

RESOURCE-BASED LEARNING IN THE  
PRIMARY SCHOOL

CENTRE FOR NEWFOUNDLAND STUDIES

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RESOURCE-BASED LEARNING IN THE PRIMARY SCHOOL

by

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in partial fulfillment of the requirements  
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## Abstract

The main focus of this study was resource-based learning in grade three classrooms in the province of Newfoundland and Labrador. The literature was examined with respect to detailed descriptions of and research conducted into this learning approach. A field survey was conducted to gather information with respect to the practice of resource-based learning in a selected sample of grade three classrooms.

Scheduled interviews were conducted with the provincial primary and school libraries consultants at the Department of Education, and with the primary and school libraries coordinators at the Avalon Consolidated and Roman Catholic school boards in St. John's, Newfoundland. A mailed questionnaire was distributed to a randomly selected sample of 197 grade three teachers from thirty-three of the thirty-five school boards in the province. One hundred and thirty-eight, or seventy percent, of the teacher questionnaires were completed and returned to the examiner.

The many advantages which the resource-based approach to teaching and learning can offer to children and teachers alike was evident from the literature. The literature showed also the close link between the school library program and the resource-based approach to teaching and learning.

Findings from the study revealed that resource-based approaches are recommended at the Department of Education, school board and school level. The results of the survey indicated that the majority of teachers are working toward this approach. However, this is not to say that the approach is practised province-wide. Teachers who indicated that they practise this approach are well aware of the benefits it can offer to the children and themselves but are equally aware of the problems associated with it. Concerns were expressed particularly with respect to time needed for planning, limited resources, and a shortage of qualified teacher-librarians who could work cooperatively with classroom teachers.

Based on findings from this study, recommendations were made for additional assistance and support in this area, and for further research.

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## CHAPTER I

### INTRODUCTION

Throughout the years, much controversy has existed with regards to which method of teaching young children is the most effective. At one end of this debate lies the traditional teaching approach characterized by strict timetabling, seating arranged in rows, a minimum noise level, and a strong emphasis placed on the three R's. The approach at the other end of the spectrum can be traced back to the days of Rousseau who believed that education was "a question of guidance rather than instruction" (Rousseau, 1950, p. 19). It was the work of Rousseau which paved the way for the development of the progressive or child-centered movement, and it is this movement which has come to the forefront of the educational scene today.

Progressive education can be described as:

the attempt to treat the child as a child, the emphasis on education through experience and learning by discovery, the view of knowledge as integrated or at least as not compartmentalized, the attention to developmental stages and the definition of education and curriculum in terms of processes. (Blenkin & Kelly, 1981, p. 36)

The progressive movement has led to what has become known in the British primary school system as the integrated day. According to Brown and Precious (1968), the integrated day:

could be described as a school day which is combined into a whole and has the minimum of timetabling. Within this day there is time and opportunity in a planned educative environment

for the social, intellectual, emotional, physical and aesthetic growth of the child at his own rate of development. (p. 3)

The Plowden Report, published in 1967, remains one of the most influential documents ever written about primary education. It was the philosophy expressed by this report that served as the impetus for change in the primary school system. The report maintained:

a school is not merely a teaching shop, it must transmit values and attitudes. It is a community in which children learn to live first and foremost as children and not as future adults. In family life children learn to live with people of all ages. The school sets out deliberately to devise the right environment for children, to allow them to be themselves and to develop in the way and at the pace appropriate to them. It tries to equalize opportunities and to compensate for handicaps. It lays special stress on individual discovery, on first hand experience and on opportunities for creative work. It insists that knowledge does not fall into neatly separate compartments and that work and play are not opposite but complementary... Not all primary schools correspond to this picture, but it does represent a general and quickening trend. (paragraph 505)

The progressive movement and the Plowden Report have led to teaching styles and forms of organization under such titles as informal education, thematic approach, integrated day, unstructured day, topic teaching, child-centered education, and unified curriculum. According to Gerlach and Ely (1971), "the teacher of today is more often a coordinator of learning experiences than a presenter of information" (p. 38).

In order for teachers to be effective in the teaching/learning process, they need to develop:

a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communications, and employing a combination of human and nonhuman resources to bring about more effective instruction. (Tickton, 1970, Vol. I, p. 21)

The teacher may proceed through several steps in developing a systematic plan for effective instruction.

These steps have been outlined by Heinich, Molenda and Russell (1982) as follows:

1. Analyse learner characteristics
2. State objectives
3. Select, modify, or design materials
4. Utilize materials
5. Require learner response.
6. Evaluate (p. 34)

This approach reflects a philosophy of education which today, in Canada, is often referred to as "resource-based learning". The Ontario Ministry of Education (1982) defines resource-based learning as:

planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, non-print, and human resources. Such programs are designed to provide students with alternate learning activities; the selection of activities and learning resources, the location of the activities, and the expectations for a particular student depend on the objectives established for that student. (p. 6)

The focus of the present study is on resource-based learning, and for the purpose of the study, the term as

defined by the Ontario Ministry of Education will be adopted.

### Need for the Study

With the increased attention being given to children and their learning, educators need to be aware of what are seen as the most effective ways of providing the best learning experiences for them. Furthermore, such awareness, through support and encouragement from within the school system as well as from society outside the school, must be translated into effective implementation. In Newfoundland, the Department of Education, through its curriculum guides, clearly advocates a resource-based approach in educating our children. For example, the Social Studies program designed for grade three emphasizes that:

eight-year olds need a classroom environment full of things, materials, and ideas--an environment so structured that it will continually present children with meaningful learnings, problems and questions, and thus succeed in developing their thinking processes. (Design for Social Studies K-VI in Newfoundland and Labrador, 1981, p. 33)

According to Brown (1986) ... "The provincial curriculum planners recommend integration across the curriculum when possible, and the use of themes which help to organize the instructional content, motivate students, and also provide opportunities for an interdisciplinary approach" (p. 7). In light of the policy expressed by the

Department of Education, it is important to ascertain the extent to which resource-based learning approaches are being implemented in our primary classrooms, more specifically in grade three, where compartmentalization of subject matter tends to become more widespread. It is equally important to determine what problems as perceived by teachers might be associated with the implementation of resource-based programs. Based on the findings of this study, certain recommendations can be made.

#### Purpose of the Study

The purpose of the study was two-fold. It sought to:

1. Examine the literature with respect to detailed descriptions of and research conducted into the area of resource-based learning.

2. By means of a field survey gather information with respect to the practice of resource-based learning in the province of Newfoundland and Labrador. The field survey included:

- A. Scheduled interviews with:

- (i) The provincial primary school consultant, Department of Education, Newfoundland.
- (ii) The provincial school library consultant, Department of Education, Newfoundland.
- (iii) The primary school coordinator, Avalon Consolidated School Board, St. John's, Newfoundland.



- (iv) The school libraries coordinator, Avalon Consolidated School Board, St. John's, Newfoundland.
- (v) The primary school coordinator, Roman Catholic School Board, St. John's, Newfoundland.
- (vi) The school libraries coordinator, Roman Catholic School Board, St. John's, Newfoundland.

B. A mailed questionnaire which was administered to a selected sample of grade three teachers in Newfoundland and Labrador primary schools. The questionnaire focused on the following:

- (i) the extent to which the teachers in the sample felt (a) knowledgeable and (b) competent in the area of resource-based learning.
- (ii) the attitudes of the sample with respect to resource-based learning, particularly as they related to (a) its effectiveness and (b) its appeal to primary school children.
- (iii) the extent to which there were resource materials and professional support for those teachers who are implementing or would wish to implement the resource-

based learning approach in their classroom.

#### Scope and Limitations

1. Although the concept of the resource-based approach to teaching and learning is not a new one, it is only recently that this approach has been fairly widely adopted. Hence, literature sources, particularly as they relate to specific studies conducted, are somewhat limited.
2. Due to the fact that a list of grade three homeroom classroom teachers in the province was not available, the principal of each participating school was asked, in the event of there being more than one grade three teacher on the staff, to select a grade three teacher to complete the questionnaire.
3. A higher percentage of responses to the questionnaire might have led to findings proportionately different from those obtained.
4. No pilot study was conducted.
5. Although the grade three teacher sample was randomly chosen, it is just that, a sample, and may not be truly representative of all the grade three teachers in the province.

## CHAPTER II

### REVIEW OF LITERATURE

The literature review first presents a brief overview of the development of progressive education. Next, the development of educational technology and the emergence of resource-based learning are addressed. The rationale and support for utilizing resource-based approaches to teaching and learning are also examined. Following this, some examples of the guidance and support given educators for resource-based learning are presented. These examples are from the provinces of Ontario, Alberta, British Columbia, and Saskatchewan. Finally, the status of resource-based learning within the Newfoundland educational system is considered.

#### A Brief Overview of the Origins of Progressive Education

The theory and practice of education for the young child dates back to Rousseau and his influential book entitled Emile in which he contends that education is "...a question of guidance rather than instruction" (1950, p. 19). Rousseau's beliefs have led to a view of education that can be characterized as child-centered: "the individual child himself rather than knowledge itself becomes the focus of the process" (Blenkin & Kelly, 1981, p. 19). Rousseau's ideas are also reflected in the works

of other great educators such as Pestalozzi, Froebel, Montessori, and Dewey.

According to Mayer (1964) "Pestalozzi stressed the natural development of the child and, like Rousseau, Pestalozzi had great distrust for authoritarianism in education" (p. 156). Heafford (1967) in his writings about this great Swiss educator revealed that Pestalozzi's method of education was child-centered and encompassed the whole child, mentally, physically and spiritually.

The father of Kindergarten, Frederick Froebel, in The Education of Man published in 1887, maintained that "education in instruction and training, originally and in its first principles, should necessarily be passive, following (only guarding and protecting), not prescriptive, categorical, interfering" (p. 7). He viewed play as taking a very important role in the education of young children.

Montessori stressed the importance of self-activity through the use of didactic materials. She believed that an environment should be created whereby children are enabled to cater to their own interests and needs under the guidance, not instruction, of their teachers.

John Dewey, in keeping with these other educators, viewed the teacher as a guide in the educational process. He claimed that "education, in order to accomplish its ends both for the individual learner and for society, must be based upon experience..." (1938, p. 89). Most

importantly Dewey viewed the child and the curriculum as equally important in the educational process. Dewey in The Child and the Curriculum stated:

abandon the notion of subject matter as something fixed and ready-made in itself, outside the child's experience; cease thinking of the child's experience as also something hard and fast; see it as something fluent, embryonic, vital; and we realize that the child and the curriculum are simply two limits which define a single process... (p. 278)

All of these educators have contributed to a view of education that has become known as progressive education.

In their methods and approaches, they:

attempt to be child-centred and to take full account of an ever-growing knowledge of child psychology; they reveal an unwillingness to impose on children; they adopt a looser attitude towards discipline; they encourage informal methods which place the emphasis on providing children with first-hand experiences, often through play; they stress the learning of the child rather than the teaching of the teacher; and they sense a willingness to experiment with the content of the curriculum and, in particular, to introduce subjects of a practical-kind ... they display a concern with education as a process rather than with its products... (Blenkin & Kelly, 1981, p. 23)

The growth of the progressive movement in education was further supported by the work of psychologists such as Piaget, Bruner, Rogers and Skinner. Piaget was concerned with discovering how the relationship between the knower and the known change with the passing of time (Thomas, 1985). His works have influenced and continue to influence educators of primary children by informing them how children think and how they can best learn. Fundamental to Piaget's work is an understanding of the

four stages of intellectual development: sensorimotor stage, concrete operational stage, preoperational stage, and formal operations stage. Duckworth (1964) put forth the following statement about the relationship between Piaget's theory and education:

as far as education is concerned, the chief outcome of this theory of intellectual development is a plea that children be allowed to do their own learning... Good pedagogy must involve presenting the child with situations in which he himself experiments... (p. 2)

Bruner (1966) believes that "a theory of instruction seeks to take account of the fact that a curriculum reflects not only the nature of knowledge itself but also the nature of the knower and the knowledge-getting process" (p. 72). He (1966) maintains that:

we teach a subject not to produce little living libraries on that subject, but rather to get a student to think mathematically for himself... to take part in the process of knowledge-getting. Knowing is a process not a product. (p. 72)

Blenkin and Kelly (1981) suggest that Bruner's contribution to education is to "suggest the link between the learner's active cognitive development and the role the teacher can play in promoting this active development" (p. 33).

In examining the work of Carl Rogers, Joyce and Weil (1980), in their book entitled Models of Teaching wrote that Rogers believes that "positive human relationships enable people to grow, and therefore, instruction should be based on concepts of subject matter, thought processes, or other intellectual sources" (p. 149). His therapy of

non-directive counselling can be adapted to the educational field. According to Joyce and Weil (1980), non-directive teaching is an approach which is student-centered and views the teacher as a facilitator. The teacher, through personal relationships with students, guides their growth and development.

Skinner, a behavioral psychologist, was concerned with how learning took place and the best way to promote learning. He believed that learning occurred when a learner elicited a response as a result of a particular situation and stimulus. Skinner's work has led to the development of programmed learning and more importantly to individualized instruction. A link also exists between some of the work of Rogers and Skinner and what is known as the Elton model, which was designed to trace the development of educational technology.

#### The Development of Educational Technology and the Emergence of Resource-Based Learning

The field of educational technology first emerged during World War II when there was an urgent need to quickly and efficiently train the military. The training films used by the military marked the shift from "regarding films as an educational luxury to regarding them as a necessity" (Saettler, 1968, p. 179). In addition, Knirk and Gustafson (1986) reported that the

"systems approach" to teaching and learning also grew out of military training programs.

The Elton model developed by Professor Lewis Elton describes educational technology as progressing through three phases over the years; mass communication, individual learning and group learning. These phases have been outlined by Percival and Ellington in A Handbook of Educational Technology (1984).

The mass communication phase originated from industrial technology and was characterized by the development of hardware equipment which was used to educate and train people without increasing the number of teachers. The widespread use of the closed circuit television was one of the major results stemming from this phase.

During the 1950's the educational scene experienced a move away from the use of hardware and focused in on the techniques of instruction. The Elton model refers to this change as the individual learning phase. It was the research of B.F. Skinner and other behavioral psychologists who provided the basis for this phase. Skinner (1954) in his article entitled, The Science of Learning and the Art of Teaching expressed some concerns with respect to the educational process. He contended that "if the teacher is to take advantage of recent advances in the study of learning, she must have the help of mechanical devices" (p. 95). Hence, the development



and utilization of Skinner's model for programmed learning.

The third phase of Elton's model, group learning, was rooted in the principles of humanistic psychology. The shift from individual learning to group learning took place because the term 'individual' signified no interaction with others. This form of learning limits the development of both interpersonal skills and discussion skills. It was during this phase that people began to realize that all aspects of the teaching/learning situation should be considered. This realization led to a view of educational technology as a combination of both technology of education and technology in education. According to Percival and Ellington (1984), technology of education "involves a systematic, scientific approach to a problem, together with the application of appropriate scientific research, both from 'hard' sciences such as physics and electronics and from social sciences such as psychology and sociology" (p. 14). Technology in education "embraces every possible means by which information can be presented. It is concerned with the 'gadgetry' of education and training such as television, language laboratories and the various projected media..." (Percival & Ellington, 1984, p. 12). In other words, "having computers in the schools is technology in education but scientifically and systematically planning how this new electronic gadgetry can be used to improve

learning is technology of education". (Galway, 1987, p. 12).

According to Galway (1987), "technology of education includes technology in education but only to the extent that the tools make a controlled contribution to improving the efficiency and the effectiveness of learning" (p. 11). This combination has contributed to what has become known as resource-based learning.

During the seventies, the British educator L.C. Taylor (1972) presented his analysis of how children learn. Taylor maintains that children learn in two ways: "Either 'from 'being told', or ... from 'an active, personal interaction with people and things'..." (p. 233). He labels 'being told' as a teaching-based system of learning, and the 'active personal interaction with people and things' as a resource-based system of learning. Taylor concludes that resource-based approaches to teaching and learning require a great deal of selecting, organizing and planning if they are to be properly implemented. Beswick (1977), head librarian at the University of London Institute of Education, agrees with Taylor and emphasises the necessity of a strong link between the library resource centre and resource-based learning.

In Canada, the Ontario Ministry of Education has based its definition of resource-based learning on the work of Beswick and Taylor. This definition has helped to

"bridge the gap between the theory of what educational technology is and how this theory can be converted into practice" (Galway, 1987, p. 20). According to the Ontario Ministry of Education's definition (1982) resource-based learning, as stated earlier, refers to:

planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, non-print, and human resources. Such programs are designed to provide students with alternative learning activities; the selection of activities and learning resources, the location of the activities, and the expectations for a particular student depend on the objectives established for that student. (p. 6)

The term resource-based learning is widely used in Canada and the definition of resource-based learning provided by the Ontario Ministry of Education has been adopted and used in the resource guides of other provinces such as Alberta, British Columbia and Saskatchewan.

#### Rationale and Support for Utilizing Resource-Based Approaches to Teaching and Learning

Many educators throughout the years have agreed that teachers should be concerned with the process of education and not merely the products. According to Blenkin and Kelly (1987), the proponents of the progressive movement in education have adopted a view of education that has "inevitably led to major changes in teaching method..." (p. 53). Incorporated within this progressive view of education, issues such as 'active' and 'discovery'

learning have attracted criticism from an array of educators. The opponents of the process approach to education unjustly think of active learning as mere physical activity. Active learning, for advocates of a process approach, means "the direct personal, intellectual or 'mental' involvement of the pupil in the learning process" (Blenkin & Kelly, 1987, p. 54). The opponents of discovery learning reject the term 'discovery' arguing that "if you already know it, you can't discover it" (Blenkin & Kelly, 1987, p. 56). In fact, those who favor a process-based curriculum prefer to replace the word 'discovery' with 'enquiry', in the belief that enquiry learning means "knowledge acquired should result from genuine experience and that this can best be achieved by engaging pupils in meaningful enquiries, in seeking knowledge and experience for themselves through exploration they can see the point of..." (Blenkin & Kelly, 1987, p. 57).

Since the seventies, the educational practices which this theory supports have become fairly widely referred to as resource-based learning. Beswick (1977) claims that the interest in resource-based learning has stemmed from:

the recognition that children must learn, during the course of their schooling to be increasingly self-sufficient in learning, to become the independent autonomous learners most fitted to survive in a society undergoing constant change and in the context of the knowledge explosion. (p. 119)

Given the wide range of individual differences which exist in our classrooms, the one-teacher, one-textbook approach in educating our children can hardly suffice. Brown, in her unpublished Masters thesis (1985), wrote that educators such as John Dewey and William H. Kilpatrick believed:

motivation was important in learning and that children learned best when they were interested in the material. They believed that children should have contact with educational materials and people as well as learning by reading and hearing about things... They believed that children should go to many sources to find information, not just to one textbook. (pp. 23-24).

Bennett (1979) suggests that when we seek reasons for children's failures, we tend to "ignore the possibility that children are not learning because they are not given an opportunity to use their own style of learning in the classroom" (p. 60). As educators we need to provide students with a wide variety of learning resources. According to Jarolimek (1967):

the day of a single approach, relying solely on the textbook as the source of authority is passed...the teacher must therefore reach out beyond the textbook and include the use of a broad spectrum of learning resources as he works with his pupils. (p. 542)

As discussed earlier, planned educational programs that actively involve students in the meaningful use of a wide range of resources has been referred to as resource-based. The rationale for resource-based learning has been provided by the Ontario Ministry of Education in its provincial document entitled Partners in action: The

library resource centre in the school curriculum (1982).

