the benefits of a well-developed library program would become clear and provide the foundation for further development of the Tokyo Korean School English library program.

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Appendix A

Survey Instrument

School Library Survey

Thank you very much for taking the time to do this survey.

The survey is part of a desktop review of research regarding the characteristics and benefits of effective school library programs. It's primary purpose is to provide the administration at my school with the information
needed to develop a broader view of the role of the library in our school and suggest a long term strategy for library development.

You may participate anonymously that is fine.
If you would like a copy of the results of this study provide your email in the box provided in question 3.
The final comparative analysis of survey results will not refer to any school or individual by name.

All information provided will remain confidential.

Throughout the survey, the term "library manager" refers very broadly to the individual who is primarily responsible for the library program at your school.

Our school homepage: www.tokos.ed.jp
Our library homepage: www.tokoslibrary.com
My email: kelly.tokos@gmail.com

この度はアンケートにご協力頂きましてありがとうございます。

このアンケートは、効果的な学校図書館プログラムの特性と利点に関する研究の一環として行っております。
ご提供頂きました情報は、本校運営委員会の図書館の役割に関する理解を深めること、また図書館の長期計画の提案に必要な情報として活用させて頂きます。

ご希望の方は匿名でのご参加でも結構です。
アンケート結果の送付をご希望の場合は、質問3の記入欄にメールアドレスをご記載ください。
統計された情報は、個人もしくは学校を特定できる情報を含むことはありません。

ご提供頂きました情報は厳重に取扱い、許可なく第三者に開示することはございません。

本文内の「図書館管理担当者」とは、図書館運営を主に担当されているご担当者様をさします。

本校ホームページ: www.tokos.ed.jp
本校図書館ホームページ: www.tokoslibrary.com
メール: kelly.tokos@gmail.com

＊1. School Name (If you prefer not to enter your school name please just enter N/A)
貴校名 (匿名希望の場合は匿名希望とご記入下さい)

＊2. Name and Title of Respondent? (If you prefer not to enter your name please just enter N/A)
アンケート記入者のご氏名、および役職名(匿名希望の場合は匿名希望とご記入下さい)

3. If you would like a copy of the comparative results of this survey please enter your email address.
アンケート結果の送付をご希望の方は、メールアドレスをご記入ください。

4. What country is your school located in?
貴校はどこの国にありますか。

- ○ Japan/日本
- ○ Korea/韓国

Other (please specify)/その他（具体的にご記載下さい）

[   ]

5. What level is your school? (Check all that apply)
貴校に当てはまるものをすべてご選択下さい。

- ☐ Elementary/小学校
- ☐ Jr. High/Middle/中学校/中等教育学校
- ☐ High/高等学校

Other (please specify)/その他（具体的にご記載下さい）

[   ]

6. About how many students attend your school?
全学年の児童生徒数は何名ですか。

[   ]

7. How would you describe your school?
貴校に当てはまるものをご選択下さい。

- ○ International School (Western Curriculum)/インターナショナル・スクール（英語圏で使用される教育課程を基本とする）
- ○ Public School (Japanese Curriculum)/公立学校（日本の教育課程を基本とする）
- ○ Private School (Japanese Curriculum)/私立学校（日本の教育課程を基本とする）
- ○ Public School (Korean Curriculum)/公立学校（韓国の教育課程を基本とする）
- ○ Private School (Korean Curriculum)/私立学校（韓国の教育課程を基本とする）

Other (please specify)/その他（具体的にご記載下さい）

[   ]

8. Are library skills and information literacy skills part of your school's curriculum?
学校図書館スキルや情報リテラシーは貴校の指導計画に含まれていますか。

- ○ Yes/はい
- ○ No/いいえ

Optional Comment/その他ご意見等ございましたらご記入下さい。

[   ]

