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REQUIREMENTS FOR THE DEGREE OF
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***The Response of School Libraries to the Inclusion of Students with
Disabilities in Mainstream Schools***

Janet Rosalind Murray

MLS, Grad. Dip. Lib (Loughborough), ALA.

Submitted in fulfillment of the requirements of the Degree of Doctor of Philosophy

**School of Information Management and Systems, Faculty of Information Technology,
Monash University.**

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Abstract

This thesis explores the way in which school libraries in two Australian states, Victoria and New South Wales, provided services to students with disabilities who are enrolled in mainstream schools. This theme is explored from several perspectives. The effect of government level policy and legislation on schools is considered, and the management approach of school librarians in providing service to this particular group of students. This included the provision of alternative format materials and provision of, or access to, specialised equipment and physical access to library facilities. Another focus was the teaching of information skills to students with disabilities.

Particular attention was paid to the relationship between the school library staff and the special education staff especially regarding the exchange of information and advice about individual students, the selection of resources for the school library, and co-operative teaching between school librarians and special education teachers. The extent to which schools had developed policy documents, which ensure acceptable standards of school library service to students with disabilities, was taken to indicate an awareness of legislative requirements as well as good management practice in creating such documents. The existence of additional funding of school libraries to enable the legislative requirements for service provision to be met was a similar indicator. Public, state and voluntary agency libraries have an important supportive role to school libraries, and the extent of this, and knowledge of such services by school librarians was an important issue.

At a theoretical level, the thesis attempts to demonstrate the complementarity of quantitative and qualitative approaches, and especially interpretivist field studies. The process of interaction between the researcher and the researched was recognised as having an effect both on practice and the shaping of the research itself. The study interrogated and evaluated the viewpoints of a range of theorists including Bellamy (1998), Oliver (1990), and Fullan & Hargreaves (1992). Methodological triangulation was achieved by using multiple case studies and document analysis alongside a longitudinal survey approach.

The research showed that the number of students with disabilities enrolled in mainstream schools was steadily increasing, thus school library staff must be aware of the needs of students with disabilities, and of suitable resources for them. The study found that several case study schools were examples of good practice in the delivery of library services to disabled students. However, in general there is room for improvement in the provision of school library services to these students. School librarians must have knowledge of students with disabilities in the school and provide appropriate resources for them, in accordance with library policy which is linked to school policy.

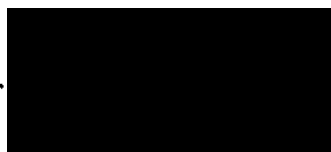
Bellamy's theoretical perspective was found to be particularly explanatory of the continuing difficulties experienced by school librarians in achieving a high standard of service to students with disabilities. The thesis identifies the need for further research in relation to the impact of information skills teaching on student learning outcomes. Research on the impact of the use of electronic information sources for disabled students is also needed.

Declaration Of Originality

This thesis *The response of school libraries to the inclusion of students with disabilities in mainstream schools* contains no material which has been accepted for the award of any other degree or diploma in any university or other institution. To the best of my knowledge it contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

This thesis is less than 120,000 words in length, exclusive of tables, figures, bibliography, appendices and footnotes.

Signature..



Abbreviations

AASL	American Association of School Librarians
ADA	Americans with Disabilities Act 1990
ALIA	Australian Library and Information Association
ALP	Australian Labor Party
ALRC	Australian Law Reform Commission
ASC	Australian Schools Commission
ASLA	Australian School Library Association
ASLA/NSW	Australian School Library Association – New South Wales Section
CCPT	Co-operative Curriculum Planning and Teaching
CD-ROM	Compact Disc Read Only Memory
CDS	Commonwealth Disability Strategy (1994)
CEO	Catholic Education Office
CSC	Commonwealth Schools Commission
CSDA	Commonwealth State Disability Agreement
DDA	Disability Discrimination Act 1992
DoE	Department of Education (Vic.)*
DPI	Disabled People's International
DRP	Disability Reform Package
DSA	Disability Services Act 1986
DSE (NSW)	Department of School Education (NSW)
DSE (VIC)	Department of School Education (Vic.)*
DSP	Disability Services Program
EFT	Equivalent full time
HREOC	Human Rights and Equal Opportunity Commission
HSC	Higher School Certificate (NSW)
IB	International Baccalaureate

