

THE SCHOOL LIBRARY AS AN INTEGRAL PART OF
THE CURRICULUM: A CASE STUDY OF A PERI-
URBAN HIGH SCHOOL AROUND DURBAN

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ABSTRACT

The study focuses on school libraries as an integral part of the curriculum. This is an area of inquiry, which has potential to make the South African curriculum accessible among teachers and learners through collaboration with the teacher-librarian. The critical questions that guide the study are based on the role of the school library as an integral part of the curriculum and the systems, procedures and strategies that enhance the utilisation of the school library for curriculum purposes. An interpretive methodology with a case study design format is applied to investigate the questions in the context at one public high school on the outskirts of Durban.

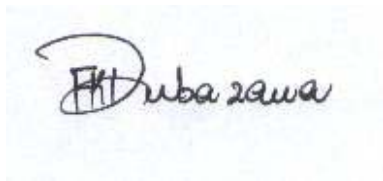
The findings lead to three conclusions:

- Teachers have a clear and positive understanding that the school library can play as an integral part of the curriculum.
- While there are positive signs in systems and strategies such as timetabling and project-setting that the school library uses for curriculum purposes, there is a need to improve levels and quality of library usage.
- Significant gaps exist in relation to accessing the school library. These gaps include both physical and intellectual access.

Overall there is a paradox between theory and practice since the teachers' clear and positive understanding about how the school library permeates the curriculum but this understanding is diluted by insufficient and un-coordinated implementation strategies.

DECLARATION

I declare that this thesis presented to the University of KwaZulu-Natal (UKZN) as a partial requirement for my Master of Education degree is my own work. All sources have been fully and specifically acknowledged and wherever adapted, appropriately referenced.

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ETHICAL CLEARANCE APPROVAL NUMBER: HSS/0145/06M

I wish to confirm that ethical clearance has been granted for the following project:

"An investigation into challenges and opportunities associated with integration of School Library Resource into the curriculum: A case study of a Secondary School in Durban"

Yours faithfully


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cc. Faculty Research Office (Derek Buchler)
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CHAPTER 1

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 Introduction

The South African curriculum, which was introduced in 1998 to reflect the values of a democratic society, and revised in 2002, requires a variety of teaching and learning resources for its implementation. It lends itself to functional school libraries that are a reservoir for the teaching and learning resources. However, the state of school libraries in the country needs special attention particularly in the province of KwaZulu-Natal, where the study is located. Barth *et al.* (1999, p. iii) report that the percentage of schools with on-site libraries is 24, 1. Some school libraries among this 24, 1% being dysfunctional may compound this low number of school libraries.

1.2 The purpose of the study

Despite the low percentage given above, the purpose of this research is to generate knowledge about the significant role of the school library in the curriculum, and strategies that enhance and maximize the utilisation of the school library as an integral part of the curriculum. It investigates the role of the school library as perceived by the users particularly, teachers as well as the various factors and practices that the schools employ to achieve effective utilisation of the school library for curriculum purposes.

1.3 Background to the study

The framework of the South African curriculum, introduced in 1998 and revised in 2002, can be expressed as a library-centred curriculum because of its philosophical and theoretical foundation, which is discussed below.

Firstly, the Department of Education (1998) based the South African curriculum on a philosophy of constructivism, which is the process of knowledge construction and not knowledge transmission or knowledge transfer or knowledge reproduction. Constructivism depends largely on the availability and usage of quality teaching and learning resources to enable teachers and learners to take part in knowledge construction (Department of Education, 1998). One of the implications of this philosophy of learning is effective usage of a variety of resources as materials for effective knowledge construction. For example, if there are no tools, such as subject literature provided for the construction process, the result will be a shaky foundation of knowledge that cannot be reliable for future years of education and adult work.

Secondly, one of the seven critical outcomes in the South African curriculum requires learners to “collect, analyse, organise and critically evaluate information” (Department of Education, 2002, p. 20). This outcome implies

that all learners have to interact meaningfully with a variety of information resources to keep abreast of the rapid and constant changes in almost all spheres of life. In addition to the critical outcome of collecting, analysing, organising and critically evaluating information, there are other outcomes that relate to research and information skills within the learning area assessment standards of some learning areas such as languages, mathematics, natural sciences, technology, arts and culture (Zinn, 2002). To attain these outcomes, learners need information skills in order to use information resources effectively. For this to happen learners need a reservoir of information resources that are always accessible to them at no cost Vink *et al.* (1990, p.11) state that the role of the school library in relation to this outcome is to “teach pupils how to obtain information from books and other media”. Collecting information is a skill that requires learners to locate relevant resources. It may require them to use indexes, know how information has been classified in the library and know what is available, by using library catalogues and so on. Besides collecting information, learners need to know how to use information effectively, that is analyse, organise and critically evaluate information.

The Department of Education (2003, p. 27) gives teachers a new role to function as “...professionals who can make curriculum decisions in the best

interests of learners and who do not have to rely on dictates of a centrally devised syllabus.” This role compels teachers to be curriculum developers. It requires teachers to have various teaching strategies and dynamic facilitation skills. In order for them to participate meaningfully in curriculum development, they need to increase their knowledge base extensively. Therefore, school libraries can serve as centres for teachers’ professional support in their new role by supplying relevant teacher support materials that enable them to meet the changing needs of the curriculum.

The Department of Education (2002, p. 17) stipulates that the learner envisaged in the new curriculum is “a lifelong learner who is confident and independent, literate, numerate and multi-skilled, compassionate with a respect for the environment and the ability to participate in society as a critical and active citizen”. These attributes are possessed by someone who is knowledgeable and information literate. To achieve this goal it is vital that learners utilise the school library to interact with a number of information resources while in pursuit of the multiple anticipated responsibilities.

The South African curriculum places emphasis on accessing resource-based education, where both learners and teachers interact with various information resources for teaching and learning. We see this in the Department of

Education's claim (Ocholla, 2004, p. 16), which acknowledges "teachers and learners would only be able to access an outcomes-based curriculum if they had access to learning resources". He echoes this when he says "the introduction of Curriculum 2005, which emphasizes resource-based and learner-centred learning, makes students more dependent than ever on school libraries and media centers".

The South African curriculum requires a shift from relying on one prescribed textbook as the primary source of information to accessing a range of learning support materials (LSMs). Chisholm *et al* (2000, p. 52) state that "ideally, Learning Support Materials have to include textbooks for each learning programme and other print materials like readers, atlases, dictionaries ... teaching equipment such as maps, charts, globes, skeletons..." Thus LSMs incorporate more learning resources than one prescribed textbook. This shift requires additional effort for teaching and learning processes.

Overall the South African education policies provide a strong rationale for integrating the school library into the taught curriculum. However, these policies have to be understood and applied by the implementers within a contextual reality.

1.4 The rationale of the study

My experience as a subject advisor for school library services in the province of KwaZulu-Natal under the Education Library Information and Technology Services (ELITS) directorate aroused my interest in finding out more about how to integrate the school library into the taught curriculum. I have been involved in programmes and projects that promote utilisation of school libraries for curriculum purposes. These programmes and projects include monitoring, professional development and support, on-site school visits and workshops. My involvement revealed that schools are experiencing problems in the integration of the school library into curriculum. This situation has prompted the investigation on the school library as an integral part of the taught curriculum.

The demands of the 21st century are ever-increasing and they require an information-literate society that can interact with a variety of information resources to keep abreast of the rapid and constant changes in almost all spheres of life. There is race for constant improvement that no solution seems to withstand the test of time. The information explosion is a strong attribute of the new millennium, particularly with the advent of Internet facilities. These advancements have implications for the present curriculum in South Africa, in terms of teaching and learning approaches, since there must be strong

emphasis on project work and research to assist learners to locate, evaluate and use information effectively.

The two reasons given above namely, my experience as a school library advisor and the demands of the 21st century, have motivated the purpose of the study, which will increase my knowledge and contribution in the field of school librarianship.

1.5 Research questions

There are three critical questions that guide the study namely:

- What role does the school library play as an integral part of the curriculum?
- How does the school integrate the school library into the curriculum?
- What school-based systems and procedures are in place that enhance and optimise access to and utilisation of the school library?

1.6 Theoretical location of the study

My thinking about this problem is informed by Loertscher (1988) who develops the taxonomy of eleven graded levels that range from no involvement to full involvement of the school library in the taught curriculum. The ascending hierarchy of the eleven levels are:

- Level 1: The teacher-librarian acts as a book custodian. He/she is not involved in curriculum matters.
- Level 2: The school library becomes a self-help warehouse, waiting to be utilised by interested users.
- Level 3: Users occasionally come to the library with specific needs.
- Level 4: There is spontaneous interaction without advance notification between teachers and the teacher-librarian.
- Level 5: Teachers and the teacher-librarian engage in cursory planning, usually during breaks and *ad hoc* meetings.
- Level 6: Teachers and the teacher-librarian plan for projects and materials are gathered in advance of learners doing the projects.
- Level 7: The teacher-librarian adopts an evangelistic style of outreach to promote library usage and its benefits.
- Level 8: There is formal planning by teachers and the teacher-librarian for resource-based teaching and learning.
- Level 9: The teacher-librarian is involved in resource-based teaching.
- Level 10: The lesson revolves around resources and the school library programme.
- Level 11: There is full collaboration of the teacher-librarian and teachers in curriculum development, implementation and evaluation.

Loertscher's Level 1 is undesirable and indicates an unproductive service for any school, in the sense that the school library is not effectively utilised. Levels 2-5 indicate that there is co-operation among colleagues. However, this co-operation is pseudo-collaboration because it only occurs when teachers, as colleagues, help each other and only when a need arises. In this phase teachers may appear to be doing a favour for the teacher-librarian. Their gestures merely show a harmonious working relationship and casual utilisation of the school library. Levels 6-8 are the precursor phase to real collaboration. Teachers and teacher-librarian demonstrate a growing relationship, which needs nurturing.

Levels 9-11 indicate ongoing and steady partnership between teachers and teacher-librarians. This highest level of collaboration indicates a teaming-up of teachers and the teacher-librarian in their instructional roles. This phase produces optimum utilisation of school library resources for effective teaching and learning.

This theoretical framework provides scaffolding with which to investigate the effective utilisation of the school library for effective teaching and learning at the case study school.

1.7 Key concepts

Two concepts, curriculum and school library, are central to this study and therefore necessitate some explanation.

1.7.1 Curriculum

There is no single definition of the term *curriculum*. Different scholars, for example, Marsh (1997) and Taylor and Richards (1985) use different approaches and emphasize various features, depending on the beliefs and theories they hold. Their emphasis covers content, product, objectives, outcomes, learning experiences or all school activities, either planned or unplanned.

Smith (2000) presents four views that define the term curriculum differently.

These views depict:

- Curriculum as a syllabus to be transmitted in a classroom setting. This view is very narrow since it equates curriculum to the content that teachers have to transmit to learners, using different methods. Learners are merely recipients and teachers become knowledge transmitters and non-participants in curriculum design.
- Curriculum as a product of systematic study. This puts emphasis on a plan or programme that is set to achieve specified objectives and leaves little or no room for learners' voices. It is less accommodating of other issues such

as available resources, context, prior knowledge that may arise but are not included in the programme irrespective of their significance.

These two views correspond to South Africa's previous fundamental pedagogics that relied on syllabuses and prescribed textbooks that was, to a large extent, dogmatic (Kallaway, 1986). They confine the use of school libraries to that of optional luxury rather than necessity, in teaching and learning.

- Curriculum as a process whereby teachers and learners interact meaningfully with data and information in order to generate knowledge. This ongoing engagement lends itself to curriculum being viewed as process.
- Curriculum as praxis when it makes explicit statements about political and social interests being served. For example, the Department of Education (2002) stipulates outcomes that must be achieved by all learners. These outcomes point out the destination for all learners and channel teaching and learning activities in a particular direction.

The third view above, which is the processual notion of curriculum, provides a fertile ground for the integration of the school library into the taught curriculum since content is not prescribed but is developed by role-players who take into

consideration the social learning context. In this study I will regard and use the term curriculum as a process.

1.7.2 School library

The term *library* emanates from the Latin word '*liber*', which means a book (Feather and Sturges, 1997). This meaning signifies libraries as repositories of books. The concept has evolved with time and its understanding has expanded to respond to ever-changing needs of users. Its expansion takes into consideration diverse library materials, beyond books, to include print media such as journals and newspapers; visual media such as pictures and models; audiovisual media such as video, television and films and electronic media such as CD-ROMs and Internet (Australian School Library Association, 2001, p. 25). Feather and Sturges (1997, p. 254) refers to the term library as a "collection of materials organised for use". This definition contains three crucial elements, namely, collection, arrangement and usage of materials. These are key elements for any type of library, whether it is a school, mobile, research, public library or otherwise. Thus the term library has evolved over time from signalling an archive to a well-patronised facility of varied resources and information for the intended users.

