

# INFORMATION LITERACY PRACTICES IN BRAZILIAN SCHOOL LIBRARIES: LIBRARIAN COLLABORATION WITH TEACHERS

Bernadete Campello  
Professor  
School of Information Science  
Federal University of Minas Gerais  
Research Group on School Library  
Brazil

*Based on the assumption that collaboration of librarians with teachers is central to the concept of information literacy, this study aims to understand the vision of the librarian with regard to collaboration, if he/she realizes the difficulties in this collaboration and in what way he/she seeks to collaborate. A qualitative/interpretative methodology was used and data were collected through reports of experiences, interviews and group discussion. The sample was composed of 28 school librarians (14 from public schools and 14 from private institutions). Results show that librarians not only understand the need for collaboration with teachers for the success of their educational practice, but also engage themselves in concrete actions to achieve that collaboration, which reveals a pro-active attitude, different from the projected image of a professional isolated from school life. This attitude indicates that Brazilian school librarians are starting to build the foundations for their educational practice, which could pave the way for the establishment of information literacy programs in Brazilian schools.*

*Teacher and librarian collaboration; Information literacy; School library; Cooperation; Partnership*

## INTRODUCTION

This article is part of an extensive research project conducted for a doctoral dissertation<sup>1</sup> that sought to understand educational practices of Brazilian school librarians, in order to examine to what extent they were developing information literacy activities and verify the areas of expertise or the limits of competence of the librarian at school. In the original study I worked with five categories: (1) what theoretical notions support librarians' educational role, (2) what

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are the objectives they try to achieve through the activities that involve students, (3) what are the skills they try to teach, (4) how they collaborate with the school community, and (5) how they evaluate their work. In this article I address the fourth of the above categories, that is, “how librarians collaborate with school community, especially the teachers”. This is an initial exploratory study that involved only librarians working with students, that is, performing an educational role. The results indicate that the notions the librarians who participated in this investigation hold may be representative of Brazilian librarians in the same situation. This small-scale qualitative investigation is a first step to make librarians’ educational role more visible and suggests the need for a more extensive and structured study.

## BACKGROUND

In the Brazilian literature on school libraries, the theme of collaboration between the librarian and teacher has appeared rather frequently. It is noticeable, in the discourse of those who practice it, the belief that collaboration may be the formula that will enable the library to fulfil its social role. Alves (1992, p. 34) has remarked: “Implementation of library-teacher integration is directly related to a professional practice that may help schools break away from the dominant ideology and earn that status of transforming agents”.

Mota (2005) has also stressed the influence of collaboration in changing the library:

“Thus, a more engaging communicative process between teachers and librarians is necessary to introduce and discuss the best strategies to meet their needs, desires and consequently fulfill their goals. This way, the image of the school library will change from a mere storing house for books and other materials to a place that is dynamic and capable of transforming the social-cultural reality of its users” (Mota, 2005, p. 322).

The *School Library Manifesto of IFLA/UNESCO* (1999)<sup>2</sup> has been cited by some authors (Correa & Souza, 2005, p. 298; Mota, 2005, p. 321) who seem to understand the importance of collaboration in the learning process.

At the same time, the authors acknowledge that, in practice, this collaboration does not exist. According to Correa and Souza (2005, p. 298), “Historically, in Brazil, partnership between educators and librarians is not acknowledged, this probably being the reason why school libraries have been completely abandoned”. Even though Alves (1992, p. 2) acknowledges the importance of collaboration, she has stressed that “...the librarian-teacher relationship, within the educational context, is faulty and does not go beyond the limits of a pseudo-relationship – ‘pseudo’ in the sense that it is marked by indifference and superficiality”.

On analyzing where this lack of collaboration originated, the authors presented different points-of-view. Alves (1992, p. 2-3) saw it in the Brazilian socio-educational context which does not privilege critical formation of students, in schools which do not encourage the utilization of methods that stimulate student activity and initiative, which then leads to teachers’ lack of interest in using the library as a learning space.

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<sup>2</sup> “It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills”. IFLA/UNESCO School Library Manifesto. Available: <http://www.ifla.org/VII/s11/pubs/manifest.htm>

Correa and Souza (2005, p. 302) believe this lack of collaboration originates in the professional training of librarians. They argue that Library Science programs do not offer courses on education and pedagogy, and, when offered, these subjects are optional and do not reach all students.