IEP	Individual Education Plan
IFLA	International Federation of Library Associations
K-12	Kindergarten – Year 12 (School covering these years)
LAN	Local Area Network
LESSEN	Learning Support for Special Educational Needs (Project)
LMS	Local Management of Schools
LOTE	Languages other than English
MCEETYA	Ministerial Council on Employment Education and Youth Affairs
OECD	Organisation for Economic and Cultural Development
OPAC	Online Public Access Catalogue
OSERS	Office of Special Education and Rehabilitative Services (USA Federal Department of Education)
PSG	Program Support Group
RBS	Royal Blind Society of NSW
RFF	Relief from face to face teaching
RVIB	Royal Victorian Institute for the Blind
SCIS	Schools Cataloguing Information Service
SLAV	School Library Association of Victoria
SLNSW	State Library of NSW
SLAV	School Library Association of Victoria
SLV	State Library of Victoria
SRI	Student Resource Index
SSP	School for Specific Purposes
TAC	Transport Accident Commission (Vic.)
TTY	Telephone Typewriter
UNESCO	United Nations Educational Scientific and Cultural Organisation
VCE	Victorian Certificate of Education

* The name of the Victorian Department of School Education changed to the Department of Education in 1992.

Glossary

AGENCY LIBRARIES : A library provided by a charitable agency, usually providing alternative format materials but sometimes also a reference collection on disability.

HI/LO BOOKS : Books designed to have a high interest level but low reading level.

INCLUSION : An educational model in which all children learn together regardless of any difficulties or differences they may have. Inclusive schools must recognise and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities. (Adapted from *Draft Framework for Action on Special Needs Education* 1994, p.3)

INFORMATION LITERACY : The ability to find, process and use information effectively. (Adapted from *Learning for the Future*, Curriculum Corporation, ASLA, ALIA, 1993.)

INTEGRATION : The term generally used to describe the placement of a disabled student in a mainstream school.

KURZWEIL READING MACHINE : A machine which can read text using a synthesised voice.

LEARNING DIFFICULTIES : A generic term, which refers to the substantial proportion (10-16%) of children and adolescents who exhibit problems in developmental and academic skills. These difficulties are considered to arise from one or more of the following factors : intellectual disability, physical and sensory defects, emotional difficulties, inadequate environmental experiences, lack of appropriate educational opportunities. (Australian National Health and Medical research Council)

LEARNING DISABILITIES The small percentage (2-4%) of children who exhibit problems in developmental and academic skills which are significantly below expectation for their age and general ability. The disabilities, which often include severe and prolonged directional confusion, sequencing and short term retention difficulties, are presumed to be intrinsic to the individual, but they are not considered to be the direct result of intellectual disability, physical or sensory defects or emotional difficulties. Neither do they appear to derive directly from inadequate environmental experiences, or lack of appropriate educational experiences. (Australian National Health and Medical Research Council)

MAINSTREAM CLASS : A class in a mainstream school, taught by a classroom teacher as distinct from a special education teacher.

MAINSTREAMING : The situation where people with disabilities are educated, work and access all services available in the community, as active members of the community, rather than through specialist agencies and institutions.

PROGRAM SUPPORT GROUP (PSG) : Set up for a disabled student attending a mainstream school, the PSG plans the educational programme for the student, determines its resourcing and evaluates its outcomes. It is usually made up of the parent(s), a parent advocate, the class teacher, the principal, and the student, where appropriate.

SCHOOL LIBRARIAN : A professionally qualified librarian working in a school library.

