

Do You Know Unique Engagement As ‘Teacher Librarian(TL)’ ?

～The Case Study of Specialty Only TL Can Have～

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Providing ‘Cosy Corner’ for students

*The purpose of this study is to investigate the specialty of the “Teacher Librarian (TL).” A TL in Japan is expected to cover both “teaching duties” and “librarian duties.”, because most teachers generally have various complex duties centered on teaching subjects to caring students. In order to examine the duties of the TL and its specialty, it was done by observation and an interview with one TL in a public junior high school, and three coding categories were defined. The study showed that a TL offers a “cosy corner,” like in the book *Matilda* by Roald Dahl, which is a caring place where students can go. This place plays an important role for students and is a place to visit easily during break time, when some students feel that they are having difficulty in the classroom, and when they are not familiar with the reading.*

Keywords: Teacher librarian, Specialty, School library, Unique engagement, “cosy corner”

Introduction

The specialty of the TL in Japan exists because of two reasons: 1) due to the Digital Age, TLs are expected to participate in not only reading guidance but also teaching subjects positively, and 2) although TLs are qualified teachers, their “librarian duties” are done while they also engage in “teaching duties.” However there has not been enough attention to their work.

Purpose

The main purpose of this study is to clarify how the TL engages in the school library while they also take on lots of responsibilities in their teaching duties.

Participants

- ***School: a public junior high school***
- ***Duration: November - December, 2015***
- ***Participants: Ms. Suzuki (tentative name / TL: Japanese) & 7th grades students***

Method & Analysis

The study was completed through observation (field notes and recording by digital video & IC recorder) and an interview (about 50 minutes with Ms. Suzuki).

Step 1: The interview was defined in three coding categories (Table 1).

Step 2: Through the observation, Ms. Suzuki's engagement was analyzed in three categories (Table 2).

Step 3: TL duties were examined in the school library (Figure1).

Table 1 : Main Duties categories of TL

Categories	Example sentence
1'Education & Instruction' for students or teachers 【e.g. Instruction about Copyright & quotation】	<i>'It is hard that I am running out of time. If I let students check it with a web site, of course I must tell them so that they write a URL. . . . But I didn't enough time to do the instruction. '(Net Search)</i> <i>'It is ordinal to write the title of the book which they quoted. So though I was not tell students at that time, I feel that I must respond to them later. ' (Usual Lesson)</i>
2'Management & Administration' for school library 【e.g. The opening of the school library】	<i>'(Though a school librarian resides and open the school library in this school,) it was all one could do open a school library for the lunch break till then.'</i> <i>'I had been opposed (to the managerial class) about the opening and shutting the school library, if the things which aimed were different. '</i>
3 Unique engagement as a TL 【e.g. providing 'cosy corner' for students】	<i>'The community leader of the school library study was not teacher of national language(Japanese), and it was said that TL should be another teacher rather than Japanese one !'</i> <i>'I want to tell students that there is a school library in this school. It is pleasant place. If it rains, please come here! At a part of PR, I gave lessons in a school library frequently. '</i>

(Sentences in brackets were added by the author)

Table 2: The frequency about Copyright & quotation

Example response for student's question	Usual lesson	Net Search
student : <i>Is it necessary to introduce a publisher?'</i> Ms. Suzuki : <i>If it is difficult for you to introduce a publisher, you don't have to write it, but the author's name is absolutely necessary. '</i>	11 / 58	0 / 93 (PC instruction as for 44 of 93 times.)

(The frequency of Ms. Suzuki's Instruction / The total of response for students in each 1lesson)

One student said 'When it rained by chance, I came to the school library, and found the book to introduce at this lesson. From the first page of the beginning, I was absorbed in this book...'