1.8 Conclusion

Having framed the scope of my study, in the next chapters I deal with the key questions by:

- Scrutinising what scholars and research participants say about them.
- Adopting a particular research design and methodology for data collection, analysis, interpretation and knowledge creation.
- Analysing and interpreting collected data.
- Drawing conclusions from the generated knowledge, so as to respond to the research questions, which prompted the study.

CHAPTER 2

METAPHORS AND APPROACHES RELATING TO THE SCHOOL LIBRARY

AS AN INTEGRAL PART OF THE CURRICULUM:

LITERATURE REVIEW

2.1 Introduction

This chapter is partly responding to the critical questions for my research on the significance of the school library in the curriculum and the approaches to integrate the school library into the curriculum. The response is based on what scholars say regarding the integration of the school library into the curriculum. In this discussion I review three aspects of the research namely, the role of the school library as an integral part of the curriculum, the need for the integration of school library resources into the curriculum and approaches for integrating school library resources into the curriculum. South African and international perspectives will be considered but the discussion is based on the South African context.

2.2 Metaphors guiding the role of the school library as an integral part of the curriculum

This section is driven by the first critical question, which enables me to form an understanding of the significance of the school library in the curriculum. On the whole, scholars use metaphors to describe the role of the school library.

Davies (1979, p. 37-8) states that the concept of the school library as “the very heart of the school” in secondary schools dates back to 1918. During the same time school libraries were seen “as an instructional support agency to the changes in methodology” in primary schools. The metaphor of the school library as “the very heart of the school” is widespread and sometimes used as a ‘buzzword’ to illustrate the importance ascribed to the school library in schools. It implies that the school library supplies information vital to educators and learners for effective teaching and learning. It suggests that a school cannot function without a library, which is distinguished as the heart of the school. Turner (1985, p. 7), however, counters that the idea of a school library being “the very heart of the school” is far from being valid because not all schools have school libraries.

Drury and Masters (1998, p. 23) propose that a school library can function as a barometer of the school. This analogy implies that a school library and its contents serve as a gage of whether or not the school is keeping abreast with enormous, rapid and ongoing societal advancements such as socio-economic, educational and technological changes. Such a school library collection changes in accordance with the needs of the users. Linked to this metaphor, Bawa (1996, p.180) proposes that a school library may be viewed as “the best predictor of academic achievement”. Some scholars, such as

Lance, Welborn and Hamilton-Pennell (1992), establish that a relationship exists between the school library and academic achievement. Their findings underpin Bawa's (1996) claim. The basis of this best-predictor conception is that with a school library learners will have numerous information resources at their disposal and this will lead to knowledge creation and hence their enhanced academic achievement.

Another metaphor, about libraries in general, is that "libraries protect our freedom to read, learn and connect with ideas and information" (American Library Association, 1998, p. 2). This statement is affirmed by the Australian School Library Association (2001, p. 57) when it declares that "school libraries are concerned with generating understanding of freedom and with preservation of this freedom through the development of informed and responsible citizens". This notion of freedom encourages critical and independent thinking through interacting with various information sources.

Marcum (2003, p. 4) visualises a library as "a learning incubator [which has] print and digital resources on hand with smart boards and media capabilities to allow [interaction] across time and distance". This is a modern concept of a school library with diverse resources that facilitate teaching and learning

processes. In this metaphor learning is nurtured, kept alive and guided by way of the library. Linked to this metaphor the school library can also function as a laboratory of books and other media where the habit of browsing in the library matches the habit of testing in the laboratory “where the serendipity factor of happy discovery by accident plays a rewarding part in human learning” (Feather and Sturges, 1997, p. 254).

Vink *et al.* (1990, p. 11) see the school library offering “the individual pupil the opportunity to develop to his [or her] full potential”. The school library serves as an “opportunity room” for learners by providing a wide range of information resources that learners interact with as they:

- Study and do their projects in a comfortable, work-oriented environment.
- View knowledge holistically instead of in fragmented subjects (Bawa, 1996).
- Choose what to use in accordance with their interests, tastes, abilities and level of development.

Kuhlthau (1999, p. 9) defines a library as an extension of a classroom in the information-age school, which is characterised by its integration into the curriculum. She elaborates on this idea by highlighting that a school library

gives opportunity to learners to pursue their projects with the intention of generating knowledge.

Stripling and Hughes-Hassell (2003, p. xx) state that “school libraries can function as a nexus for curriculum reform, because in the library every area of the curriculum intersects”. In this metaphor of nexus, a school library becomes a connection for ongoing curricular changes and a network for knowledge integration because of this peculiar function of covering all learning areas and extending beyond them to cover other curricular-related aspects.

From these metaphors of heart, barometer, laboratory, locus of intellectual freedom, opportunity room and nexus for curriculum reform, the crucial and indispensable role of the school library in the curriculum is substantiated as instrumental, developmental and educational. The school library is viewed as an enabling structure for effective teaching and learning.

2.3 Approaches to integrate the school library into the curriculum

Scholars have identified various approaches that schools can apply in order to achieve integration of the school library into the curriculum. These approaches involve the influence of the principal in ensuring effective use of the school

library, teacher and teacher-librarian collaboration, the designing of inquiry-based projects, the designing of an integrated school library programme and the support systems approach. In this section I discuss the literature covering these five approaches.

2. 3.1 The Leadership Approach

The first approach focuses on the principal as the key person behind the success of all school initiatives. He/she influences the operations and the culture of the school through his/her leadership and management style. His/her leadership and management style will determine collaboration between teachers on various issues, particularly teaching and learning matters.

Hay and Henri (1995) have researched the crucial role of the principal in supporting and developing the school library. They state that his/her lack of support results in the strong teacher-librarian faltering and the weak one becoming lost. They suggest several ways in which the principal can support the teacher-librarian:

- Talking about the value of a school library in staff meetings and at other forums.
- Allocating a substantial budget for school library resources.

- Encouraging teacher and teacher-librarian collaboration on school library utilisation, particularly in facilitating collaborative planning, implementation and evaluation of the learning programmes.
- Meeting periodically with the teacher-librarian to discuss library matters.
- Featuring school library matters as a standing item in staff meeting agendas.
- Soliciting funding and donations for the school library from various stakeholders.
- Giving awards to library monitors and best library users.
- Inviting the teacher-librarian to school management team meetings when there are library issues to be discussed.
- Supporting the teacher-librarian's personal and professional development.

These ideas are practical for almost all schools and demand a principal who sees the value of the school library and holds the view that the entire curriculum revolves around the school library.

Besides the principal providing leadership in school library matters, the teacher-librarian is also providing leadership at his/her level. His/her influence will impact positively or negatively on the image of the school library. Olën

(1997) mentions that one of the reasons for under-utilisation of the school library in secondary schools is unfriendliness of a teacher-librarian. This behaviour of unfriendliness will undoubtedly affect the vision of the school library as well as its operations. Haycock (1997: 70) points out that “teacher-librarians who place a higher priority on personal relations offer more services to teachers and students [than] teacher-librarians who rate personal relations as a lower priority [thus] spend more time on circulation and related tasks.

2.3.2 The Collegial Collaborative Approach

Loertscher (2002) declares that collaboration between the teacher and the teacher-librarian is the key to the integration of the school library into the curriculum. He proposes that teachers need to work together with the teacher-librarian to design learning programmes, give guidance to learners and assess learners’ activities. The role of each partner in this collaboration has to be clearly defined because the teacher has specialist knowledge in a particular field and the teacher-librarian has the knowledge of available teaching and learning resources.

The collegial collaborative approach implies that the main role of the teacher-librarian is based on curriculum involvement. The Council of School Library

Associations in South Africa (undated, n.p.) enumerates the following points regarding teacher-librarian's involvement in curriculum matters:

- The teacher-librarian must be informed and become pro-active about current curriculum documents and developments
- Participate as a partner in planning, implementing and evaluating school policies relating to curriculum
- Actively promote student information literacy across the curriculum
- Develop with teachers a school-wide information skills continuum
- Work with school leaders to integrate Information and Communication Technology into the curriculum

This new role requires “extensive training in cooperative program planning and teaching which builds on prior successful classroom teaching experience” (Haycock, 1997, p. 71).

McGregor (2003, p. 199) stresses that although the notion of collaboration between the teacher and the teacher-librarian is “exciting and intimidating”, it has not “been embraced by all educators and is still unfamiliar to many teachers and administrators, leading to disappointment, disillusionment and even resignation”. This implies that collaboration of this nature may be difficult and sometimes idealistic for many, because of the shortsighted perceptions of

both teachers and teacher-librarians. McGregor proposes that to collaborate in this way there have to be changes in the existing culture and common practices of territorialism and discrete domains that teachers and the teacher-librarian might have created. Another crucial implication is that teacher-librarians have to assume new roles as instructional partners with teachers and have added responsibilities that do not cater for a passive and a defeatist attitude.

Montiel-Overall (2005, p. 26) states that “collaborative relationships are a social endeavor in which participation of groups who hold diverse perspectives is encouraged and their unique individual cultural differences are seen as a way of expanding conceptual development of all group members”. This pronouncement validates the need and possibility for collaboration because of the potential benefits that predominantly display participants’ attributes of diversity and uniqueness, which results in further development and growth.

Montiel-Overall (2005, p. 29) differentiates between minimum and maximum levels of collaboration. He explains that the minimum level is reached when “two individuals [are] working together to accomplish something with minimal effort to maximize efficiency”. The maximum level is reached when “individuals engage in intellectually challenging endeavors where they jointly

create something that is greater than what either could create alone". Understandably, maximum level collaboration yields greater positive results than the minimum level. Therefore, it is envisaged that maximum collaborative level should become the yardstick for teacher and teacher-librarian collaboration.

The notion that collaboration is key to connecting the school library with the curriculum corresponds with level 11, the highest phase of Loertscher's taxonomy as explained above in Section 1.5, which is the theoretical framework of this study.

2.3.3 The Project Activity Approach

A project is an exercise that gives learners a valuable opportunity to engage in "a diligent and systematic enquiry or investigation into a subject in order to discover facts and principles" (Petty, 1993, p. 208). This definition requires learners to interact with the school library for curriculum enrichment. Petty (1993, p. 208) refers to projects as "big guns in the educator's arsenal". This expression points to the strength of projects, which are major tools that help learners to interact with school library resources and use information in effective ways.

Jackson and Verster (2000, p. 9) emphasize, "... Projects express the intentions and methods of the [South African] new curriculum better than most other ways of organizing teaching and learning". They maintain that there is a good match between projects and the curriculum's seven critical outcomes because there is promotion of knowledge integration, active learning and effective use of information resources as proposed in the Revised National Curriculum Statement (Department of Education, 2002).

Projects differ from the normal class-work given to learners since projects incorporate the inquiry process. Stripling and Hughes-Hassell (2003) explain the inquiry process as connecting, wondering, investigating, constructing, expressing and reflecting. Such projects are not set in a haphazard way because teachers set a specific purpose and outcome for learners to have meaningful engagement and proper feedback at the end.

Shillington (1995) records her observations regarding project work in South Africa, where a teacher gives learners a project without making prior arrangements with the teacher-librarian or issuing clear guidelines for the task.

Learners struggle to find their way in deciding how to use information in an ethical way. They then plagiarise as much as they can and submit the work as if it is their own creation.

To promote integration of the school library into the curriculum, projects have to be given careful consideration and be adopted as the approach that will enable learners to be ethical users of information.

2.3.4 The Programmatic Approach

A school library programme is defined as “an integral component of the school curriculum, which consists of planned learning activities” (University of Prince Edward Island, 1999, n. p.). This definition illustrates a strong connection between the school library and the curriculum. It informs people involved in developing the school library programme that the focus is on learning activities. Lamb and Johnson (2004, p. 1) state, “The library media program is more than the resources, services and people. It is the thinking and synergy that occurs when you put all the elements of the learning community together”. The underlined terms stress the incorporation of library users’ ideas when formulating the school library programme. All teachers need to contribute to the design of the school library programme so that the school library becomes valuable and useful to the whole school community.

Lamb and Johnson (2004, p.1) recommend, "If [the] program is rooted in things rather than thoughts and actions, there is a good chance that it won't be around forever. However, if your program uses its physical space and collections to promote knowledge construction, information fluency and life-long learning, it will thrive regardless of building renovation, cuts in materials budgets and technical innovation". Their argument indicates the importance of thoughts and actions and leads to collaborative planning, resulting in effective utilisation of the school library for curriculum purposes. The focus is on what happens with the school library resources and how best they can be effectively utilised.