The document states:

The concept of the learner as a mere processor of information has been replaced by the image of a self-motivated, self-directed problem-solver, aware of both the processes and uses of learning and deriving a sense of self worth and confidence from a variety of accomplishments. (p. 6)

Teaching and learning are based on a process of continual interaction in which teacher and child are partners. For learning to be effective, the one who makes the first move must find the other ready to respond. The child will indicate his or her needs, readiness, and capacity through questions and behaviour; the teacher must be prepared to respond or to initiate and motivate appropriate learning activities. In either case, the teacher must take responsibility for the general purpose and direction of learning by building variety and choice into the learning sequence and materials. (p. 6)

According to the Ontario Ministry of Education (1982) "the goal of resource-based learning is to offer choices for the partners in curriculum planning" (p. 8). It is believed that when a variety of resources are utilized to meet objectives in educational programs they:

- provide for individual differences in rate and style of learning;
- maximize opportunities for exceptional students;
- provide opportunities for creativity;
- communicate factual content and enhance the learning of facts through oral, pictorial, and written clues;
- motivate students to acquire the skills required for independent and lifelong learning;
- familiarize students with the use of modern technology as a learning tool;

- provide a link between the classroom and the outside world;
- develop the learner's self-confidence, independence, and feelings of self-worth;
- help students appreciate and enjoy various forms of artistic expression such as music, literature, and film.  
(p. 8)

Extremely important to the implementation of resource-based learning is an effective and efficient school library media program, for it is maintained that a strong library program with a 'qualified' teacher-librarian, can provide the essential resources, processes and services needed for successful resource-based learning to occur in our schools. With such support, teachers could more readily provide for a variety of pupil needs and learning styles. According to Davies (1974) "the function of the library media program is to support, to implement, to enrich, to vitalize, and to humanize the educational program as it strives to attain excellence in content, process, and product" (p. 21). Davies (1974) expresses the view that the library media program "is a vital partner in knowledge management and shares with all other instructional agents their responsibility for systematically designing, carrying out, and evaluating the total process of learning and teaching" (p. 21).

In fact it would seem natural to assume that a strong relationship exists between resource-based learning and the library resource centre. Several points regarding

this relationship have been outlined in the Ontario Ministry of Education's resource guide (1982), and are as follows:

- the library resource centre provides an ideal workplace for students to apply theoretical and abstract concepts learned in the classroom.... its resources can be the beginning point for concrete experimental learning from which general principles can be deduced.
- a centralized learning resource collection permits the school's resources to serve different audiences and be used in a number of teaching situations.
- resource-based programs cannot be successful unless students master the learning and research skills necessary to use materials effectively. A cooperatively developed, sequential program for teaching these skills can ensure that students learn the skills in the context of meaningful curriculum-related activities. (p. 9)

According to Didier (1984) "school media professionals have continually expressed the belief that good media programs contribute to quality education" (p. 343). Several studies have investigated the impact of the school library media program on learning, and support the belief that the school library media program encompassing 'qualified' personnel and effective resources, are "essential components of the total school program, integral parts of the learning process" (Didier, 1984, pp. 343-344).

A study by Masterson (1963) examined the role of the school library in the overall reading program of the



elementary school. She concluded that a library program, rather than mere book exposure, can be a strong factor in a reading program. She also noted that in schools with centralized school libraries and professional librarians, the students yielded higher scores on reading tests (cited in Didier, 1984, p. 346).

An examination of the impact of the school library media program on language development was undertaken by Bailey (1970). Results indicated that participation in an active library media program significantly improved the psycholinguistic abilities of disadvantaged first grade students. As a result of a twelve-week storytelling program their overall language ability and verbal expression were also significantly greater (cited in Didier, 1984, p. 346). Didier's study (1982) sought to determine the relationship, if any, between student achievement in reading and library media programs and personnel. Her results showed that in schools with library personnel, grade seven students' achievement in reading, study skills, and use of newspapers was greater. Schools with professional library media personnel viewed student access to the library media center as significantly greater than those schools which did not employ professional library media personnel. In addition, Didier found that inversely related to curricular role, achievement in reading of fourth grade students, and

student access at both levels, was the education of the library media specialist.

Short (1984) studied a selected sample of grade four students attending schools which were ranked as having high or low media programs. Results revealed that students in schools with good library media programs scored significantly higher on reading skills and reference skills, than did students in schools with poor library media programs. McMillen (1984) sought to determine the relationship between the quality of the media program and student achievement. The results indicated that superior reading, comprehension and knowledge, and use of reference materials were seen in students who were exposed to good libraries and full-time librarians in comparison with students who were exposed to a lower level of library service. No significant difference was found in the area of vocabulary development (cited in Didier, 1984, p. 345).

In 1970, the Oakland public schools in California carried out a study at Sobrante Park school in order to investigate the educational impact of the library program on students and teachers. Findings indicated that 72 percent of the parents surveyed were convinced that the improvement in their children's academic performance was due to the teacher-librarian and library program. Over 70 percent of the teachers stated that students showed the most improvement in the area of reading. According to 91

percent of the staff, the media center led the pupils to self-discovery.

All of the studies discussed indicate that exposure to a good library program with qualified teacher-librarians does have a significant positive effect on the overall achievement of students, most notably in the curriculum area of reading. Many studies dealing with the library program's effect on achievement have dealt with areas such as problem-solving as well as skill development in various curriculum areas. Such studies include the research of Gengler, Yarling, Becker, and DeBlauw.

Research conducted by Gengler (1965) compared sixth grade students taught by both teachers and teacher-librarians with students taught by teachers alone. Gengler concluded that the instruction by the teacher-librarian contributed significantly to the students' problem-solving abilities. In addition, it was found that a significantly higher mean emerged in elementary schools operating library instructional classes, in comparison with those schools which were not (cited in Didier, 1984, p. 346).

Yarling (1968) examined children's understandings and use of selected library-related skills in two elementary schools, one with and one without a centralized library. Outlining, notetaking, and general library skills, as well as the students' ability to express ideas effectively were

significantly improved in the experimental group (Dissertation Abstracts, 29/10, 13352-A).

Social studies achievement of pupils in schools with and without libraries was investigated by Becker (1970). The sample consisted of an experimental and control group, each made up of two fifth grade classes in each of two elementary schools. Results revealed that pupil achievement in information-gathering skills, and in the reading of charts and graphs was significantly influenced by the presence of a library and teacher-librarian. Any influence as a result of the library program with respect to map and globe reading skills and acquisition of social studies content was not visible (Dissertation Abstracts 31A, 1970; 1929-3082).

In 1973, DeBlauw studied the effect of a multimedia program on achievement and attitudes of elementary and secondary students. Results showed that grades one and two pupils made significant gains in the area of vocabulary and word study skills, while students in grades three through eight made significant gain in work study skills and arithmetic. However, academic performance of high school students was not changed by the program. Students at all grade levels as well as professional staff showed positive attitudes towards the program (Dissertation Abstract 34A, 2073-2808).

Important to all students involved in the learning process is a positive attitude and self-concept. In

DeBlauw's study, it was seen that the school library media program was associated with positive attitudes in both students and staff.

McAfee (1981) undertook a study of elementary school instructional media centers in order to determine the presence of observable conditions of positive self-concept. These conditions included: cooperation, independence, success, positive atmosphere, challenge, and a feeling of value or acceptance. The schools involved all had a full-time media specialist, a full-time aide, a variety of current printed and audiovisual materials, and a program of activities and services. McAfee found all of these conditions present in the schools she studied, and concluded that the instructional media center does and can influence the development of a positive self-concept.

All of the investigations reported on suggest that the library program does have a positive impact on student achievement in various areas of the curriculum, and on the acquisition of specific skills. It is seen also as enhancing and promoting in the student; positive attitudes and a positive self-concept. Progress is being made on the Canadian scene which would support the view of "an increased role for the school library/resource centre as the most effective way to implement the current curriculum and support resource-based teaching methods in the classroom" (Brown, 1987, p. 4). In this regard, it would be fruitful to examine the work of various educational

agencies in each of a selected number of Canadian provinces. Those selected for examination are from Ontario, Alberta, British Columbia and Saskatchewan.

The Canadian Situation Regarding Resource-  
Based Learning

Ontario

Alberta

British Columbia

Saskatchewan

The Ontario Ministry of Education (1982) was the first province to produce a comprehensive document designed to help educators use library resource centres effectively in implementing a resource-based program. This resource guide, entitled Partners in Action: The Library Resource Centre in the School Curriculum focuses on the participants in the educational process: the principal, classroom teacher, teacher-librarian, and district school office, and demonstrates how their partnership in the school can lead to the creation of resource-based programs. Outlined in this guide is the rationale for resource-based learning and its relationship to the library resource centre. In addition, the guide contains a sequential skills chart that must be integrated

into the school curriculum if resources are to be used effectively.

The influence of the Ontario guide is evident in the resource guide later produced by the Department of Education in the province of Alberta entitled Focus on Learning: An Integrated Program Model for Alberta School Libraries (1985). This guide incorporates three major program components (instruction, development and management), each with three separate phases of development. "At the heart of the model, and common to each component, lies the concept of cooperative planning and implementation" (p. 6).

Fuel For Change: Cooperative Program Planning and Teaching (1986) was the resource guide created by the British Columbia Teacher-Librarians Association. This guide discusses the current situation in education, and the important influence district and resource centre policies can have on the success of the library resource centre program. It deals also with the significance of research, study skills, and communication, and shows how these factors are essential to the development of a successful library resource program. The guide also discusses the roles of the various personnel involved and provides sample units for resource-based learning.

In Saskatchewan, the document entitled, The 4th R: Resource-based learning (1986) was developed by the Saskatchewan Association of Educational Media Specialists. This guide gives the rationale for resource-based learning, lists the benefits of such a program to both students and teachers, and outlines the supports that are essential to the establishment of resource-based programs. Recently, the Saskatchewan Department of Education (1987), published another paper entitled Resource-based Learning: Policy, guidelines and responsibilities for Saskatchewan Learning Resource Centres. The paper presents the provincial Department of Education's learning resource centre policy and guidelines, and describes an effective resource centre program. According to the Saskatchewan Department of Education, the resource centre program is dependent on four basic components: personnel, facilities, collection, and budget. Lastly, the document discusses the responsibilities of the province, division, and schools in the development and maintenance of resource centre services.

All of these guides suggest that in order for resource-based programs to be implemented successfully there has to be cooperation and planning amongst all levels of the educational process. Resource-based programs require a partnership among the principal, teacher, teacher-librarian and school board. Working



together, these participants bring "particular skills, knowledge and responsibilities to the educational enterprise" (Ontario Ministry of Education, 1982, p. 9)

It is evident from the examples given within the Canadian educational system, that some work is being done and attention devoted to promoting resource-based learning for our children. To what extent is this the case in the province of Newfoundland and Labrador?

The Status of Resource-Based Learning Within the  
Newfoundland Educational System

Curriculum guides, course descriptions and instructions, and guides for teachers from the Newfoundland Department of Education, clearly advocate the utilization of resource-based approaches at all levels of the educational process. The program of studies for primary students (1987-88) stresses that "learning centres and resource-based teaching are important to the delivery of the primary curriculum" (p. 11). This approach places a strong emphasis on individual differences as one plans for effective instruction. In keeping with this view the second draft of the Primary Curriculum Guide (1986) states:

The individual differences of children must be accepted by the primary teacher. To expect children to be the same or to make equal progress is unreasonable. Progress should be viewed in individual gains over time. Children

should be motivated to perform at a level commensurate with their capabilities... (p. 6)

To accomplish this, students must be provided with a variety of learning resources. According to the Primary Curriculum guide, 2nd draft (1986), "...the individual differences of children will be taken into account by the use of different instructional techniques and strategies to accomplish the aims, and by recognizing and accepting that children will achieve the aims to different degrees" (p. 8). The Primary Curriculum handbook entitled Children Learning (1987) which is currently under review, contains a section on resource-based teaching, stressing that the use of a single textbook is not adequate for teaching primary children. In addition, the handbook lists the advantages of utilizing resource-based approaches and discusses how resource-based teaching can be successfully implemented. The handbook states that "resource-based teaching" should be used by every primary teacher" (p. 103).

Further examples of support for and encouragement of the resource-based approach can be seen in some of the more recent curriculum guides for the various subject areas. For example, the program of studies for Social Studies (1987-88) clearly states that "Resource-based teaching should be used extensively..." (p. 32). Consistent in all of the curriculum guides is the expressed view that children should be active rather than passive participants in the learning process, and that

they should be provided with opportunities to discuss and use manipulatives. The interim primary mathematics guide (1987) maintains that "effective mathematics instruction should foster an affective learning environment; emphasize instructional strategies which are child-centered; use manipulative materials in developing mathematical concepts, ..." (p. 128).

The thematic approach to instruction and integration across curriculum areas is also strongly recommended. According to the social studies program (1981), "the sample activities that tell how objectives can be achieved give favor to the thematic approach to instruction, to be used whenever possible and feasible" (Design for Social Studies, K-VI in Newfoundland and Labrador, 1981, p. 8). Recognizing the importance of strengthening children's understanding of a particular topic or concept, the interim mathematics program (1987) recommends that "the primary teacher should take advantage of opportunities to integrate other subject areas with mathematics and other current activities in the classroom" (p. 137).

To further support this approach, each of the subject guides has listed additional resources which may be used to enrich the curriculum and provide for more effective instruction. In discussing the importance of resources, the Teachers Resource Book for Social Studies K-II (1982) states:

Teachers, principals, and program coordinators should discuss the resource list supplied for

each grade. These resources include materials for the classroom library--books which build children's social studies background and promote information, value improvement, and skill development. These lists also include textbooks from many curriculum areas, selected for their relevance to the social studies program; audio-visual materials; pictures and study prints; kits, puzzles, games and other manipulative aids. These teaching is resource-based teaching. It opens the way, through the use of many resources, to an interdisciplinary approach to instruction... (p. ii)

In order for students to use resources effectively they must possess the necessary learning and research skills. "A cooperatively developed, sequential program for teaching these skills can ensure that students learn the skills in the context of meaningful curriculum related activities" (Ontario Ministry of Education, 1982, p. 9). In support of such a program, the Newfoundland Department of Education published a document entitled The School Library/Media Center Skills Continuum. Brown (1986) states that "this continuum identifies the skills necessary for the effective utilization of a resource centre and resources, and includes many of the skills identified as important in the language arts and social studies curriculum" (p. 12).

It is clear, at least from its official program guides, that the Newfoundland Department of Education advocates resource-based approaches to teaching and learning. Yet, some research has indicated that the traditional classroom is very much alive in many

Newfoundland schools. An observational study conducted by Crocker (1983) concluded:

From the point of view of materials used, it is clear that the textbook and the chalkboard are the primary instruments of instruction. These instruments appear all-pervasive, in the sense that they clearly demonstrate instruction in language arts and mathematics, and thus occupy a large proportion of all instructional time. Beyond this, the use of the textbook and chalkboard is equally common in most other subjects. (p. 82)

A study by Baksh and Martin (1986) entitled Teaching Strategies: The Student Perspective, revealed that a major problem encountered by students was the teacher's excessive use of the textbook. The end result created boredom and passivity amongst students. As one Newfoundland student states: "I find school boring. The teachers always go from the book so that means boredom.... I feel that I will be glad to leave school because it's boring" (p. 103).

Although the Department of Education, as has been pointed out, recommends resource-based learning, which means going beyond textbook teaching, Brown (1987), in a paper entitled Resource-Based Teaching: What's Wrong? suggests several reasons why this approach may not be utilized in many classrooms. The first reason Brown offers is a lack of resources. She claims that many Newfoundland schools are not equipped with library facilities and 'qualified' personnel to help teachers learn how to effectively use resources. Secondly, Brown contends that many teachers feel there is a lack of

support, no money for resources, and no importance placed on this type of teaching. Another reason given is the shortage of qualified teacher-librarians. Perhaps it is this shortage which has resulted in such positions being filled in many instances by personnel not fully qualified for the position. Brown feels that a contributing factor is that the importance of having these positions filled only by well qualified teacher-librarians is not fully recognized. She believes the Department of Education must take the necessary steps to ensure that this situation is corrected. Brown also sees lack of adequate funding, lack of in-service training, and certain classroom constraints as other factors which may deter resource-based approaches from being effectively implemented.

### Conclusion

The literature would seem to indicate that the one-teacher, one textbook approach in educating our young children is not adequate. Students need to be provided with a variety of learning approaches and many resources. In effect, children must learn 'how to learn'. The process is at least as important as the product and perhaps more so. The process approach, it seems, is best achieved through resource-based learning. There is a very strong and essential link between resource-based learning and the school library media program. Several studies

have indicated that a strong library media program has a positive effect on achievement and can enhance and promote in the child, positive attitudes to learning and a positive self-concept. In Canada, several provinces have provided tangible evidence of support to help educators use the resource centre effectively in implementing a resource-based program. It has been indicated that the Newfoundland Department of Education, through its curriculum guides, clearly advocates the utilization of resource-based approaches. However, it would seem that this approach may not be widely practised. If this is the case, then perhaps many of our children are missing out on the joys of learning. Children need opportunities to enquire, seek answers from many sources, explore, and critically question. In other words, they need to experience fully the learning process. Resource-based learning has the potential to meet these needs. If it is not widely practised in the primary schools of Newfoundland at present, then whatever steps are necessary ought to be taken to correct the situation.

## CHAPTER III

## METHODOLOGY

In order to obtain information pertaining to resource-based learning in the province of Newfoundland and Labrador, a field survey was conducted by means of questionnaires and structured interviews. The population sample for the questionnaire consisted originally of 205 grade three teachers from Newfoundland and Labrador. Schools which offered grade three programs were randomly selected within each school board so as to obtain a sample of schools for each school board proportionate to the provincial total number of schools which offered grade three (394). However, two of the province's thirty-five school boards failed to participate, thus reducing the sample size to 197. The questionnaire contained sections pertaining to:

- (a) Biographical data
- (b) Professional data
- (c) Teaching context
- (d) Teaching practices and attitudes
- (e) Support for resource-based teaching

The population sample for the interview schedules included:

- (a) The provincial primary school consultant,  
Department of Education, Newfoundland.



- (b) The provincial school libraries consultant, Department of Education, Newfoundland.
- (c) The primary school coordinator, Avalon Consolidated School Board, St. John's, Newfoundland.
- (d) The school libraries coordinator, Avalon Consolidated School Board, St. John's, Newfoundland.
- (e) The primary school coordinator, Roman Catholic School Board, St. John's, Newfoundland.
- (f) The school libraries coordinator, Roman Catholic School Board, St. John's, Newfoundland.

#### Procedure

With regard to the selection of the teacher sample, it had been initially planned to obtain from the provincial Department of Education a list of all grade three homeroom teachers in the province. From this list, four teachers from each school board were to be randomly chosen as the population sample to whom the questionnaire would be administered. However, the Department of Education later indicated that it was unable to supply the relevant information. As a result, another procedure was taken.

A list of the schools in Newfoundland and Labrador which offered grade three was obtained from the Department.

of Education. From this list, a random selection of schools was made from each school board, in order to give a sample of schools which was proportionate to the total number of schools offering grade three (394). In early January 1988, a letter was sent to all of the thirty-five school boards in Newfoundland and Labrador requesting permission and support for the administration of the questionnaire (Appendix A). A total of 34 school boards responded, with only one negative response. Once permission had been obtained, a teacher questionnaire with a covering letter was mailed on February 2, 1988, to the principals of the selected schools (Appendix B). The principals were asked to distribute the questionnaire to one grade three teacher within their school, and to return the questionnaire in the self-addressed envelope before March 1, 1988. During January 1988, letters were sent to the primary school consultant and the school libraries consultant at the Department of Education as well as to the primary school and school libraries coordinators at the Avalon Consolidated and Roman Catholic school boards in St. John's, Newfoundland (Appendix C). These letters requested permission to conduct a tape-recorded interview. All responses were favorable and the interviews were conducted during February and March 1988.

## CHAPTER IV

### ANALYSIS AND DISCUSSION OF DATA

The survey undertaken included a collection of data from the interviews conducted with consultants and coordinators, and from the completed teacher questionnaires.

The findings from each will be analyzed and discussed separately. A comparison of the findings from these sources of data will be made where relevant.

## SECTION I

A Discussion of the Interviews with  
Consultants and Coordinators

Six scheduled interviews were conducted (Appendix D). The complete transcript of each of these interviews can be found in Appendix E. The following is a presentation and discussion of the salient points from all the interviews conducted.

Coordinators and consultants were asked, first, to describe their role. According to the provincial school libraries consultant, his role involves providing advice, answering questions, and giving assistance to school boards on matters pertaining to school libraries. The provincial primary school coordinator described her role as that of coordinating curriculum for the entire province. This involves, among other things, meeting with consultants and coordinators to discuss aspects of the primary curriculum. The school libraries coordinator for the Roman Catholic School Board described her main function as that of working with school committees in an attempt to assist them as they change from more traditional teaching approaches to a variety of approaches. Part of the role consists also of looking at central services, resource centres, management, staffing, budgeting, working with other coordinators, and being involved at a provincial level. The school libraries

coordinator for the Avalon Consolidated School Board indicated that her role is multifaceted, and involves working with teacher-librarians, school libraries, conducting inservice sessions with teachers, and incorporating resources into the curriculum. The primary coordinator at the Roman Catholic School Board described her role as coordinating all of primary education, except policy. She sees herself as a true 'primary' coordinator in the sense that she is not responsible for language arts in addition to primary education. The primary coordinator for the Avalon Consolidated School Board stated that her role cuts across all subject areas from kindergarten to grade three. She maintained that her major role is that of a resource person for primary education in terms of methodology and such things as classroom organization, appropriate teaching strategies, and good use of space.

