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Editorial
Power and Politics

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Change takes courage. Change sometimes exacts great cost and considerable pain. This issue of *School Libraries Worldwide* is dedicated to those in the library media and teacher-librarianship profession who have met the cost and suffered the pain of change. They have shown us where the profession needs to go to meet the educational challenges of the next decade. They have taken risks on our behalf to pioneer our place within the educational community. They have been dedicated to the development of collaborative planning and teaching partnerships between teacher-librarians and classroom teaching teams. One new challenge to that partnership comes when teachers are assigned the responsibility of teaching students appropriate information literacy skills. Where, then, do teacher-librarians fit as a profession if it appears that one of the main reasons for partnering with classroom teacher is given to our partners? Canada is grappling with this issue, as is New Zealand. Other countries and regions face it also. In this issue you will find concerns, questions, challenges, and possibly some answers to this problem.

Following the theme of "Power and Politics," four articles in this issue discuss the politics of change, the process of change, the power dynamics within change, the results of change, and responses to political change. Ray Doiron discusses the replication of his previous study, which investigated school library policies across Canada and identified common themes and issues. In Canada, jurisdiction for educational policy is a provincial responsibility. Educational reforms, downsizing of staff, and restructuring have made him question what has happened to the school library media policies put into effect in the late 1980s and early 1990s. Doiron discovered that the new provincial and regional policy organizations are leaving the school library media centers out of the equation in the newly developed policies, or even in the reinterpretation of educational directions. New policy thrusts are placing technologies as central to the core curriculum, increasing the range of learning technologies for use with students, integrating new technologies in the core curriculum, and calling for equitable access to information.

Educational policy-makers in Canada have developed plans for teaching information skills that are less reliant on the teacher-librarian to carry out the instruction. Although the emphasis is still on collaboration and information literacy, the policies are silent on the need for teacher-librarians to lead

development of an information skills plan. Instead, all educators now are being expected to develop students' information literacy skills. What had been claimed by the teacher-librarians as a central role "seems to have been ignored or replaced by a broader responsibility for all educators to work to develop students' information literacy skills." Doiron makes the point that policy-makers do not see the need to have the teacher-librarian coordinate a schoolwide plan for information literacy skills development. However, there are myriad information literacy skills, and more developing with emerging technologies. What type of education will teachers receive to prepare them for this responsibility? Although this question is outside the scope of Doiron's study, the question is essential. Meanwhile, Doiron laments the possibility that the role of the teacher-librarian will revert to a minimal administrative role that could be taken by a technician or paraprofessional, or parent volunteer in some situations.

The next two articles discuss constructive experiences in changing school library media programs and the role of teacher-librarians. Dianne Oberg's article addresses the adoption of a districtwide cooperative, integrated school library program model in a Canadian school district and the kinds of change it requires. Her study investigated how and why a school district adopted this type of program for its libraries. The cooperative, integrated model is not a program widely adopted and implemented, but it was chosen as a result of a lengthy problem-solving process by the district. The superintendent and Board of Trustees were committed to its adoption, but allowed the staff to go through a teaching and learning process during the adoption that gave them ownership in redefining and reconstructing parts of the model to fit their district. During the adoption process, staff changed from viewing the library as a collection and facility to viewing the library as an integral part of the curriculum directed by the teaching staff. They changed their basic understanding of the school library and its program.

Stressing the actual adoption process, Oberg uses the Canadian district's experience to help us understand the various elements that have to be in place for the adoption to be implemented successfully with the hope of institutionalization. For example, she makes the point that program evaluation during the adoption stage can help with understanding the innovation and with on developing shared meanings and new meanings. She says that "part of the power of evaluation is its role in showing people how the new innovation is different from present practice." The clarity resulting from her description of what takes place during an adoption experience allows the reader to understand what happens with attempts to put innovations in place. The article prepares the reader to recognize what the adoption of a new innovation will require in support, participation, and process.

