Libraries in Schools: Essential Contexts for Studying Organizational Change and Culture

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Abstract
The integrated school library program model advocated by school library professionals and described in government policy and library association position papers is an innovation that has been difficult to implement in North American schools. The model proposes that the primary role of the school library professional is teaching in partnership with classroom teachers. The librarian collaborates with classroom teachers and others to plan, teach, and assess critical information literacy skills and strategies integrated with curriculum content. Because elements of the integrated school library program challenge the traditional culture of the school, the school library professional often needs to work as a change agent. Changing the organizational culture of the school constitutes the key role and goal for the school library professional and requires a deep knowledge of the particular culture of the school and the complexities of the change process. Although the school as an organization has been buffeted by changes in the past half-century, some features of schools remain highly resistant to change. In concert with developing an integrated school library program, the school library professional can also be involved in implementing other specific instructional innovations or responding to broader school reform initiatives. The key concepts of organizational culture and change have important implications for school library professionals, educators, and researchers.

All librarians, working within organizations or outside them, need to be able to apply the concepts of culture and change in understanding and continuously improving their work. For the school library professional,

however, these concepts are foundational to their practice. In particular, they need to understand the organizational culture of schools and the nature of planned change. The school as an organization has been buffeted by planned change efforts—by waves of educational innovations—in the past half century, but some features of schools remain highly resistant to change. Studies of innovation efforts since the 1970s have documented more failures than successes (Fullan, 1993).

The integrated school library program model, proposed in various forms since the beginning of the twentieth century, is in itself an innovation. It is a model that challenges the traditional culture of the school, in particular the culture of the closed classroom with the teacher at the center of learning. The fact that this innovation has yet to be implemented in many schools in North America demonstrates the difficulty of establishing an innovation, especially an innovation that is actually a bundle of innovations, in an organization that needs and values stability and whose traditional culture may not be welcoming to the essential features of that innovation, one of which is collaboration between the school library professional and the classroom teacher.

Collaboration is a key element in school reform of all kinds, not just the implementation of the integrated school library program. School reform research suggests that schools that want to improve student learning need to develop collaborative cultures, to become places where people share their ideas and where there are structures in place to facilitate people working together (Newmann & Wehlage, 1995). Instructionally-focused innovations are more likely to be successfully implemented where teachers work collaboratively. Slygh (2000) found that collaborative school cultures supported the implementation of the integrated school library program and increased the instructional partnership role of the teacher-librarian. Changing the organizational culture of the school constitutes the key role and goal for the school library professional and requires a deep knowledge of the particular culture of the school and the complexities of the change process. The implementation of the integrated school library program involves educators sharing ideas and working together; the process both requires and enhances the collaborative school culture that is essential to developing improved learning outcomes for students and to creating rewarding and exciting work for educators.

In this article, I begin with a discussion of the unique nature of school library, the culture of the organization of which it is a part, and the integrated school library program as an innovation that has yet to be implemented in many schools. Then I present an overview of the change process to set the context for examining the roles of three key players in the implementation of the integrated school library program: the principal, the teacher, and the teacher-librarian. To conclude, I suggest implications for school library professionals, educators, and researchers and give some

final thoughts about the work of changing organizational culture as a role and goal for the school library professional.

In this article, I use the Canadian terms, *teacher-librarian* and *integrated school library program*, rather than the American terms *school library media specialist* and *information literacy program*. The term *teacher-librarian* recognizes two important aspects of the position, dual qualifications in education and librarianship and the primacy of an instructional role; the term *integrated school library program* indicates that the program, when fully implemented, is a collaborative program, integrated with the school's curriculum, and encompassing "literacy/learning achievement, research/inquiry skills, reader interest/motivation, student/teacher use of technology, and building a positive school culture/community" (*Prince Edward Island School Libraries*, 2009).