The provincial school libraries consultant was asked about the policy of the Department with respect to resource-based learning, and the financial support offered to school libraries by the Department of Education. According to the consultant, there is no written policy with respect to resource-based approaches, but the Department of Education, through its guides and course descriptions, is moving towards a resource-based curriculum. He also indicated that a committee is working on a policy for school libraries, and that this policy will define the role of school libraries in resource-based

teaching. With respect to funding for school libraries the Department of Education allocates a library materials grant to school districts on an eight-dollar-per-person basis.

All consultants and coordinators were asked to discuss the degree of emphasis, support, and time they felt were being placed upon resource-based programs. The provincial primary consultant and the primary coordinators at both school boards agreed that considerable focus is placed on supporting and implementing the resource-based approach to teaching and learning. The Department of Education, according to the primary consultant, is recommending resource-based learning from kindergarten to senior high school. In keeping with this recommendation, the Department has recently prepared a primary curriculum handbook entitled Children Learning, which recommends that the curriculum be resource-based. The handbook includes a definition of resource-based learning which is based on principles of learning established by the Department of Education. The Department maintains that resource-based programs can work only if they are well planned. The Roman Catholic School Board, according to its primary coordinator, has only recently begun this approach. She stresses, however, that a substantial amount of financial support has been given to the acquisition of resources. The board's objective is to move away from a teacher-directed learning approach to that of small group learning

so that children have a greater opportunity to learn for themselves and to learn by doing. The primary coordinator at the Avalon Consolidated School Board indicated that within the last six or seven years much emphasis has been placed on resource-based teaching, especially in the form of inservice sessions. The school libraries coordinator for the Roman Catholic School Board spends little of her own time on the development of resource-based programs. Instead, her board has been using a school-based model as she works with groups of teachers through the instructional development process. The coordinator for school libraries at the Avalon Consolidated School Board spends a great deal of her time with teacher-librarians discussing resource-based programs and how the library should become an integral part of it. The coordinator also conducts inservice sessions, prepares bibliographies, and so forth. All coordinators point out that regardless of the subject focus of any inservice sessions which they conduct, the need for learning to be resource-based and matched to the individual needs of children is always stressed. According to the provincial school libraries consultant, the emphasis that is placed on the development of effective resource-based programs may vary from one school district to another, as well as within districts. He hopes that the policy currently being developed will provide more direction and result in a greater balance.

with regards to resource-based approaches across the province.

Another question addressed the quality of the school library resource centre as an essential element in the implementation of resource-based approaches to teaching and learning. The consultants and coordinators all agree that the school library is very important to the implementation of resource-based programs. In fact, they see the library as central to the instructional process, and they perceive the role of the teacher-librarian as primarily that of working cooperatively with the classroom teacher. They feel that this is not presently occurring to the extent that they would like, and they are working toward improving that situation. Furthermore, some of the coordinators refer to teacher attitude and support from the principal as crucial to the success of the school library and the implementation of resource-based programs. The provincial libraries consultant feels that a library resource centre can be enhanced by quality resources, the decor and design, funding, and a qualified teacher-librarian.

The library coordinators from both school boards were asked to discuss any curriculum and technical support which their board provides in the implementation of resource-based programs. The Roman Catholic School Board has spent a million dollars on resources over the last five years. In ten of its schools the committees which



have been established are working towards resource-based learning, and quality program planning. Other support in aid of resource-based learning occurs in activities such as arranging for teachers to visit other schools, providing opportunities for teacher committees to get together, and providing inservice sessions. The coordinator from the Avalon Consolidated School Board reiterated a point made earlier with respect to the emphasis being placed on resource-based learning in recent years. In addition, she noted that the district center offers resources which may be used by the teachers.

With respect to technical support, the Roman Catholic board distributes its equipment directly to the schools in the belief that this leads to more frequent use of the equipment. This is the policy also of the Avalon Consolidated School Board, with additional equipment available at the district office.

Both library coordinators were asked if their board provided a resource sharing network, and both indicated that resource sharing does take place among teachers and schools on an informal basis. At the Roman Catholic board, there is a sharing of materials between small groups of teachers who are teaching at the same grade level. At the Avalon Consolidated board, themes or units of work developed by teachers are made available, through the district center, to other teachers.

Another question on the interview schedule sought to determine the extent to which coordinators and consultants worked cooperatively with respect to resource-based programs. All coordinators and consultants agree that a major deterrent in this respect is the constraint of time. However, at the school board level, considerable communication takes place amongst all coordinators. The school libraries coordinators and primary coordinators at both boards work together through committees, inservice sessions, discussions, and sharing of materials.

The provincial consultants were asked about their role in assisting their coordinators develop programs to match learning resources to the individual needs of children. Both indicated that they work closely with the coordinators in their areas. The primary consultant pointed out that individual learner needs is stressed at all inservice sessions conducted, as well as in all new programs developed.

Lastly, all coordinators and consultants were asked to discuss any problems which they perceive to affect the successful implementation of resource-based programs. One of the first problems raised by all of them was that of financial support. They feel that a lack of funding, and hence a lack of resources, could be a major deterrent to the further implementation of resource-based programs. Secondly, they see a great need for all schools to have on staff a qualified teacher-librarian. They feel that more

inservice work is needed, and they are concerned that teachers need much more planning time than is currently available to them. It is important to note here that a major responsibility for the classroom teacher involved in resource-based teaching is that of planning, and this takes much more time than would be the case in the textbook approach.

Another problem expressed by the coordinators and consultants is that of teacher attitude. They feel it is difficult to convince some teachers to move away from a content-based approach to instruction towards a process-based approach to learning. The school principal was seen by all those interviewed as a key figure in the successful implementation of resource-based programs. Ideally the principal would be a catalyst for change, as well as one who offers support and encouragement to teachers endeavouring to improve their programs for the children.

There seems to be little doubt that at the Department of Education, as well as at the school board level, there is a positive attitude towards promoting and implementing resource-based approaches to teaching and learning. Those involved recognize the problems that are to be met and realize that the change process can be very slow. However, it is encouraging to know that educators holding key positions, such as those interviewed, are working towards overcoming any barriers and guiding the teachers

under their jurisdiction towards a quality resource-based program in the primary schools of our province.

## SECTION II

Analysis of the Questionnaire Responses

The teacher questionnaire was distributed to a randomly selected sample of 197 grade three teachers within each of thirty-three school boards in the province of Newfoundland and Labrador. One hundred and thirty-eight, or 70 percent of the questionnaires distributed, were completed and returned to the examiner. The findings are presented in table form and are discussed.

It should be noted that the total number of responses as presented in some of the tables is fewer than the total number of completed questionnaires (138). This is due to the fact that not all respondents completed every item on the questionnaire.

Items 1-3 refer to academic qualifications of the respondents. The responses to these items are presented in tables 1-5 respectively, and are discussed.

**Item 1(a)**

What are your academic qualifications?

B.A. (Ed.) Primary	1
B.A. (Ed.) Elementary	2
B.Ed. Primary	3
B.Ed. Elementary	4
3 years university or equivalent	5
2 years university or equivalent	6
1 year university or equivalent	7
Other	

Table 1  
Academic Qualifications

Qualification	Number of Respondents	Percent
B.A. (Ed.) Primary	33	23.9
B.A. (Ed.) Elementary	60	43.5
B.Ed. Primary	8	5.8
B.Ed. Elementary	6	4.3
3 years university or equivalent	6	4.3
2 years university or equivalent	1	.7
1 year university or equivalent	1	.7
Other	44	31.8

Item 1(b)

Have you completed courses in learning resources?

Yes

1

No

2

If yes, please specify.

1-5 courses

1

More than 5 courses, please specify \_\_\_\_\_

2

Diploma in learning resources

3

M.Ed. in learning resources

4

Table 2  
Learning Resource Courses

Learning Resource Courses	Number of Respondents	Percent
Yes	47	34.8
No	88	65.2
Total	135	100.0

Table 3  
Learning Resource Courses Completed

Courses Completed	Number of Respondents	Percent
1-5 courses	42	91.3
More than 5 courses	0	0
Diploma in learning resources	4	8.7
M.Ed. in learning resources	0	0
Total	46	100.0

## Item 2

When did you last enroll for a university course?

Within the past year	1
1-5 years ago	2
6-10 years ago	3
11-15 years ago	4
16-20 years ago	5

Table 4

## Enrollment in a University Course

Enrollment	Number of Respondents	Percent
Within the past year	48	34.8
1-5 years ago	56	40.6
6-10 years ago	49	13.8
11-15 years ago	14	10.1
16-20 years ago	1	.7
Total	138	100.0

## Item 3

What is your present grade on the salary scale?

Grade I	1
Grade II	2
Grade III	3
Grade IV	4
Grade V	5
Grade VI	6
Grade VII	7
Other, please specify _____	



Table 5  
Present Grade on Salary Scale

Salary Scale	Number of Respondents	Percent
Grade I	0	0
Grade II	1	.7
Grade III	6	4.3
Grade IV	35	25.4
Grade V	71	51.4
Grade VI	24	17.4
Grade VII	1	.7
Total	138	100.0

In both sections of Item 1, it was possible for the respondents to give more than one response. It can be seen that the highest percentage of respondents (47.8%) possess either a B.A.(Ed.) Elementary or a B.Ed. Elementary degree compared with 29.7 percent who possess a B.Ed. Primary or a B.A.(Ed.) Primary degree. This finding is in keeping with the Report of the Small Schools Study Project (1987), which stated that "...there is extensive misassignment of teachers who teach in areas different from the designation of the degree which they hold--especially in the primary grades" (p. 56). The category itemized as "other" comprised 31.8 percent of the total

and include those respondents who had obtained a B.A. degree (9.4%), a B.Sc. (3.6%) and those who had completed four years of university study (10.1%). It is interesting to note\* also that four respondents were teaching primary school, though they possessed a B.Ed. (High School) degree.

As Table 2 indicates only 34.8% of the respondents had completed any courses in the area of learning resources. However, among those who did indicate they had done so (Table 3), 91 percent had completed 1-5 courses. Responses to this item were cross-tabulated with those from item 35, which asks respondents if they employ a resource-based approach to teaching, (Table 47), and the resulting data shows that there is a significant positive relationship between courses completed in learning resources and the employment of resource-based approaches to teaching (Appendix F). Data for all cross-tabulations can be found in Appendix F.

Table 4 indicates that 75.4% of the respondents have taken courses within the last 10 years, and in fact almost one-half of these have taken courses within the past year. It is encouraging to see that practising teachers are continuing to improve their qualifications.

Data from Table 5 indicates that 51.4 percent of the respondents possess a grade five teaching certificate. It should be noted that the highest certificate attainable without possessing a degree is Grade IV. It is

encouraging to note that the majority of respondents (77.5%) possess a university degree. This supports the finding of the Report of the Small Schools Study Project (Riggs, 1987) which indicated "...that teachers in both small and large schools have high academic qualifications. Even in the smallest schools in the province more than 80 percent of all teachers hold at least one university degree" (p. 55).

Data from items 4-6 of the questionnaire are presented in Tables 6-8, and discussed together.

#### Item 4.

To what age group do you belong?

25 and under	1
26-35 years	2
36-45 years	3
46-55 years	4
Over 55 years	5

Table 6  
Age Distribution

Age	Number of Respondents	Percent
25 and under	10	7.2
26 - 35 years	53	38.2
36 - 45 years	56	40.6
46 - 55 years	17	12.3
Over 55 years	2	1.4
Total	138	100.0

Item 5

For how many years have you taught, including this present year?

1 year or less	1
2-5 years	2
6-10 years	3
11-15 years	4
More than 15 years	5

Table 7  
Number of Years Teaching

Number of Years	Number of Respondents	Percent
1 year	4	2.9
2 - 5 years	11	8.0
6 - 10 years	21	15.2
11 - 15 years	37	26.8
More than 15 years	65	47.1
Total	138	100.0

Item 6

For how many years have you taught grade three pupils?

1 year or less

2-5 years

6-10 years

11-15 years

More than 15 years

1  
2  
3  
4  
5

Table 8  
Years Teaching Grade Three

Years Teaching Grade 3	Number of Respondents	Percent
1 year	15	10.9
2 - 5 years	46	33.3
6 - 10 years	33	23.9
11 - 15 years	29	21.0
More than 15 years	15	10.9
Total	138	100.0

Table 6 indicates that at least with respect to the sample included in the survey, the grade three work force is mainly comprised of teachers between the ages of 26-45 years (78.8%), with a low percentage (7.2%) of teachers in the 25 years and under age bracket. This low proportion of young teachers is perhaps a reflection of the current situation in the teaching profession, where there is very little turnover among staff in the primary school. This means also that there is little opportunity for newly qualified primary teachers to enter the profession.

Table 7 shows that the largest proportion of respondents have taught for more than 15 years (47.1%), while only 26.1 percent have 1-10 years teaching experience. This latter finding again is a reflection of the low incidence of teacher turnover.

According to the data in Table 8, the largest percentage of respondents (55.8%) have taught grade three for more than six years, while a significant percentage of the respondents (33.3%) have taught grade three for more than 2-5 years. This latter finding would suggest that inservice sessions and other means of keeping abreast of developments and new programs would be desirable for those teachers. It further underlies the need for support and assistance from program coordinators.

Item 7 deals with the involvement of the respondents in professional organizations. The data are presented in table form and discussed.

#### Item 7

To which of the following professional groups do you belong?

Primary special interest council of N.T.A.	1
Special education interest council	2
Early childhood development association	3
Educational media council of N.T.A.	4
Other, please specify _____	

Table 9  
Membership in Professional Organizations

Professional Affiliation	Number of Respondents	Percent
Primary special interest council of N.T.A.	40	57.9
Special Education interest council	0	0
Early Childhood Development Association	1	1.4
Educational Media Council of N.T.A.	1	1.4
None	8	11.5
Other	19	27.5

Although only one-half of the respondents completed this item of the questionnaire, it was not surprising to discover that the majority who did respond are members of the primary special interest council of N.T.A. (57.9%). The primary special interest council is a constituent body of the Newfoundland Teachers' Association especially organized for primary school teachers. A total of 27.5 percent of the respondents indicated memberships in other organizations such as the International Reading Association, Elementary Special Interest Council and the Social Studies Special Interest Council.



Items 8-14 refer to the teaching context of the respondents. Findings from these items are presented separately in table form, and discussed together.

#### Item 8

In which kind of school are you presently employed?

Primary school	1
Primary/Elementary school	2
All grade school	3
Other, please specify _____	

Table 10

Type of School

Type of School	Number of Respondents	Percent
Primary	9	6.5
Primary/Elementary	88	63.8
All Grade	37	26.8
Other	4	2.9
Total	138	100.0

## Item 9

How many children are in your grade three class?

Fewer than 20

20-25

26-30

31-35

36-40

More than 40, please specify \_\_\_\_\_

1

2

3

4

5

Table 11

## Grade 3 Class Size

Class Size	Number of Respondents	Percent
Fewer than 20	79	57.2
20 - 25	27	19.6
26 - 30	21	15.2
31 - 35	10	7.2
36 - 40	1	.7
Total	138	100.0

## Item 10

How many grade three teachers are there in your school?

One teacher

Two teachers

Three teachers

Four teachers

More than four teachers

1

2

3

4

5

Table 12  
Number of Grade Three Teachers in School

Number of Teachers	Number of Respondents	Percent
One teacher	104	75.4
Two teachers	23	16.7
Three teachers	8	5.8
Four teachers	3	2.2
More than four teachers	0	0
Total	138	100.0

Item 11

What is the total pupil enrollment of your school?

0-100	1
101-200	2
201-300	3
301-400	4
401-500	5

Table 13  
Pupil Enrollment

Pupil Enrollment	Number of Respondents	Percent
0 - 100	49	36.0
101 - 200	36	26.5
201 - 300	22	16.2
301 - 400	10	7.4
401 - 500	17	12.5
501+	2	1.5
Total	136	100.0

Item 12

If there are two or more grade three classes in your school, what criteria were used in placing the children?

Academic

Behavioral

Other, please specify \_\_\_\_\_

1

2

Table 14  
Grouping Arrangement of Pupils

Grouping Arrangement	Number of Respondents	Percent
Academic	9	27.3
Behavioral	0	0
Other	24	72.7
Total	33	100.0

Item 13

Is your classroom:

Multigrade	1
Single grade	2

Table 15  
Type of Classroom

Type of Classroom	Number of Respondents	Percent
Multigrade	63	45.7
Single grade	75	54.3
Total	138	100.0

## Item 14

Do you have teaching responsibilities other than your grade three class?

Yes 1  
No 2

If yes, please specify \_\_\_\_\_

Table 16

## Other Teaching Responsibilities

Other Responsibilities	Number of Respondents	Percent
Yes	79	57.7
No	58	42.8
Total	137	100.0

As would be expected, Table 10 indicates that the largest number of respondents teach in Primary/Elementary schools (63.8%), and the second largest number teach in all grade schools (26.8%). It is not surprising that only 6.5 percent teach in schools which are solely for primary children because there are few of such schools in the province.

An examination of Table 11 indicates that the largest proportion of respondents (57.2%) teach fewer than 20 grade three pupils, and 34.8 percent of them teach 20-30

grade three pupils. This finding only serves to confirm what is in fact currently the case in the province's primary schools, where class sizes have been considerably reduced. This is partly due to what is a phenomenon in our schools--that of declining enrollments and partly due to article 30 of the provincial collective agreement between the school boards and the government of Newfoundland and Labrador and the Newfoundland Teachers' Association (1984 - 1988) which state that:

In the interest of education, and in order to promote effective teaching and learning conditions, the school board will endeavor to establish class sizes appropriate to the teaching situation involved within regulatory and legislative restrictions. To this end, the school board will entertain representations from the association in respect to problems related to class size through the school board-teacher liaison committee. (p. 28)

and

There shall be a committee established not later than October 30th in each calendar year, which will meet regularly thereafter at the call of the chair, which will accept representations and make recommendations regarding the maximum number of students appropriate for the various classroom situations. The committee shall, if it deems it appropriate, direct its recommendations to the minister. At least one-third (1/3) of this committee shall be comprised of representatives appointed by the association. (p. 28)

This high percentage of teachers teaching fewer than twenty grade three pupils is undoubtedly a reflection also of the fact that a high proportion of the respondents (45.7%) indicated that they teach in multigrade classrooms (Table 15). Furthermore, Table 13 shows that 62.5 percent

of the sample teach in schools with enrollment of 200 and fewer.

Table 12 indicates that the largest proportion of respondents (75.4%) work in the only grade three class in their school. Hence, team teaching could not be undertaken unless it was done with a teacher-librarian or with a teacher from another grade level.

Clearly Table 13 shows that the majority of respondents (62.5%) teach in relatively small schools. Such a high proportion, taken from a limited sample of teachers, would suggest that there are still a fairly large number of small schools functioning in the province. The finding might be related in part also to the declining enrollment phenomenon. This finding would also account for the high percentage of schools employing only one grade three teacher (Table 12). In schools with two or more grade three classes, 27.3 percent of those responding indicated that pupils are arranged according to academic ability (Table 14). However, the majority of respondents (72.7%) indicated grouping by other means. In this category, the largest percentage of respondents (27.3%) indicated that pupils were arranged according to both academic and behavioral criteria. Heterogeneous and random grouping each comprised 18.2 percent, for a total of 36.4 percent. Three respondents indicated that grouping arrangements are based on the individual needs of the children, alphabetical listings, and assignment by the



principal. It can be seen from Table 15 that the largest number of respondents teach in single grade classrooms (54.3%), with a high percentage, as has been noted, teaching also in multigrade classrooms (45.7%). This latter finding concurs with the Report of the Small Schools Study Project (Riggs, 1987) which states that "multigraded classrooms are in many (more than 30 percent) schools in the province" (p. 22). Given the nature and purpose of this survey it is interesting to note the suggestion "...that the curriculum of the small primary and elementary school should be redesigned so that the core curriculum can be covered in an integrated and thematic fashion allowing the basic concepts to be covered in a multi-grade approach" (Report of the Small Schools Study Project, Riggs, 1987, p. 23).