2.3.5 The Support Systems Approach

Teachers and learners, as users of the school library, need to be supported differently by the school library in their pursuit and use of information because they have different learning styles and different information needs. Marcum (2003, p. 4) puts forward that libraries are ideally suited to provide multiple support systems for people who learn in different ways". To accomplish this, the school librarian needs to examine the library contents (print, visual, audio-visual and electronic resources), as well as its space for individual and group learning.

Two factors, namely, the school library collection and the school library space and how they influence library utilisation are the key features in this discussion of the multiple systems approach.

Providing a library collection that is diverse and enjoyable to teachers and learners is an important contributor to school library utilisation. School library users (teachers and learners) will only utilise a library provided their needs are met. When providing the collection, it is critical to remember that the main users of the school library are learners. Sometimes learners may not recognise what is best for them due to inexperience and other factors, but it is discerning for the selectors to maintain a balance between what they want and what teachers prescribed for them to read (Loertscher, 2002). Learners' interests have to be considered so as to have library collections that develop and support lifelong learning as well as promote and encourage a love and appreciation of reading.

Stripling and Hughes–Hassell (2003, p. 73) say, “Researchers have found that plenty of space and attractiveness are the two most important factors in users’ attitudes towards libraries”. They add that school libraries are places of informal gathering, private and quiet studies, through providing homelike surroundings such as carpets, plants, comfortable furniture, displays and

through allowing users to make choices of what to read and write and giving them control over their environment. Plenty of space allows individual and group learning and attracts more users whose learning styles may not be accommodated when the set-up of 'silence' notices predominate. If it is attractive, the school library is turned into a magnet that draws in many users. However, attractiveness is relative. It has to be contextualised so that it does not repel or disassociate others. Some users may perceive an 'attractive' school library as 'out of the ordinary' or 'threatening', because of their cultural and social orientation. The challenge for plenty of space and attractiveness means additional budget for the school library, which may influence the school governing body to put it as the last item on the priority list.

A library that incorporates these two factors promotes integration of the school library into the taught curriculum because teachers and learners will develop positive attitudes towards the library, become motivated to use materials that they have selected and become effective users of available school library resources. It represents the 21st century outlook of a library, which is "convenient, attractive and comfortable ... to offer the services ... in a modern society" (Schneider, 2006, p. 1).

2.4 Conclusion

The literature that I have reviewed highlights the need and benefits of integrating the school library into the taught curriculum as well as different approaches that can be implemented to achieve integration of the school library into the curriculum. These measures require a holistic and an integrated approach that is conceptualised and collaboratively implemented for the realisation of intended benefits.

The next chapter elaborates on the methods I employed to ascertain the participants' understanding of the role of the school library as an integral part of the curriculum, systems and procedures in place to promote access to the school library and strategies applied by the identified high school to ensure the integration of the school library into the taught curriculum.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter I elaborate on how I collected, analysed and interpreted data for the research in order to construct an understanding of how the school integrates the school library into the taught curriculum. The discussion draws together the theoretical framework, ethical issues, research design and data collection methods and instruments.

My stance as a researcher follows the interpretive paradigm, which admits to the possibilities of several interpretations of the data. This paradigm lends itself to various methods that suit researchers holding diverse perspectives and allows me to take people's subjective experiences into account and understand their experiences through interacting and listening to what people communicate (Terre Blanche and Durrheim, 2002). It recognises me as a co-creator of meaning with the participants as they share their experiences on the phenomenon of the school library in the curriculum. My stance follows Usher (1996, p. 23) who says that there is "no objective knowledge ... instead knowledge is always socially constructed". My role, therefore, involves encouraging collaboration with the participant as far as possible on an equal

basis. My position as an interpretive paradigm researcher informs the way in which I designed the empirical component, which I discuss below.

3.2 Research design

I adopted the interpretive case study as my strategy for generating data on the integration of the school library into the taught curriculum. My reasons are that the case study is distinguished by its in-depth investigation and the profound analysis of its data because it singles out a particular case, which is investigated thoroughly (Stake, 1995).

Stake (1995, p. 3) differentiates between two types of case studies, namely, intrinsic and instrumental case studies. The intrinsic case study focuses on a particular case in which an identified individual needs to learn about a particular situation. For example, a teacher may study a learner who is under-performing in order to understand the learner and his/her situation. The second type, which is the instrumental case study, occurs when a particular case is studied because there is a need for general understanding and insight into it. For example, a teacher may study one learner who does not do homework in order to understand similar cases. The resulting data becomes instrumental in achieving something beyond the particular case. My study falls

into the category of the instrumental case study since a particular school was studied to develop an understanding and insight into similar school situations.

I regard the school that I selected as strongly representative of other cases with central school libraries in the previously urban disadvantaged communities of South Africa. It has a central school library with minimal school library resources, similar to some other high schools in the province of KwaZulu-Natal. The school enrolment in 2004 was one thousand and sixty-nine learners and there were thirty-three teachers. The school income from sources other than the state was minimal, because the majority of learners came from poor working class families. Despite these challenges, the following achievements were evident:

- The School Governing Body (SGB) made an annual budgetary allocation to the school library.
- One teacher, who teaches English, is also responsible for managing the school library.
- The school has a functional library, which was acknowledged when it won the Provincial School Library Excellence Award in 2004 within the category of semi-urban high schools.

3.3 Ethical issues

All researchers have to bear ethical responsibility for their research and its effect on society. An ethical practice for research aims at minimising risks of abusing and/or misusing participants. Key values and practices are to “do good and avoid harm”, care for people’s “well-being and human rights, treating them with dignity and respect, acting with integrity, honesty and self-discipline and building harmonious relationships that are non-racist and non-sexist” (South African Council for Educators, 2002, p. 11).

I have sought to follow these ethical guidelines in conducting the study. The chosen school is a public school under the authority of the Department of Education in the province of KwaZulu-Natal. I sought and obtained permission from the administrative authority (see Appendices A and B). This is not an unusual requirement, because Stake (1995, p. 58) stipulates, “The researcher has an obligation to think through ethics of the situation and ...take the necessary steps prior to requesting access and permissions”. Therefore, after gaining permission from the Department of Education, I visited the school to explain my research undertaking to the principal. He gave me permission verbally to access the participants and facilities at the school.

McNamee and Bridges (2002, pp. 2-3) identify the inviolable principle of consent, which ensures that participants receive a full explanation of all pertinent dimensions about the study before they decide whether or not to participate in the research. They warn about assumed consent, that is, when only the authorities, for example, the Department, grant permission to participate but without the consent of participants. To avoid this risk of assumed consent, I briefed teachers and the teacher-librarian on the purpose and procedures of the research and asked for volunteers to fill in the questionnaires and take part in the interviews. I also assured them that I would keep their identities confidential and anonymous in order to elicit their full disclosure about the school library's practices and their perceptions of these. In this way I sought to build their trust in me and reduce the withholding of information (see Appendices C (1) and C (2)).

Research participants volunteered to be involved in my study. Anderson and Arsenault (1998) warn against the use of volunteers because they may tend to be a powerless sector in society. However, in my case study this did not apply because teachers are not powerless since they are all actively involved in the teaching and learning processes of the school and the provincial Department of Education has structures that keep them informed of their rights.

There were three challenges that I had to overcome before and during data production. Firstly, the volunteers' right to participate or not participate and their right to discontinue at any time. I took precautions to ensure free participation by developing rapport and building confidence with participants from the onset. I had two informal meetings with all participants on a one-on-one basis to explain the details of my research project and my role as a researcher. This worked well and established their trust in me. Secondly, my position as a senior departmental official was a potential threat in the field that could lead to participants' withholding of essential information or exposing "dirty laundry" about the school. I had to rely on the trust that I had built during the initial meetings and listened discerningly to the participants' responses and avoided jumping to conclusions and drawing misconceptions throughout the process, in case there were such participants who could abuse or misuse the encounter by reporting some fault or dissatisfaction they might had. Thirdly, there was a possibility for conflict of interest whereby some teachers would consider my presence as a manager within the provincial Department of Education as an opportunity to lobby for more school library resources and exaggerate their institutional challenges and scarcity of resources. To prevent this, I focussed on questions relating directly to the study.

3.4 Data collection methods and instruments

I used a triangulation of methods for generating data because I wanted to have multiple perspectives for validation in order to overcome the challenges mentioned above. Cohen *et al.* (2000) define triangulation as the use of various methods, sources and/or people when collecting data. Denzin (1997) develops this further, to three types of triangulation, namely, investigator triangulation when using multiple investigators, data triangulation when using multiple sources of data and method triangulation when using a multi-method approach. I applied data triangulation by using the research instruments, namely, questionnaires, interviews and documents analysis, which is discussed below.

3.4.1 Questionnaires

I developed a questionnaire for teachers, which I administered (see Appendices D respectively). The purpose was to solicit data from “inside a person’s head”, thus making it “possible to measure what a person knows, what a person likes and dislikes (values and preferences) and what a person thinks (attitudes and beliefs)” (Tuckman, 1978, pp. 196-7) regarding the phenomenon.

The teachers' questionnaire consisted of two sections. One section concerned the biographical data namely, age, sex, teaching experience (at previous schools and at the present school) and post level, to provide descriptive profiles of participants. The second section consisted of ten questions. Nine questions, which were multiple choices, in accordance with the Likert scale format (Best and Kahn, 1986), concerned the use and the promotion of the school library for teaching and learning purposes. One is open-ended, thereby offering the participant a chance to comment in his/her own words about his/her own understanding of the school library.

Cohen *et al.* (2000) warn about sensitive and threatening issues when designing research questions. They highlight the importance of viewing issues “through the eyes of the respondents rather than the eyes of the designer; what might appear innocuous to the researcher might be highly sensitive or offensive to the respondent” (Cohen *et al.*, 2000, p. 257). Among the questions I set, issues of age and experience may have been sensitive to some participants. However, I explained that they were meant for diverse representation of the research participants to ensure reliability and validity of the research.

The questionnaire was administered at the school library under my supervision. The respondents consisted of the principal, the deputy principal, two Heads of Department (HODs), and sixteen teachers, representing eight learning areas in order to obtain a balanced viewpoint. The total number of participants was twenty.

3.4.2 Interviews

In discussing the nature of interviews, Cohen *et al* (2000) mention that interviews are neither exclusively subjective nor objective but are inter-subjective, because both the interviewer and the interviewee discuss their interpretations of the world. They express their viewpoints and biases as they relate to different situations. These authors explain that interviews serve three purposes, namely, gathering information in preparation for research, testing hypotheses or suggesting new ones and acting as one research method. The present study focuses mainly on using interviews for collecting information and delving deeper into respondents' answers.

For this study interviews were conducted on a one-to-one basis with the interviewees, who were the principal, the teacher-librarian, two school management team members and two teachers (see Appendix E). The interview sessions allowed the participants and me the opportunity to probe

answers and to have enough room for flexibility. The questions asked were similar to the questions asked in the questionnaire for the sake of continuity, validity and confirmation, for example, for what purpose do you use the library and how do you promote library usage? The data generated through interviews provided more clarity and more information than the questionnaire responses since “many people are more willing to communicate orally than in writing” (Van Dalen, 1979, p. 158).

Stake (1995, p. 64) states, “The interview is the main road to multiple realities”. Unlike the questionnaire, which has written responses only, the interview allows a face-to-face encounter, thus giving the researcher time to verify what is being articulated by observing body language and detecting the tempo and the tone as the respondent speaks. In addition, there could be incidental comments that could provide valuable information. Despite the advantage of multiple realities, Rudduck (1984, p. 113) warns about “the one-off interview”, which may suit the individual who has prepared and rehearsed his/her responses. A series of discussions is suggested to give more time to both the respondent and the interviewer to discuss more and work on building a rapport before embarking on serious discussions.

Several authors such as Stake (1995, p. 64), Best and Kahn (1986, p. 186) and Goddard and Melville (1996, p. 64) agree that the researcher needs thorough preparation prior to the interview. The interviewer must have a plan that will serve as a guide to avoid deviation from the focal point, which might occur due to sideline issues that the respondent may arise. I identified the following thematic areas, namely, assertions that teachers make about the school library as an integral part of the curriculum, access to the school library and strategies for utilisation of the school library for curriculum purposes.

The interviews were conducted in various places in the school. For convenience the principal's and the deputy principal's interviews were conducted in the principal's office. Similarly, the teachers' and the teacher-librarian's interviews were done in the school library. All sessions ranged from 20-40 minutes in duration.