School Libraries as Special Libraries

Before delving deeper into the organizational change work of the school library professional, some points about the uniqueness of the context of school library work need to be borne in mind. School libraries can be seen as "special libraries." Although they are often categorized with public libraries as "libraries serving the general public" (see IFLA's Division of Libraries Serving the General Public, for example, which includes school libraries, children's libraries, and public libraries), school libraries in many respects are similar to special libraries. They both serve the interests of the organization of which they are a part and a defined clientele. School librarians, like special librarians, often are the sole librarians in their organization and they typically report to a supervisor who is not a librarian. The organizations within which school librarians or special librarians serve often hold high expectations for librarians to contribute to the success of the "enterprise," whether that might be the health of a patient presenting unusual symptoms, the profitability of a new corporate initiative, or the success of students on external assessments. For example, it is not unusual for school library professionals to be expected to work with every teacher in a school and with every class of students, and it is not unusual for the school library professional to be expected to show how he or she has contributed to the successes of those teachers and students. The "enterprise" of the school is curriculum-driven teaching and learning, which means that the "enterprise" of the school library is to contribute to the curriculum-related needs of the teachers and students in that school.

The goal of the school library is to positively contribute to teaching and learning in the school. Research has shown that an integrated school library program, appropriately resourced and staffed, can contribute to improved student achievement. The school library also has the potential to contribute to the social goals of schools, such as student engagement, inclusion of diverse learners, and relationships with the community. Be-

cause the school library serves the interests of the school of which it is a part, the school library professional needs to understand the particular culture of the school, instead of the culture of the larger community, in order to be able to work within that culture and/or to work to change that culture.

THE CULTURE OF THE SCHOOL

Changing an organization requires knowing the culture of that organization because how change can be best brought about depends on the culture of the organization. The concept of *culture,* in this context, refers to a group's shared beliefs, customs, and behavior. The culture of the school is created through the interplay of the beliefs and attitudes of those in the school and those in its environment, the norms of the school, and the relationships of those within the school. In the mid-1980s, several Canadian school library researchers (for example, Brown, 1988; Monkhouse, 1984) began to use the concepts of school culture and change as ways to understand the challenge of implementing the integrated school library program, often referred to at that time as "cooperative planning and teaching." In one of my first articles based on these concepts, I wrote that "Teacher-librarians are involved in the process of change whether they are implementing a program for the first time, making changes to an established program, or participating in some aspects of ongoing school improvement" (Oberg, 1990, p. 9). In that article, I described the school as an organization, as a workplace, which shapes and is shaped by the norms of teaching: conservativism, individualism, and presentism.

The *conservatism* of the teaching profession is related to what attracts individuals into the profession, including accessible training, contact with young people, service to society, continuation of school life, material benefits, and working schedules that allow time for other obligations and pursuits. These factors tend to attract individuals who found their own schooling a rewarding experience and who are not likely to see the need for changes in schools or to invest the time and energy needed to make any major change in schools. The *individualism* of teachers is related to the ways in which they are inducted into teaching: they are given full responsibility at the beginning of their careers, they often work in isolation from other teachers, and they rarely have the opportunity to observe and learn from more experienced teachers. This results in teachers learning their craft, to a large extent, through trial and error, and therefore viewing teaching skills as personal and idiosyncratic. The *presentism* of teachers is related to the ways in which the rewards of teaching are organized: high involvement is less likely when entry level salaries are high in relation to career maximums and increases in salaries are related to years of training and experience, not to effort or outcomes. These traditional norms of teaching are pervasive across North American schools and appear to have

remained stable over many decades. This makes change in schools and school systems very difficult.

Yet, as I pointed out in the 1990 article, change does occur; some schools are different from and better than others. In some schools, teachers have moved away from the traditional norms of privacy and self-reliance toward the norms of collegiality and experimentation (Little, 1982) that support an instructional innovation such as the integrated school library program. In some schools, integrated school library programs have been implemented successfully and their successes seem to share some common elements. For example, Howard (2008), in a study of four award-winning school libraries, found at each of the school sites: the presence of a collaborative culture; the collaborative leadership style of the principal; and high expectations for the students and staff. Rojtas-Milliner (2006), in a case study of one high school's integrated school library program, also found that leadership was an important factor: the distributed leadership practiced by administrators empowered the teacher-librarian and teachers to assume leadership roles. Implementation was facilitated by the teacher-librarian's open and frequent communication with others, improved staff relationships resulted from and enhanced implementation, and the integrated school library program with a central role for the teacher-librarian contributed to improved teaching and learning in the school.