It is clear that the authors above treat collaboration from a general and abstract perspective. Today, the question has been dealt with more closely, namely, at its center is the educational training of the librarian and identification of areas of specific collaboration such as selection of library collection, bibliographic and research orientation, elaboration of programs, curriculum planning and cultural activities (Alves, 1992, p. 53).

Moro, Sabadinni and Estabel (2005, p. 83) showed the relationship between collaboration and learning based on constructivist methods:

“Informative and encyclopedic teaching is being replaced by more formative practices and more student participation and interaction with teachers and librarians who share collaborative and friendly responsibilities in the investigation of topics which have as main principles the reconstruction of their knowledge “ (Moro, Sabadinni & Estabel, 2005, p. 83).

After relating collaboration to research assignments and use of technology in schools, these authors remarked:

“It is important that libraries create opportunities of access to research tools, thereby stimulating the user to expand his/her findings, develop curiosity and critical attitude. Strategies to improve the use of technology should provide interaction between librarian, teacher and students, students among themselves, so as to create an environment that stimulates and supports teaching and learning activities.” (Moro, Sabadinni & Estabel , 2005, p. 72).

### *Information literacy and collaboration*

The emergence of the concept of information literacy reinforced the importance of collaboration. From the perspective of enabling students to locate, select and use information that will prepare them to become independent learners, information literacy calls for integrated work, since it involves distinct competences in teachers and librarians. According to Gasque and Tescarolo (2007), responsibility for information literacy lies in the

“cast of actors at school – teachers, coordinators, consultants, advisors, and librarians – in a formative mediation effort which must be systematized in the Pedagogical Political Project and implement in the curriculum matrix of elementary schools” (Gasque & Tescarolo, 2007).

*Information Power* (AASL/AECT, 1998), a document which set the guidelines for programs of information literacy in school libraries in the United States, considered collaboration essential, namely, the involvement of the librarian with teachers in the planning, implementation and evaluation of activities related to the library. The librarian is seen as the catalyzer in this collaboration, for he/she initiates relationships not only with teachers individually, but seeks to foster a culture of collaboration at school. This process

certainly takes time and effort, but it is fundamental to guarantee the success of activities in the library.

## **PURPOSE**

Considering, therefore, the central role librarian-teacher collaboration plays in the information literacy context, in this study we aimed to understand the following questions: What is the librarian's vision regarding his/her collaboration with the teacher? What difficulties does he/she perceive in this collaboration? How does the librarian seek collaboration with the teacher? In what levels does collaboration happen? These questions allowed us to probe the way librarians related to teachers and members of the pedagogical team, so as to try and understand how they participated in strategies related to student learning. Therefore, the subject of this study entailed the educational practices of the librarian at school, more specifically, his/her actions in collaboration with teachers.

## **METHODOLOGY AND DATA COLLECTION**

A qualitative approach was adopted, which seemed appropriate to examine the complexity of human interactions characteristic of the object studied (Maylone, 1998, p. 601). Qualitative research involves understanding and interpretation informed by the researcher's experience, who contributes in a unique way in the perception process. The researcher does not stand separate from what he/she observes; he/she is not neutral, that is, he/she is influenced by his/her preferences, interests and principles; therefore, subjectivity must be taken into account in qualitative research (Williamson, 2006, p. 86). All choices made for this study were certainly influenced by my engagement with two fields of knowledge: library science and education. I believe the library profession has a particular contribution to make to society. I understand the library as a social construction established on the basis of the value that society has historically attributed to learning, knowledge and the preservation of messages collected by those who preceded us (Maylone, 1998, p. 600-601). I believe also that the process of literacy, necessary for the use of our cultural heritage, should be constructed in a collective and inclusive environment, and that the librarian can contribute significantly to that process.

As a teacher, influenced by constructivist theories, I believe there is a way of learning that can benefit from the process of searching and using information that takes place in an environment with an abundance of information, typical of a good library. This vision of the library – not as physical space, but as an opportunity to connect ideas, which provides significant learning – permeates this study and is made explicit because in qualitative research "you can not escape the ties of subjectivism and the historicity; the understanding of the social world is conditioned by the history and culture of the researcher, for its participation in this world" (Sutton, 1993, p. 414).

In an attempt to achieve a description that reflects experience (Sutton, 1993, p.425), data were collected from the librarians, that is, the subjects of the practice under examination, so as to understand the meaning they ascribed to this practice from the experience, representations and concepts they formed during their professional life. I assume that the group of individuals who share a profession has also shared constructions of reality that are passed on to other individuals through the process of socialization (Bradley, 1993, p. 433; Williamson, 2005, p. 85).