9. How is your school library program managed?
貴校の図書館管理担当者をご選択下さい。

☐ By a full-time Librarian/常勤学校図書館司書

☐ By a part-time Librarian/非常勤学校図書館司書

☐ By a full-time Teacher-Librarian/常勤司書教諭

☐ By a part-time Teacher-Librarian/非常勤司書教諭

☐ By a full-time classroom teacher/常勤学級担任

☐ By a part-time classroom teacher/非常勤学級担任

☐ By a full-time Staff person/常勤職員

☐ By a part-time Staff person/非常勤職員

☐ By a volunteer/ボランティア

Optional Comment/その他ご意見等ございましたらご記入下さい。

10. In your school, the administration: (Check all that apply)
学校運営委員会について、当てはまるものを全て選択してください。

☐ Regularly meets with the library manager./日常的に図書館管理者と打ち合わせを行う

☐ Supports library related professional development for classroom teachers./教員用の図書館関連職能研修に支持的だ

☐ Has the library manager serve on important committees./重要な委員会に図書館管理者が含まれている

☐ Supports collaboration between the library manager and classroom teachers in design and delivery of instruction./　図書館管理者と担当教諭が共に授業計画を作成し指導することに支持的だ

☐ Includes the library manager in long term planning./長期計画に図書館管理者を含んでいる

Optional Comment/その他ご意見等ございましたらご記入下さい。

11. Contractually, about how many hours is the library manager's work week?
図書館担当者の契約労働時間を教えてください。

○ 40 hours per week/週40時間

○ 30 hours per week/週30時間

○ 20 hours per week/週20時間

○ less than 20 hours per week/週20時間以下

Optional Comment/その他ご意見等ございましたらご記入下さい。

12. Does the library manager have other duties outside the scope of the library?

図書館担当者は図書館以外の職務を兼任していますか。

- ○ Yes/はい
- ○ No/いいえ

If yes, please describe briefly./はいと答えた方はその職務内容を簡単にご記載ください。

13. How many hours of the library manager's work week is dedicated to non-library related tasks?

図書館担当者の図書館以外の職務時間を教えてください。

- ○ 1-4
- ○ 4-8
- ○ 8-12
- ○ 12-16
- ○ 16-20
- ○ 20+

Optional Comment/その他ご意見等ございましたらご記入下さい。

14. Does your library have a technology manager?

図書館にはＩＴ管理担当者がいますか。

- ○ Yes/はい
- ○ No/いいえ

Optional Comment/その他ご意見等ございましたらご記入下さい。

15. Does your library have additional paid staff?

学校図書館担当者以外に給与を支払っている図書館職員はいますか。

- ○ Yes/はい
- ○ No/いいえ

Optional Comment/その他ご意見等ございましたらご記入下さい。

16. Does your library have adult volunteers?

学校図書館の運営に協力するボランティア（大人）はいますか。

- ○ Yes/はい
- ○ No/いいえ

17. Does your library have student volunteers?
学校図書館の運営に協力するボランティア（児童生徒）はいますか。

○ Yes/はい

○ No/いいえ

18. What languages are represented in your library's collection? (Check all that apply)
蔵書にはどのような言語図書・資料がありますか。（該当するもの全てをご選択ください）

☐ English/英語

☐ Japanese/日本語

☐ Korean/韓国語

☐ Other その他

Other (please specify)/その他（具体的に記載下さい）

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19. About how many books and other printed material does your library have in its collection?
図書館の蔵書は約何冊ですか。

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20. About how many e-books does your library have in its collection?
図書館の電子書籍数は約何冊ですか。

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21. About how many professional development books or other materials does your library have in its collection?
蔵書に職能研修関連資料は約何冊ありますか。

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22. Does your library subscribe to any online services or books for students?
児童生徒閲覧用にオンラインサービスや本を購読していますか。

○ Yes/はい

○ No/いいえ

Optional Comment/その他ご意見等ございましたらご記入下さい。

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23. About how many hours are spent weekly by the library manager (or other staff) teaching students about various library skills?

図書館担当者（もしくはその他職員）は、一週間あたり約何時間を図書館利用指導に充てていますか。

- ○ 0
- ○ 1-2
- ○ 2-4
- ○ 4-8
- ○ 8+

24. About how many hours are spent weekly by the library manager (or other staff), more generally assisting students with library related issues?