An examination of Table 16 shows that the majority of respondents have teaching responsibilities other than their grade three pupils. This is not surprising considering that 45.7 percent of the respondents indicated they were teaching in a multigrade classroom and have a low grade three pupil ratio (Tables 15 and 11). Some of the other responsibilities listed covered grades ranging from kindergarten to high school, with duties in various curriculum areas such as French, Social Studies, Music, Art, Health and Religion.

Findings from items 15-18 of the questionnaire are presented separately in table form and discussed together.

#### Item 15

Which of the following best describes your grade three program?

Informal program	1
Formal program	2
Mixture of formal and informal programs	3

Table 17

#### Program Organization

Program Organization	Number of Respondents	Percent
Informal program	7	5.1
Formal program	23	16.8
Mixture of formal and informal program	107	78.1
Total	137	100.0

#### Item 16

What type of scheduling is used in your classroom?

Fixed	1
Flexible	2

Table 18  
Teaching Schedule

Teaching Schedule	Number of Respondents	Percent
Fixed	31	22.5
Flexible	107	77.5
Total	138	100.0

Item 17

Which best describes the seating arrangement of your classroom?

Rows	1
Semicircle or circle	2
Small group	3
Other, please specify _____	

Table 19  
Seating Arrangement

Seating Arrangement	Number of Respondents	Percent
Rows	46	33.3
Semicircle or circle	15	10.9
Small group	50	36.2
Other	27	19.5
Total	138	100.0

## Item 18

How often are your children in informal arrangements such as sitting or lying on the floor?

Always	1
Frequently	2
Occasionally	3
Never	4

Table 20

## How Often Children Are In Informal Arrangements

How often in informal arrangements	Number of Respondents	Percent
Always	0	0
Frequently	73	52.9
Occasionally	62	44.9
Never	3	2.2
Total	138	100.0

With respect to Table 17 regarding program organization, it must be borne in mind that each respondent might have a different definition for what constitutes formal or informal teaching. However, it is encouraging to note that a high proportion of teachers (78.1%) indicated that they practise some degree of informality in their grade three classes. This is borne

out in the responses to the next item (Table 18), which shows again that the majority of teachers (77.5%) have a flexible arrangement.

It is somewhat distressing to note the relatively high proportion of grade three teachers (33.3%) whose children are still formally seated in rows (Table 19). This type of seating usually allows for little interaction and oral discussion. This could be, of course, due in part to limited classroom space. However, a slightly higher proportion of the respondents work with their pupils in small groups (36.2%) and in fact 97.8 percent indicated either frequently or occasionally having their children in informal arrangements (Table 20). All of these factors are positive and are certainly conducive to the type of situation which allows for resource-based learning to take place. Responses to item 18 (Table 20) were cross-tabulated with those from item 35 (Table 47), and the resulting data indicates a significant positive relationship between the frequency with which children are in informal arrangements and the employment of resource-based approaches to teaching.

The findings from items 19-20 are presented separately in table form and discussed together.

## Item 19

Since September, 1987 how many field trips have been arranged for your grade three class?

None	1
Fewer than 5	2
More than 5	

Table 21  
Field Trips

Number of Field Trips	Number of Respondents	Percent
None	31	22.8
Fewer than 5	96	70.6
More than 5	9	6.6
Total	136	100.0

## Item 20

How often have guest speakers come into your classroom?

At least once a week	1
Once a month	2
Once every term	3
Not at all	4

Table 22  
Guest Speakers

How Often	Number of Respondents	Percent
At least once a week	1	.8
Once a month	20	15.7
Once every term	82	64.6
Not all	24	18.9
Total	127	100.0

It was felt that the inclusion of these items would give some indication of the degree to which the program goes beyond the confines of the textbook and out into the community. While field trips in and of themselves may not constitute an improved program, in a resource-based program, they can be, and often are a major resource for learning. It is encouraging to note that the majority of teachers (77.2%) do arrange some field trips for their students (Table 21). It is equally encouraging to see that the majority of respondents (64.6%) have guest speakers come into their classrooms at least once during every school term (Table 22). Responses to item 19 (Table 21) were cross-tabulated with those from item 35 (Table 47), and the resulting data shows a significant positive relationship between the number of field trips provided

and the employment of resource-based approaches to teaching.

In order to facilitate discussion of the next group of responses, the sequence of items as presented in the questionnaire has been altered.

Findings from items 21-23 and 26-27 are presented separately in table form and discussed together.

#### Item 21

How much time for the preparation of grade three work do you have during the regular teaching day?

None	1
Approximately 1-2 hours per week	2
Approximately 2 hours per week	3
More than 2 hours per week	4

Table 23

#### Time for Curriculum Planning

Time for Curriculum Planning	Number of Respondents	Percent
None	49	36.0
Approximately 1-2 hours per week	41	30.1
Approximately 2 hours per week	19	14.0
More than 2 hours per week	27	19.9
Total	136	100.0



## Item 22

How do you record the progress of the children in your class?

Daily record book	1
Weekly records	2
Frequent short notes from observations	3
Samples of the children's work	4
Other, please specify _____	

Table 24

## Method of Recording Student Progress

Method of Recording , Student Progress	Number of Respondents	Percent
Daily record book	38	27.5
Weekly records	52	37.7
Frequent short notes from observations	93	67.4
Samples of the children's work	114	82.6
Other	38	27.5

## Item 23

- How is the textbook regarded in your classroom?

As a major source	1
As a framework to be used along with other resources	2

Table 25  
How Textbook Is Regarded

How Textbook Is Regarded	Number of Respondents	Percent
As a major source	40	29.2
As a framework to be used along with other resources	97	70.8
Total	137	100.0

Item 26

In your classroom teaching, do you integrate subject areas (for example, Math and Science) or are they totally separate areas of instruction?

Integrate	1
Separate	2

Table 26  
Classroom Teaching Style

Classroom Teaching Style	Number of Respondents	Percent
Integrate	111	81.0
Separate	26	19.0
Total	137	100.0

## Item 27

Is the instruction in your classroom a cooperative effort?  
(i.e., do you participate in any team teaching?)

No	1
Yes, with one other teacher	2
Yes, with two other teachers	3

Table 27  
Cooperative Teaching

Cooperative Teaching	Number of Respondents	Percent
No	112	81.2
Yes, with one other teacher	21	15.2
Yes, with two other teachers	5	3.6
Total	138	100.0

Table 23 indicates that the highest percentage of teachers (36.0%) have no time for the preparation of grade three work during the regular teaching day. It is indeed a common practice for primary teachers to spend much of their "after school" time planning. This would be true especially for those practising the resource-based approach which makes great demands on the teacher and requires much planning time. It was indicated in the

interview conducted with the provincial primary consultant that careful planning is extremely important in resource-based learning. She states that "much planning is required...planning becomes central to this approach" (Appendix E).

As indicated by Table 24, it was possible for respondents to give more than one response. However, the responses most frequently referred to were, 'collecting samples of children's work' (82.6%), and 'short notes from observations' (67.4%). The category itemized as "other" comprised 27.5 percent of the respondents, and included such responses as subjective opinion (3.6%), tests (18.8%), checklists (1.4%), term reports (2.3%) and a variety of methods (1.4%). These findings show a move, prevalent in recent years, away from almost total reliance on pencil and paper tests as a means of assessment. This is indeed encouraging, for a multifaceted approach to teaching demands a similar approach to assessment.

It is clear from Table 25, that the majority of respondents (70.8%) view the textbook as a framework to be used along with other resources. Again this is an encouraging finding, to note the move away from complete reliance on the text. It further suggests the reliance on other resources and by inference on resource-based teaching and learning. Responses to item 25 were cross-tabulated with those from item 35 (Table 47), and the resulting data shows that there is a strong positive

relationship between the manner in which the textbook is regarded and the employment of resource-based approaches to teaching.

Table 26 clearly shows that a significant proportion of the respondents (81.0%) integrate subject areas in their classroom instruction. This compares favorably with findings presented in Tables 18 and 23 which show that the majority of teachers use flexible scheduling and use the textbook as a framework along with other resources. Taken together, these findings suggest a move away from formalized teaching toward a more informal approach. Responses to item 26 were cross-tabulated with those from item 35 (Table 47), and the resulting data shows a significant positive relationship between integration of subject areas and the employment of resource-based approaches to teaching.

As can be seen from Table 27, most of the respondents (81.2%) do not participate in cooperative/team teaching. This is not surprising, considering the fact that 75.4 percent of the respondents had already indicated (Table 12) that there is only one grade three teacher in their school.

Findings from items 24-25 are presented separately in table form and discussed together.

## Item 24

Is your help solicited in the selection of books and curriculum materials for your class?

Yes 1  
No 2

If yes, what do you use as sources for the selection of such materials?

Catalogues from publishers 1  
Local bookstores 2  
Bibliographies from textbooks, teachers' guides, etc. 3  
Bibliographies of recommended materials 4  
Other, please specify \_\_\_\_\_

Table 28

## Selection of Books and Curriculum Materials

Help in the Selection	Number of Respondents	Percent
Yes	107	79.3
No	28	20.7
Total	135	100.0

Table 29  
Sources for Selection of Books and Materials

Sources for Selection	Number of Respondents	Percent
Catalogues from publishers	84	78.5
Local bookstores	30	28.0
Bibliographies from textbooks, teachers' guides, etc.	70	65.4
Bibliographies of recommended materials	48	44.9
Other	10	8.5

Item 25

Which of the following audio visual items are readily available for use with your class? Please tick the available items.

Library books  
Films and projector  
Computer  
Records  
Listening station  
Tape recorder  
Earphones  
Typewriter  
Television  
Radio  
Film strips and projector

—  
—  
—  
—  
—  
—  
—  
—  
—  
—  
—

Table 30  
Availability of Audio Visual Aids

Availability of Audio-Visual Aids	Number of Respondents	Percent
Library books	131	94.9
Films and projector	116	84.1
Computer	55	39.9
Records	113	81.9
Listening station	84	60.9
Tape recorder	131	94.9
Earphones	81	58.7
Typewriter	55	39.9
Television	113	81.9
Radio	81	58.7
Film strips and projector	122	88.4

From the 135 responses given for item 24 (Table 28), 107 of the respondents (79.3%) indicated that they have input into the selection of books and curriculum materials for their class. From these 107 respondents, the items most frequently referred to with regards to sources for selection were 'catalogues from publishers' (78.5%), 'bibliographies from textbooks, and teachers' guides' (65.4%). The degree of reliance on publishers' catalogues



was to be expected, but it is encouraging to note also that a fair number of respondents (44.9%) indicated their use of bibliographies of recommended materials for selection purposes. The "other" category comprised a small percentage of the responses (8.5%) and included sources such as professionals, school libraries, and workshop ideas.

Table 30 shows that the majority of grade three classes have many audio visual items available to them. The most readily available items are books, films, records, recorders and televisions. The use of many resources is, of course, crucial for resource-based learning to occur successfully.

Findings from items 28-29 are presented separately in table form and discussed together.

#### Item 28

Does the principal at your school show an active interest in and support for the programs and/or approaches utilized in your classroom?

Yes

No

Table 31  
Support of Principal

Support of Principal	Number of Respondents	Percent
Yes	125	91.9
No	11	8.1
Total	136	100.0

Item 29

If your school board employs consultants are they easily accessible when you need them?

Table 32  
Availability of Consultants

Availability of Consultants	Number of Respondents	Percent
Yes	111	82.2
No	24	17.8
Total	135	100.0

It can be seen from Table 31 that the majority of respondents (91.9%) feel the principal at their school shows an active interest in and support for the programs

and/or approaches utilized in their class. Equally important is the high number of respondents (82.2%) who indicated their school board consultants were easily accessible when needed (Table 32). Literature sources dealing with resource-based programming stress the importance of the principal and the school board in the delivery of effective resource-based programs. This point is also borne out in responses to the open-ended question (item 35 g) of the questionnaire (Table 54).

It will also be recalled from interviews conducted with the coordinators and consultants that they see the role of the principal and the school board as crucial to the development and implementation of resource-based programs (Appendix E). Responses to item 29 (Table 32) were cross-tabulated with those from item 35 (Table 47), and the resulting data shows that there is a significant positive relationship between the accessibility of consultants and the employment of resource-based approaches to teaching.

Items 30-31 refer to the library. Findings from these items are presented in table form and discussed together.

#### Item 30

Is there a library in your school?

Yes  
No

1  
2

Table 33  
Library Facilities

Library Facilities	Number of Respondents	Percent
Yes	112	81.2
No	26	18.8
Total	138	100.0

Item 31(a)

If yes, is there any money for resources?

Yes

No

1

2

If yes, what is this money being spent on? \_\_\_\_\_

Table 34  
Funds for Library Resources

Funds for Library Resources	Number of Respondents	Percent
Yes	96	88.1
No	13	11.9
Total	109	100.0

Table 35  
How Library Funds Are Spent

How Library Funds Are Spent	Number of Respondents	Percent
Audio-visual material	41	37.6
Books	85	77.9
Magazines	15	13.7
Instructional Aids	9	8.2
Curriculum Needs	10	9.1
Other	21	19.2

Item 31 (b)

How useful is the library when you are looking for resources for your classroom?

Very useful	1
Somewhat useful	2
Limited use	3
Not useful at all	4

Table 36  
Usefulness of Library

Usefulness of Library	Number of Respondents	Percent
Very useful	38	34.2
Somewhat useful	43	38.7
Limited use	30	27.0
Not useful at all	0	0
Total	111	100.0

Item 31 (c)

Does your school employ a teacher-librarian?

Yes	1
No	2

Table 37  
Employ Teacher-Librarian

Employ Teacher-Librarian	Number of Respondents	Percent
Yes	37	33.6
No	73	66.3
Total	110	100.0

## Item 31 (d)

If yes,

On what basis?

Full-time

Part-time

1  
2

Table 38

## Basis of Teacher-Librarian

Basis of Teacher-Librarian	Number of Respondents	Percent
Full-time	14	37.8
Part-time	23	62.1
Total	37	100.0

## Item 31 (e)

What do you see as the chief way this teacher-librarian spends his/her time?

Typing, shelving, ordering materials	1
Teaching scheduled library periods without the classroom teacher present	2
Promoting children's literature and books	3
Partner with the classroom teacher in implementing the curriculum	4
Other, please specify _____	

Table 39

## Teacher Perception of Librarians' Workload

Teacher Perception of Librarians' Workload	Number of Respondents	Percent
Typing, shelving, ordering materials	16	43.2
Teaching scheduled library periods without the classroom teacher present	13	35.1
Promoting children's literature and books	12	32.4
Partner with the classroom teacher in implementing the curriculum	20	54.0

It can be seen from Table 33 that a high percentage of respondents (81.2%) have a library in their school. This tells nothing, of course, about the type and extent of the library holdings. Table 34 shows that a large proportion of the respondents (88.1%) indicated there is money available for resources for their library. The open-ended responses to ascertain how this money is spent are presented in Table 35. As might be expected, most money is being spent on books (77.9%), while the next highest percentage (37.6%) is spent on audio-visual materials. These findings represent a balance of spending



on resources which one might find in most schools. These resources are indeed very important in a resource-based program. Responses to this item were cross tabulated with those from item 35 (Table 47), and the resulting data shows a significant positive relationship between funding for resources and the employment of resource-based approaches to teaching.

Data presented in Table 36 indicates that 72.9 percent of the respondents found the library to be very useful or somewhat useful when looking for resources. Responses to item 31(b) were cross-tabulated with those from item 31(c) and the resulting data indicates that there is a significant positive relationship between the usefulness of the library and the presence of a teacher-librarian. In addition, cross-tabulations of responses to this item with responses to item 35 (Table 47) reveal that there is a significant positive relationship between the usefulness of the library and the employment of resource-based approaches to teaching.

It is interesting, but not surprising, however, that most of the respondents (66.3%) do not have a teacher-librarian employed at their school. However, of the thirty-seven respondents who indicate having a teacher-librarian at their school, 62.1 percent of them indicated the librarians are part-time. From Table 39 it can be seen that some of the respondents who have a librarian at their school give more than one response to item 31(e).

(Table 39). The category most frequently checked with reference to the respondents' perception of how the librarian spends his/her time was, 'partner with the classroom teacher in implementing the curriculum' (54.0%). This is encouraging, since resource-based learning, if it is to be effectively implemented, requires cooperative planning between the classroom teacher and the teacher-librarian. However, a high proportion (43.2%) see typing, shelving, and ordering materials, as the chief way in which the teacher-librarian spends his/her time. Resource-based learning requires a move away from the "traditional" role of the teacher-librarian into a role that involves cooperative program planning. This point is not only borne out in interviews conducted with consultants and coordinators (Appendix E), but is also a recurring theme in the literature.

Findings from items 32-34 are presented separately in table form and discussed together.

## Item 32

Does your district office offer any help/support which directly affects your work in the classroom?

Yes 1  
No 2

If yes, what kind of help/support is offered you?

Inservice sessions 1  
District collections 2  
Help with the development of themes 3  
Bibliographies 4  
Equipment and Technical help 5  
Other, please specify \_\_\_\_\_

Table 40

## Support from District Office

Support from District Office	Number of Respondents	Percent
Yes	118	88.1
No	16	11.9
Total	134	100.0

Table 41  
Kind of Support Offered

Kind of Support Offered	Number of Respondents	Percent
Inservice sessions	117	99.1
District collections	28	23.7
Help with the development of themes	46	38.9
<del>Bibliographies</del>	22	18.6
Equipment and technical help	36	30.5
Other	3	2.5

Item 33

Since September 1987, how many workshops or inservice sessions, regarding resource-based approaches to teaching and learning have been arranged for the primary teachers in your school?

None	1
One	2
Two	3
Three	4
Four	5

If you have had workshops, please specify the exact topics dealt with.

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Table 42

## Inservice Related to Resource-Based Learning

Inservice-Related to Resource-Based Learning	Number of Respondents	Percent
None	77	59.2
One	29	22.3
Two	16	12.3
Three	6	4.6
Four	2	1.5
Total	130	100.0

Table 43  
Workshop Topics

Workshop Topics	Number of Respondents	Percent
Mathematics	27	50.9
Social Studies	2	3.7
Language Arts	23	43.3
Art	4	7.5
Science	3	5.6
Resource-Based Teaching	3	5.6
Computers	7	13.2
Setting up a library	1	1.8
Modified teaching strategies	1	1.8
Learning centers	3	5.6
Making the library suitable for resource based teaching	1	1.8
Resource kits on community cooperation	1	1.8
Systematic training for effective teaching	1	1.8

## Item 34

Is there a program in your school designed for teaching children research skills and the utilization of library facilities?

Yes	1
No	2

Table 44

## Program for Teaching Research and Library Skills

Program for Teaching Research and Library Skills	Number of Respondents	Percent
Yes	42	31.6
No	91	68.4
Total	133	100.0

## Item 34 (a)

If yes,

Who teaches it?

Classroom teacher	1
Teacher-librarian	2
Classroom teacher and teacher-librarian working together	3
Other, please specify _____	

Table 45

## Who Teaches Research and Library Skills

Who Teaches Research and Library Skills	Number of Respondents	Percent
Classroom teacher	23	54.7
Teacher-librarian	14	33.3
Classroom teacher and teacher-librarian working together	5	11.9
Other	0	0
Total	42	100.0

## Item 34 (b)

Is it an integral part of what is happening within the classroom. (For example, taught within the context of a theme)

Yes  
No

1  
2



Table 46

## Research Skills An Integral Part of Classroom Learning

An Integral Part of Classroom Learning	Number of Respondents	Percent
Yes	32	78.0
No	9	22.0
Total	41	100.0

According to the data presented in Table 40, a significant proportion of respondents (88.1%) indicate they receive help or support from their district office which directly affects their work in the classroom. In Table 41, where the 118 respondents could give more than one response, they indicated that the kind of help most often given is in the form of inservice sessions followed by help with the development of themes, and equipment and technical help.

Given the responses presented in Tables 40 and 41, it is somewhat surprising that the majority of respondents (59.2%) indicate they have had no workshops or inservice sessions dealing with resource-based learning within the past year (Table 42). However, responses were given with reference to one academic year, and it is possible that

inservice sessions in this area had been given in previous years.

The fifty-three respondents who indicated that they did have recent inservice in this area, most frequently cited mathematics and language as the areas of focus for the inservice with, in most cases, the use of resources, whole language, or the resource-based angle always an inherent part of the sessions. This point is in keeping with comments made by the primary consultant and coordinators who were interviewed. They stressed that all workshops conducted emphasize the resource-based approach to teaching and learning.