The School Library Program as an Innovation

The integrated school library program, although a concept that has been known and advocated for many decades, is an innovation. The extent to which it remains an innovation yet to be implemented in many settings can be understood more fully if it is understood not as a unitary innovation, but as a bundle of innovations. This definition becomes more apt when the elements of the integrated school library program are compared with those of traditional classroom culture (Brown, 1988). The integrated school library program involves cooperative planning, team teaching, precisely defined goals and objectives, individualized instruction, variety in resources, maximum freedom for the learner, teacher as facilitator of independent learning, and different locations for learning. In contrast, the traditional classroom culture is characterized by isolated planning, teacher autonomy, vague goals, group instruction, reliance on textbooks, teacher control, teacher as central to the learning process, and self-contained environment. Any educational innovation, a new program or policy, is likely to involve change in three dimensions—materials such as new resources or technologies; teaching approaches such as new instructional strategies; and beliefs such as the assumptions and theories underlying the innovation. These dimensions are dynamically interrelated: a change in one is likely to have an impact on the others. The integrated school library program as an innovation is multidimensional and, for most educators,

constitutes a change in all three dimensions, all in a dynamic relationship with each other.

THE CHANGE PROCESS

The research related to planned change in education is extensive, going back to the 1970s (see, for example, Fullan, 1982, 1991, 1993, 1999). Discussions of the change process have been and continue to be a theme within the professional and research literature of the school library field (see, for a recent example, Hughes-Hassell and Harada's 2007 book on school reform and the role of the school library professional). Since the 1970s, some important lessons have been learned about planned change—change is a process, it is personal, and it takes time.

Change is a process, not an event; it is a journey into uncharted territory (Fullan, 1993). Each of the general stages of planned change—adoption of the innovation, implementation of the innovation, and institutionalization or continuance of the innovation—is characterized by uncertainty and risk-taking. Many innovations have been adopted without ever being fully implemented; only a few educational innovations have been integrated into practice. The success or failure of each stage of the change process is influenced by many different factors: Fullan (1982) identified over 25 general factors influencing the process of planned change. One aspect of the general factor, "Existence and quality of innovations," is the clarity of the innovation. That is, relatively simple well-defined innovations, such as using a new technology in teaching, generally are easier to implement than more complex, less well-defined innovations such as the integrated school library program.

Change is personal and affects each individual in a different way. The Concerns-Based Adoption model (Hord, Rutherford, Hulling, & Hall, 2006) helps to explain how individual teachers respond to the introduction of an innovation that they are expected to implement. At first, teachers are likely to have self-concerns—concerns about what the innovation involves, how is it different from what they are currently doing, how and why is it expected to work, and how it will affect them personally (Stages 1 and 2, Informational and Personal). Once the teachers start to try the innovation, they are likely to have task concerns—concerns about how to use the innovation, how to organize the materials and use their time efficiently (Stage 3, Management). Once management concerns have been addressed, teachers begin to express concerns about how the innovation is affecting their students, how they can improve its effectiveness, and eventually how they can work with others to improve and implement the innovation (Stages 4–6, Consequence, Collaboration, Refocusing). The integrated school library program is a bundle of innovations and the school library professional is likely to be working with a number of teachers who vary in their knowledge of and experience with the different

aspects of the program. For example, some teachers might be skilled at and have few concerns about team teaching while having many concerns about using a variety of resources in teaching. The Concerns-Based Adoption model offers a framework for tracking teachers' implementation efforts and for planning support for teachers involved in trying out various aspects of the integrated school library program model (Mardis, 2007). The school library professional also needs to keep in mind another way in which change affects individuals: the rewards and costs of change are not the same for everyone, an idea that I explore later in this article in considering why teachers may or may not choose to work collaboratively with the teacher-librarian.