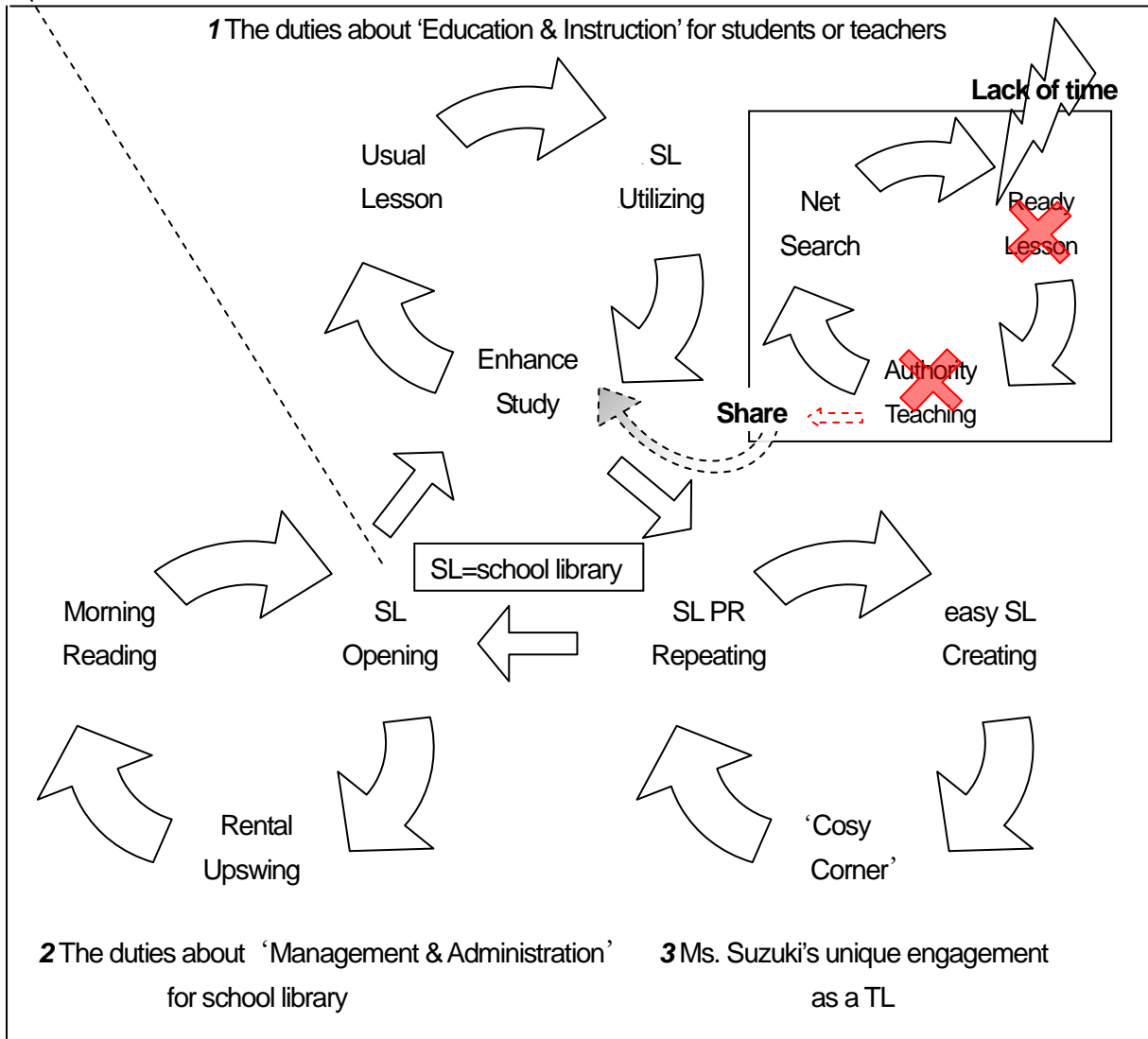


Figure 1: The duties that Ms. Suzuki performed as a TL

Results & Discussion

- ✓ It was suggested that there is a need to share understanding that a TL should participate in instruction between subjects.
- ✓ The TL's duties include not only opening and shutting the school library door, but also providing "cosy corner" for students.
- ✓ In addition to explicit duties, TLs may show unique engagement in the school library (like Ms. Suzuki), so it is important to think about the specialty of the TL.

Limitation

- ✧ This study was a single case. Therefore, it is necessary to examine in detail the specialty engagement of other TLs from a more widespread field of vision.

In –text Citation

Roald Dahl. ; illustrations by Quentin Blake. (2013) .Matilda. Puffin Books, an imprint of Penguin Young Reader Group, (Reissued ed. , p. 13) . United State of America.

Biographical note

Chizuko Arai has learned as Graduate Student at Graduate School of Education, the University of Tokyo, in Tokyo, Japan since 2015. My main research topics is a school library and a specialty of teacher librarian. Furthermore I am interested in juvenile literature.

At last I wish to express my gratitude to the professor at the University of Tokyo, Kiyomi Akita, fellow researcher, and all participants to create a good opportunity to study.