Kvale (1996) portrays two metaphors regarding the role of the interviewer, namely, as a 'miner' and a 'traveller'. A researcher as a miner hunts for valuables that may lie buried under a teacher's daily duties and tasks such as beliefs about what is good teaching. When the researcher finds them, he/she reveals them as 'authentic artefacts' representing constructed and reconstructed knowledge. A researcher as a traveller perceives interviews as

a journey that is travelled by the interviewer and the interviewee and they return after they have shared their stories. These metaphors have theoretical underpinnings, which may be traced onto qualitative and quantitative paradigms. A miner believes that knowledge exists, but one needs to discover it, and a traveller believes that knowledge has to be constructed. The traveller has to show openness to a number of interpretations when he/she undertakes the journey. My role in this study is based mainly on the second metaphor of being a traveller since the study is descriptive.

3.4.3 Document analysis

Documents are recorded evidence of what people do and what they claim to have done. They are material artefacts to support or refute verbal accounts. Their advantages, outlined by Fadeeva and Leire (2004), are to provide a comprehensive account of events in organisations and become another source for data triangulation. Moreover, these authors state that documents can 'remember' more details than human memory. However, one should note that what appears in documents is not always an accurate reflection of daily practices since documents can be used as 'gatekeepers or power-control in organisations' (Fadeeva and Leire, 2004). Taking this precaution into consideration, I have used more than one method for data creation.

I used some printed official documents to validate the claims of the respondents, for example, from the school timetable (Appendix F) I determined the time allocated for the school library. I also used a few project manuscripts and compared them with the interview accounts. I examined the inquiry-based learning approach in terms of the usage of the school library to determine how the staff views the school library as an integral part of the curriculum, in relation to projects.

3.5 Data analysis and interpretation

Data that was produced from various sources was mainly reduced to a textual form. I captured it manually from the questionnaire responses, interview recordings, field notes and school records and documents requested to support verbal responses. I then placed the data into logical and meaningful themes, examined and interpreted the given data in relation to the research questions about the phenomenon under study. My preliminary framework for analysis was based on the following five themes, namely, providing resources, using the school library for teaching purposes, information service, reading and projects.

Related patterns were combined and the text was clustered according to its own logic and available documents. This process gave a comprehensive

picture of the submitted information. Categories were compiled from time to time and reclassified as the process unfolded.

3.5 Conclusion

To sum up, I used a case study methodology, which enabled me to comprehend and generate knowledge of the studied phenomenon. Throughout the research process I was guided by ethical and professional standards to ensure that no personal harm – physical, psychological or emotional – occurred to participants.

CHAPTER 4

FINDINGS ON THE ROLE AND STRATEGIES THAT PROMOTE UTILISATION OF THE SCHOOL LIBRARY

4.1 Introduction

In this chapter I present the findings generated at the identified high school regarding utilisation of the school library for curriculum purposes. The findings are presented under the following sub-topics: teachers' understanding about the role of a school library as an integral part of the curriculum, use of the school library, access to the school library and strategies for integrating the school library into the taught curriculum. The voice of the participants will enable me to investigate the notion that the school library remains a fundamental necessity to effective teaching and learning in schools, as derived from the literature and South African curriculum documents that were reviewed in Chapter 2.

4.2. Teachers' understandings about the role of the school library as an integral part of the curriculum

The sixteen teachers and four school management team members who responded to the questionnaire expressed their understanding of the role of a school library as an integral part of the curriculum as provisioning, instrumental, recreational and supplementary. The provisioning role for effective teaching and meaningful learning is the strongest commentary

reflected in the teachers' statements. These statements on this role are that the school library:

- Provides meaningful learning.
- Provides required and adequate information to both learners and teachers at all times.
- Provides adequate information on various topics and is accessible to all library users.
- Provides information that makes learning and teaching much more enjoyable. It helps learners to explore knowledge in all subjects.
- Provides relevant information for all Learning Areas and age groups.

The teachers' statements emphasize the school library role that revolves around supplementary tasks. This role embraces the economic principle of supply and demand (Wikipedia, 2001) that guides the selection and the provisioning of school library resources. The selection criteria are informed by the curricular needs, as articulated by the learning area statements. The use of terms such as 'adequate' 'required' and 'relevant' in the teachers' statements can be linked to the size, appropriateness and/or quality of the stock.

Linked to the provisioning role of the school library, the teacher's statement of the school library encourages fact-finding, activates knowledge-hunger and leaves one thirsty for more

illuminates a nourishing role. In this metaphor of hunger and thirst the school library is viewed as an appetiser that whets the appetite and nourishes minds to want more information that will be processed into knowledge.

The second role, which is eminent in the teachers' statements, is instrumental, where teachers understand the school library as:

- Serving the needs of learners and educators for effective teaching.
- A centre for the school community.
- A live wire to the whole school community because it provides data within a relatively short period of time.

Serving the needs of 'customers' is tantamount to quality teaching because quality means meeting customers' stated and implied needs (Stahl, 1999). Learners' and educators' needs may be emotional, physical, social or intellectual. The school library can meet these needs through provision of appropriate resources for example, providing a video on anger management or a book on sport.

The school library is presented as the centre of the school. It serves as a nodal centre for teaching and learning, support centre for school activities or recreational centre for its users. This statement tallies with the notion in

Section 2.2 that deals with metaphors from scholarly literature about the school library as “the very heart of the school”.

A school library is viewed as a “live wire”, which implies a modern, dynamic, up-to-date, lively and flexible organisational unit. Live wires instantaneously radiate energy to receivers. This suggests that school libraries should empower users with information, which is readily available.

The third proposition from teachers’ responses acknowledges the recreational role of the school library. One wrote:

The school library makes learners enjoy learning by reading for pleasure, using different resources such as novels, newspapers and updates them on current issues like HIV and AIDS.

Here the focus is on reading and the feeling of enjoyment derived from using varied school library resources. This aspect may seem unconnected to the curriculum enrichment but it has a benefit, which is crucial to the learning process. It leads to acquisition of reading skills and habits, which are fundamental to knowledge construction.

The supplementary role is illuminated by the school budget for the school library. Among the documents I requested was the school budget (Appendix F), which showed that the school library budget allocation was R10 000 in 2005, the second lowest allocation for that year. If teaching and learning are the core business of the school, it is imperative for the school to increase the allocation. I find that, while the school budget reflects a list of priorities that includes the school library, the school library is inadequately budgeted for.

Although most of these statements portray a school library as a valuable source of reference for teaching and learning and put the school library at the centre of the taught curriculum, as expressed by the last three phases of Loertscher's (1988) taxonomy discussed in Section 1.4 above.

4.3 Strategies applied to integrate the school library into the curriculum

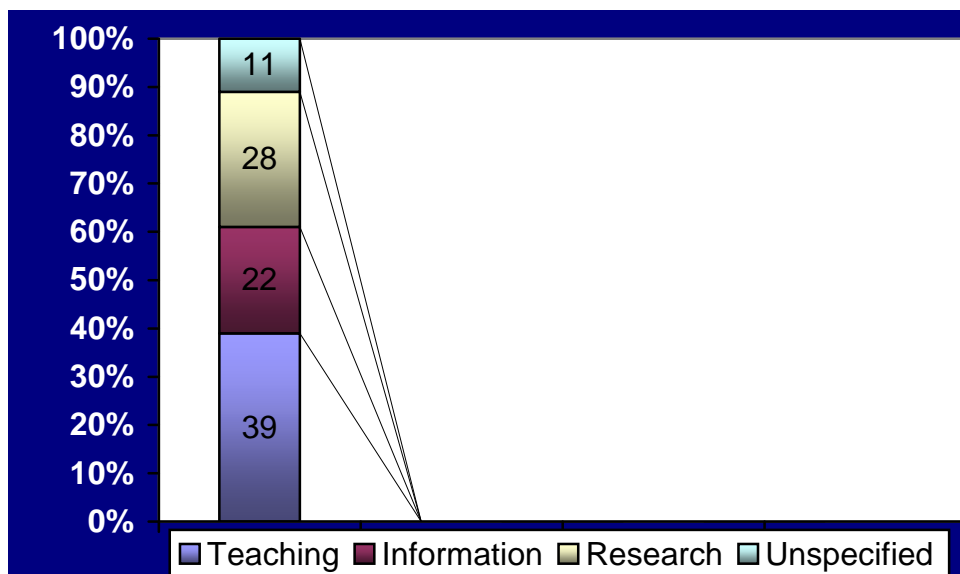
There are two main users of the school library namely, teachers and learners.

The following discussion focuses on those two categories of users.

4.3.1 Teacher-related strategies

Out of sixteen teachers and four school management team members who responded to the questionnaire, the following findings about their use of the school library. The responses reflect that 15% seldom visit the library, 25%

sometimes visit the library and 60% often visit the library. The reasons teachers visit the school library:



The finding is that teaching is the most important reason for teachers' use of the library. This shows the inadequacy of a textbook in assisting teachers in their crucial role of facilitating lessons and advances the notion of teaching support material as valuable resources.

Besides activities that pertain to improving teachers and teaching, there are strategies that teachers employ to encourage learners to use the library. Table 1 illustrates these strategies:

Table 1: Teachers' strategies to encourage learners' utilisation of the school library

STRATEGIES	Not At all	Very Little	A little	<i>A lot</i>	A very great deal	Total
1. Teachers give projects to learners that require them to use various information resources	0	1	1	11	7	20
2. Teachers give marks for work that goes beyond the prescribed textbook	0	2	3	9	6	20
3. Teachers teach learners how to use information effectively	0	4	4	6	6	20
4. Teachers provide time for learners to conduct research in the school library	1	4	3	5	7	20
TOTAL	1	11	11	31	26	80

These strategies show that teachers are attempting to strengthen the integration of the school library into the curriculum. The total percentages in table 1 reveal that more teachers (57 - columns 4 and 5 out of 80 responses - 71%) do their best to encourage utilisation of the school library than those who either do it to a limited extent or do not do it at all. The strongest strategy is the giving of projects, which overlaps with awarding of marks for going beyond the prescribed textbook. However, most teachers indicate that they set projects and award marks without comments, which suggests that their commitment to encouraging learners to use other resources is not absolute.

The teacher-librarian has adopted certain strategies to promote learners' library usage. During the interviews she indicated that reading promotion is

done through book reviews and Readathon celebrations. She indicated, however, that very few learners take part in these events and a large school population is left unattended. As evidence the teacher-librarian provided some book reviews that were done by learners who had read some novels for pleasure. She explained that book discussions and debates were part of library activities during library lessons. These activities are motivated and supported by the fact that the teacher-librarian at the selected school is also a language teacher. There was little evidence of the involvement of teachers in promoting reading.

In addition to these strategies, the school subscribes to the practice of timetabling school library periods to encourage learners to use the school library. This finding can be attributed to the fact that the school has allocated periods for classes to visit the library (see Appendix F). This allocation makes visiting the library compulsory, and not optional, for all learners. The users that often visit the library are those learners who go the 'extra mile' to visit the library, in addition to the allocated library period. A further analysis of the learners' visits to the school library based on the circulation register is that different grades visit the library in different patterns.

Table 2: Learners' visits to the school library according to grades

GRADES	SELDOM	SOMETIMES	OFTEN
Grade 8	-	50%	50%
Grade 9	-	-	100%
Grade 10	-	100%	-
Grade 11	-	100%	-
Grade 12	-	-	100%

Table 2 shows that learners from grade 9 and 12, as exit points, are more committed to using the library than other grades. Their practice may be linked to external examinations that can be the determining factor for consistent library usage. Grade 8 learners are equally divided about their usage. There can be a number of factors that come into play for this pattern, for instance, the fact that grade 8 learners are still new in the school, struggling with adjusting and settling into secondary school. The primary school background that they come from may not have had a school library.

During the interview with the teacher-librarian she explained what happens in the allocated library periods. Three main activities, namely, teaching of library skills, book discussions and supervised independent reading or study mostly

happens during fixed library periods. The greatest advantage of fixed scheduling is that all learners are exposed to books and other library material and they receive library skills for retrieving these resources if they need them. The conversation indicated that all classes have library periods but the allocation in the timetable reflects no library period for classes' 8a, d; 9a, c; 10e, f, g; 11a and 12a and b. This shortfall renders the allocation of library period arbitrary.