Julie Tallman and Shirley Tastad's study of the adoption and implementation of the National Library Power Program in two United States urban schools confirms much of what Oberg stresses. The two schools, very dif-

ferent in personnel, administrative decision-making, student body, and neighborhoods, brought in the Library Power Program for the same reason: the acquisition of resources and technology. Although the personnel in both schools knew that the program contained extensive staff development and meeting commitments, they did not realize the extent of these participation requirements. In the beginning, they focused on new resources. Very quickly over the three-year period of the grant, it became clear that the program brought the requirement for adoption of a cooperative, integrated library program in the curriculum. The emphasis in staff development for library media specialists, teacher partners and teams, and principals was on the methods and tools for collaboratively planned, resource-based learning experiences for their students. The schools had to have flexible schedules for the library media center so that library media specialists could plan collaboratively with their teaching staff. The intent of the program was to enforce or change the perspective of the library media specialist's role to one of a planning and teaching partner within the curriculum. That way, the resources would reach the students. The new resources would make the planning worthwhile and the units of learning more interesting and productive. At one school during the three years, Tallman and Tastad saw the makeover of the principal, staff, and library media specialist. New enthusiasm, a total change in attitude, new energy, and new excitement with their teaching and their jobs permeated the staff and the principal. At the other school, what had been quite a good situation in terms of collaborative planning became much stronger, with the library media specialist on all grade level teams and a full partner and facilitator of the planning process. The principal believed that the program had prepared the school to adopt and implement other outstanding innovations that came through grant programs. In both schools, the program had built a team spirit of togetherness for the students' sake and unity in planning curriculum by teams including the library media specialist.

The last article brings the issue of change full circle back to the Doiron article. Gwen Gawith describes her university's response to the New Zealand government's refusal to fund teacher-librarian positions. Her university used power and politics to rebuild its program to fit a new vision. The issue of information literacy skills was so critical that Gawith and her program built a curriculum for teacher training in information literacy. What has happened with the program and the response from schools across New Zealand could serve as a model for areas where the provision and hiring of teacher-librarians are impossible for whatever reason. Her description should give colleges of education pause for thought about how teachers are educated and how programs preparing school library media specialists might be extended to encompass teachers and their needs to develop expertise in the area of information literacy. I do not believe it should be an issue of either teachers or teacher-librarians for us as a profession. Teachers are so critical in ensur-

ing that students gain good information literacy skills. Making certain they are well prepared is to our benefit as collaborating partners. We know that information literacy skills are crucial for success in learning. The increasing plethora of information technologies bring the potential for either opening vistas for information users or for shutting the doors on the technologically nonliterate users. This is our challenge. How do we respond?

School Library Resource Center Policies in Canada: Re-Viewing A Shared Vision

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This article reports on a follow-up to a 1992 study on school library policies in the provinces and territories of Canada and examines current issues that are affecting the realization of a shared vision for school libraries in Canada. New curriculum policies have incorporated resource-based learning, information skills, and information technology skills but these documents only rarely acknowledge the role of the teacher-librarian. These changes in curriculum policy development need to be taken into account by school library advocates as they strive to develop a new vision for school libraries in Canada.

Introduction

The policies that a provincial department or ministry of education develops form the backbone of the educational system in each province and territory in Canada. These policies and their accompanying ministerial directives chart the course that all educators in each jurisdiction are expected to follow in their daily endeavors. Such documents lead to the development and implementation of curriculum initiatives that are aimed at improving the education of all learners in the system. In most cases, ministry of education policies are written with current educational theory as a backdrop for the political, economic, social, and cultural influences that prevail at the time they were commissioned and declared. This means that these policies become the defining parameters of a province's school system and form the framework within which programs and services are developed.

Because jurisdiction for educational policy is a provincial responsibility in Canada, it can lead to each province having a different vision for specific areas of the curriculum. This was the basis for a study I conducted in 1992 on school library policies across Canada (Doiron, 1994). I wanted to know how similar provincial polices were and if there was a national vision for school libraries that could be gleaned from consistent elements in all the provincial and territorial policies. Through the informal analysis done in that study, some consistent educational concepts were found to be embedded in all these policies, and several suggestions were made for researchers and teacher-librarians to continue to work together to ensure that the shared vision would be realized.

In the five years since that study was completed, major changes have taken place in the educational agenda in Canada. Downsizing, restructuring and educational reform are the key items on that agenda, and many educa-