Change takes time and occurs over different time frames, for individuals and organizations. Relatively simple instructional innovations often take three to five years to implement fully (to the stage of institutionalization or continuance). Major school reforms that involve changing school culture may take up to ten years of development (Fullan, 1991). Developing a collaborative work culture in a school and developing an integrated school library program require years of "doing the right things consistently and persistently" (Fullan, 1991, p. 210). This is not work for the faint of heart or the impatient. Because making major improvements in schools involves working and learning together with clear and attainable goals, the loss of a few key individuals (the improvement "champions") can derail or doom to failure a promising initiative. Developing understanding of and commitment to a new program or policy takes time. It takes years for teacher-librarians to develop a deep understanding of and commitment to the integrated school library program; they too have gone through stages of concern as they incorporated new practices into their work (e.g., using a Guided Inquiry model of instruction, teaching searching strategies for online databases, adapting programs to meet the needs of new immigrants, and so on). It should not surprise us that it takes other educators time to develop their understanding of and commitment to the integrated school library program.

The school library can and must be a venue for change because its core mandate is improving teaching and learning within the school, for all members of the school community, for teachers and administrators as well as for students. The integrated school library program is a vehicle for change, but it can be affected by changes initiated elsewhere. Sometimes, even school reforms that would appear to be supportive of the integrated school library program can be enacted in ways that are disruptive to the school library program. For example, Meyers (2006), in the Small High School Libraries Project, found that dividing large schools into autonomous "small schools" of about 400 students had serious implications for the libraries and librarians providing services and programs to multiplexes of small schools. This ongoing project (see http://smallschools.ischool.

washington.edu/) is intended to identify the problems and contradictions brought about by school reform and then to design and implement new practices that can improve student learning through the school library. The school library professional can also be involved in bringing about other changes in the school such as addressing diversity or involving families in literacy development (see Hughes-Hassell & Harada, 2007), and each of these changes can be brought about more successfully if the school library professional is knowledgeable about the change process and willing to engage in working with others to bring about positive changes.

Key Partners in School Library Implementation

The development of successful school library programs is a complex process, influenced by many factors. For example, researchers in Ontario, Canada, examining exemplary school libraries identified thirteen factors important to the development of exemplary school libraries: school board-level policies; school board-level supports; funding models; staffing models; administrative support; demographics; principal knowledge; teacher knowledge; teacher-librarian experience; teacher-librarian skills; physical features of the library; history of the library; and community and parent involvement (Klinger, Lee, Stephenson, & Luu, 2009). At the school level, in terms of successful school library programs, these factors are evident in the relationships between, teachers, principals, and teacher-librarians. The collaboration and mutual support of these three are critical for the success of the school library program.

The Role of the Principal

The role of the principal in relation to school libraries has been extensively discussed in the professional and research literature of the field (see Oberg, 1995, for an analysis of this literature). The importance of the role of the principal in successful school library programs has been long recognized; this idea is usually expressed in the literature and by practitioners as "principal support" (see Linderman, 1944, for an early exploration of this idea). Principal support has been found to be critical to school library program development. Principal support involves encouraging school library use by teachers and students, integrating the school library into curricular work, and providing flexibly scheduled access to the school library. When principals serve as advocates, collaborative planning and information literacy instruction are more likely to occur—this is especially true for high schools. In general, principal support for libraries and teacher-librarians has been found to be influenced by their experiences with teacher-librarians, by the encouragement of school district administrators, and by district policy and administrative structures.

Generally, principals are more likely than classroom teachers to be supportive of the role of the teacher-librarian, to value the role of the teacher-

librarian related to in-service within the school, and to see the need for the specialized knowledge of the teacher-librarian. However, many principals are hampered in their support for school libraries by lack of knowledge about the management and function of school libraries (Church, 2007; Wilson, Blake, & Lyders, 1993), and few recognize the instructional role of the school librarian (Kolencik, 2001). Church (2007) found that principals learned about the instructional role of the teacher-librarian from the teacher-librarians with whom they worked as students, principals, and classroom teachers (Campbell, 1991). Principals based their expectations of teacher-librarians, both positive and negative, on these prior experiences. Church also found that principals expect that teacher-librarians will take primary responsibility for initiating collaboration at both the individual teacher level and at the school level.