The library periods show a thin linkage between what goes on in the classroom and what goes on in the library. The library skills taught are 'just-in-case' and not 'just-in-time', since they are divorced from classroom activities. Van Deusen and Tallman (1993, n.p.) stress that flexible scheduling of library lessons "enhances connection between classroom activity and library media instruction in the teaching role". The flexible scheduling promotes an integrated approach to teaching library and information skills, distinct from the fixed timetabling, which promotes a direct approach. The profound advantage to flexible scheduling is that learners are taught skills 'just-in-time' and not 'just-in case'. However, the requirement for this approach is teacher and teacher-librarian collaboration, so that as skills are taught the content is readily available for application. If teachers and teacher-librarians are not focussing on the teaching and learning role of the school library, the integrated

approach will be unattainable. This challenge is an acute issue, which needs immediate intervention.

To sum up, almost everyone (teachers, teacher-librarian, and school management) in the school is implementing certain strategies that encourage learners to use the school library. But collaborative efforts in utilising school library resources for curriculum enrichment are limited to School Library Committee meetings and one-on-one interactions between teachers as friends and colleagues. These collaborative acts are both mandatory and voluntary, but are still fall short of achieving integration of school library resources into the curriculum. A well-structured, collaborative and co-ordinated effort would maximise the results of these strategies.

4.3.2 Learner-related strategies

During the interview with the teacher-librarian, she indicated three reasons for school library usage, namely, to obtain general information, to do projects and for enjoyment. But she indicated that projects are the main reason why learners' use the library. The second reason is also connected to projects, though slightly different, in the sense that it extends beyond projects. For instance, if a learner wants information for personal issues such as information about the eating disorder of bulimia, it can be his/her own initiative

and interest but not necessarily part of schoolwork. Enjoyment as a third reason for using the school library was given by low percentage of learners. The indication may be associated with the existing library collection that is mainly subject-focussed. It may also be learners' reading habits that are poor, as explained by the teacher-librarian. It appears that enjoying a good book may be a rare experience in the school.

Since projects are the learners' greatest need for library use, I singled them out for closer examination. I analysed the projects of ten learners to validate the data. Among the 10, two had been rated by the teacher as 64%. When analysing the work done, I find that in these assignments learners rely mostly on factual information though one writer makes a weak attempt to interpret information. The 10 projects show hardly any higher order thinking skills such as comparing, analysing and synthesising. There is no proper citation of other sources and no evidence of knowledge construction. Irrespective of sixty percent of teachers (30% a lot and 30% a very great deal) declaring that they teach learners how to deal with information from various sources, learners show a dire need for further guidance on this skill. During interviews, teachers revealed that there is a high rate of plagiarism in learners' writing and 'projects were given just for the sake of giving them.'

From the 10 projects I find that questions set by teachers are content questions, which required specific answers. These questions require learners to respond factually. This restricts learners' responses to lower order thinking that is knowledge recall and comprehension. The exclusion of 'how' and 'why' questions do not demand that they engage in analysis, application, synthesis and evaluation. There was only one question that required learners to critically evaluate the topic at hand, but when examining the responses I found that there was no critical evaluation. Learners nevertheless received a pass for the project.

McKenzie (2005) states "students cannot be blamed for such smushing. It is a time-honoured school tradition spawned by teachers who assign topical research". By smushing, McKenzie (2005, p.1) is referring to "a form of synthesis, but compression without comprehension, purpose or standards is a low grade form of synthesis not at all like distilling or refining". Such topical research has specific answers that give students little or no room for constructing knowledge. It encourages plagiarism, since they have single answers that hardly require usage of multiple resources, which may sometimes present conflicting viewpoints. Learners simply transcribe what they find in one or two sources, with or without understanding this information. Only a few diligent learners paraphrase and include their own thoughts.

Since projects have been given as the main reason for using the school library, the greatest challenge is for the school to give them the credibility they deserve by making them challenging and context-specific, teaching learners information skills that they will apply when doing projects and assessing them appropriately. This situation calls for teacher and teacher-librarian collaboration.

4.3.3 Systems and procedures to enhance and optimise access to and utilisation of the school library

The American Library Association (ALA) (2004) differentiates between intellectual and physical access to information. Intellectual access is influenced by learners' knowledge about information literacy, which enables learners to select, analyse, evaluate, synthesise, create and communicate information. Physical access is about the library space and the collection itself, which enables users to have free and equal access.

4.3.3.1 Intellectual Access

Concerning intellectual access the teacher-librarian provided a year plan for Information Skills (Appendix H). The document revealed that the initial design and planning was done in 1996. The Information Skills year plan is basically a

series of traditional book education lessons that are not embracing information literacy. While analysing the plan I realised that book education lessons are taught at school under the disguise of information skills. This situation is regrettable, since it indicates limited use of available information. Todd et al (1997: 4) defines the significance of information literacy, which encompasses information skills as “the essential link between learners and information resources provided by school libraries. ... [This link] will empower learning for the 21st century; it is what will enable students to take charge of their own learning; it is what guarantees unity of education and resources for the 21st century”.

4.3.3.2 Physical Access

In this section I consider access to the school library space and the collection. The library space is insufficient to accommodate more than twenty users at a time. A class of 40 learners fits in with difficulty since some of the space is taken up with shelves, working space for the teacher-librarian and some reading tables. Moreover, the same space is used as a multi-purpose room for meetings, workshops, classroom and/or examination room thus denying uninterrupted access to the users at all times. The teacher-librarian also

indicated during the interview that meetings are held in the library from time to time. This practice prevents access to school library resources.

The second factor on physical access is the school library collection. The teacher-librarian indicated that the collection of the school library is insufficient to match the size of its clientele. There are about 3000 books for the whole school population of 1069 learners and 33 teachers. Most of these are in English, with only a few being in isiZulu, the home language of learners at this school. Besides books, other library resources like charts, posters, newspapers and magazines form less than 5% of the total collection. In addition, there is no computer in the library or elsewhere in the school, and therefore no Internet access to electronic resources.

The above situation may tempt other schools to keep old books as a disguise for a fuller library. Brink and Meyer (1988) emphasise that having fewer, but appropriate, school library resources is better than having greater resources of old and irrelevant books. Nevertheless some schools may prefer to keep these old and irrelevant books for the sake of the appearance of a large collection. They caution that if old and outdated library collection is mixed with the new and relevant one, the new collection is lost or swallowed by the old. Therefore, if schools decide to overrate appearance and keep old and

outdated books, the purpose of the school library will be defeated, because users' needs will not be met. The American Library Association (1998, p.1) is vocal on the issue of equity of access. It says:

Your ability to get information shouldn't depend on your ability to pay for it.

Libraries make information affordable, available and accessible to all people.

Libraries level the playing field in the information age. Not everyone can afford a computer or knows how to use one.

Contrary to the quote, the implication for the school library is that its service delivery is affected by its income, which is determined by the low income of parents. The implication is that the economic barrier inhibits access to information and thus the role of the school library as a free information service for all particularly the poor is compromised. Despite the fact that the state, under the auspices of the education department, is addressing past inequalities through the decile ranking system, it is evident that the school library is still not yet benefiting from this system.

4.4 Conclusion

To sum up the findings presented in this chapter, teachers understand the significant role of the school library as an integral part of the curriculum and the school employs a number of strategies to ensure that school library resources are utilised for curriculum purposes. These strategies indicate

shortcomings in the daily operations since they are not integrated and fully coordinated. They depend on individual teacher's initiative and enthusiasm and the teacher-librarian's 'evangelistic approach' (Loertscher, 1988).

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Based on the evidence I presented in Chapter 4, I return to the three critical questions that were posed at the beginning of the thesis. The essence of these three key research questions relates to the identified problem of under-utilisation of the school library for curriculum purposes. The questions concern the role of the school library as an integral part of the curriculum and the systems, procedures and strategies that are employed to enhance and optimise school library usage.

5.2 The role of the school library as an integral part of the curriculum

Based on my findings about the first question, I conclude that both teachers and learners explicitly understand the critical role of the school library in the curriculum. This is evident in the metaphors that scholars and research participants use to describe the relationship between the school library and the curriculum. The school library is described as “the heart of the school”, “an opportunity room” for teachers and learners, “a nexus for curriculum reform”, “the best predictor of academic achievement” and a “live wire to the whole school community”. Such descriptions are connected to Loertscher’s (1988)

highest taxonomy levels that are levels 9-11 on the learning and teaching role of the school library.

Contrary to teachers' understanding of the school library role as an integral part of the curriculum, evidence of their implementation was not as convincing as their perceptions. In the findings there are several reasons discussed by teachers and learners that illuminate the role of the school library in the curriculum, namely information, teaching, projects, research and recreation. Though teaching is mentioned as the main reason for teachers' use of the library, it is alarming that learning as the learners' core responsibility is only implied in words such as information and projects. Among learners' reasons for library usage, projects are the main factor connecting the school library and the curriculum. However, the evidence shows that there are challenges associated with this approach:

- The teachers' purpose for setting of projects is mainly to fill in the gap of the curriculum content, which cannot be covered in class.
- The project questions are not intriguing enough to promote inquiry and therefore learners plagiarise in their answers and despite this, they are awarded with passes.
- Setting of projects does not follow a whole school approach but in the initiative of an individual teacher who does it only occasionally.

- Learners get little assistance in pursuing the task given and there is no formal programme to help them deal efficiently and effectively with information.
- There is little curriculum consultation between the teacher and the teacher-librarian to create the integration of the school library into the curriculum.

The teacher and teacher-librarian collaboration, as a determinant in the role of the school library as an integral part of the curriculum, is at the lowest level, which is level 2-5, according to Loertscher's taxonomy (1988) as discussed in Section 1.5. The collaboration is superficial, random and informal with little commitment and minimal effort being put towards teachers and the teacher-librarian working together. This results in few or brief intentional and/or unintentional discussions about teaching and the library. The connection of what happens in class and what happens in the school library is spasmodic and fragile. There is no common planning time for the school to create a comprehensive library programme that would be to the benefit of all. Such a scheduled time would surely lead to collaborative environments that would nurture coherence, consistency of expectation and integration of school library resources into the curriculum.

5.3 Strategies employed by the school to promote access to the school library

Question two of the research inquired about the identification and discussion of the school systems, procedures and strategies that enhance and optimise accessibility to the school library. Evidence relating to this question is disappointing. In relation to strategies for intellectual access that places information literacy at the focal point, learners' projects could not show that learners were becoming information literate. An information literate person is able to:

- Recognise a need for information
- Determine the extent of information needed
- Access the needed information efficiently
- Evaluate the information and its sources
- Incorporate selected information into their knowledge base
- Use information effectively to accomplish a purpose
- Understand economic, legal, social and cultural issues in the use of information
- Access and use information ethically and legally
- Classify, store, manipulate and redraft information collected or generated
- Recognise information literacy as a prerequisite for lifelong learning

(Council of Australian University Librarians, 2001, p.3)

In contrast to these information literacy skills, the findings shown in Section 4.3.2 reveal reproduction and plagiarism, which are an indication that information sourced in the library is not used ethically and legally. In addition answers to the majority of questions that needed simple responses are copied from books and other resources. This is evident in the final product of projects, where there is little demonstration of knowledge construction; instead knowledge production is predominant and there are no citations of the sources used.

My conclusion pertaining to physical access to the school library is that the size of the school library collection and the misuse of allocated space are hindrances to maximum access to the school library. Furthermore, the school library budget allocation inhibits the good intentions of the School Management Team (SMT) and teachers for an effective school library service. Conversely, the school income and the related allocation to budget items impact on physical access factors such as the number of library items that learners can borrow as well as availability of diverse library resources that can be accessible. These factors curb learners' efforts and enthusiasm for education and learning. Furthermore, they inhibit the development of the school library and put it on the lowest levels of Loertscher's taxonomy as discussed in Section 1. 5.

5.4 Strategies employed by the school to achieve integration of the school library into the curriculum

Concerning the third question about strategies that the school employs to achieve integration of the school library into the curriculum, I found minimal evidence. The strategies are four-fold, namely, timetabling of library periods, teaching of library skills, promotion of reading and setting of projects. Linking these strategies to Loertscher's taxonomy in Section 1.5, they can fit in with level 4-7, which is a precursor phase to real collaboration. These levels are characterised by the teacher-librarian's initiatives to library promotion and minimal response of teachers to legitimate collaboration. The school library periods, as set in the timetable, are the full responsibility of the teacher-librarian who teaches library skills and promotes reading. However, the teaching of library skills has to incorporate information literacy skills in order to maximise intellectual access to learners. Reading promotion needs a whole school approach vis-à-vis the individual initiative.