From the 133 respondents who completed item thirty-four, the majority (68.4%) indicated that they do not have a program in their school designed for the teaching of research skills and the utilization of library facilities (Table 44). However, of the 42 who responded positively, the majority (54.7%) indicated that these skills are taught by the classroom teacher (Table 45). Responses to this item were cross-tabulated with those from item 30 (Table 33) and the resulting data shows that there is a significant positive relationship between there being a library in the school and a program for teaching children research and library skills.

Data obtained from the 41 respondents to item thirty-four (b) shows that the highest percentage of them (78.0%) indicated that the teaching of these skills is an integral

part of what is happening in the classroom (Table 46). Responses to this item were cross-tabulated with those from item 35 (Table 47), and the resulting data shows a significant positive relationship between teaching research and library skills as an integral part of classroom activity and the employment of resource-based approaches to teaching.

Item thirty-five deals specifically with the area of resource-based learning. Findings from all sections in this item, including the information gathered from the open-ended responses, are presented separately in table form and discussed together.

#### Item 35

Resource-based learning can be defined as:

planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, non-print, and human resources. Such programs are designed to provide students with alternate learning activities; the selection of activities and learning resources, the location of the activities, and the expectations for a particular student depend on the objectives established for that student.

Do you feel that you employ this approach within your classroom?

Yes

1

No

2

Table 47  
Employ Resource-Based Approach

Employ Resource- Based Approach	Number of Respondents	Percent
Yes	84	61.3
No	53	38.7
Total	137	100.0

Item 35 (a)

If yes,

How important do you feel it is to have clearly stated objectives?

Very important

Somewhat important

Not at all important

1  
2  
3

Table 48

## Importance of Clearly Stated Objectives

Importance of Clearly Stated Objectives	Number of Respondents	Percent
Very important	69	82.1
Somewhat important	15	17.9
Not at all important	0	0
Total	84	100.0

## Item 35 (b)

Where do you obtain your objectives?

Textbook	1
Curriculum guides	2
Other, please specify _____	

Table 49

## Where Objectives Are Obtained

Where Objectives Are Obtained	Number of Respondents	Percent
Textbook	40	47.6
Curriculum guides	77	91.6
Other	24	28.5

## Item 35 (c)

Indicate whether or not the following teaching strategies are used by you as part of this approach. (You may circle more than one item.)

Themes	1
Learning centers	2
Team teaching	3
Small group work	4

Table 50

## Teaching Strategies Used As Part of this Approach

Teaching Strategies Used	Number of Respondents	Percent
Themes	74	88.0
Learning centers	62	73.8
Team teaching	10	11.9
Small group work	79	94.0

Items 35 (d-g) provided opportunity for open-ended responses.

## Item 35 (d)

What do you feel the employment of this approach requires of you as a teacher?

The majority of responses given to this item are categorized and presented in Table 51. It should be noted that the total number of respondents to this item was 77, and in some cases more than one response was given.

Table 51

## Demands of Approach on Teacher

Demands of Approach on Teacher	Number of Respondents	Percent
Preparation time	62	80.5
Flexibility	7	9.0
Make use of any/all resources	8	10.3
Awareness of all possible sources of information and resource materials	6	7.7
Knowledge of curriculum	5	6.4
Knowledge of class and individual needs	4	5.1
Patience	4	5.1
Clear concept of objectives	3	3.8
Creativity	4	5.1
Dedication	2	2.5
Other	11	14.2

## Item 35 (a)

What are the benefits for you as a teacher involved in resource-based programs?

The majority of responses given to this item are categorized and presented in Table 52. It should be noted that the total number of respondents to this item was 76, and in some cases more than one response was given.



Table 52

## Benefits for Teacher Involved in Resource-Based Program

Benefits for Teacher	Number of Respondents	Percent
Helps in meeting individual needs	18	23.6
Learning is more enjoyable	15	19.7
More interesting for students as well as teacher	12	15.7
More satisfying	10	13.1
The various resource materials available	9	11.8
Not confined to text	5	6.5
Exposes teacher to much wider learning base	3	3.9
Very meaningful and worthwhile approach to learning	3	3.9
Allows for more independent work	3	3.9
Gives flexibility in teaching	3	3.9
Other	10	13.1

## Item 35 (f)

What do you feel are the benefits for students involved in resource-based programs?

The majority of responses given to this item are categorized and presented in Table 53. It should be kept in mind that the total number of respondents to this item was 79, and in some cases more than one response was given.

Table 53  
Perceived Benefits for Students Involved in Resource-Based Programs

Benefits for Students	Number of Respondents	Percent
Meets individual needs	18	22.7
More interesting classes	12	15.1
More enjoyable classes	12	15.1
Broader learning base	12	15.1
More actively involved	10	12.6
They have access to a wide variety of resources	8	10.1
Learning is more meaningful	7	8.8
Develop research skills	6	7.5
Students are highly motivated	5	6.3
Other	8	10.1

## Item 35 (g)

What support would you see as essential to assist you in ensuring the successful implementation of the resource-based approach to learning?

The majority of responses given to this item are categorized and presented in Table 54. It should be noted that the total number of respondents to this item was 75, and more than one response was given.

Table 54  
Support Needed for Resource-Based Approaches

Support Needed for Resource-Based Approaches	Number of Respondents	Percent
Resources	24	32.0
Principal	22	29.3
District Support	19	25.3
Funding	18	24
Teacher-librarian	17	22.6
Parents	16	21.3
Fellow teachers	16	21.3
Preparation time	12	16.0
Inservice	12	16.0
Teacher aide	7	9.3
Library	6	8.0
Other	17	22.6

As shown in Table 47, the majority of respondents (61.3%) indicated that they employ the resource-based approach in their classroom. This finding is to be expected, since it has already been shown that a high percentage of respondents indicated they practise flexible scheduling, integrate instruction, informally arrange children, provide field trips, and use the textbook as a framework only for instruction (Tables 18, 26, 20, 21 and 25, respectively). These elements are all features of a resource-based program.

From Table 48 it can be seen that 69 of the 84 respondents (82.1%) indicated that it is very important to have clearly stated objectives. Any effective program, resource-based or otherwise, requires careful planning, which starts from clearly stated objectives. The importance of objectives is stressed in all curriculum guides developed by the Department of Education. The provincial primary consultant, in an interview conducted with her, stressed that objectives are extremely important. She states that "...there are certain objectives that we want to cover. Otherwise resource-based learning would only be messing around with everything" (Appendix E).

With respect to sources for selecting objectives, 'curriculum guides' was the response given by most of the teachers (91.6%) who responded to this item. The curriculum guides prepared and distributed by the

Department of Education include objectives in the context of recommending a move away from the reliance on a single text and towards more flexible and resource-based approaches to teaching and learning.

Table 50 shows that of the 84 respondents to this item, most indicated they use a variety of teaching strategies as part of the resource-based approach. These include: small group work (94.0%), themes (88.0%) and learning centers (73.8%). All of these strategies show a positive move away from the formal single subject approach to teaching and towards a more multifaceted approach.

Data from Table 51 indicates that the majority of respondents (80.5%) see preparation time as the greatest demand that this approach requires of them. This time factor is clearly of concern to teachers; responses to a previous item (Table 23) indicated that the majority of them (66.1%) have either no planning time or very little planning time allotted to them. The following are some of the comments included in the category given as "other":

- to develop a partnership with the teacher-librarian
- for a multigrade classroom, a lot of integration into different class levels
- requires that I go far beyond the text
- working with other teachers from the same grade level

Table 52 gives the benefits most teachers responding to this item feel they gain from resource-based programs. It is encouraging to note that many of those benefits

mentioned reflect some of the advantages of resource-based programs as presented in the primary curriculum handbook Children Learning (1987).

The category listed as "other" comprised 13.1 percent of the responses and some of these responses are:

- the various teaching strategies makes everything in a multigrade situation more manageable
- gives me an opportunity to get away from the traditional role of teacher and become more of a resource person, monitoring and guiding children through the various learning activities
- development of skills necessary for the future
- children seem to be learning more and wanting to learn more

From Table 53, it can be seen that the highest percentage of respondents (22.7%) feel that the individual needs of students are met through resource-based programs. When naming benefits to themselves (Table 52), teachers also see this benefit as one of greatest priority. Taken together, 45.3 percent of the respondents indicated more interesting classes, more enjoyable classes, and a broader learning base as some of the benefits for students involved in resource-based programs. Among the responses given in the "other" category are such benefits as:

- greater retention
- helps students develop a more positive attitude
- allows for more creativity

Data from Table 54 shows that the respondents feel several support systems need to be in place if resource-based approaches to teaching and learning are to be successfully implemented. Apart from those given in the table, the "other" category includes such supports as:

- flexible timetabling
- bibliographies and catalogues from publishers
- better defined objectives and expectations
- a booklet on different themes and incorporating skills within those themes

Literature sources suggest that all of the supports mentioned are necessary to the successful implementation of resource-based programs. Data from the literature indicate the significant positive influence that an effective school library program can have on learning. Resource guides from other provinces, the primary curriculum handbook, Children Learning, from the Department of Education, and comments from interviews conducted (Appendix E), all view the principal as playing a key role in the implementation of resource-based programs. All recognize also the significant role which the teacher-librarian, classroom teacher, and the district office cooperatively play in planning and implementing this type of program.

## CHAPTER V

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The main focus of the study was to examine the extent to which resource-based learning is practised in the primary schools of Newfoundland and Labrador. An examination of the relevant literature revealed that resource-based approaches can offer many advantages for students and teachers alike. Essential to this approach is an effective school library program. Research has shown also that a good school library program contributes to (i) achievement in certain curriculum areas, (ii) positive attitudes towards learning, and (iii) a child's positive self-concept. In effect, if learning is to be interesting and meaningful for children, the need for teachers to go beyond the textbook and to provide them with many learning resources was clearly demonstrated.

To examine the extent to which resource-based learning is practised in the grade three program in Newfoundland and Labrador, and to determine the support needed for this type of learning to occur, a field survey was conducted, and included the following:

Scheduled interviews with the provincial primary and school libraries consultants, and primary and school libraries coordinators from the Roman Catholic and Avalon Consolidated School Boards in St. John's, Newfoundland.



All interviews were taped. (See Appendix E for transcripts).

A questionnaire was distributed to 197 randomly selected grade three teachers, representing thirty-three of the thirty-five school boards in the province. The sample total was to have been 205, with teachers randomly selected so as to provide a sample for each school board, proportionate to the provincial total number of grade three classes. However, two school boards failed to participate, thus reducing the sample size to 197.

The teacher questionnaire sought to determine (i) the extent to which the teachers in the sample felt knowledgeable and competent in the area of resource-based learning, (ii) the attitudes of the sample with respect to resource-based learning, particularly as they related to its effectiveness and appeal to primary school children, (iii) the extent to which there were available resource materials and professional support for those teachers who are implementing or would wish to implement the resource-based learning approach in their classroom.

One hundred and thirty-eight, or seventy percent of the questionnaires were completed and returned to the examiner. The major findings from the field survey can be summarized as follows:

Among the teachers surveyed, 77.5 percent possess a university degree, but 43.5 percent of the total sample possess a B.A. (Ed.) elementary degree, although they are

teaching in the primary grades. Only about one-third of the sample have completed courses in Learning Resources. However, a much larger proportion (89.2%) have taken university courses within the last ten years.

A substantial proportion of the grade three teachers in the sample are between the ages of 26-45 years and nearly one-half of them have taught for more than 15 years. Taken together, these findings indicate low teacher turnover at the primary school level and little opportunity for newly qualified teachers to enter the profession. These findings, in fact, might be linked also to a concern raised by the coordinators and consultants who were interviewed--that of the difficulty of changing teachers' attitudes. Teachers with considerable experience, and who feel their experience has been successful--even if their approach has been somewhat traditional, are more likely to be skeptical about, and less likely to readily adopt the kind of flexible style which is an inherent feature of resource-based teaching.

The majority of the sample (57.2%) teach fewer than 20 grade three pupils and a large proportion (62.5%) teach in small schools, with 75.4 percent of them working in schools which have only one grade three class. Nearly one-half of the sample also teach in multigrade classrooms. This is another indication that there remains in the province a fairly high proportion of small primary/elementary schools.

With regards to teaching style and forms of organization, the study revealed that the majority of grade three teachers in the sample organize their children into learning groups. They use the text as a framework only and integrate instruction in their classes; they have a mixture of formal and informal programs with flexible scheduling and flexible seating arrangements. They take their children on field trips, and periodically have guest-speakers come into their classrooms. Indeed, all of these are essential components of a program if the resource-based approach to learning is to meet with some success.

The survey revealed also some less positive findings. A relatively high proportion of teachers in the sample (33.3%) continue to seat their children in rows. That this formal, more traditional arrangement still exists is most distressing, for it militates against the 'process' approach to learning--which is, in effect, that deemed most beneficial for children, and it is not conducive to a creative learning atmosphere. More than one-third of the teacher sample claim to have no time allocated to them for planning, and at the same time the vast majority of them see planning time as the greatest demand that the resource-based approach requires of them.

A positive indication that many primary school teachers are moving away from the traditional form of paper and pencil testing is the high proportion of the sample surveyed (67.4%) who are relying largely on

assessment by means of observation. Certainly this is the most sound approach to assessment in the primary classroom.

Not surprisingly, most teachers in the sample have a library in their school, with some financial assistance available for resources. This is spent largely on books. Teachers also seem to have a wide variety of audio-visual items available to them. Such types of resources are, of course essential to the implementation of resource-based programs. Most teachers also have input into the selection of books and curriculum materials for their class. These are selected primarily from publishers' lists, with some use made of bibliographies from textbooks, teachers' guides and bibliographies of recommended materials.

While most teachers in the sample have a school library, unfortunately about two-thirds of them have no teacher-librarian. In the schools where they are employed, for the most part they undertake this work on a part-time basis. This might account, in part, for the fact that a significant proportion (68.4%) of the teachers indicated that there is no program in place in their school for teaching children research skills and the utilization of library facilities. Where these skills are being taught it is largely the responsibility of the classroom teacher. Significantly, in schools where teacher-librarians are employed, even on a part-time

basis, there was a higher proportion of teachers who found the library to be very useful in providing needed resources, when compared with teachers whose schools did not have a teacher-librarian.

Much of what teachers can successfully accomplish in their classrooms depends upon the kind of support they receive from the school board office and school administrators. Most of the teachers surveyed (88.1%) indicated they receive help or support from their district office which directly affects their work in the classrooms, and most of this help comes in the form of inservice sessions. While more than one-half of them have had no inservice sessions dealing specifically with resource-based learning, they pointed out that inservice sessions in curriculum areas such as Mathematics and Language Arts are usually conducted within the framework of a resource-based teaching approach.

Extremely important to the success of a resource-based program, or any other program for that matter, is the school principal. He or she is the key person whose support for and encouragement in the undertaking of innovative teaching styles is of paramount importance to the primary school teacher. This was borne out by a very high percentage (91.9%) of the teachers in the sample.

Almost two-thirds of the teachers surveyed employ a resource-based approach in their classrooms and most see the importance of clearly stated objectives. Objectives

are particularly important when one is taking a multifaceted approach to teaching, as opposed to teaching from a single text. Teachers who practise this approach are well aware of the benefits it can offer to the children as well as to themselves. They feel that resource-based programs help meet individual needs, and provide children with more enjoyable and interesting learning experiences. It is clear also that the teachers in this sample recognize the constraints and the problems associated with the resource-based approach. They feel that if it is to be practised in such a manner and to such an extent as to provide maximum benefits for the children in their care, then additional support services need to be forthcoming. More specifically, teachers indicated a need for the continued moral support of principals and other administrators, additional material resources, and the opportunity to work in their schools in a team approach with a qualified teacher-librarian.

### Conclusion

Primary school teachers in the province of Newfoundland and Labrador are expected to go beyond the use of a single textbook when teaching primary grade children. They are required to use, whenever possible, resources that are based on the needs, abilities and interests of their students. This point was borne out in

interviews conducted with the consultants and coordinators. The provincial primary school consultant described the recently developed primary curriculum handbook Children Learning (1987) as promoting a curriculum "that is a resource-based learning curriculum". The literature showed the importance of an effective and efficient school, library media program to the implementation of resource-based programs. The teacher questionnaire responses suggest that the majority of teachers are heading in the direction of a resource-based curriculum. Responses from them revealed also that they are fully aware of the demands this approach can have on them and the support systems which need to be in place if it is to be successfully implemented. However, they see also the benefits such an approach can offer to their students and to themselves. Based on this study certain recommendations can be made:

1. It is recommended that there be increased emphasis on resource-based teaching and learning in the preservice degree program of primary school teachers.
2. It is recommended that, in future, only those teachers whose preservice training has been in primary education, be employed to teach in the primary grades.
3. It is recommended that school boards and the provincial Department of Education continue to

provide for primary school teachers and their principals, inservice training in the area of resource-based teaching and learning.

4. It is recommended that there be an increase in the planning time available to primary school teachers who are implementing or would wish to implement resource-based approaches to teaching and learning.
5. It is recommended that the number of qualified teacher-librarians employed in the primary and elementary schools of this province be substantially increased.
6. It is recommended that primary and elementary schools in Newfoundland and Labrador receive increased financial support for library acquisitions and resource materials.
7. It is recommended that further research be undertaken in the area of resource-based teaching and learning, ideally under the aegis of the provincial Department of Education. Such a study could include a larger teacher sample, and might investigate practices and problems of resource-based teaching and learning at grade levels other than grade three.



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## APPENDIX A

Letters to School Boards

Kim Davis  
c/o Dr. R. McCann  
Department of Curriculum and Instruction  
G.A. Hickman Building  
Memorial University of Newfoundland  
St. John's, Newfoundland

Dear Sir:

As part of my Master's degree program in education at Memorial University, I am undertaking a survey of a selected group of grade three teachers with respect to resource-based approaches to teaching and learning. At this time I would like to ask for your permission and support to administer the attached questionnaire to four teachers within your school district. These teachers have been randomly selected so as to represent four teachers from each of the thirty-five school boards in the province. I am hoping to administer the questionnaire during the latter part of January 1988. As time is a crucial factor, a response to my request as soon as possible would be greatly appreciated.

Yours sincerely,

KD/mk

Kim Davis





## MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada A1B 3X8

Department of Curriculum and Instruction

Telex 016-4101

Tel. 709 760 7600

Kim Davis  
c/o Dr. R. McCann

Dear:

Thank you for granting me permission to administer my questionnaires in your school district. Since writing you it has become necessary, due to non-availability of certain statistics at the Department of Education, to modify my selection procedure. As a result, there may be fewer or more of your grade three teachers involved. This will result, in fact, in a more representative sample. Since you have given your approval in principle of my survey including some of your teachers, I shall proceed, with this slight sampling modification.

Yours sincerely,

Kim Davis

**APPENDIX B****Covering Letters and Questionnaire**

Kim Davis  
c/o Dr. R. McCann  
Department of Curriculum and Instruction  
G.A. Hickman Building  
Memorial University of Newfoundland  
St. John's, Newfoundland  
A1B 3X8

Dear Sir/Madam:

As part of my Master's program in education at Memorial University, I am undertaking a survey of a selected sample of grade three teachers with respect to resource-based learning. The attached questionnaire has been endorsed and supported by your school board superintendent and the department of curriculum and instruction at Memorial University. I would be grateful if you would give this questionnaire to the grade three teacher \_\_\_\_\_ in your school and return the completed questionnaire in the envelope provided before \_\_\_\_\_. Thank you for your time and assistance.

Yours sincerely,

KD/mk

Kim Davis

Kim Davis  
c/o Dr. R. McCann  
Department of Curriculum and Instruction  
G.A. Hickman Building  
Memorial University of Newfoundland  
St. John's, Newfoundland

Dear fellow teacher,

As part of my Master's program at Memorial University I am undertaking a survey of a selected sample of grade three teachers with respect to resource-based learning. Resource-based learning in this study refers to planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, non-print, and human resources. Such programs are designed to provide students with alternative learning activities; the selection of activities and learning resources, the location of the activities, and the expectations for a particular student depend on the objectives established for that student.

I would be grateful if you would complete the attached questionnaire, seal it, and give it to your principal before                                 . Please note that the questionnaire is anonymous and all replies will be treated in strict confidence. Thank you for your time and effort in completing this questionnaire.