図書館担当者（もしくはその他職員）は、一週間あたり約何時間を一般的な図書支援に充てていますか。

- ○ 0
- ○ 1-2
- ○ 2-4
- ○ 4-8
- ○ 8+

25. About how many hours are spent weekly by the library manager (or other staff) planning instructional units with teachers?

図書館担当者（もしくはその他職員）は、一週間あたり約何時間を教員と協力し教材研究や教材の作成を行う時間に充てていますか。

- ○ 0
- ○ 1-2
- ○ 2-4
- ○ 4-8
- ○ 8+

Optional Comment/その他ご意見等ございましたらご記入下さい。

26. About how many hours are spent weekly by the library manager (or other staff) teaching cooperatively with teachers?

図書館担当者（もしくはその他職員）は、一週間あたり約何時間を教員と共に教える時間に充てていますか。

○ 0

○ 1-2

○ 2-4

○ 4-8

○ 8+

Optional Comment/その他ご意見等ございましたらご記入下さい。

27. About how many hours are spent weekly by the library manager (or other staff) providing in-service training/professional development?

図書館担当者（もしくはその他職員）は、一週間あたり約何時間を現職研修/職能研修を提供する時間に充てていますか。

○ 0

○ 1-2

○ 2-4

○ 4-8

○ 8+

Optional Comment/その他ご意見等ございましたらご記入下さい。

28. About how many hours are spent weekly by the library manager (or other staff) meeting with teams or committees?

図書館担当者（もしくはその他職員）は、一週間あたり約何時間をチームや委員会会議に充てていますか。

○ 0

○ 1-2

○ 2-4

○ 4-8

○ 8+

Optional Comment/その他ご意見等ございましたらご記入下さい。

29. About how many hours are spent weekly by the library manager (or other staff) working on curriculum development?

図書館担当者（もしくはその他職員）は、一週間あたり約何時間をカリキュラム開発に充てていますか。

○ 0

○ 1-2

○ 2-4

○ 4-8

○ 8+

Optional Comment/その他ご意見等ございましたらご記入下さい。

30. About how many hours are spent weekly by the library manager (or other staff) assisting teachers (individually or in groups)?

図書館担当者（もしくはその他職員）は、一週間あたり約何時間を教員（個別またはグループ）の支援に充てていますか。

○ 0

○ 1-2

○ 2-4

○ 4-8

○ 8+

Optional Comment/その他ご意見等ございましたらご記入下さい。

31. About how many hours are spent on weekly by the library manager (or other staff) identifying materials for instructional units developed by teachers?

図書館担当者（もしくはその他職員）は、一週間あたり約何時間を教員の作成した指導計画をもとに資料をそろえる時間に充てていますか。

○ 0

○ 1-2

○ 2-4

○ 4-8

○ 8+

Optional Comment/その他ご意見等ございましたらご記入下さい。

32. About how many hours are spent weekly by the library manager (or other staff) implementing reading incentive activities, special events, story-times etc.,?

図書館担当者（もしくはその他職員）は、一週間あたり約何時間を読書推進活動、特別イベント、読み聞かせなどの実施に充てていますか。

- ○ 0
- ○ 1-2
- ○ 2-4
- ○ 4-8
- ○ 8+

Optional Comment/その他ご意見等ございましたらご記入下さい。

33. About how many hours are spent weekly by the library manager (or other staff) performing basic library functions (processing, checking-in and out, re-shelving, handling materials and equipment)?

図書館担当者（もしくはその他職員）は、一週間あたり約何時間を通常業務(図書の収集、整理、管理、環境整備など）に充てていますか。

- ○ 0
- ○ 1-2
- ○ 2-4
- ○ 4-8
- ○ 8+

Optional Comment/その他ご意見等ございましたらご記入下さい。

34. About how many hours are spent weekly by the library manager (or other staff) taking care of computers or other technology?