Overall there is evidence of political will among teachers and school management but inadequate implementation strategies. A theory-practice paradox exists in terms of theory and practice since the understanding of teachers about the school library as an integral part of the taught curriculum is exceptional but their procedures, systems and strategies showed serious gaps

that affect effective school library utilisation. This paradox in relation to Loertscher's taxonomy discussed in Section 1.5 puts the utilisation of the school library for curriculum purposes between the lowest and middle levels.

5.5 Recommendations

The role of the school library as an integral part of the curriculum

- Professional development for teachers and for the teacher-librarian needs to be built and strengthened in relation to understanding the role of the school library as an integral part of the curriculum.
- Professional development and support programmes on how to set inquiry-based projects need to be developed.
- School management teams need to develop integrated school library programmes that are implemented and revised annually.

Systems and procedures employed by the school to promote access to the school library

- The school budget for the school library needs to increase and be allocated incrementally on an annual basis to accommodate the inflation rate. This practice will impact positively on the size of the school library collection. To overcome the challenge of insufficient budget, the school

library stock can be complemented by forming partnership with the public library for the purposes of resource-sharing (Hart, 2003).

- The teacher-librarian and teachers need to teach Information Literacy Skills in order to improve intellectual access to the school library.

Strategies employed by the school to achieve integration of the school library into the curriculum

- There is a need for the school management team to put into effect teacher and teacher-librarian collaboration.
- The school management team needs to refine and incorporate more strategies to achieve integration of the school library into the curriculum such as drawing up, implementing and evaluating a comprehensive reading programme that reflects a number of strategies to sustain the programme such as reading aloud, storytelling, reading clubs, story-writing, reading and writing competitions.

In closing further research is needed on strategies that can enhance and maximise utilisation of the school library for curriculum purposes.

- Project-Based Learning because this strategy manifests a theory-practice paradox.

- Information Literacy because it enhances intellectual access to the school library.
- Reading Promotion Strategies because they are fundamental to the utilisation of school library resources.

These further studies would give additional insight into the integration of the school library into the curriculum.

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APPENDIX A: Letter requesting permission to conduct the research

MEMO

TO: THE RESEARCH UNIT
KZN DEPARTMENT OF EDUCATION

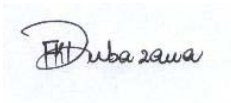
FROM: MRS FK DUBAZANA

DATE: 15 November 2004

I am writing to you to request permission to conduct research at Zwelethu high school in Umlazi District. I am presently doing my Master of Education degree with the University of KwaZulu-Natal (Edgewood Campus). My research topic is on "The school library as an integral part of the curriculum". My student number is 203 512 558.



My supervisor is Prof Lebo Moletsane who is at UKZN – Edgewood Campus.

Your co-operation in this matter would be highly appreciated.



MRS FK DUBAZANA

APPENDIX B: Permission letter from the Department of Education

		PROVINCE OF KWAZULU-NATAL ISIFUNDAZWE SAKWAZULU-NATAL PROVINSIE KWAZULU-NATAL				DEPARTMENT OF EDUCATION UMNYANGO WEMFUNDO DEPARTEMENT VAN ONDERWYS	
HEAD OFFICE		INHLOKO HHOVISI		HOOFKANTOOR			
ADDRESS: IKHELI: ADRES:	EX-DURBAN COLLEGE OF EDUCATION CNR. NICHOLSON ROAD AND QUEEN MARY AVENUE UMBILO			PRIVATE BAG: ISIKHWAMA SEPOSI: PRIVAATSAK:	X05 ROSSBURGH 4072	TELEPHONE: UCINGO: TELEFOON:	031 2744919
						FAX:	031 2744922
						Cell:	083 337 1324
ENQUIRIES: IMIBUZO: NAVRAE:	S. R. Alwar			REFERENCE: INKOMBA: VERWYSING:	Permission: Research	DATE: USUKU: DATUM	15 December 2004

TO: Mrs. F. K. Dubazana
P. O. Box 1090
WESTVILLE
3630

RE: PERMISSION TO CONDUCT RESEARCH

Please be informed that you have been granted permission to conduct research with the following terms and conditions:

Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution bearing in mind that the institution **is not obliged** That as a researcher, you **must** present a copy of the written approval from the to **participate** if the research is not a departmental project.

Research should not be conducted during official contact time, as **education programmes should not be interrupted**, except in exceptional cases with special approval of the KZNDEC.

The research is not to be conducted during the fourth school term, except in cases where the KZNDEC deem it necessary to undertake research at schools during that period.

Should you wish to extend the period of research after approval has been granted, an application for extension must be directed to the Director: Research, Strategy Development and ECMIS.

The research will be limited to the schools or institutions for which approval has been granted.

A copy of the completed report, dissertation or thesis must be provided to the: RSDE Directorate

Lastly, you must sign the attached declaration that, you are aware of the procedures and will abide by the same.



B. H. MTHABELA
DIRECTOR: RESEARCH, STRATEGY, POLICY DEVELOPMENT AND ECMIS

APPENDIX C (1): Letter to teachers

15 Bromhead Road

Pelham

3201

July 2004

Dear Participant

I am conducting a study for my Master of Education degree at the University of KwaZulu-Natal (Edgewood Campus) on “The school library as an integral part of the curriculum”. My aim is to hear your views on the subject. Please be assured of the following:

- Your identity will be kept confidential throughout the study and no reference would be made to your name in the research report.
- Your participation is voluntary. You can withdraw from participation at any time without consequences of any kind. You may exercise the option of removing your data from the study. You may also refuse to answer any questions you don't want to answer and still remain in the study. I may also withdraw you from this research if circumstances arise that warrant doing so.

If you volunteer to participate in this study, I expect you to do the following things:

- Sign the consent form that is attached
- Participate in filling in the questionnaire
- Participate in the interviews that will probably take 40 minutes per session

The details of my supervisor and my details are attached.

YOUR RIGHTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

This study will be reviewed and receive ethics clearance through the University of KwaZulu-Natal Research Office. If you have questions regarding your rights as a research participant, contact:

Research Ethics Coordinator

University of KwaZulu-Natal

Westville Campus

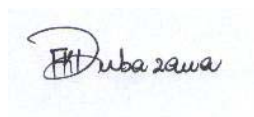
Telephone: 031-260 3587

E-mail: ximbap@ukzn.ac.za

Please do not write your name of any of the pages or documents you submit.

Thank you for your co-operation.

Yours sincerely



Mrs FK Dubazana

APPENDIX C (2): Contact details of the researcher

STUDENT NUMBER : 203512558

SURNAME : Dubazana

NAMES : Faith Khanyisiwe

RESIDENTIAL ADDRESS : 15 Bromhead Road, Pelham PMBURG

POSTAL ADDRESS : Same as above

TELEPHONE : 033-341 6510 (W)

033-342 0292 (H)

CONTACT DETAILS OF THE SUPERVISOR

SURNAME : Karlsson

NAMES : Jenni

ADDRESS : University of KwaZulu-Natal

Edgewood Campus

School of Education and Development

Faculty of Education

Private Bag x 03

ASHWOOD

3605

TELEPHONE : 031- 260 1398 (W)

031-702 4875 (H)

APPENDIX D: Teachers' questionnaire

TEACHERS' QUESTIONNAIRE ON THE SCHOOL LIBRARY AS AN INTEGRAL PART OF THE CURRICULUM

A. Biographical Data:

1. Age: _____
 2. Sex: _____
 3. How many years have you been a teacher? _____
 4. How many years have you been a teacher at this school?

 5. What is your position/level in the school? _____
-

(PLEASE CIRCLE YOUR ANSWER)

B. Library Use:

1. How often do you use the library?

1 = never

2 = seldom

3 = sometimes

4 = usually

5 = always

For what purpose do you use the library?

2. The school library provides a collection of readily available teaching and learning resources?

1 = strongly disagree
2 = disagree
3 = neither agree nor disagree
4 = agree
5 = strongly agree

3. I plan with the teacher-librarian to determine library contribution to curricular units

1 = not at all
2 = very little
3 = a little
4 = a lot
5 = a very great deal

4. I give projects to learners that require them to use various resources including school library resources

1 = not at all
2 = very little
3 = a little
4 = a lot
5 = a very great deal

5. I take an active part in designing, implementing and evaluating a school library programme to support the anticipated teaching programme

1 = no
2 = yes, but less than average
3 = yes, receives average emphasis
4 = yes, receives above average emphasis

5 = yes, it's one of the most heavily emphasised tasks in the school

6. I provide time for research in the school library

1 = not at all

2 = very little

3 = a little

4 = a lot

5 = a very great deal

7. I teach learners how to collect, evaluate and use various information resources

1 = no

2 = yes, but less than average

3 = yes, receives average emphasis

4 = yes, receives above average emphasis

5 = yes, it's one of the most heavily emphasised tasks in the school

8. I give marks for work that goes beyond the prescribed textbook

1 = not at all

2 = very little

3 = a little

4 = a lot

5 = a very great deal

9. The school library collection is equally accessible to all the school community and meets diverse curricular needs

1 = very low

2 = quite low

3 = adequate

4 = quite high

5 = very high

10. The school library collection is re-evaluated, weeded and updated to meet the changing needs of the curriculum

1 = minor importance

2 = less than average importance

3 = average importance

4 = more than average importance

5 = major importance

(Please complete the following sentence in your own words)

11. I understand the school library as:

.....

.....

.....

.....

.....

.....

THANK YOU

APPENDIX E: INTERVIEW QUESTIONS

QUESTIONS FOR THE PRINCIPAL, SMT AND TEACHER-LIBRARIAN

1. Why do you need a school library?
2. What are tangible benefits of the school library?
3. How do you promote school library usage?
4. How do you support the development of the school library?
5. How effective is the school library?
6. What do you think is the purpose of the school library?
7. What encourages you to use the school library?
8. What do you like about your school library? Why?