Yours sincerely,

KD/mk

Kim Davis

Please answer the following questions by circling the appropriate number at the right.

1. (a) What are your academic qualifications.

B.A. (Ed.) Primary	1
B.A. (Ed.) Elementary	2
B.Ed. Primary	3
B.Ed. Elementary	4
3 years university or equivalent	5
2 years university or equivalent	6
1 year university or equivalent	7
Other _____	

(b) Have you completed courses in learning resources?

Yes	1
No	2

If yes, please specify.

1-5 courses	1
More than 5 courses, please specify _____	2
Diploma in learning resources	3
M.Ed. in learning resources	4

2. When did you last enroll for a university course?

Within the past year	1
1-5 years ago	2
6-10 years ago	3
11-15 years ago	4
16-20 years ago	5

3. What is your present grade on the salary scale?

Grade I	1
Grade II	2
Grade III	3
Grade IV	4
Grade V	5
Grade VI	6
Grade VII	7
Other, please specify _____	

4. To what age group do you belong?

25 and under	1
26-35 years	2
36-45 years	3
46-55 years	4
Over 55 years	5

5. For how many years have you taught, including this present year?

1 year or less	1
2-5 years	2
6-10 years	3
11-15 years	4
More than 15 years	5

6. For how many years have you taught grade three pupils?

1 year or less	1
2-5 years	2
6-10 years	3
11-15 years	4
More than 15 years	5

7. To which of the following professional groups do you belong?

Primary special interest council of N.T.A.	1
Special education interest council	2
Early childhood development association	3
Educational media council of N.T.A.	4
Other, please specify _____	

8. In which kind of school are you presently employed?

Primary school	1
Primary/Elementary school	2
All grade school	3
Other, please specify _____	

9. How many children are in your grade three class?

Fewer than 20	1
20-25	2
26-30	3
31-35	4
36-40	5
More than 40, please specify _____	

10. How many grade three teachers are there in your school?

One teacher	1
Two teachers	2
Three teachers	3
Four teachers	4
More than four teachers	5

11. What is the total pupil enrollment of your school?

0-100	1
101-200	2
201-300	3
301-400	4
401-500	5

12. If there are two or more grade three classes in your school, what criteria were used in placing the children?

Academic	1
Behavioral	2
Other, please specify _____	

13. Is your classroom:

Multigrade	1
Single grade	2

14. Do you have teaching responsibilities other than your grade three class?

Yes	1
No	2

If yes, please specify \_\_\_\_\_

15. Which of the following best describes your grade three program?

Informal program	1
Formal program	2
Mixture of formal and informal programs	3

16. What type of scheduling is used in your classroom?

Fixed	1
Flexible	2

17. Which best describes the seating arrangement of your classroom?

Rows	1
Semicircle or circle	2
Small group	3
Other, please specify _____	

18. How often are your children in informal arrangements such as sitting or lying on the floor?

Always	1
Frequently	2
Occasionally	3
Never	4

19. Since September, 1987 how many field trips have been arranged for your grade three class?

None	1
Fewer than 5	2
More than 5	3

20. How often have guest speakers come into your classroom?

At least once a week	1
Once a month	2
Once every term	3
Not at all	4

21. How much time for the preparation of grade three work do you have during the regular teaching day?

None	1
Approximately 1-2 hours per week	2
Approximately 2 hours per week	3
More than 2 hours per week	4

22. How do you record the progress of the children in your class?

Daily record book	1
Weekly records	2
Frequent short notes from observations	3
Samples of the children's work	4
Other, please specify _____	



23. How is the textbook regarded in your classroom?

- |  |   |
|--|---|
| As a major source                                    | 1 |
| As a framework to be used along with other resources | 2 |

24. Is your help solicited in the selection of books and curriculum materials for your class?

- |     |   |
|-----|---|
| Yes | 1 |
| No  | 2 |

If yes, what do you use as sources for the selection of such materials?

- |   |   |
|---|---|
| Catalogues from publishers                            | 1 |
| Local bookstores                                      | 2 |
| Bibliographies from textbooks, teachers' guides, etc. | 3 |
| Bibliographies of recommended materials               | 4 |
| Other, please specify _____                           |   |

25. Which of the following audio visual items are readily available for use with your class? Please tick the available items.

- |                           |   |
|---------------------------|---|
| Library books             | — |
| Films and projector       | — |
| Computer                  | — |
| Records                   | — |
| Listening station         | — |
| Tape recorder             | — |
| Earphones                 | — |
| Typewriter                | — |
| Television                | — |
| Radio                     | — |
| Film strips and projector | — |

26. In your classroom teaching, do you integrate subject areas (for example, Math and Science) or are they totally separate areas of instruction?

- |           |   |
|-----------|---|
| Integrate | 1 |
| Separate  | 2 |

27. Is the instruction in your classroom a cooperative effort? (i.e., do you participate in any team teaching?)

No	1
Yes, with one other teacher	2
Yes, with two other teachers	3

28. Does the principal at your school show an active interest in and support for the programs and/or approaches utilized in your classroom?

Yes	1
No	2

29. If your school board employs consultants are they easily accessible when you need them?

Yes	1
No	2

30. Is there a library in your school?

Yes	1
No	2

31. If yes

- (a) Is there any money for resources?

Yes	1
No	2

If yes, what is this money being spent on?

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- (b) How useful is the library when you are looking for resources for your classroom?

Very useful	1
Somewhat useful	2
Limited use	3
Not useful at all	4

- (c) Does your school employ a teacher-librarian?

Yes	1
No	2

If yes,

(d) On what basis?

Full-time	1
Part-time	2

(e) What do you see as the chief way this teacher-librarian spends his/her time?

Typing, shelving, ordering materials	1
Teaching scheduled library periods without the classroom teacher present	2
Promoting children's literature and books	3
Partner with the classroom teacher in implementing the curriculum	4
Other, please specify _____	

32. Does your district office offer any help/support which directly affects your work in the classroom?

Yes	1
No	2

If yes, what kind of help/support is offered you?

Inservice sessions	1
District collections	2
Help with the development of themes	3
Bibliographies	4
Equipment and Technical help	5
Other, please specify _____	

33. Since September 1987, how many workshops or inservice sessions regarding resource-based approaches to teaching and learning have been arranged for the primary teachers in your school?

None	1
One	2
Two	3
Three	4
Four	5

If you have had workshops, please specify the exact topics dealt with. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

34. Is there a program in your school designed for teaching children research skills and the utilization of library facilities?

Yes  
No

1  
2

If yes,

- (a) Who teaches it?

Classroom teacher  
Teacher-librarian  
Classroom teacher and teacher-  
librarian working together  
Other, please specify \_\_\_\_\_

1  
2

- (b) Is it an integral part of what is happening within the classroom. (For example, taught within the context of a theme)

Yes  
No

1  
2

35. Resource-based learning can be defined as:

planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, non-print, and human resources. Such programs are designed to provide students with alternate learning activities; the selection of activities and learning resources, the location of the activities, and the expectations for a particular student depend on the objectives established for that student.

Do you feel that you employ this approach within your classroom?

Yes  
No

1  
2

If yes,

- (a) How important do you feel it is to have clearly stated objectives?

Very important  
Somewhat important  
Not at all important

1  
2  
3

- (b) Where do you obtain your objectives?

Textbook	1
Curriculum guides	2
Other, please specify _____	

- (c) Indicate whether or not the following teaching strategies are used by you as part of this approach. (You may circle more than one item.)

Themes	1
Learning centers	2
Team teaching	3
Small group work	4

- (d) What do you feel the employment of this approach requires of you as a teacher?

- (e) What are the benefits for you as a teacher involved in resource-based programs?

- (f) What do you feel are the benefits for students involved in resource-based programs?

- (g) What support would you see as essential to assist you in ensuring the successful implementation of the resource-based approach to learning?

**APPENDIX C**

**Letter to Primary and School Libraries  
Consultants and Coordinators**

Kim Davis  
c/o Dr. R. McCann  
Department of Curriculum and Instruction  
G.A. Hickman Building  
Memorial University of Newfoundland  
St. John's, Newfoundland  
A1B 3X8

Dear \_\_\_\_\_:

As part of my Master's degree program in education at Memorial University, I am undertaking a survey of a selected group of grade three teachers with respect to resource-based approaches to teaching and learning. I would very much like to receive the views of primary and school libraries consultants both at the school board and the Department of Education level regarding this topic. I would therefore appreciate it if you would grant me a tape-recorded interview at your convenience. When I have received your reply, I will contact you to arrange a convenient time. Thank you.

Yours sincerely,

KD/mk

Kim Davis

**APPENDIX D****Interview Schedules for Consultants and Coordinators**



Interview Schedule for Provincial Primary Consultant

1. What does your role, as outlined by the Department of Education, entail?
2. How much focus is placed on supporting and implementing the resource-based approach to teaching and learning?
3. What is your opinion with respect to the manner in which the library resource centres in the schools serve primary teachers?
4. (a) To what extent, if any, do you work with the school libraries consultant in the interest of the primary grades?  
  
(b) Is this consultant given opportunities to provide input into provincial curriculum planning for the primary grades?
5. To what extent, if any, do you work with school library coordinators?
6. What role do you play in assisting the primary coordinators in improving the quality of instruction?
7. To what extent, if any, do you work with primary coordinators towards developing programs in which learning resources are matched to individual learner needs?

Interview Schedule for Provincial School Libraries  
Consultant

1. What does your role, as outlined by the Department of Education, entail?
2. What is the policy of the Department of Education with respect to resource-based approaches to teaching and learning?
3. How much emphasis is placed on the development of effective resource-based programs within the school system?
4. How do you feel the quality of a school library resource centre program can be enhanced?
5. What role do you play in assisting the school board coordinators in improving the quality of instruction and in helping with the development of educational programs in which learning resources are matched to individual learner needs? Do you work with curriculum coordinators (as well as with school library coordinators)?
6. What type of relationship do you have with the curriculum consultants? Do you have input into provincial curriculum planning?
7. What funding does your Department allocate to school libraries?
8. What do you consider to be the major problem(s), if any, in the successful implementation of a resource-based program?

Interview Schedule for School Libraries Coordinators

1. What does your role, as outlined by your school board, entail?
2. What percentage of your time is spent on the development of resource-based programs and how is this time spent?
3. How do you feel the quality of a school library resource centre program can be enhanced?
4. What curriculum support does your board provide in the implementation of resource-based programs?
5. What technical support services, if any, are offered to the schools library resource centre?
6. Does your board provide a resource sharing network and if so, how does it operate?
7. (a) What type of working relationship do you have with the curriculum coordinators?  
(b) Do you have any involvement with board in-service sessions in curriculum areas?  
(c) If not, would you like to?
8. What do you consider to be the major problem(s) if any, in the successful implementation of a resource-based program?

Interview Schedule for Primary Coordinators

1. What does your role, as outlined by your school board, entail?
2. How much focus is placed on supporting and implementing the resource-based approach to teaching and learning?
3. How do you feel the school library resource centre in a school serves its primary teachers?
4. (a) What kind of working relationship do you have with the school library coordinator?  
(b) Are you involved with any in-service sessions with respect to school library resource centres and resource-based approaches?  
(c) If not, would you like to?
5. What do you consider to be the major problem(s), if any, in the successful implementation of a resource-based program?

**APPENDIX E**

**Transcripts of Interviews with  
Consultants and Coordinators**

Transcript of Interview Conducted with the  
Primary School Consultant  
Department of Education  
Newfoundland and Labrador

Question 1

What does your role as outlined by the Department of Education entail?

Response

It's a coordination really, for example, after you I'm meeting with Sharon Halfyard. She's going to work on her video on learning centers for me. That's a coordination. Now learning centers will be Math centers, science centers. I have met with all the consultants on it and so on. That's what I mean by coordination of the primary curriculum and of course the language is a study in itself. The problem I think is time. It's not good to lose touch. The problem here is you have a particular role. It's so hard trying to keep up with the role and the demands of the job, that you miss out on all these important things. We'd like to meet with teacher-librarians. Now and again they come to language in-service.

## Question 2

How much focus is placed on supporting and implementing resource-based approaches to teaching and learning?

## Response

In the Department of Education, we are recommending resource-based learning in all our curriculum guides from kindergarten, primary through senior high. You will find even in the senior high, course descriptions that notices given on the first pages that the textbook is not all there is. In other words get away from it, extend yourselves further. Certainly we have authorized textbooks but we insist from kindergarten up that that's not all there is to learning and teaching. Textbooks, the authorized programs support the core objectives of our curriculum in the various subject areas. It's a different curriculum than used to be in the past, very much so. Certainly it's subject areas in the sense that children learn about science and social studies, mathematics and language and so on, but they do not learn it as in the past where the book was the curriculum. When you looked in the program of studies (or the syllabus as they called it then), from school supplies and you thought you found your curriculum there because it was a textbook, but now we have a core objectives curriculum. Every subject has certain core objectives that the schools hope to realize and in so doing, they use an authorized text, which we chose because it very closely supports the objectives but

not all there is. In resource-based learning the curriculum described for example in this new primary curriculum handbook which is under development and will be released, fully revised and edited and illustrated, in October of the coming year. (We did a lot of regional in-service on it in the districts), is a curriculum that is resource-based learning curriculum. That's what the primary curriculum handbook is proposing - a resource-based learning curriculum. We define resource-based learning as the kind of learning in schools that is activity, inquiry learning. It is an umbrella term-resource-based learning covering the many different approaches to learning used by the teachers and it includes many methods-inquiry, projects. It's an active, personal interaction of the pupils with print, non-print, anything concrete, objects if you will, things, and people. So, this is the way we define it. It is based on our principles of learning that you find in Children Learning, the handbook. That's where we get our impetus or thrust for the resource-based learning that we encourage the schools to pick up in the principles of learning. We have these principles and I'd like quickly to mention them because, actually in your studies you will find that resource-based learning is really founded, rounded, on these principles. We speak of nine principles in the handbook, we could have spoken of more, but we thought these were the ones that best set us forward to



resource-based learning. Learning takes place in relation to goals and objectives, so there are certain objectives that we want to cover. Otherwise resource-based learning would only be a messing around with everything. We have the principle that learning is based on previous experience. This is extremely important in primary that the youngster must come out of some background of learning to further resource-based learning, an experimental background is required. That learning proceeds more effectively when the learner is motivated and of course that happens with resource-based learning. That in itself is a motivation. The development of thinking is essential to learning and of course you get that in resource-based learning. For primary children, experiences with concrete materials should precede abstract concepts. Now we are strongly into that philosophy, put into strong practice in our primary courses today. Mathematics a case in point, that its no longer to set before the youngster a workbook with the symbols on the page. You can't go there. You've got to start with manipulatives and concrete and more to that of course the manipulatives are resources and you're into strong activity learning. Children are unique in their rate of growth and they need individual styles of learning and you find that through resource-based learning and of course the big thing that we promote in primary as the major goal of all learning is a positive self-concept--that the youngster feels good about herself and that she

feels "I have something to offer" and no matter what she offers, the teacher tries to find something praiseworthy in it. Without being hypocritical of course but all these principles, they reflect a resource-based philosophy and because they assume that students will learn from direct, interaction either individually or in groups and our key thing is on direct interaction with learning resources, interaction, and the activities planned with them rather than being told by the teacher in a traditional manner or rather than just doing a page-by-page coverage of a textbook. So, it knocks these two things (resource-based learning). It knocks the teacher talking for all she's worth and telling, telling, telling, a class. For some children, very bright, it might work but even some of the bright get bored to death. These principles I just spoke about, assumes that learning is active and the primary child will proceed through along very carefully planned steps. It's not enough to open this room door where there are computers and lots of books and lots of print and puppets and goodness knows what. Just to have the resources would be of very little value, loosely planned. Carefully planned steps (very important). Learning experiences created for the children will enable them to think critically and make decisions in activity enquiry situations. One of our big methods of teaching in this curriculum handbook is the activity enquiry approach to learning. Now, teachers find this hard because a lot of

teachers aren't used to that kind of thing and some of them still teach as they were taught. It's hard to change and they need a lot of support and help to change. Learning must be carefully planned. Objectives are important. Learning must be individualized as much as possible and that's not easy. A rich environment for learning will require a wide variety of resources and I think the big thing we're trying to get at, it seems like a cliché but it's not, learning how to learn is the big thing that should come out of resource-based learning. It should teach the children actually to learn how to learn. It means then that the primary child is placed in direct contact with a wide variety of resources, as wide as we can get. The problem today is funds, money has become a big problem. Some of them may say to me, "just don't talk resource-based learning but live it, show it;" but that becomes a problem so what we have to do and I think primary teachers are great on doing it. They're great scroungers and they find a lot of things. You'd be surprised at what is out there in some of the primary schools where the parents are involved and the primary teacher is really scrounging to get as much as she can get--print, non-print, human resources. Human resources are always there. So, I suggest to the primary teachers that they bring into the classroom, for example, social studies, the workers in the community, the nurses, teachers, fishermen, the firemen. We just did a video on

the primary school. Did you see it? It's lovely, where Gander Integrated School worked with me on it and the firemen came in and took the children. Now this is really resource-based learning. The video of the primary school shows that and they learn through these field trips, demonstrating active involvement and they're always remembering of course that they have objectives. In the curriculum handbook, we try to show the advantages that resource-based learning gives the children. They learn how to learn, they acquire skills and attitudes necessary for learning and that's important. The teacher has to keep in mind that there are certain skills that are required, if you're going to deal with resource-based learning. If the little child for example is going into the library to get things, he must know how to check out the books, how to review the material. These skills are important. You just can't have resource-based learning without them. We tried to put some here (refers to handbook), we're doing a better job on this now, but they should know the arrangements and locations of the picture books, the fiction books, the information books. I'm talking primary, not high school, and they should be able to identify the author and the title of any book they're finding and they should begin to learn certainly by grade three little study skills (you know, "I'm going to take this and find the main facts about it"). Now, the skills we have here (refers to handbook) are not good, not

arranged in order. We put this down quickly to get reaction from the districts. So we are looking into this again, very much further. We mention here though (refers to handbook), the support that the teachers need, that we consider resource-based learning a partnership between teacher, librarian, principal. When we say central office, we're speaking about our school districts and they need a lot of support, the teachers do, program coordinators, superintendents, assistant superintendents, they have a lot to do with this and possibly must be given to the provision of resources to the extent that funds can allow. Much planning is required. In fact, planning becomes central to this approach and that is the point that has to be made. Some resources can be purchased by the school. Others can be shared by many schools in a central place. Some resources can be kept in a primary classroom. I always say there should be always in a primary classroom, books within reach, that the youngster can pick them up whenever they want to. School librarians - we don't have enough of them either. Again it's down to money. To get this implemented in the schools the way we would vision it requires a lot of in-service. Not just the materials, but the in-service, how to use, how to do and what is required and the teacher needs that in-service. I would even say, a number of places, St. John's, Gander, Grand Falls, resources have been done but I do not think on the other side of the coin that teacher

help, support and in-service has been done. You see, this is the problem, to have the materials is not enough. There are a lot of good materials in the schools, but the teachers really don't know how, (not ill-willed at all), they don't know how to use them. If you put computers in schools now and we talk to microcomputers in the primary guide, teachers have to know how to use them. It's a lot of in-service and help from the university required. We advocate and I have defined it as we see it. Resource-based learning is a great help to the curriculum, it supports and enriches the curriculum and certainly helps in curriculum implementation. We are all for it but of course there are many obstacles. Only when planned well, can it work. I would dare to say, we agree with it, we uphold it, we support it, we lament the fact of lack of funds, but I think we have a long way to go. I'm glad we came this far. That no longer if we were to look back 20-25 years we would find the curriculum being as I said that which was proposed in the program of studies or syllabus as they called it then. That was the curriculum. So, we've come a long way, but we have a long way to go.

### Question 3

What is your opinion with respect to the manner in which the library resource centres in the schools serve primary teachers?

### Response

Library is extremely important and we would like to have a librarian there working with the teacher. For example, in the 4, 5 and 6 area now, perhaps even more so than the primary at the moment we have a new language program called Networks and it is not the old type of basal series. It is not a basal series at all. It is a language program that sends you out further. It's wound around themes and therefore you have to get out and extend yourself. It demands library services. It's extremely important to the curriculum. So, too, with Social Studies, but it's also in the primary. The Social Studies program in the primary study of community in grade three requires this particular type of library service. Library service meaning help us with resources. There will be resources in the classroom but that's not enough for the study of community in grade three. It's very important. The problem I think is that in a lot of our primary schools there is not a librarian. Teacher-librarian is what we'd love to see. A teacher-librarian in herself, strongly attached to the teacher in the school, whereby the teacher meets with the teacher-librarian and they talk about the particular themes the children are doing in a primary. Community for example, what can I supply as a teacher-librarian that would be a good resource for this? (Filmstrips, pictures)

**Question 4**

- (a) To what extent, if any, do you work with the school libraries consultant in the interest of the primary grades?
- (b) Is the consultant given opportunities to provide input into provincial curriculum planning for the primary grades?