図書館担当者（もしくはその他職員）は、一週間あたり約何時間をパソコンやその他IT関連業務に充てていますか。

- ○ 0
- ○ 1-2
- ○ 2-4
- ○ 4-8
- ○ 8+

Optional Comment/その他ご意見等ございましたらご記入下さい。

35. About how many hours are spent weekly by other staff or volunteers doing any tasks related to the library?

学校図書館のボランティアやその他スタッフは、一週間あたりの約何時間活動していますか。

36. In a typical week, when is your library open? (Check all that apply)
図書館の開館時間を教えてください。（当てはまるものをすべてご選択ください。）

- ☐ Before school/始業前
- ☐ During recess/休み時間
- ☐ During class time/授業中
- ☐ During lunch/昼食の時間
- ☐ After school/放課後
- ☐ On Saturday/土曜日
- ☐ On Sunday/日曜日

Optional Comment/その他ご意見等ございましたらご記入下さい。

37. Does your library open during the holidays?
祝日は開館していますか。

- ○ No/いいえ
- ○ Yes/はい
- ○ Yes, but only for a few days/限られた日数で開館

Optional Comment/その他ご意見等ございましたらご記入下さい。

38. How often do teachers bring their classes to the library?
授業で図書館が使用される頻度を教えてください。

- ○ Once a week/一週間に一回
- ○ Twice a week/一週間に二回
- ○ Once every two weeks/2週間に一回
- ○ Once a month/一ヶ月に一回
- ○ Less than once a month/それ以下

Optional Comment/その他ご意見等ございましたらご記入下さい。

39. What kind of special events does your library typically have? (Check all that apply)
図書館で行われる特別企画を教えてください。（あてはまるもの全てご選択下さい。）

- ☐ Special Book Displays/本の特別展示
- ☐ Reading Incentive Programs/読書推進プログラム
- ☐ Book Club/読書クラブ
- ☐ Sakura Medal Review/読書キャンペーン「サクラメダル賞」
- ☐ Author Visits/作家訪問
- ☐ Family Literacy Events
- ☐ Story-times/読み聞かせ

Optional Comments/その他ご意見等ございましたらご記入下さい。

40. In a typical day, how many students come to the library independently?
通常の一日で、自主的に来館する児童生徒の数を教えてください。

41. In a typical month, how many books or other materials are checked out by students?
通常月間貸し出し数を教えてください。（児童生徒）

42. In a typical month, how many books or other materials are checked out by teachers?
通常月間貸し出し数を教えてください。（教員）

43. How would you describe you library catalog and other network services?
図書館のカタログとネットワーク・サービスに関して当てはまるものをご選択下さい。

○ Accessible only in the library/図書館でのみアクセス可

○ Accessible school-wide/学校全体でアクセス可

○ Accessible from home/自宅からアクセス可

Optional Comment/その他ご意見等ございましたらご記入下さい。

44. Does your library maintain a website?
図書館のウェブサイトはありますか。

○ Yes/はい

○ No/いいえ

Website Address (Optional)/ウェブサイト（差し支えなければご記入下さい）

45. How many computers for student use does your library have?
児童生徒が使用可能なコンピュータ台数を教えてください

○ 0

○ 1-5

○ 6-10

○ 10-20

○ 20+

○ All students have their own computers/全生徒が専用のコンピュータを持っている

Optional Comment/その他ご意見等ございましたらご記入下さい。

46. How would you describe the wireless internet in your school?
校内の無線ＬＡＮ環境をご選択ください

☐ School-wide/全校

☐ Library only/学校図書館内のみ

☐ No wireless internet/無線ＬＡＮはない

Optional Comment/その他ご意見等ございましたらご記入下さい。

47. What other technology does your library have for use by students?

その他、図書館で児童生徒が使用可能なテクノロジー・ツールはありますか。

48. What other technology does your library have for use by teachers?

その他、図書館で教員が使用可能なテクノロジー・ツールはありますか。

49. Roughly about what percentage (%) of your library budget is spent on each of the following:

図書館予算のうち、下記項目の大よその内訳をパーセントで教えてください。

Books & Materials/書籍

E-books & Online services for Students/児童生徒用の電子書籍・オンラインンサービス

Reading Incentives/読書推進プログラム

Special Events/特別イベント

Technology (Hardware & Software)/ＩＴ（機器・ソフト）

Library Management Services/図書館管理関連業務

Office Goods/備品

Staffing/職員

50. Please make any comments or suggestions regarding this survey here:

その他コメントやご提案等ございましたらご記入下さい。