APPENDIX F: School Timetable

DAY 1							DAY 2						
	1	2	3	4	5	6		1	2	3	4	5	6
8A	LLC2	Tech	Accounts	NS	HSS	EMS	8A	A&C	EMS	LO	Maths	A&C	HSS
B	Nzama LB	VPH	SO	Thwala	Mbatha	Ndlanya	B	Cele	Ndlanya	Gcaba	Buthelezi	Cele	Mbatha
C	A & C	LLC1	Tech	NS	Maths	LO	C	Accounts	Tech	LLC1	HSS	LO	Flexi
D	Cele	Nzama LB	VPH	Nkosi	Buthelezi	Gcaba	D	SO	VPH	Nzama LB	Mbatha	Gcaba	
9A	Tech	LLC2	LLC1	Accounts	Maths	HSS	9A	NS	A&C	Tech	Library	HSS	Accounts
B	Nzama	Cele	Nzama LB	SO	Fakazi	Mbatha	B	Nkosi	Cele	VPH	Moloi	Mbatha	SO
C	Maths	Accounts	Flexi	LO	NS	LLC1	C	EMS	LO	HSS	NS	Tech	LLC2
D	Mletshane	SO		Gcaba	Thwala	Nzama LB	D	Ndlanya	Gcaba	Mbatha	Thwala	VPH	Cele
10A	HSS	EMS	LLC1	A&C	Tech	LO	10A	LLC2	LO	NS	Tech	Maths	Flexi
B	Mbatha	Ndlanya	Ndwandwe	Cele	VPH	Gumbi	B	Ngongo	Gumbi	Thwala	VPH	Fakazi	
C	LLC2	LO	NS	EMS	LLC1	Tech	C	NS	A & C	LO	EMS	LLC1	A&C
D	Ngongo	Gumbi	Thwala	Ndlanya	Maths	VPH	D	Thwala	Ngongo	Gumbi	Ndlanya	Taylor	Cele
11A	EMS	NS	HSS	LO	Maths	LLC2	11A	LLC1	NS	Accounts	A&C	LO	LLC2
B	Ndlanya	Thwala	Mbatha	Gumbi	Mabaso	Ngongo	B	Taylor	Thwala	Mpanya	Cele	Gumbi	Ngongo
C	NS	Flexi	EMS	Tech	A&C	Maths	C	HSS	Thwala	A&C	LLC2	NS	EMS
D	Thwala	Flexi	Ndlanya	VPH	Cele	Mabaso	D	Mbatha	LB	Cele	LLC2	Thwala	Ndlanya
12A	Biology	Maths	Physics	English	HE/CS	HE/TD	12A	HE/TD	CompSidy	Library	Maths	Physics	English
B	Buthelezi	Fakazi	Mletshane	Thwala	Xaba	Jing/Manq	B	Jing/Manq	Xaba	Moloi	Fakazi	Mletshane	Mthwana
C	English	Physics	Biology	IsiZulu	HE/CS	Geog	C	Geog	CS/Study	Physics	IsiZulu	English	Physics
D	Mthwana	Mletshane	Nkosi	Hoyana	Jin/Xab	Ndimande	D	Ndimande	Geog	Maths	HE/TD	Mthwana	Mletshane
E	History	Biography	IsiZulu	Maths	English		E	English	Ndimande	Maths	Jing/Manq	Hoyana	Nkosi
F	Taylor	Nkosi	Hoyana	Fakazi	Mthwana	Study	F	Study	English	Biography	HE/TD	Geog	History
G	Maths	English	History	Geog	IsiZulu		G	TD	Mthwana	Nkosi	Manq/Jing	Ndimande	Taylor
11A	Fakazi	Mthwana	Taylor	Ndimande	Hoyana		11A	Econ	Maths	English	IsiZulu	Study	CT/Geog
B	Maths	Econ	CT/GEO	BE	Accounts	English	B	Mhlongo	Manqele	Mthwana	Ngongo	Accounts	Sal/Gumbi
C	Manqele	Mhlongo	Sal/Gum	Salimane	Siphunzi	Mthwana	C	BE	English	Maths	Geog	SO	Study
D	IsiZulu	Study	Maths	English	Geog	Econ	D	Mpanya	Ngongo	Magwaza	Gumbi	Maths	Maths
E	Ngongo	Magwaza	English	Econ	Accounts	BE	E	Sal/Gumbi	Accounts	BE	English	Econ	Magwaza
F	CT/Geog	IsiZulu	Geog	Physics	English	Biology	F	Physics	Siphunzi	Mpanya	IsiZulu	Mhlongo	Magwaza
G	Sal/Gumb	Ngongo	Mthwana	Mletshane	Ndimande	Nkosi	G	Mletshane	Sibiya	Hor/Mar/Xa	Enicker	Maths	English
12A	Enicker	Maths	Geog	IsiZulu	Geog	English	12A	Maths	English	Geog	History	Biology	HE/TD/BE
B	Biology	History	Library	Enicker	Sibiya	Taylor	B	Magwaza	Taylor	Sibiya	Choncho	Nkosi	Hor/Mar/Th
C	Nkosi	Choncho	Moloi	Maths	Econ	CT/Geog	C	BE	Maths	IsiZulu	CT/Geog	Econ	Library
D	Account	English	IsiZulu	Mabaso	Mpanya	X/Sibiya	D	Siphunzi	Mabaso	Enicker	Xab/Sibiya	Mpanya	Moloi
12A	Mhlongo	BE	Accounts	Econ	English	IsiZulu	12A	Geog	BE	Accounts	Econ	Maths	IsiZulu
B	Maths	Mabaso	Mhlongo	Mpanya	Ndimande	Enicker	B	Sibiya	Siphunzi	Mhlongo	Mpanya	Mabaso	Enicker
C	Magwaza	English	Biology	H/T/C/B	Phy/Hist	IsiZulu	C	IsiZulu	Maths	Biology	Phys/Hist	English	Geog
D	Account	CT/Geo	Sal/Sibiya	BE	M/J/X/S	Mte/Gcaba	D	Ngongo	Magwaza	Buthelezi	Mte/Gcaba	Moloi	Sibiya
	SO		Ngcobo	Siphunzi	Magwaza	Moloi		English	Econ	Accounts	Maths	CT/Geog	IsiZulu
								Moloi	Mpanya	SO	Magwaza	Sal/Sibiya	Ngcobo

	1	2	3	4	5	6
8A	LO Gcaba	HSS Mbatha		Maths Buthelezi	NS Thwala	LLC1 Nzama LB
B	NS Nkosi	Maths Buthelezi	LLC2 Cele	LO Gcaba	A&C Cele	EMS Ndlanya
C	A&C Cele	NS Nkosi	Tech VPH	HSS Mbatha	LO Gcaba	Life Skills Salimane
D	EMS Ndlanya	LLC1 Nzama LB	NS Thwala	Maths Mfetsane	HSS Mbatha	Tech VPH
9A	NS Thwala	HSS Mbatha	EMS Ndlanya	LLC2 Cele	LLC1 Nzama LB	LO Gumbi
B	LLC2 Cele	NS Thwala	HSS Mbatha	Maths Mabaso	Library Moloi	A&C Cele
C	HSS Mbatha	Tech VPH	LO Gumbi	A & C Cele	Maths Mabaso	English Ngongo
D	LO Nzama LB	A & C Cele	LLC1 Taylor	Life Skills Ngongo	Tech VPH	NS Thwala
10A	HE/7D Jing/Manq	Maths Fakazi	Comp Xaba	IsiZulu Hoyana	Biography Buthelezi	Physics Mfetsane
B	Geog Ndlamande	Physics Mfetsane	HE/CS Hoy/Jab	Maths Fakazi	IsiZulu Hoyana	English Mthwana
C	English Mthwana	HE/7D Jing/Manq	Maths Fakazi	Library Moloi	Biography Nkosi	English Taylor
D	Study/7D Manq	HE/7D Jing/Manq	English Econ	History Taylor	Maths Fakazi	Geog Ndlamande
E	Accounts Siphunzi	English Mthwana	Econ Mhongo	Maths Mangele	CT/Geo Sal/Gumbi	IsiZulu Nkosi
F	IsiZulu Ngcobo	Econ Mhongo	English Ngongo	Geog Gumbi	BE Mpanya	Accounts SO
G	BE Mpanya	Accounts SO	IsiZulu Ngcobo	Maths Magwaza	English Mthwana	Econ Mhongo
11A	Physics Mfetsane	Maths Magwaza	English Ndlamande	IsiZulu Enicker	Geog Sibiya	Biography Nkosi
B	History Choncho	English Taylor	HE/7D/BE Hor/Mar/Th	Biography Nkosi	Maths Magwaza	IsiZulu Enicker
C	Accounts Mhongo	CT/Geo Xa/Sibiya	Econ Mpanya	BE Siphunzi	IsiZulu Enicker	Maths Mabaso
D	Econ Mpanya	BE Siphunzi	Maths Mabaso	Accounts Mhongo	English Taylor	Geog Sibiya
12A	Maths Magwaza	IsiZulu Ngcobo	Phy/Hist Mfetsane	Geog Sibiya	HE/7D/BE Jin/Mar/Siph	Biography Buthelezi
B	CT/Geo Xa/Sibiya	Econ Mpanya	Maths Magwaza	Comptype Salimane	BE Siphunzi	English Moloi

	1	2	3	4	5	6
8A	Maths Buthelezi	A&C Cele	Accounts SO	LLC2 Cele	HSS Mbatha	EMS Ndlanya
B	A & C Cele	LLC1 Nzama LB	Tech VPH	LIBRARY Moloi	NS Nkosi	Accounts SO
C	A&C Cele	LLC2 Cele	EMS Ndlanya	Accounts SO	A & C Cele	Maths Fakazi
D	Maths Mfetsane	NS Thwala	LLC2 Cele	Accounts SO	TECH Mangele	LLC1 Choncho
9A	Maths Fakazi	HSS Mbatha	EMS Ndlanya	EMS Ndlanya	TECH VPH	LLC2 Ngongo
B	HSS Mbatha	Flexi Cele	A & C Ngcobo	LLC1 Taylor	Maths Mabaso	NS Thwala
C	EMS Ndlanya	Tech VPH	NS Thwala	HSS Mbatha	Flexi Cele	LO Gumbi
D	Accounts Xaba	EMS Ndlanya	LO Nzama LB	LLC2 Ngongo	LLC1 Taylor	Tech VPH
10A	Computer Xaba	Maths Fakazi	IsiZulu Hoyana	Biography Buthelezi	Comp Xaba	English Mthwana
B	Biography Nkosi	Geography Ndlamande	Maths Fakazi	IsiZulu Hoyana	HE/CS Jing/Xab	Library Moloi
C	IsiZulu Hoyana	English Mthwana	Geog Ndlamande	Biography Nkosi	Maths Fakazi	Study
D	Geog Ndlamande	IsiZulu Hoyana	History Taylor	Maths Fakazi	English Mthwana	Biography Nkosi
E	IsiZulu Ngcobo	Acc Siphunzi	English Mthwana	Study Ngcobo	Econ Mhongo	BE Salimane
F	Geog Gumbi	Accounts SO	Econ Mhongo	IsiZulu Ngcobo	English Ngongo	Study
G	English Mthwana	IsiZulu Ngcobo	BE Mpanya	Maths Magwaza	Accounts SO	Econ Mhongo
11A	IsiZulu Enicker	Maths Magwaza	Biography Nkosi	English Ndlamande	Physics Mfetsane	HE/7D/CS Hor/Ma/Xa
B	English Taylor	Biography Nkosi	IsiZulu Enicker	Geog Sibiya	H/7D/BE M/H/Thw	History Choncho
C	ACC Mhongo	Zulu Enicker	CT/Geo Xa/Sibiya	Econ Mpanya	English Ndlamande	Study
D	Econ Mpanya	Maths Mabaso	BE Siphunzi	Accounts Mhongo	Geog Sibiya	IsiZulu Enicker
12A	Maths Magwaza	English Moloi	Phys/Hist Mfetsane	HE/CS/7D J/X/M	Bio Buthelezi	IsiZulu Ngcobo
B	Accounts SO	CT/Geo Sal/Sibiya	Maths Magwaza	BE Siphunzi	Zulu Ngcobo	Econ Mpanya

DAY 5						
	1	2	3	4	5	6
8A	EMS Ndlanya	Maths Buthelezi	LO Gcaba	NS Thwala	Tech VPH	LLC1 Nzama LB
B	LLC1 Nzama LB	HSS Mbatha	Accounts SO	Maths Buthelezi	LLC2 Cele	Flexi A & C
C	NS Nkosi	LLC1 Nzama LB	EMS Ndlanya	LLC2 Cele	Maths Fakazi	LO Gcaba
D	Tech VPH	Maths Metshane		LO Gcaba	EMS Ndlanya	A & C Enicker
9A	Accounts	A&C Cele	LLC2	Flexi Maths	LO Gumbi	LLC1 Ndlanya
B	A&C Cele	LO Gumbi	Maths Mabaso	LLC2 Ngongo	Maths Taylor	Tech VPH
C	LLC1 Taylor	Tech VPH	NS Thwala	EMS Ndlanya	Maths Mabaso	HSS Mbatha
D	Library Moloi	LLC2 Ngongo	LO Nzama LB	Maths HSS	LLC1 Taylor	LLC1 Taylor
10A	Biology Buthelezi	Computer Xaba	Computer Xaba	HE/TE Jing/Manq	IsiZulu Hoyana	Physics Metshane
B	Library Moloi	HE/CS Jing/Xab	Physics Metshane	Biology Nkosi	English Mthwana	IsiZulu Hoyana
C	Maths Fakazi	History Taylor	Geog Ndimande	IsiZulu Hoyana	Library Moloi	HE/TE Manq/Jing
D	Biology Nkosi	English Mthwana	IsiZulu Hoyana	Study/TD Ndimande	Geog Moloi	HE/TE Manq/Jing
E	Maths Mangele	BE Salimane	Accounts Siphunzi	Econ Mhlongo	Study Moloi	CT/Geog Sal/Gumb
F	English Ngongo	Accounts SO	IsiZulu Ngcobo	Maths Magwaza	BE Mpanya	Econ Mhlongo
G	CT/Geog Sal/Gumb	Econ Mhlongo	Maths Magwaza	BE Mpanya	IsiZulu Ngcobo	English Mthwana
11A	Geog Sibiya	IsiZulu Enicker	Biology Nkosi	Physics Metshane	Library Moloi	Maths Magwaza
B	History Choncho	HE/TE/BE Hor/Mar/Sip	Nkosi Enicker	English Taylor	Maths Magwaza	Study Sibiya
C	Econ Mpanya	English Ndimande	Accounts Mhlongo	Geo/CT Sibiya/Xaba	IsiZulu Enicker	BE Siphunzi
D	Maths Mabaso	Geog Sibiya	English Taylor	IsiZulu Enicker	Accounts Mhlongo	Econ Mpanya
12A	Phys/Hist Mte/Gcaba	English Moloi	Computer Xaba	IsiZulu Ngcobo	HE/TE/CS/BE Jir/Ma/Xa/Th	Geog Sibiya
B	IsiZulu Ngcobo	Maths Magwaza	Econ Mpanya	Accounts SO	BE Siphunzi	English Moloi