**Response**

We do, we're probably at an advantage at the Department of Education. We have our general staff meetings and so on and our librarian is always here. We discuss this. At the present moment there is a committee of which our librarian Calvin Belbin is on it and one of our consultants Kinette Adams, who's our music person. They are developing a whole policy on this for the schools (Policy on resource-based learning). Jean Brown is on that committee, developing a policy for resource-based learning. That policy then will be issued to the districts, from the Department of Education, and every particular guide that comes out afterwards, whatever the guide may be and whatever particular area or just overall general, like the primary curriculum guide, will speak to policy for resource-based learning. Calvin has been given the handbook (Children Learning) to react to.



**Question 5**

To what extent, if any, do you work with school libraries coordinators?

**Response**

Our problem here with this is that we are caught up in so many areas that probably time doesn't lend itself. For example, I have primary language that runs up to grade 6 and that in itself is a job with the whole province--35 school boards. Then I have also primary curriculum which is the coordination of the primary curriculum, the total and so that leaves you with very little time. So, I have to say that I don't see much of the school librarians. What has happened here, I believe wrongly, is we get set aside. We sort of get removed from one another and Calvin Belbin has more contact with the librarians in the school districts, whereas my contact is with the language people in the districts up to grade 6, and the primary curriculum coordinators in the districts.

**Question 6**

What role do you play in assisting the primary coordinators in improving the quality of instruction?

**Response**

These are my people.. I have to meet with them. For example, with this primary curriculum handbook, we give

what we term regional in-service. That means I go all across the province and meet with groups. We are always in touch.

#### Question 7

To what extent, if any, do you work with primary coordinators towards developing programs in which learning resources are matched to individual learner needs?

#### Response

We try to deliver this idea at all in-service that I have -- primary coordinators developing programs in which learning resources are matched to individual learner needs. This is what they're trying to do. I think probably that one case in point and doing a very excellent job (I am sure there are others doing just as excellent, so I don't mean to choose one over the other). Margaret Ryall at the Integrated Board in St. John's -- she has really tried to do that very thing. Developing programs in which resources are matched to individual learner needs. That's not an easy thing to do, but we do it and any programs we take nowadays, authorized programs for example, the one we are looking at now for primary-instructional program, not basic literature. We have three components in our language program; one is language experience and the other is instructional program for essential skills and so on, and the other is literature

component (of course as much literature as you can get in). But in their instructional program there are little independent books that are for those who are less experienced in reading, those who are more experienced in reading. We are always trying to meet the individual learner needs and I think with regard to resources, print, for example, that it's not an easy job, but the primary coordinators and teachers will need to have a fair idea of this group of grade three's--at what particular level of reading are they, that they can cope with this print? It's no use in placing before them something that is out of their range completely. Neither is there any use in leaving them with something that is too easy or no challenge. They're working on this. It's not easy. Individual learner needs will always be the hardest one.

Transcript of Interview Conducted with the  
School Libraries Consultant  
Department of Education  
Newfoundland and Labrador

Question 1

What does your role as outlined by the Department of Education entail?

Response

My title is school libraries consultant which means that I provide advice. I answer questions, and assistance to school boards on matters, any matter related to school libraries. I also advise the Department and other educational agencies. It's not so much going into individual schools but it's more dealing with school boards at the district level, helping them develop their libraries for the district.

Question 2

What is the policy of the Department of Education with respect to resource-based approaches to teaching and learning?

Response

There is no written policy, but if you examine the teachers' guides, the new courses in senior high; the new program guides for the primary/elementary programs you'll

find a lot of reference to use of resources other than the textbook. While it's not a written policy, the Department is moving the curriculum in the direction of resource-based curriculum. There is a committee set up by the division of instruction that is currently working on a policy for school libraries and included in that is the role of school libraries in resource-based teaching.

### Question 3

How much emphasis is placed on the development of effective resource-based programs within the school system?

### Response

The emphasis varies from one school district to another as well as within districts. I find that some districts that might be placing emphasis on it at the district level you go to their schools and you find variance within their schools. It depends a lot on the approach of the principal, the leadership of the principal and I think that is probably one of the key factors in the development of effective resource-based programs, is the school principal. Right now it's kind of a new emphasis. I think that resource-based approaches in instruction has gone on in our schools for years, in a number of our schools at least and it doesn't matter on the size of the school. I've been in two-room schools where you walk into

the classroom and it's just covered with resources; local resources, and that's the approach that the teacher uses. Instruction in high schools where the school library was used as a detention centre and nothing new going into the library, no teacher-librarian, so there's a great variance across the province and we hope that this policy that we are developing will provide more guidance and more direction and a bit more standardized resource-based approaches across the province.

#### Question 4

How do you feel the quality of a school library resource centre program can be enhanced?

#### Response

There's a number of ways it can be enhanced. It can be enhanced by putting quality materials, resources in there. It can be enhanced by the decor of the facility, how bright it is, how conducive it is to active learning. Just the configuration, the layout, the design of the place itself sometimes lends itself to that kind of use, whereas you get into some other kind of situation and it hinders use of resources. Then there's whether a teacher-librarian understands and supports the idea of resource-based teaching. Funding of course, you can't ignore that; if you're going to buy materials, if you're going to attend to the needs of resources, needs of the school, the

students and the teachers for access to resources, then there has to be some commitment to funding. There's not, I don't think there's any aspect of the school library resource centre program that can't be improved on.

#### Question 5

What role do you play in assisting the school board coordinators in improving the quality of instruction and in helping with the development of educational programs in which learning resources are matched to individual learner needs? Do you work with curriculum coordinators (as well as with school library coordinators)?

#### Response

My main function is working with coordinators, particularly library media coordinators. Now not all school boards have a library media coordinator. There's 9 or 10 in the province have either part-time or full-time library media coordinators. The other boards have a contact person which is a coordinator for some subject area and given responsibilities for school libraries as an attached duty. I don't work a lot with coordinators in other subject areas. I make contact with them through various conferences from time to time but rather than the library media coordinator aspect, I don't. The other curriculum consultants in the Department deal with the other coordinators as per their subject area and I think the consultants within the Department are aware of resource-based programs because they're the ones who are

assisting in developing the new programs and the teachers' guides and curriculum guides which is advocating this approach.

#### Question 6

What type of relationship do you have with the curriculum consultants? Do you have input into provincial curriculum planning?

#### Response

If she (Sr. Dobbin) requires any assistance, I am available to help her do that. (Regarding the handbook). I never had any input but she did have someone on her committee who had some qualifications in the area of library services and assisted her in that aspect. The committees that are put together to develop these things are usually centered in one part of the province and it's a working group rather than a committee. For each task there is a working group to develop curriculum guides, new course descriptions...

#### Question 7

What funding does your Department allocate to school libraries?

#### Response

There's only one specific allocation and that's called the library materials grant. It's \$8.00 per student and that



is allocated to school districts on an eight-dollar-per student basis. It's up to the district to distribute that money throughout their schools and there's no stipulation saying that the district office must allocate each school eight-dollars-per student. The district may decide the need is greater over here and allocate 16 dollars per student and school if over here, need is not so great and allocate four dollars per student. The Department expects them to spend that money on library materials. Regulations state that, and regulations also state that a definition of what library materials include just to give them some direction. Then we do monitor what school boards report to the Department as spending on library materials on an annual basis.

#### Question 8

What do you consider to be the major problem(s), if any, in the successful implementation of a resource-based program?

#### Response

The principal is certainly a key person. I think the major problem we are facing is moving people away from a content-based approach to instruction to a process based. The emphasis of resource-based approaches is not so much on learning content as learning how to learn. This I think is where we have to do a lot of work in trying to

change the system out there in the schools, at the classroom level, to help teachers understand the concept of teachers implementing the resource-based approach in their instruction.

Transcript of Interview Conducted with the  
Primary School Coordinator  
Roman Catholic School Board  
St. John's, Newfoundland

Question 1

What does your role, as outlined by your school board, entail?

Response

I'm responsible for primary education, period, which means all aspects of the curriculum and I guess I'm the only primary coordinator in the office who is a true primary coordinator in the sense that I'm not primary coordinator and language arts, and every other coordinator in the island is primary coordinator and has responsibilities for language arts at the same time. So, my job is really just to coordinate all primary education except policy. Right now we're at evaluation policy for kindergarten. We'll be starting one for grades 1, 2, and 3 next year. Just coordinating all aspects of primary education, anything to do with changes, in-service.

## Question 2

How much focus is placed on supporting and implementing the resource-based approach to teaching and learning?

### Response

We've just begun it. I can't tell you across the island where other people are. I know in terms of this board, I've heard from Jean Brown and I would imagine fairly accurately that we've put more money into resources than any other board in the island. Now, we've put a million dollars in, which is no big deal. I've got a budget here now that we're doing up, a budget for primary. We're trying to put in what's needed. It's not just for a resource-based teaching but to teach primary kids in the classroom and we're looking at about a million dollars a year. I think our budget for books alone excluding A.V. now, our budget for books alone I think is five million dollars. That's what we need now, I don't know how much we'll get. We've gone to budget with 100,000 for this year for early primary, grade 1 area. But we've just begun. We're looking at materials right now. To be really frank with you, we have gotten our kindergartens pretty well off the ground. We have begun mathematics with grade 1. We've had some language in-service. Our teachers are just into right now basic teaching. Our teachers and all of Newfoundland I would say are used to going in and teaching a whole class of children and that's it, standing up and teaching a whole class of children.

Now, what we will be into is moving away from this teacher-directed, not totally, because we are still going to have lots of teacher-directed, but we're moving into small-group type of instruction; teach concepts to children. I mean, if you're going to understand what children; Do children know the concept? Let's take, math because its the area going. Do children know that addition and subtraction facts are related? Now how are you going to determine that? You're going to determine that by taking children in small groups and through questioning and having them do things to see whether their thinking is faulty or not. So, we're moving into a more of a small-group, activity based as children learn through doing. An activity base with teacher direction. So, we're trying to get our teachers now to just be adjusted to new methodology. So, what we see resource-based teaching as an integral part so as we're doing now the methodology. We're saying this is not just math. This is right across. As we are doing it, we are trying to pull in the resource-based angle of it at the same time, so I don't see it as separate. As for now, in-servicing mathematics and proper instructional strategies, we want to bring in how to do resource-based programs and we've had our librarians in to talk to them about their role in it, and when we do language of course, it's going to be the same thing. Language of course would be the same.

### Question 3

How do you feel the school library resource centre in a school serves its primary teachers?

### Response

Right now, our kindergartens are perhaps using our library the best. They are meeting with our library teachers/teacher-librarians, but they are only meeting with them in terms of resources, honestly. They're not working it the way we'd like to see it work in the sense of teacher and the librarian plan together and if there's a role. Let's fact it, we have teacher-librarians out there. A lot of them have Master's degrees. They're highly qualified. A lot of ours have primary degrees. They're highly qualified in terms of materials and special technology and everything that we don't know and they know a lot about children and how they learn. And what are we doing? --We're assigning them to Dewey decimal system and we have them signing out books, and where do you stress the child? It's pathetic, the way we're using it right now. That's the way largely most are using it at the moment. Now, we're starting to make some inroads with just teachers going for resources. That's the first start. The ideal is to assist teachers individualize; so the teacher and librarian sit down and plan and they both agree that the librarian can work on sub-selected concepts or skills with certain children. What we are finding and

I guess it is true for the whole island, our teachers are 15 and 20 years in the business and they're comfortable and we're totally upsetting them--we're upsetting them in every way imaginable. We're saying whole class teaching is no longer standing in front and telling the children doesn't work that well. Change is going to be slower moving because I can't get out into every classroom I can only get to select and use them. So, we're very positive and its going to be slow and a lot of work ahead of us.

#### Question 4

- (a) What kind of working relationship do you have with the school library coordinator?
- (b) Are you involved with any in-service sessions with respect to school library resource centres and resource-based approaches?
- (c) If not, would you like to?

#### Response

Really good. I hope I have a good relationship with all our coordinators. If I don't, I'm not doing my job. Ann and I, yes we do plan things together. I consult with Ann very frequently and anything that's happening like when our material comes in here, right now which is basically Ann's people. They consult with their teachers and that's where we're looking at the primary classroom together and the materials. So, yes, we work very well together and we keep each other informed.

**Question 5**

What do you consider to be the major problem(s), if any, in the successful implementation of a resource-based program?

**Response**

Several major problems. One is materials. We need in this board roughly a million dollars a year. We've got a budget. We're looking at here approximately 10 million dollars to put our primary, that's not even our kindergarten, that's 1, 2, and 3. We need about 10 million dollars. This board has been super. Second major problem, change. The change process is really slow and we need people who understand how to implement change and the question is how do you get that. I guess largely it should come from the school level using us. I think ideally teachers have got to say, "I'm unhappy, I see a need to change". I mean that's the ideal. But now, teachers don't have time to be weaving, professional weaving, and attending conferences and doing what not. They're not liable to come at you so we're the ones having to go in reverse so really it's pressure with an awful lot of support. So, I'm saying we can talk about it all we want, but we must provide support. Support monetarily and personally. So we need human resources as well, and if we're talking resource-based teaching out in our classrooms and we're saying that teachers need all this



more planning time and let's face it, they do. Let's be realistic now, the average teacher out there, average, all of them are going to say, "I've lost my preparation time, I've lost two preparation periods a week," ...but they're losing them. We are now demanding more and more planning than they ever have because the government has come and we're coming with from objectives and we're saying, "go from objectives, know when you're meeting objectives at the same time in different subject areas, so you're not teaching all of one book and all of another book--that's planning, it's long term planning and short term planning". Our teachers need time, they need money and they need human resources. Human resources at a board level, and even field workers. We need field workers to assist our teachers. We need a lot of different types of resources.

Transcript of Interview Conducted with the  
Primary School Coordinator  
Avalon Consolidated School Board  
St. John's, Newfoundland

Question 1

What does your role, as outlined by your school board, entail?

Response

For the coordinator with our system there's a general role description that outlines the functions of the coordinator but as a primary coordinator my role is a little different from everyone else's within the system because all the rest are subject coordinators whereas mine goes across all subjects from K-3 and my major role is to be a resource person in terms of methodology for primary education. Therefore, I do deal with all the subject areas but I also have to deal with all the subject area coordinators. So, say, if there is in-service in Math or something coming up in Math, I would work in connection with the Math coordinator or the language arts coordinator. So, I end up being a team with the other person. I'm involved with methodology and curriculum. I get asked to look at things like organization in the classroom, appropriate strategies for teaching, good use of space, those kinds of things, in connection with curriculum because you can't divorce the two.

## Question 2

How much focus is placed on supporting and implementing the resource-based approach to teaching and learning?

## Response

With our board and for the past six or seven years at least, there's been quite a focus on resource-based teaching or learning whichever you prefer. There were in the early 80's a number of workshops done at school level --two-and-three-day workshops and the focus was resource-based teaching. The resource people came from the board and the other coordinators all had different roles to play in the workshops. So, what happened I think was that a number of schools got a head start and then there were other schools in the system who didn't get anything out of resource-based teaching. So, it was kind of an uneven distribution for awhile. So, that focus is there at the school level and I suppose about half of our schools have had something in resource-based teaching and that's just a guess because a lot of it occurred before I came here. Also, it's something that's stressed in all the workshops that I do or that I do in connection with someone else. It always comes up; the use of resources and the fact that the textbook cannot be the only resource and the use of media--it just comes up in everything we do--and as a token board I think there's a strong push toward it.

### Question 3

How do you feel the school library resource centre in a school serves its primary teachers?

### Response

How I think it should serve and what's going on are actually two different things, unfortunately. It varies from school to school. It depends on the kinds of resources that the school has. Some of our libraries are very well stocked. Some of them have either part-time or full-time librarians, not very many. There's been a push on to get more, but given those kinds of restraints that we're working under, how I think it should work--I see the learning centre or resource centre as being central to everything that goes on in the school. I see the librarian, if there is one serving more in the role of the cooperative planning kind of venture that is currently being talked about now. I don't believe in this idea of booking children in with the librarian the same time every week to do skills or whatever they wish to call it, or read a story. I really don't think that that works very well. In primary now there's a real shift toward whole language learning and if you're operating along that philosophy, things have to be done at meaningful times in language settings. So, this idea of separating skills and doing them out in the library for no particular reason and in connection with nothing really doesn't work well. So,

I suppose in summing up I think there needs to be a person in the library, a trained person who knows what they're about. There has to be cooperative planning between that person and the teacher and whatever goes on needs to be meaningful and functional in terms of what's going on in the classroom.

#### Question 4

- (a) What kind of working relationship do you have with the school library coordinator?
- (b) Are you involved with any in-service sessions with respect to school library resource centres and resource-based approaches?
- (c) If not, would you like to?

#### Response

We have a very close working relationship. If there's any in-service going on with resource-based teaching unless it were at the junior high or high school level I wouldn't be involved, but all the ones that have gone on to this point I've been involved with in some way. So, if something comes up in resource-based teaching from K-6 I am usually involved with Vicki. Sometimes we do joint sessions or we do separate sessions but we end up discussing things a lot. We share a lot of materials. If she sees something that's applicable to what I'm doing, she'll take it off and send it to me. We talk about these kinds of things a lot, just, not even focusing on a workshop but just in

general, educational chit-chat, those kinds of things. I think the relationship we have here should be the relationship that should be going on in the schools between the teachers and the librarians. It has to be close working relationship. I also think the personality of the person who is the librarian is very important.

#### Question 5

What do you consider to be the major problem(s), if any, in the successful implementation of a resource-based program?

#### Response

There are two problems--you need an adequately stocked library resource centre and you need a full-time person who has the background in the area to work at it. You also need a lot of in-service to change attitudes. You need support from principal. If you don't have a supportive principal, a principal who believes in the necessity to have a well stocked resource centre and a major person in it, none of the rest of it is going to work.

Transcript of Interview Conducted with the  
School Libraries Coordinator  
Roman Catholic School Board  
St. John's, Newfoundland

Question 1

What does your role, as outlined by your school board, entail?

Response

One of the things, there are no definite formal job descriptions as outlined by the school board for coordinators. My own role, a number of things--personally I'm involved with working with a number of schools through library committees trying to look at traditional approaches to teaching and working through the committees with the staffs in trying to change from a very didactic approach to teaching to try to change to a variety of other approaches to teaching. That's considered one of the major functions of this role here--is that school based and working with those kinds of staff. Another aspect of the role of course is looking at central services and looking at the resource centre, management, staffing, budgeting. Another area that I work a fair bit with is with the coordinators. This board also sees this role and not only in my area, but in all areas, as important to be involved on a provincial level, whether it's with the N.T.A. or the University, Department of

Education, and I know with my own area last year being very actively involved with the provincial symposium and they see that as part and parcel with the role--to try and bring about that change on the provincial level because this is one area that unless we got that provincial support it's a lost cause unless you set the front and the foundation, and it's the same way now with this provincial advisory committee. They don't see that as separate from your job but they do see it as part and parcel of your role. So I guess the role basically is certainly working with the curriculum coordinators here, certainly working at our system in terms of doing major needs assessment in this area; what materials do you need for the curriculum, what situation are resource centres in now, where do we want to go? Articulating that vision for the school board of what we want for our system, and doing long-term planning in trying to bring that about, and we've done a fair bit of that and we're into implementation stages of it now. Certainly we have done a six-year long-term plan of development. So certainly all those. Right now we're looking into district services and trying to bring that on stream. So there are a lot of other things, French immersion, school enrichment model; there are a lot of other things that overlap so it's a cross to curriculum with the job, where you work with coordinators in trying to implement that resource-based concept.



## Question 2

What percentage of your time is spent on the development of resource-based programs and how is this time spent?

