

# School Management Participation of Teacher Librarians Proposal for the school library utilization based on the process of recognition formation process

Etsuko Nishimaki

Lecturer, Showa Women's University

7-1-20 Minamisuna-machi, Koto-ku, Tokyo 136-0076

Japan

enishimaki08@gmail.com

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## Abstract

*In Japan, one amendment of the School Library Act 5 of 2003 mandated that “Every school with more than 12 classes is required to have a teacher librarian.”<sup>1)</sup> Unfortunately, however, this teacher librarian is not identified as “a full-timer.” In many schools, teacher librarians are not only homeroom teachers but also teach classes in their speciality. Moreover, in 2014, the School Library Act was revised to require that every school have a school librarian. However, school librarians are usually part-timers. In addition, only 66.2% of primary schools, 62.6% of middle schools, and 81.4% of high schools employ teacher librarians.<sup>2)</sup> Only a little more than 40% of the schools employ both a teacher librarian and a school librarian.*

*The purpose of this study is to analyse the process of curriculum support in relation to the person in charge of school library working with the school management, and, based on the analysis, to propose measures to improve the status quo. The data were gathered through an interview survey of seven teacher librarians who have contributed to achievements in school education through their efforts in library utilization. Interview records were collected from December 2014 to March 2015. The data were analysed by Modified Grounded Theory Approach.<sup>3)</sup>*

*The study identified the following three challenges: (1) special technology for a school library is indispensable for the process of curriculum development, but training necessary for the person in charge of the school library has not yet been established; (2) teacher librarians can form the core of cooperation in school library activities, but their role is not clearly identified within school management; and (3) the person in charge of the school library does not take part in*

*school management. However, teacher librarians continue to advocate for programs for learning skills through school library education, and they try to persuade the management and teaching staff of the significance of library use in curriculum development.*

*The study proposes three suggestions for the improvement of the school library: (1) school library utilization should be clearly defined in the curriculum; (2) advanced training of the people in charge of the school library should be guaranteed; and (3) a school library should be recognized as one vital part of curriculum development, and school library staff should be assured of their place as members of teaching staff. <sup>4)</sup> Implementing these suggestions would be challenging not only for teacher librarians and school librarians but also for the school management staff. The sense of involvement and obligation on the part of teacher librarians will surely promote and facilitate the use of school library. Teacher librarians can achieve that by joining school management staff as library specialists to develop curricula that fully utilize the school library. Such change is mandated by Section 2 of the supplementary provisions of the School Library Act 5 of 2003.*

## References

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## Biography

Teacher & Teacher Librarian in Tokyo metropolitan high school (1974-2010)

Lecturer: Wayo Women's University (2016-), Showa Women's University (2015-),  
Showa University of Music (2014-), Komazawa Women's University (2013-),  
Akikusa College (2012-)

University of Tsukuba Doctoral Course in library and information science (2016)

Tokyo Gakugei University M.A. in pedagogy (2003)

Showa Women's University B.A. in Japanese literature (1975)

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