My own research, conducted over twenty years, has focused on the concept of principal support. Three studies in particular have enriched my understanding of this concept: a case study of a district with exemplary school library programs that examined the roles of principals, teacher-librarians, and district leaders (LaRocque & Oberg, 1990); a case study of the experiences of novice teacher-librarians in schools where the program was new to them, to teachers, and to principals (Oberg & LaRocque, 1992); and an international survey on the role of principals in supporting school library programs in Australia, Canada, Finland, France, Japan, Scotland, and South Korea (Henri, Hay, & Oberg, 2002). The latter study used the conceptual framework developed through the first two studies to examine the concept of principal support from the perspective of both principals and teacher-librarians.

This research demonstrated that the principal supports the school library program and the teacher-librarian in four ways:

- As a supervisor working directly with teachers
- As a model demonstrating personal commitment
- As a manager enabling the program
- As a mentor providing visibility/importance

Although there were many variations by country in the results of the international study, the four elements of the conceptual framework for "principal support" were supported by principals and school librarians in all seven countries represented in the international study. For example, the principal, as a supervisor working directly with teachers, informs new teaching staff about the importance of collaborating with the librarian; as a model demonstrating personal commitment, encourages teachers to invest time in cooperatively planning and teaching with the librarian and spends time in the library with teachers; as a manager enabling the program, provides funding, supports flexible scheduling, and seeks feedback from staff about their impressions of the quality of library services; and

as a mentor providing visibility/importance, works with the librarian to develop his/her personal professional development plan.

When principals in Alberta, Canada, were asked how the teacher-librarian contributes to teaching and learning in their schools, principals stated that the teacher-librarian improved the quality of teaching and learning through in-servicing staff, through cooperative planning and teaching, and through collection development (Hay, Henri, & Oberg, 1998). The principals also noted that the strengths of their libraries were the qualified and cooperative staff, the resources and equipment, and the focus on learning and curriculum. "Two underlying patterns pervade the research literature related to the principal in implementing collaborative school library programs: expressing commitment to the school library program and integrating the program into the general program of the school" (Oberg, 1997, p. 8).

Teacher-librarians need the support of the principal but they also need to support the principal by working to advance organizational (school) goals, to promote with others the principal's views of school goals, and to connect library program goals with school goals. Teacher-librarians need to be effective communicators, willing to enhance the principal's knowledge of the program and the teacher-librarian role, explain clearly the goals of the school library program, and to explain clearly their own needs for professional development.

The Role of the Teacher

Research on the role of the teacher in relation to school libraries has shown that teachers' use of libraries is influenced by their experiences in high school and in university; their perception of their own library knowledge; the encouragement of their principals; and the nature of curriculum requirements. My research with teachers in Alberta, Canada (Oberg, 1993), indicated that teachers who received library-related experience and instruction in their teacher education were more likely to share books with their students, to provide library instruction to their students, and to collaborate with library staff. It appeared that experiences in teacher education compensated for lack of library experiences prior to entering university if those experiences included using the university library as well as receiving instruction related to how to teach information skills and strategies. Unfortunately, library-related experience and instruction is not a core element of many teacher education programs. In his study of teacher education graduates in Pennsylvania, Nero (1999) found the pre-service teachers to be deficient in their basic knowledge of digital information technologies and only slightly more knowledgeable regarding traditional library resources.

The influence on library use of teachers' perceived library knowledge is complicated. Even teachers who have received little library-related

instruction may feel quite confident about their library knowledge and their ability to provide library-related instruction to students. Teachers may not recognize the complexities of libraries, resources, and inquiry-based learning and, therefore, may not see the need for the specialized knowledge of the teacher-librarian (Oberg, 1993). Likewise, the encouragement of principals and the nature of curriculum requirements are supporting factors for teachers using libraries in their teaching, but these factors are not sufficient in many cases to influence teachers to collaborate with the teacher-librarian. The culture of the school, as played out in classroom teaching, is often a more potent factor. In schools where the autonomy and independence of teachers is highly valued, this autonomy may be used to reject innovations such as the integrated school library program and to resist collaboration with the teacher-librarian, even when resource-based learning and collaboration is supported by a state school reform policy (Kelsey, 2004).