Since the object of the study was the librarians' practices and considering the size of the country, I made a first approximation of the object by means of written descriptions of these practices. In this stage I analyzed 20 documents (mainly conference papers). As a relatively stable discursive genre, these documents provided fairly uniform data as they revealed ideas expressed by the subjects in spontaneous language, a characteristic important for data interpretation. These documents, selected from LIBES database<sup>3</sup> were chosen according to the following criteria: they should be about experiences effectively implemented, excluding those who were only projects; they should also mention the results obtained from the implementation of the projects. Twenty documents produced by 18 informants were analyzed<sup>4</sup>. Years of publication were:

1991	—————	1 report
1999	—————	6 reports
2003	—————	1 report
2004	—————	2 reports
2005	—————	3 reports
2006	—————	4 reports
2007	—————	3 reports
Total	—————	20 reports

A comprehensive analysis of these documents providing a general idea of the librarians' practices was carried out. But there were need for a more detailed picture, so a semi-structured interview was carried out with five librarians: three of them from government schools and two from private schools. It was a purposeful sample, deliberately chosen according to the wealth of information they could offer (Williamson, 2005, p. 87) and benefiting from the researcher's long contact with the area (Bradley, 1993, p. 444). The interviews, carried on from March to November 2006, were recorded and then transcribed.

In order to supplement and validate the data obtained in the documents and interviews, a group discussion was held on November 20, 2006, with the participation of five librarians: three from private schools and two from government schools. They were selected according to the same criteria used to select those for the interviews. The group discussion allowed the exploration of new issues, benefiting from the flexibility of qualitative methodology, in which the research problem is continuously defined and delimited by the exploration of the research context. It provided an opportunity to enlarge the sample by exposing different voices and visions (Williamson, 2005, p. 92). The interaction between the five participants of the discussion group gave room for descriptions, at times detailed ones, of different aspects of their practices, thereby triggering reactions that helped to understand certain practices that were common to all and others that were exclusively used by some. The discussion, which lasted about one hour and a half, was recorded and then transcribed.

In summary, the sample group was made up of 28 librarians, 14 of them from government schools and 14 from private schools, from the five Brazilian regions: North (one librarian), Northeast (one librarian), Central West (one librarian), Southeast (21 librarians), South (4 librarians). The concentration in the Southeast and South regions (25 librarians) is

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<sup>3</sup> LIBES – Brazilian Literature on School Library (<http://www.eci.ufmg.br/gebe/?LIBES>) is a database that comprises approximately 400 references of documents from 1960 to date.

<sup>4</sup> Two of the twenty informants produced two documents.

explained by the fact these two regions are the most developed and concentrates most of the school libraries in the country, as seen in Figure 1. Besides, I used a purposive sample for the interviews and for the group discussion, selecting librarians who were engaged in activities with students, and these librarians were in libraries in the South and Southeast regions.

Southeast: 40.9%
South: 24.7%
Northeast: 22.2%
Central West: 6.4%
North: 5.8%

*Figure 1 Distribution of Brazilian school libraries by region*

(2004 Educational Census, Ministry of Education, Brazil)

Listening to these librarians made it possible to understand the limits and possibilities of their role since, through their language, they produce meanings as members of a particular community. By analyzing their speech as participants of a specific practice, we were able to apprehend the ways through which librarians describe their reality and thus collectively conceive their pedagogical role (Cornelius, 1996, p. 55).

## THEORETICAL FOUNDATION

Expansion of the librarian's participation in the learning process, which characterizes information literacy, included as well the effort to better understand the meaning of collaboration, that is, the joint work supposed to be carried out with teachers and other members of the school's pedagogical team, so as to guarantee the success of this participation. The "integration of the library in school life", "interaction of the librarian with the pedagogical team" and other similar expressions occupied a large space within the discourse of the practitioners, the emergence of the concept of information literacy being the element that added intensity to the discussion. Till then the topic had been treated in a superficial manner, usually related to the typical characteristic of the librarian: preference for working isolated. It is seen in the discourse of many practitioners an exhortative tone calling for change, but which is at the same time superficial and vague, thereby showing the authors' feeling that the librarian should be more participative and interact more with teachers and school team. Yet, the factors at stake in the process were not approached, as Alves (1992, p. 21) remarked.

"Taken as research field, librarian-teacher integration presents the following characteristics: it is a very recent field within the education and library context; the theoretical frame is drawn from not so profound literature, merely mentioning the subject; it may be observed in a few universities and school libraries; it more hailed as necessary than put into practice" (Alves, 1992, p. 21).