DAY 6						
	1	2	3	4	5	6
8A	Tech VPH	HSS Mbatha	LLC2 Cele	LLC1 Nzama LB	Accounts SO	LO Gcaba
B	HSS Mbatha	Tech VPH	EMS Ndlanya	LLC2 Cele	Life Skills Salimane	LLC1 Nzama LB
C	LO Gcaba	LLC1 Nzama LB	HSS Mbatha	Tech VPH	NS Nkosi	LLC2 Cele
D	LLC2 Cele	LO Gcaba	A&C Enicker	EMS Ndlanya	LLC1 Nzama LB	Tech VPH
9A	NS Thwala	Life Skills Ngcobo	Tech VPH	LLC1 Ndlanya	Maths Fakazi	HSS Mbatha
B	Maths Mabaso	LO Gumbi	EMS Ndlanya	Flexi Maths	LLC1 Taylor	LLC2 Ngongo
C	LO Gumbi	NS Thwala	LLC1 Taylor	LLC2 Ngongo	EMS Ndlanya	Flexi
D	LLC2 Ngongo	Maths Mabaso	NS Thwala	HSS Mbatha	Flexi LO	Accounts
10A	IsiZulu Hoyana	HE/TE Jing/Manq	Physics Metshane	Maths Fakazi	Computer Xaba	Computer Xaba
B	English Mthwana	Maths Fakazi	Biology Nkosi	Geog Metshane	Physics Metshane	CS/HE Xa/Jingela
C	History Taylor	IsiZulu Hoyana	Maths Fakazi	English Mthwana	HE/TE Jing/Manq	Geog Ndimande
D	Maths Fakazi	Study/TD Mangele	Library Moloi	Biology Nkosi	HE/TE Jing/Manq	Hoyana
E	Maths Mangele	Accounts Siphunzi	English Mthwana	IsiZulu Ngcobo	Econ BE	BE Salimane
F	Accounts SO	Econ Mhlongo	Geog Gumbi	BE Mpanya	English Ngongo	IsiZulu Ngcobo
G	IsiZulu Ngcobo	CT/Geog Sal/Gumb	Accounts SO	Maths Magwaza	BE Mpanya	English Mthwana
11A	Maths Magwaza	Biology Nkosi	CS/H/TE X/Man	Physics Metshane	English Ndimande	Geog Sibiya
B	Biology Nkosi	English Taylor	Geog Sibiya	IsiZulu Enicker	Maths Magwaza	History Choncho
C	English Ndimande	Econ Mpanya	Accounts Mhlongo	Maths Mabaso	BE Siphunzi	IsiZulu Enicker
D	Accounts Mhlongo	BE Siphunzi	Econ Mpanya	Geog Sibiya	Maths Mabaso	English Taylor
12A	Biology Buthelezi	Maths Magwaza	IsiZulu Ngcobo	CH/TE/B Xa/Ma/J	Geog Sibiya	English Moloi
B	CT/Geog Sal/Sibiya	English Moloi	Maths Magwaza	BE Siphunzi	Accounts SO	Econ Mpanya

DAY 8					
	1	2	3	4	5
8A	LLC1	NS	Life Skills	LO	Maths
B	Nzama LB	Thwala	Salimane	Gcaba	Buthelezi
C	A&C	LLC1	LO	HSS	EMS
D	Tech	Nzama LB	Gcaba	NS	Ndanyanya
9A	Maths	Fakazi	EMS	LLC1	LO
B	VPH	A&C	NS	LLC2	Nzama LB
C	LLC2	Maths	Thwala	LLC2	Tech
D	CE	Maths	NS	LLC2	HSS
10A	LLC1	Maths	Thwala	LLC2	Maths
B	Maths	Ngongo	Maths	LLC2	Maths
C	Maths	Maths	Maths	LLC2	Maths
D	Maths	Maths	Maths	LLC2	Maths
E	Maths	Maths	Maths	LLC2	Maths
F	Maths	Maths	Maths	LLC2	Maths
G	Maths	Maths	Maths	LLC2	Maths
11A	Maths	Maths	Maths	LLC2	Maths
B	Maths	Maths	Maths	LLC2	Maths
C	Maths	Maths	Maths	LLC2	Maths
D	Maths	Maths	Maths	LLC2	Maths
12A	Maths	Maths	Maths	LLC2	Maths
B	Maths	Maths	Maths	LLC2	Maths

DAY 8					
	1	2	3	4	5
8A	LLC1	NS	Life Skills	LO	Maths
B	Nzama LB	Thwala	Salimane	Gcaba	Buthelezi
C	A&C	LLC1	LO	HSS	EMS
D	Tech	Nzama LB	Gcaba	NS	Ndanyanya
9A	Maths	Fakazi	EMS	LLC1	LO
B	VPH	A&C	NS	LLC2	Nzama LB
C	LLC2	Maths	Thwala	LLC2	Tech
D	CE	Maths	NS	LLC2	HSS
10A	LLC1	Maths	Thwala	LLC2	Maths
B	Maths	Ngongo	Maths	LLC2	Maths
C	Maths	Maths	Maths	LLC2	Maths
D	Maths	Maths	Maths	LLC2	Maths
E	Maths	Maths	Maths	LLC2	Maths
F	Maths	Maths	Maths	LLC2	Maths
G	Maths	Maths	Maths	LLC2	Maths
11A	Maths	Maths	Maths	LLC2	Maths
B	Maths	Maths	Maths	LLC2	Maths
C	Maths	Maths	Maths	LLC2	Maths
D	Maths	Maths	Maths	LLC2	Maths
12A	Maths	Maths	Maths	LLC2	Maths
B	Maths	Maths	Maths	LLC2	Maths

APPENDIX G: School Budget

BUDGET FOR 2005		
EXPENDITURE		
SALARIES	1. Security 2. Cleaner	R1 100 X 12 = R13 200 R 900 X 12 = R10 800 TOTAL = R24 000 00
ACCOUNTS	1. Digital Printers 2. Nashua 3. electricity & water 4. fax & telephone 5. Intense Protection and tourist services 6. hire of post box 7. audit fees	R500 X 12 = R6000 R1700 X 12 = R20 400 R5000 x 12 = R60 000 R500 x 12 = R6000.00 R4000 X 12 = R48 000.00 R270.00 R2500.00 TOTAL = R167 170
1. EXAMINATIONS 2. TESTING 3. O.B.E.	4. examination (4 terms) 5. monthly testing 6. Grade 8 & 9	R16 000.00 R6000.00 R15 000.00 TOTAL = R37 000
FURNITURE & EQUIPMENT	1. 50 x school desks 2. chairs (HOD) 3. steel cabinet x 10 filing cabinet	TOTAL = R60 000
COMPUTER	1. computer lease agreement (Love-Life) 2 year contract & full time instructor	TOTAL = R36 000
REPAIRS	1. toilets 2. Driveway & maintenance of building, furniture & appliances	R30 000.00 R30 000.00 TOTAL = R60 000.00
CLEANING MATERIAL	1. Polish 2. toilet paper 3. buckets 4. cleaning machine 5. mops	TOTAL = R10 000
SPORTS	Sports & culture	TOTAL = R20 000
TEACHING AIDS	1. Dept of Science 2. " " Commerce 3. " " Languages 4. " " Humanities 5. " " Arts & Tech 6. Life skills 7. Library	R10 000 00 R10 000 00 R10 000 00 R10 000 00 R10 000 00 R3 000 00 R10 000 00 TOTAL = R63 000 00
FUNCTIONS	1. Parents meeting 2. Matric Dance 3. Prize-Giving Day	R2000 00 R1500 00 R5000 00 TOTAL = R8 500
TEACHER COURSES	Transport Fees	R15 000 00 TOTAL = R15000 00
STAFF DEVELOPMENT	Workshop	TOTAL = R10 000 00

S.G.B.	Meeting/Workshop	TOTAL = R10 000 00
RENOVATION	Control gate	R5000 00
	Fencing	R10 000 00
	Shelter for security	R5000 00
		TOTAL = R20 000 00
INTERCOM & TELEPHONES	1. Main staff rooms	TOTAL = R34 000 00
	2. Specialized rooms	
SCHOOL DEVELOPMENT	Sizakala skills & Personal services	TOTAL = R4200 00
	GRAND TOTAL	R554 870 00

INCOME

INCOME	SOURCE	TOTAL
1. BASIC ALLOCATION	NORMS & STANDARDS	R102 406
2. LEARNER SUPPORT MATERIAL	NORMS & STANDARDS	R107 319
3. RENTAL FOR CELL C SITE	CELL C	R1700 00 X 12 = R20 400
4. RENTAL FOR COTTAGE	TENANTS X 3 (R200.00)	R600 00 X 12 = R7200 00
5. SCHOOL FEES	LEARNERS	R300 X 1100 = R330 000 00
6. T/SHOP CONTAINER	T/SHOP	R300 X 12 = R3600 00
7. CLASSROOM BUILDING	CHURCHES RENTAL	R400 X 12 = R4 800 00
	GRAND TOTAL	R557 025 00

APPENDIX H: Teaching Information Skills Year Plan

Module Three: Teaching Information Skills

Worksheet 3.1



YEAR PLAN Std 7 .

	Year:	Standard:	
Term One	1. Revision of Library Rules " of sections of Library	4. Key words in topics + practical.	
	2. Revision of non-fiction	5. Key words in sentences & passages + practical.	
	3. Revision: Classification	6. Mini project. — Discuss illustrations.	
Term Two	1. Presents mini project as a book. Revise parts of a book	4. Taking out reading matter. Silent reading	
	2. Atlases & maps	5. Talk about what they have read..	
	3. Maps + Practical Draw a local map.	6. Newspapers.	
Term Three	1. Revise Content Index etc. Table of Contents.	5. Revise Key words. Skills.	
	2. Set assignment.	6. Bibliography.	
	3. Present assignment.	7. Graphs, charts and diagrams. + practical exercise.	
	4. Note taking.		
Term Four	1. Stock taking and mending books. Tidy shelves and displays.	2. Parents evening day Pupils read poems and stories to visitors.	

YEAR PLAN

	Year: Standard: 7 (SEVEN)
Term One	<ol style="list-style-type: none"> 1. REVISION: FICTION AND NON-FICTION 2. HOW TO USE NON-FICTION BOOKS 3. SECOND D.O.C. SUMMARY 4. FINDING INFORMATION (USING NON-FICTION) 5. ENCYCLOPEDIAS 6. FINDING INFORMATION
Term Two	<ol style="list-style-type: none"> 1. FINDING YOUR WAY WITH MAPS 2. PRACTICAL ON MAPS 3. ATLASES 4. FINDING INFORMATION WITH CHARTS 5. DIAGRAMS AND GRAPHS 6. WORKSHEETS - TRAVEL BROCHURE
Term Three	<ol style="list-style-type: none"> 1. NEWSPAPERS 2. PRACTICAL WORK ON NEWSPAPERS 3. DOING A SIMPLE PROJECT 4. FINDING KEYWORDS IN TOPICS 5. KEYWORDS IN PASSAGES 6. WRITING BIBLIOGRAPHY 7. COLLECTING INFORMATION
Term Four	<ol style="list-style-type: none"> 1. ARRANGING INFORMATION ON PROJECT 2. PRESENTING THE INFORMATION.

YEAR PLAN

	Year: Standard: SEVEN
6 Term One 	<u>1. USING A DICTIONARY</u> 1.1 HOW TO SPELL WORDS 1.2 PRONUNCIATION 1.3 MEANINGS OF WORDS 1.4 UNDERSTANDING ALPHABETICAL ARRANGEMENT 1.5 SYNONYMS + ANTONYMS 1.6 PARTS OF SPEECH (e.g. NOUNS, VERBS, etc.)
6 Term Two 	<u>FINDING KEYWORDS</u> 1. KEYWORDS IN THE TOPIC AND THE PASSAGE 2. REASONS OF FINDING THE KEYWORDS 3. PUTTING INFORMATION TOGETHER
7 Term Three	<u>USING OF ENCYCLOPAEDIAS</u> 1. USING THE INDEX 2. FINDING INFORMATION 3. NOTES TAKING 4. CRITICAL ANALYSIS
2 Term Four	<u>EVALUATION</u> 1. GIVING TASKS e.g. READING OF BOOKS 2. STORY TELLING

YEAR PLAN

Std 7

	Year:	Standard:
Term One 6/10		<ul style="list-style-type: none"> - Parts of the book - Exercises based on parts of the book - Handling of book. - Revision of library orientation
Term Two 5/11		<ul style="list-style-type: none"> - Reference material and how to use them. - Exercises based on using reference material
Term Three 7/2		<ul style="list-style-type: none"> - Introducing information retrieval skills - Give them an assignment in order for them to exercise the acquired skills.
Term Four 2/9		<ul style="list-style-type: none"> - Evaluation of the assignment based on information skills - Feed back

2/38 lessons