The benefits of collaboration have been well-established in research and practice. However, there are very real costs to involvement in collaboration. These costs may constitute subtle but crucial barriers to involvement for teachers (Oberg, 1990). Participation in any activity has a cost. The cost of participation in collaboration to teachers may be understood in terms of four elements—time, effort, lifestyle, and self-esteem. Teachers are usually very pressed for time and they do work that is very demanding of energy. Learning how to collaborate takes considerable time and effort, especially in the initial stages. For many teachers, collaboration will demand alterations in their basic norms of teaching, and most people look at changes in their current way of operating with some degree of trepidation. This lifestyle cost is closely related to self-esteem cost. Teachers may resist opening their teaching to another who may not approve or think highly of their approach. The teacher also may feel that participation in collaborative activities with the teacher-librarian may not be an entirely reciprocal exchange. That is, the teacher may feel that in collaborative activities the teacher-librarian will be cast as the expert in the situation and the teacher will be cast in an inferior role.

Participation costs for teachers are affected by the culture of the school. In schools where collaboration is expected (by the principal or by district policy, for instance) and put into practice, certain conditions tend to facilitate collaboration. For example, teachers in an elementary school that was beginning to adopt an integrated school library program perceived three kinds of conditions as facilitating collaborative work: shared beliefs and norms; expertise in process; and meaningful groupings for team work (Oberg, 2009). The more beliefs and norms that teachers held in common, the easier it was for them to work together. As they worked together, they developed shared understandings about the philosophy of their school and the goals for their collaborative work. The teachers

recognized that working together required different skills from working alone, including understanding group dynamics, handling conflict and disagreements, and meeting the needs of those with less expertise in the process. In this school, the groups for collaborative work were determined by grade level, but some of the teachers stated that they preferred that groupings for collaborative work be based on personal compatibility as well as on the specific tasks that needed to be accomplished.

Where the cultural values of the school emphasize autonomy and independence, it will be more difficult for both teachers and teacher-librarians to change their practices of teaching and to learn the new skills needed for collaboration. For most teachers, the benefits of collaboration—in theory—are not in question. It is the perceived cost that is critical in determining whether or not teachers choose to enter into collaboration with the teacher-librarian. On the other hand, the cost of not collaborating can be high, as in the case when the principal expects teachers to engage in collaboration and monitors closely such engagement (see, for example, Oberg, 1999).

The Role of the Teacher-Librarian
The role of the school library professional is defined in *Information Power* (American Association of School Librarians and Association for Educational Communications and Technology, 1998) in terms of four roles: teacher; instructional partner; information specialist; and program administrator. The extent to which teacher-librarians can enact their roles is largely dependent on the culture of the school, which often is most evident in the perceptions of principals and teachers in relation to the role of the teacher-librarians in improving student learning (i.e., oriented to the classroom or to the school).

Teachers who believe that their students' learning success is largely dependent on the work done by the teacher in the classroom are less likely to welcome collaboration with others, including the teacher-librarian, than teachers who believe that their students' learning success is dependent on the work of the whole school. Teaching and learning are the "core business" of the school so it is not surprising to learn that one of the two features that distinguished exemplary school libraries in the 2009 Ontario study (Klinger et al.) was that " teacher-librarians maximized teaching time" (p. 18). The other feature was the active change agent role of the teacher-librarians who "continually strove to enhance library programs and to modify existing contexts" (p. 18).