Recently, a growing concern exists in dealing more profoundly with the subject, that is, by exploring theoretical aspects and seeking in the areas of education, psychology, administration and others, foundations to understand the issue within the perspective of library practice at school. Papers in this area were published in the 2005, when Montiel-

Overall (2005a and 2005b) made the theoretical proposition of collaboration between librarians and teachers and sought to identify factors which might contribute for its success, as well as the relation between collaboration and learning results. The author presented four models of collaboration, based in the classification developed in the 1980s by Loertscher (Loertscher, 2000, cited by Montiel-Overall, 2005b, p. 35), who dealt with the issue from the perspective of the teacher and his use of the library. Montiel-Overall's models were explained thus: (1) Coordination; (2) Cooperation; (3) Integrated instruction and (4) Integrated curriculum.

*Coordination* constitutes the first level of collaboration and requires little involvement between librarian and teacher. It occurs when it is necessary to organize or synchronize activities and events in order to plan schedules, define places to avoid double-booking and regulate the flux of activities. It denotes, basically, the idea of efficiency, focusing little on learning issues. The author used the term to define a form of less intense collaboration which demands fewer formal relations, commitment and time among the ones involved (Montiel-Overall, 2005a).

In *cooperation*, the relationship between librarian and teacher grows more intense, since here they work together to expand the students' learning opportunities by cooperating in projects or topics in the program, sharing tasks, although there should be a minimum agreement as to the final product. The idea behind this model is that the librarian should support the teacher's efforts, and in Loertscher's view, cooperation is reflected in the librarian's ability to locate materials to support teaching (Montiel-Overall, 2005a).

In *integrated instruction*, the involvement and commitment of teacher and librarian increase, since this model presupposes planning, implementation and evaluation of joint activities, with shared and common goals. The goal is the development of innovative learning opportunities integrating the competencies of both, represented by mastering of the content (by the teacher) and informational skills (by librarian) in a logical sequence that fosters learning (Montiel-Overall, 2005b, p. 36). In this case, the librarian may also act as teacher, working jointly with the person responsible for the class and contributing with his/her skills to enrich learning.

At the level of *integrated curriculum*, collaboration of the librarian with all teachers is presupposed, for the library activities are integrated with those of the school by means of a wide program of information literacy that reaches all classes. The librarian is constantly involved with the teachers, besides participating in meetings to discuss curriculum changes or in curriculum development committees. In this model, involvement with the school board is fundamental, since it is necessary to allot time for meetings and discussions, find resources for the development of activities and create a suitable environment for collaborative work (Montiel-Overall, 2005b, p. 38).

The highest levels of collaboration demand several attributes, such as: reliability, friendly environment, sharing willingness, respect, reciprocity, communication skills, constant dialogue and acknowledgment of the competence of those involved. Thus, the librarian must acknowledge and have his/her capacity of positively influencing the students' information literacy skills acknowledged as well.

## FINDINGS

The analysis showed, first of all, that the participants in the survey acknowledged the fact that to perform their role as educators adequately, they needed to work in conjunction with the pedagogical team and teachers. This was mentioned by some librarians (D 12, I 1, D 18<sup>5</sup>) in a generic, vague manner utilizing words such as *partnership*, *involvement*, *syntony*.

However, the participants could not help noticing the difficulties inherent in this relation, for they demonstrated knowledge of the negative aspects that traditionally permeate it. The difficulties were explicated in several ways. Sometimes, generically, without details, mentioning how one of the obstacles to implement activities in the library is the fact that it is “a space ill-utilized by the teachers” (D 4). An informant reported that when he started working in the library, he was surprised at the teachers’ attitude, quite different from what he expected:

“...I was marveled at the possibility of making the library a milestone within the school, and euphoric and enthusiastic to implement methodologies and dynamic activities.... However, I didn’t imagine that the greatest hurdle was right inside the school: the teachers” (D 18).

However, the participants in the survey acknowledged that this situation did not stand as a general rule and pointed out that some teachers at the school had different views with regards to the library: some were very receptive to the ideas proposed by the librarian, and demonstrated enthusiasm and helped in the planning process. According to this informant (I 2), for this to happen, the school should understand the librarian role at school.