## Response

My own time, very little in the sense that I actually deal with this, I do spend. One of the things that I find that working with the change process where you work with groups of teachers, that a lot of them on a school level all work with the teachers through the instructional development process and work with them to try to help and assist them in whatever way they can and then develop new units. Now that has been working. We started the approach here two or three years ago where we had a lot of units that were developed by a group of people for a whole district. When we got into it, half-way in it, once we had about 20 units totally developed, that were wonderful units, we just scrapped the whole thing because it's the process of ownership, that many teachers are not going to learn the process unless they're involved with it. So that's something I guess we learn as we go. So it's that whole idea of trying to get other people to take ownership. Now, particularly where that's an area where other teachers don't have a background in it. So, we've been going to the school-based model and working with the schools. Now that's not in all our schools, that's in about 10 or 11 schools...

### Question 3

How do you feel the quality of a school library resource centre program can be enhanced?

### Response

I obviously feel it could be enhanced a lot. We've put a lot of money into having resources and that kind of thing. We've been looking for the last couple of years at the physical plant and the actual resources that are needed in getting those kinds of things in place. We're into now the implementation aspect of the program and there has to be a real change in attitude. You're looking at a whole area of professional development on the part of the teachers and also on the part of people in the area of learning resources, because you get a number of people who have been trained, say 10-15 years ago and their concept of the area is very different from the type of concept we're talking about in this type of project. So you're looking at a whole change in teaching strategies and methodologies, a whole concept of what education is and what it's about. We again in this type of piloting that we've been doing in the schools, we've been spending a fair bit of time talking to teachers with how to make education, how to make it a challenge. Looking at learning styles, talking about trying to change that head-set of how they see themselves and their role, and once you change that head-set you can work on the other stuff. But I certainly see a totally different role than what's

happening right now. I see more the consultative aspect of the role. I certainly see a whole support there for students and teachers, a whole curriculum materials centre concept; workplace for students. Certainly a curriculum that's based on a child-centered curriculum rather than a curriculum that's being taught where students measure up to. There are all sorts of things that can be done. I guess at a school level, they certainly have to change there. We certainly have to get the support from that type of level and from a board level, and one of the problems in the province right now is the fact that we have no leadership coming from a provincial level. We're starting to work on that. There is a provincial committee now to write policy but one of the reasons why it hasn't gotten off the ground in the province is that there hasn't been an articulated vision of what this area, capabilities considered, can do. It has been in the heads of individual people in the province but they haven't come together to actually articulate it and put it into place and there's pockets of things that are happening (really alive).... St. Paul's is another school with a lot of good things happening. You see people now starting to take the leadership to bring about that change. I feel the change has to happen from a team point rather than a one person kind of changes. So there's a lot of things; you need the support and I believe that change happens through a combination of gentle pressure and support, and

unless the board is willing to put the gentle pressure there, whatever that means, but also support to try and encourage it. I know we've been into that through hard workers and management people here and trying to bring about the change in need of the principals. You see principals is the key thing. Principals are key, but apart from the principals we need the support mechanisms there. We need to know we have the structured supports, that kind of thing. They need to know that there is financial support. They also need to know that there's a common message coming out from whatever level, what they're training at the university, what the consultants at the Department are doing via the provincial curriculum, and what we're doing in terms of in-service in giving the same message. We've just come through a whole period where there's been a whole diversity of messages and many people are confused. So we haven't gotten far. I don't think we have anyway.

## Question 4

- What curriculum support does your board provide in the implementation of resource-based programs?

## Response

We've been putting a fair bit of money.. Within the last five years we've spent a million dollars that has gone directly into resources by the school libraries. In addition to that million dollars we have since, with primary, put a fair bit of money there that has gone into resources. New programs that have come in, we've put money there. We've also been looking at the schools. Putting in computer centres as part and parcel of the resource centers. Designing the facilities to allow that type of activity to happen. We've been talking to principals about support to curriculum and what resource-based learning is and what cooperative program planning is. We have this past fall, we had in-service with principals and they ran the day and that really has been a need; looking at the principals and what they need to know in this area. We will be meeting this Thursday at a full day with teacher-librarians in the system and after that we need to get some input from them to this committee. Those principals will be meeting with the rest of our principals in small groups, trying to work with them... That's one thing we've done. The other thing has been certainly the types of committees that we've set up in about 10 of our schools. We have committees consisting of

someone from the administrative team, a teacher-librarian/a resource specialist, whatever you want to call the person, and a cross representation of teachers and they've been working on looking at the school-wide, looking at the school, what we need to change, grappling with the idea of resource-based learning, quality program planning; how can we implement it? what do we believe about it and doing short-term/long-term planning and those teachers in turn. Now, I work with the committees. Those teachers in turn can really plan for their staff, and you've got a professional development attitude to change in terms of your staff. So we've been allowing teachers to go from one school to another. We've also been providing days for committees to get together to talk and to plan--workdays in addition to nighttime, because you can't expect people to work totally on their own time. So, we've been giving that kind of support. We've been giving time out. We've been meeting with management people and principals. We've been doing a lot of talking. Another thing that we have done and certainly in this past fall when Ken Haycock was out in Stephenville, we paid for the team from Mary Queen of Peace to go out there; and one of our other principals, so we're looking at that and those principals in turn this coming summer, we're sending two of our principals out to Banff. There's a two-week course going on out there on quality program planning and two of our principals are going out to that. We're

looking at bringing Carol Ann Haycock here for a three day institute next fall .... So we're doing things on a systematic type. The other thing we're looking at right now is a way to try to monitor it (all our resource centres) so that we can work together to try and improve it. We've got a program now, we are looking at whether we can finance it or not. Another thing that we've done in the area of primary--one of the things we realized was that we were putting money there, but it wasn't being directed, so we established a selection committee from the board made up of teacher-librarians who had a background in this sort of thing. They have been meeting with the board coordinators and thinking about the curriculum and what teachers need to teach it, and they're making recommendations on materials that we will buy in bulk here and give out to the schools. So, there are a number of things that are going on now. The other thing that they will be doing, we do have the space right now to develop a teacher centre and we're looking almost--I have some models from the British system and I know that Dartmouth, Nova Scotia--there is a teacher centre there so we've been gathering things on teacher centres; a place where teachers can drop in, where they can talk about professional matters, where they can come and prepare materials, a place in which there are supplies--things like small-scale production, they can come and work and where there will be short courses ran. We've put out all

sorts of incentives and stimulation to the board. There's a major proposal in for that now. We have the space to start it. So we've gone through a bit of long-term planning and we are now at the stage of trying to put computers on... Now, how effective all that has been, you don't know until you talk to the classroom teacher. We've put all the stuff there but have we really changed the attitude?

#### Question 5

What technical support services, if any, are offered to the school's library resource centre?

#### Response

Whatever equipment we have, we put right out in the system. We have an equipment replacement budget, we also have an equipment repair budget. We have a technician, someone who can come in and do things, hired on a contract basis, so that if there's any equipment that needs repair, it doesn't come out of school budget, you can just call that person and he'll come out to the schools. Over the summer we get the schools to put all their equipment in one central place and all of it is cleared and upgraded and whatever. If a piece of equipment is totally beyond repair he just takes it out. Instead of having it here and loaning it out, I have the firm belief that it gets used if it's on sight. Now, once we go with the teacher



centre, we'll be looking at a computer centre attached to that. We'll also be looking at something like a desk top publishing system. Also I worked with one of our teachers on a small-scale media production, that kind of thing, cassette tape duplication. But again, up to this point in time in our planning we focussed on the school rather than on district services, and we've got our thinking together a little bit more on that.

#### Question 6

Does your board provide a resource sharing network and if so, how does it operate?

#### Response

One of the things with a lot of our schools that many of them are large enough that a lot of things like A.V. kits and things like that, they can borrow on the site. I think I'm saying that in terms of the A.V. That's more from the Department of Education. We do focus on a number of areas like primary, like a lot of the material that you see just outside here. I think we have something like about 3,000 titles in filmstrips, etc. that we loan out to the schools. There's a full-time secretary who looks after all of that. So we do that and the other thing that we do with the sharing department, one thing I'd like to do is that some of the, and I haven't been successful with it is, that a lot of things have developed in the courses

at MUN that if we had some sort of mechanism here at the office of things that our teachers have developed or other teachers have developed could come in and look at or exchange ideas. We haven't gotten into a whole lot of that but that's something I see coming, so I can see it developing on its own. The other thing that we have done in some of the courses where there's only a small group of teachers teaching it is instead of any one school buying things for that area within the school resource centre, we buy the stuff and have it here.

#### Question 7

- (a) What type of working relationship do you have with the curriculum coordinators?
- (b) Do you have any involvement with board in-service sessions in curriculum areas?
- (c) If not, would you like to?

#### Response

We do work together, like this selection committee is certainly something that can have the both of us working together and both of us are working with that committee. Martha and myself certainly have worked together. We have been involved with some in-service together. Not every instance there's a need for both of us to be involved with it, but there's a good working relationship there, good dialogue. This coming Thursday, I'll have a full day with

the teacher librarians. Martha will be to that. Just recently I had all the primary teacher-librarians in and Martha ran that day on primary education and what it was about... Last year when we were looking at teaching strategies and we were working with grade 2 and 3 teachers at the same time on the big book and listening centers. We gave those in-services together. So there's been all kinds of communication back and forth. I'm sure it's not 100% the way the both of us would like to have it but...

#### Question 8

What do you consider to be the major problem(s), if any, in the successful implementation of a resource-based program?

#### Response

Teacher attitude. In the implementation to the whole area, no matter how much money you put in, you're always going to need more money because the more you create, and enhance, the more materials you want and the more one utilizes. So you're always going to be dealing with the fact that there's never enough materials and no matter how much you put there teachers will tell you they don't have enough, which is fine. That's a good sign, a healthy sign. But I see the whole thing as in professional development. I see the whole area of the support staff to be able to work with the teachers in making the change.

They need an awful lot of support and there's the fear there as when one is changing and I don't know if we'll ever have the personnel to give the type of support that they're going to need to make the change with the whole area of the attitude--how do you work through the instructional development approach? Even the whole area of learning styles. A lot of teachers are asking--"well we know children learn differently but we don't know anything about different approaches that would, you know like there's so many areas". I think from I would say over 90% of the teachers that I've worked with are very professional, that when you talk to them and you take the approach of the child-centered curriculum they're very concerned and they're willing to give it a try. But it's a new concept and it's that whole area. I don't think the attitude is impossible to change but I think it needs to be commitment change with a lot of support, and also in some cases it's not always the teacher, sometimes you get a staff where a group of teachers are very much into this but the principal frowns upon this because they see it as a loss of control from an administrative point of view where they feel that everyone should be quiet and you know. So there's a need for professional change of attitude.

Transcript of Interview Conducted with the  
School Libraries Coordinator  
Avalon Consolidated School Board  
St. John's, Newfoundland

Question 1

What, does your role, as outlined by your school board, entail?

Response

My role as the school library coordinator or, as our board calls it, educational media coordinator, really is multifaceted. It involves working with the teacher-librarians and the school libraries throughout the district to ensure that we have viable resource centers; that they're fairly well stocked in supporting the curriculum and running it in an efficient manner. We operate a board centre. We have a media centre here at board office which has materials that supplement and complement the materials centre housed in the school libraries, and as well we have production services. We do video, slide tapes. We have laminating facilities, facilities for making overheads, transparencies, recording, darkroom; these kinds of things are available to teachers and students if they want to come in to do some work in that area or if they need some help with something. We have a full-time technical person here as well as myself, and he looks after that end of things. So

if the teachers or students want to come in to do some kind of a production, he will work with them or he will go out to the schools and aid them in production that they might want to do, and then we will supply the equipment and materials and so on for that. So that as well as looking after the resource centres, but as well I'm involved in curriculum implementation to a large extent in many of the in-service activities from the point of view of resources, and incorporating resources into the curriculum, which is what resource-based learning is all about really.

#### Question 2

What percentage of your time is spent on the development of resource-based programs and how is this time spent?

#### Response

It's difficult to say because I suppose really almost everything you do centers around programming in one way or another. Right now a large part of the time that I'm spending with teacher-librarians is looking at resource-based programming and how the library should be incorporated as part of it. You know, working with teachers on theme development. It's all related to resource-based learning. So, a fair chunk of the time and how it's spent--well some of it is through in-service, some of it is through working with teachers on an

individual basis, or working with schools staffs on a staff basis. So, there are different ways of doing it right now. These are the main things and as well preparing bibliographies for teachers, supplying them with resources for specific topics--these kinds of things.

### Question 3

How do you feel the quality of a school library resource centre program can be enhanced?

### Response

Well, I think that our school resource centres have to become more than just a service facility which is sort of the notion which has been the traditional view that's been held of a library--it's a place that houses materials and provides a service. But I think that the school library has to become an integral part of the instructional program and the teacher-librarian has to become a teaching partner and this is the view now that is very much in vogue with respect to school libraries. Much of the literature that's coming out across Canada and much of the ideas and so on that are being generated at a provincial level right now are reflecting this idea of the classroom teacher and the teacher-librarian as partners in planning and implementing programs with a resource-based focus. So, I think that's the way we as a board right now are looking at. We're in the process now of developing a

policy with respect to school libraries for our board and this is the orientation that we'll be taking--a partnership kind of approach.

#### Question 4

What curriculum support does your board provide in the implementation of resource-based programs?

#### Response

Over the past five years we have done quite a bit of in-service with respect to resource-based teaching or learning. Most of our elementary schools have gone through anywhere from a one day to a three-day in-service session looking at what resource-based learning is all about, and looking at developing themes in the context of resource-based teaching or developing units of work. I shouldn't say themes because, everything isn't a theme. They've looked at developing units of work, some of which involved integration in different subject areas and some which don't, so that has been done on the basis of a school requesting it, but the organization for the entire workshop has been done by the coordinators here at the office, and there's been a lot of cooperation between all the different subject coordinators in delivering that in-service. So, there's been that aspect of it. As well in any new program in-service that the coordinators do, they will stress the resource-based approach to it and quite



often as I mentioned earlier, I'm part of that in-service in) looking at the resources end of it and how ~~we~~ can support them, and of course then we have the district centre here which supports them in the form of the actual materials.

#### Question 5

What technical support services, if any, are offered to the school's library resource centre?

#### Response

Here at the district centre we have back-up equipment for if something that the school has for instance breaks down. While theirs is out for repair we can usually supply them with something and as I mentioned earlier, we have the video equipment. We have cameras that we can loan to schools and porta packs and these kinds of things. So, we have a variety of material that we can loan out, and then of course there's the production aspects of the centre that people could come in and use.

## Question 6

Does your board provide a resource sharing network and if so, how does it operate?

## Response

Not a formalized resource sharing but it's sort of an informal type thing. If for instance a teacher is looking for something and I know that another school has it, then we will get them to contact one another. There's not a lot of that going on, but in cases where people have gone to look for things, I think others have been very cooperative about it. There's been some sharing to the extent that where teachers have developed themes or units of work, they have placed them here at the district centre and given permission for others to copy, so that we can loan them out to whichever schools want them and they can make copies. So, there's been some sharing in that way.

## Question 7

- (a) What type of working relationship do you have with the curriculum coordinators?
- (b) Do you have any involvement with board in-service sessions in curriculum areas?
- (c) If not, would you like to?

## Response

In this office we have quite a bit of interaction. As a group of coordinators there are 10 of us, with the deputy

superintendent as the assistant superintendent for curriculum, and we meet as a group once every two weeks to discuss curriculum matters. So, we have a fair bit of interaction with one another and keep informed as to what's going on in the different areas. As well with our in-service--if the in-service involves anything in the way of resources, then I will help the other coordinators locate resources that they might need. If they need me to come into an in-service and address it in any way, then I will do that as well. So, I have quite a lot of interaction with all of them both as a group and individually.

#### Question 8

What do you consider to be the major problem(s), if any, in the successful implementation of a resource-based program?

#### Resource

I think some of the problems that we're encountering are lack of resources, although that's not as critical as it has been because we have found in the time that we've been looking at resource-based programs that schools have been building up their resources, and there's more accessibility to resources. I think we need a strong supporting library program and trained teacher-librarians who can be of assistance to teachers in getting resources,

helping them produce resources if that need is there, and helping them implement their programs. I think too, a lot of in-service for our teachers, because we're in a situation now, this board and I would think our board is no different from most of the others in Newfoundland, where the majority of our teaching force is forty plus, and the training that we had at university with respect to methodology is totally different from what's coming in right now, and I think that a lot of teachers are probably facing the change without getting the kind of support they really need to put it in place, through no fault of their own. I think a lot of the teachers are enthusiastic about it, but they need a lot of help and support and in-service. There has to be support from the school administration for the whole idea. This really has to initiate it and to continue it through.

## APPENDIX F

Cross-Tabulations  
(significance level  $< .05$ )

Table 55

Cross Tabulation--Completed Courses in Learning Resources  
By Employment of Resource-Based Approach

Employment of Resource-Based Approach				
	Yes	No	Row Total	
Completed courses in learning resources	Yes	38	9	47 (35.1)
	No	45	42	87 (64.9)
	Column Total	83 (61.9)	51 (38.1)	134 (100.0)

Significance 0.0018

Table 56

Cross Tabulation--How Often Children Are Informally Arranged  
By Employment of Resource-Based Approach

		Employment of Resource-Based Approach		Row Total
		Yes	No	
How often children are informally arranged	Frequently	53	20	73 (53.3)
	Occasionally	31	30	61 (44.5)
	Never		3	
Column Total		84 (61.3)	53 (38.7)	137 (100.0)

Significance 0.0032

Table 57

**Cross Tabulation--Number of Field Trips By Employment  
of Resource-Based Approach**

		Employment of Resource-Based Approach		
		Yes	No	Row Total
Number of Field Trips	None	13	17	30 (22.2)
	Fewer than 5	61	35	96 (71.1)
	More than 5	9		9 (6.7)
	Column Total	83 (61.5)	52 (38.5)	135 (100.0)

Significance 0.0008



Table 58

Cross Tabulation--How Textbook Is Regarded  
By Employment of Resource-Based Approach

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		Employment of Resource-Based Approach		
		Yes	No	Row Total
How textbook is regarded	Yes	14	25	39 (28.7)
	No	70	27	97 (71.3)
	Column Total	84 (61.8)	52 (38.2)	136 (100.0)

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Significance 0.0002

Table 59

**Cross Tabulation--Classroom Teaching Style By Employment  
of Resource-Based Approach**

		Employment of Resource-Based Approach		
		Yes	No	Row Total
Classroom Teaching Style	Integrate	76	35	111 (81.6)
	Separate	8	17	25 (18.4)
	Column Total	84 (61.8)	52 (38.2)	136 (100.0)

Significance 0.0016

Table 60

**Cross Tabulation--Accessibility of School Board Consultants  
By Employment of Resource-Based Approach**

		Employment of Resource-Based Approach		Row Total
		Yes	No	
Accessibility of School Board Consultants	Yes	75	36	111 (82.8)
	No	8	15	23 (17.2)
	Column Total	83 (61.9)	51 (38.1)	134 (100.0)

Significance 0.0067

Table 61

**Cross Tabulation--Money for Resources By Employment  
of Resource-Based Approach**

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		Employment of Resource-Based Approach		
		Yes	No	Row Total
Money for resources	Yes	64	31	95 (88.0)
	No	4	9	13 (12.0)
	Column Total	68 (63.0)	40 (37.0)	108 (100.0)

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Significance: 0.0240

Table 62

**Cross Tabulation--Usefulness of Library By Employment  
of Teacher-Librarian**

		Employment of Teacher-Librarian		Row Total
		Yes	No	
Usefulness of Library	Very useful	23	15	38 (34.5)
	Somewhat useful	11	32	43 (39.1)
	Limited use	3	26	29 (26.4)
	Column Total	37 (33.6)	73 (66.4)	110 (100.0)

Significance 0.0000

Table 63

**Cross Tabulation--Usefulness of Library By Employment  
of Resource-Based Approach**

		Employment of Resource-Based Approach		
		Yes	No	Row Total
Usefulness of Library	Very useful	27	11	38 (34.5)
	Somewhat useful	29	14	43 (39.1)
	Limited use	12	17	29 (26.4)
	Column Total	68 (61.8)	42 (38.2)	110 (100.0)

Significance 0.0292

Table 64

Cross Tabulation--Is the Teaching of Research Skills an Integral Part of What Is Happening in Classroom By Employment of Resource-Based Approach

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		Employment of Resource-Based Approach		Row Total
		Yes	No	
Teaching of skills an integral part of what is happening in the classroom	Yes	29	3	32 (78.0)
	No	5	4	9 (22.0)
	Column Total	34 (82.9)	7 (17.1)	41 (100.0)

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Significance 0.0490