School library professionals and their advocates have long struggled to integrate school library programs into schools' instructional processes. This school library program model emphasizes the role of the teacher-librarian as teacher and as instructional partner. However, there is considerable research that suggests that teacher-librarians have not always

been quick to take on those areas of responsibility. One challenge for all teacher-librarians is to recognize that their teaching experience is both a help and a hindrance to them in their roles as school library professionals. Teacher-librarians bring knowledge of pedagogy and curriculum that is invaluable to them as teachers and instructional partners, but they also bring the norms of teaching. Where the norms of their teaching experience emphasized privacy and self-reliance, it was particularly difficult for teacher-librarians to initiate planning and teaching with others (Oberg & LaRocque, 1992). Other researchers have also observed this phenomenon: Kelsey (2004) found that, even when the work of the school library professional was legitimized by the state curriculum implementation policy, teacher-librarians felt that they had to wait for opportune moments to offer services to or work with teachers, rather than being the initiators of instructional partnering activities with teachers.

Although school library professionals may agree with the importance of their roles as defined by their professional associations (see, for example, Shelton, 2002), they do not always enact these roles in ways that might be expected. For example, Pratschler (2007), in a study conducted in a suburban school district, found that most of the district's teacher-librarians preferred to spend their time and effort (and believed that they should do so) on program administration and management, instead of other roles involving collaboration, instructional partnership, information access and delivery, leadership, school improvement, and staff development. Not surprisingly, other school personnel in the district perceived that school library professionals worked as support personnel rather than instructional partners, a perception that would make initiating collaboration on the part of the teacher-librarian extremely difficult.

IMPLICATIONS

The key concepts of organizational culture and change have important implications for school library professionals, educators, and researchers. For school library professionals, the integrated school library program is a complex educational innovation with many dimensions. If teacher-librarians are knowledgeable about organizational culture and the change process, they will be more able to set reasonable and attainable goals for themselves and for the school library program, and they will be patient and understanding of the evolution of the school library program. If they are knowledgeable about the roles and perceptions of principals and teachers, they will take responsibility for initiating collaboration with teachers and seeking principal support for such initiatives. Through reflection, observation, and conversation, teacher-librarians need to gain an understanding of the costs, real and perceived, involved in collaboration. This will help the teacher-librarian to address those costs and to set realistic goals for collaborative work with teachers and principals.

For school library educators, the likelihood that teacher-librarians will actively engage in collaboration is increased when teacher-librarians are well-qualified and well-prepared for their positions. School library education, whether through library schools or colleges of education, should prepare information specialists to act as school leaders, change agents, and catalysts for school improvement. Educational research literature emphasizes the importance of school culture as a factor in instructional innovations. The concepts of organizational culture and the change process need to be addressed thoroughly in library education, particularly in school library education. Because teacher-librarians often need to help teachers and administrators understand the integrated school library program, school library education programs should prepare their graduates to positively present their key instructional role.

For school library researchers, research about the implementation of the integrated school library program has been ongoing for decades; there is room for more to be done. Some areas for future research include: the role of school culture in libraries; the influence of school leaders other than principals; the influence of interactions among the leaders in the schools; and the impact of school-level changes on the school library. Another area that could benefit from more investigation is teachers' perceptions of collaboration, including reasons why some are reluctant to collaborate with teacher-librarians, even when conditions support and encourage this activity.

Final Thoughts

Two underlying ideas need to be borne in mind as we wrestle with the concepts of organizational culture and change in relation to the integrated school library program: moral purpose (Fullan, 1999) and meaning (Oberg, 1992). The moral purpose of the integrated school library program is making a difference in the lives of young people. However, moral purpose is not so easy to maintain in complex times. Fullan reminds us that change usually benefits some more than others and that the change literature only rarely has addressed questions of power and equity. For example, can the integrated school library program contribute to making a difference to all of the young people in the school, or only to the college-bound or the native speakers of English?

Implementing the integrated school library program involves changing the meaning of the school library in the minds of its users—teachers and students—but also in the minds of the school library professional and other school leaders. The integrated school library program is about improving teaching and learning for all members of the school's community—the facility, the collection, the technology, and the staff are means to that end. The challenge for the school library professional is to be an agent and catalyst for change within the whole school as well as within the school library.

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