One of the participants in the group discussion expressed her view about the teachers’ attitudes observed when she started working in the school library:

“...when I started [working in the library], I presented my proposals. They [the teachers] also had something to add. They wanted to participate and everyone was very much involved in the changes, everybody happy that things were changing for the better. Some [teachers] were not interested, but the majority does a pretty good job, you know... So, we team up with these teachers, most of them participate. But some always complain about everything” (DG 3).

The distance some teachers kept from the library was mentioned in a report, and here the librarian highlighted the need for implementation of a project to guide school research.

“...while teachers complain that students copy parts of electronic and print sources, the librarians have expected more regular teacher attendance in the library. This shows how essential it is that these professionals work together to minimize the problem... Librarians and teachers, who are supposed to work together, still keep at a distance” (D 13).

Four informants (D 18; D 12, D 1, D 13) noticed that, although teachers found the library important, they did not know how to use it and were little prepared to advise students in the library research process.

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<sup>5</sup> The following codes were employed to identify the source: D=document, I=interview and DG=discussion group.

Finally, some revealed openly the teacher's lack of interest in library activities. On evaluating a project, a librarian revealed "... the difficulties were the interaction with teachers, specially their forgetting schedules and showing indifference towards the proposed program" (D 12). This analysis corroborated the attitudes observed in previous studies, which demonstrated that teachers "find the school library important for their students, but they do not integrate it in their teaching practices" (SILVA, 2001, p. 123).

In the discussion group, another type of difficulty for collaboration was debated: how teachers do not trust the librarian and find it hard to accept him or her as a colleague. One of the librarians (DG 3) mentioned how the teachers' attitudes made it difficult for her to take part in pedagogical meetings. Another participant (DG 1) also emphasized the tension that exists between the teachers and the librarian, mentioning she was constantly ignored in pedagogical meetings with teachers. Other participants in the discussion group (DG 5, DG 2) highlighted the tensions that oppose collaborative work even when they had support from their supervisors, and reinforced the typical competitive attitude of the teachers.

The complexity of the relationship between the librarian and pedagogical team was evident, as well as the collaboration spirit that must be construed, as explained by a librarian:

"...through collaboration among all members of the team, we built partnership with all the teachers. The idea of competition was left behind and the activities became more consistent and meaningful both for the teacher and librarian, and especially for the students" (D 1).

Collaboration demanded time and energy, but it was fundamental in the concretization of library actions; it demanded a proactive attitude from the librarians, who sought to initiate collaborative actions with the teachers (AASL/AECT, 1998, p. 51).

Realizing the problem with teachers, some participants in the survey tried to make teachers adhere to the projects sponsored by the library. One of the participants in the discussion group mentioned the need to "winning" teachers over so they would not avoid the library when planning research activities for their students:

"...we have to win over the school's pedagogical team, because if you do not win this group over you cannot do interactive work, for it is here that the problem begins. They start scheduling assignments and do not tell me what kind of assignment it is; so I'm not able to search materials for the students" (DG 3).

Thus, it was necessary to seek – with some effort – the adhesion of the teachers to carry out library projects, as perceived here:

"I have been planning this project for several years. Sometimes, I worked with just one teacher. But I would love to include all teachers in the project. Then I talked about it, we started winning people over, they found it interesting... The students...were writing terrible projects, doing terrible research. They [the teachers] also saw a need there. Then, they embraced the cause, it was easy. We spent six months writing, gathered here in the library; me, along with the teachers, everyone collaborating" (I 4).

The efforts to raise teacher's awareness seemed to lead to positive results, for several participants mentioned their adhesion to the library projects. Two interviewees (I 4, I 3) mentioned that gradually the teachers themselves started taking the initiative and proposed joint activities with the librarian. Thus, the effort to guarantee collaboration yielded good results and sometimes the teachers themselves sought the library. That is, the situation

changed as efforts to open “communication channels” were implemented, as mentioned by one of the participants of the discussion group:

“Something that changed was the fact that first some school principals used to see the librarian as an opponent, a risk, a threat. This is something that has changed a bit, slowly, gradually, but it has changed. People are beginning to see [the librarian] as a partner” (DG 4).

Collaboration took place in several manners. In general, the projects/activities were proposed by the librarians, and since they knew about the need for teachers’ participation, support and partnership was sought since the planning stages. This could be done formally through meetings with the group of teachers involved. At this time, they explained what the project entailed, showed how teachers would collaborate and sometimes made changes according to suggestions received. The participants realized that the library actions had to be integrated with classroom activities, that teachers had different working styles, and that the class levels varied; therefore, the library projects had to be adapted to meet that particular situation. An informant (I 1) revealed he had to contact teachers in a less formal manner during class breaks.

The analysis demonstrated that collaboration took place in different levels, according to Montiel-Overall model (2005a). A low-involvement level could be perceived in events organized by the school such as celebrations, parties and cultural activities, where the library in some way participated. Collaboration, in this case, can be characterized as *coordination*, a level where each participant develops distinct activities or perform specific functions that have to be synchronized so the event/activity yields good results.

The second level of collaboration was visible in occasions when the teacher sought the library before starting a project, so as to inform the librarian about the activities with the students who would request library material. This level of collaboration is characterized, according to Montiel-Overall’s model (2005a), as *cooperation*, a situation where the librarian is aware of the activity developed by the teacher and helps by checking whether the right sources are available, thus offering better services to the students and providing support to the teacher.

“...the teachers, when they need, when they have a project, they pass it to the librarian to verify how she can help. Before presenting the research project to the students, they introduce it to the librarian, for we select and separate the material we have before they tell it to the students” (I 1).

The third level of collaboration could be perceived in times when the librarian collaborated with the teacher in the development of activities that integrated specific competences from both sides. This characterizing what Montiel-Overall (2005a) calls integrated curriculum, generally occurring when a research activity was required.

“The teacher knows the learning expectations and individual development of each student and this makes it easy to mediate to reach positive results. The librarian, in turn, is familiar with information sources and bibliographic standards; that is, the teacher and librarian partnership enables student integration, interest and motivation to develop activities, which makes student visits to the school library significant” (D1).

## CONCLUSIONS

The analysis revealed a situation different from that showed in previous research, where the librarian used to remain isolated and did not maintain a good relationship with teachers and members of the pedagogical team (Alves, 1992, p. 2; Correa & Souza, 2005, p. 298). The participants in the present research did not only acknowledge the importance of joint work for the success of projects involving students, but also participated in pedagogical meetings and, even more, sought the active participation of teachers and coordinators in the library projects. They understood the difference in attitude and behavior in the members of the school community regarding the library and were aware of the difficulties of this relationship, trying to find solutions and meeting interests. No differences were perceived between practices of librarians in public and private schools.

Librarians' educational practices occurred in three of the four levels identified by Montiel-Overall (2005s, 2005b): coordination, cooperation and integrated instruction. Although there were projects integrated with the academic planning, it would not be adequate to characterize them as integrated curriculum, the fourth level referred by the author, since they constituted isolated actions included in the school's yearly planning and not a complete information literacy program, as characterized in the model (Montiel-Overall, 2005b, p. 38).

The librarian's leadership in seeking and encouraging team work was visible: they were catalyzers in the process of collaboration by taking actions involving teachers and pedagogical team, trying to overcome difficulties and seeking to create a collaboration culture in the school (AASL/AECT, 1998, p. 51).

Despite a certain tension observed in the relationship with teachers, the librarians were aware that their educational practices could not leave out the teacher. They knew of the need of joint work and when they perceived a teacher as elusive, they made efforts to involve him or her in the library projects.

Perception of the need and importance of partnership with the teacher constitutes a significant step in the delimitation of roles, which in turn will contribute to eliminate loose-ends common in collaborative activities, considering the difficulty teachers find in working with strategies that involve the library, as pointed out by Pontes (1998, p. 74). She observed that "the teacher valorizes this space, even though we do not see actions which show this valorization, since their classes do not expand the four walls of the classroom".

In conclusion, the results revealed that librarians understood the need of collaboration with teachers for the success of their educational practices; they were also aware of the difficulties involving collaboration and took concrete actions to make sure collaboration occurred. They demonstrated a proactive attitude, different from the image of an apathetic individual isolated from school life. This posture shows that some Brazilian librarians are construing the bases of their educational practices which will pave the way for the establishment of information literacy programs in Brazilian schools.

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### *Biographical Notes*

Bernadete Campello is an adjunct professor in the School of Information Science at the Federal University of Minas Gerais, Brazil. She is the Coordinator of the School Library Research Group, and her research interests are information literacy, the school library and the librarian's role in students' learning. She coordinated the translation and adaptation to Portuguese of Carol Kuhlthau's book, *School Librarian's Grade by Grade Activities Program: A Complete Sequential Skills Plan for Grades K-8* (1981), published by the Center for Applied Research in Education.

### **Statement of Originality**

This statement certifies that the paper above is based upon original research undertaken by the author and that the paper was conceived and written by the author(s) alone and has not been published elsewhere. All information and ideas from others is referenced.