SPECIAL EDUCATION SUPPORT UNIT : A separate teaching unit in a mainstream school, which caters for students with disabilities.

SPECIAL EDUCATION TEACHER : A teacher holding special education qualifications as well as general teaching qualifications.

SPECIAL SCHOOLS : Schools which cater only for students with disabilities.

SUPPORT CLASS : A class for students with a disability, which is attached to an mainstream school.

TEACHER-LIBRARIAN : A professional who holds qualifications in both teaching and librarianship.

TEACHER'S AIDE : Personnel employed to provide personal and learning support to students with disabilities.

VISITING TEACHER : Peripatetic special education teachers who visit disabled students integrated in mainstream schools, to provide them with specialist support.

Note Terms describing professionals such as "teacher-librarian" and "special education teacher" have been capitalised where the context refers to a specific individual, as in, for example, the case study descriptions. Generic references are not capitalised.

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Chapter 1 Introduction to the Study

1.1 Introduction

This study resulted from an interest in several areas : the legislation concerned with equity for people with disabilities, policy development in schools and school libraries, and the management skills of school librarians. These concepts are outlined in this chapter, and the relationships between them which led to the design of the study are examined.

1.2 Mainstreaming Concepts

"Mainstreaming" describes the situation where people with disabilities are educated, work and access all services available in the community, as an active member of the community, rather than through specialist agencies and institutions. Mainstreaming is to some extent based on the normalisation principle (Wolfensberger 1972). This was developed in the 1950's in Scandinavia and adopted in North America. The normalisation principle aims to enable people with disabilities to live as normal a life as possible, with appropriate support. Mainstreaming goes beyond normalisation, putting the onus on society rather than the individual, to ensure that disabled people participate fully in community life. As the concept of mainstreaming has grown in the last decade, it has been supported by legislation in many countries.

If mainstreaming was the movement of the 1980's, to some extent furthered by 1981 being the International Year of Disabled Persons, developments in the 1990's have in general seen disability emerge as a political issue. The emergence of disability lobby groups as a social and political force has enabled people with disabilities to become participants in policy decisions which affect their lives (Marks 1993b).

1.3 Defining Disability

The nature of disability is extensive; thus attempting to define it is a difficult task. Kliever & Biklen (1996) have discussed the changes in perceptions of certain disabilities, as well as the emergence of newly classified ones. They point out, for example, that perceptions of the mental abilities of people with Down's Syndrome have changed dramatically in the last fifty

years. Newly classified disabilities such as "learning disability" or "attention deficit disorder" have become part of the educational assessment framework often before a medical diagnosis has been agreed upon (p.87). Disabled children are usually placed at a disadvantage because they are given a label that leads people – teachers and classmates – to assume they have certain characteristics. The mainstreaming movement has particularly drawn attention to the need to change the way these children are labelled.

Oliver and Zarb (1989) have pointed out that one negative result of the medical approach to disability, which was dominant for so long, is fragmentation within the disability group as a whole, according to the type of disability. This division is currently reinforced by government, which classifies people according to either their specific disability or the way in which it was acquired. The issue becomes further complicated by the views of the disabled community. Many of these groups prefer to retain a cultural identity. The researcher's experience in working with people with disabilities supports this view, particularly of the deaf community who prefer to be described as "deaf". Similarly, most blind people known to the researcher have no objection to being described as "blind". Furthermore the "acceptable" terminology changes constantly. During the 1980's the preferred terminology was to describe the person first, then the disability. Hence one would talk about a person with a physical disability rather than a physically disabled person. Oliver, writing in 1990, states that people with disabilities themselves find this terminology offensive in that they are disabled, and as the disability is a part of them, there is no sense in separating the person from the disability.

This thesis is not concerned with medical or pathological construction of terms used to describe disabled people. The theoretical basis of these terms is discussed in Chapter 2. However, the researcher is aware of the problems of terminology used in the disability field, and has attempted to use terminology in the most appropriate and sensitive way possible.

The current study adopted the definition of disability used by the Australian federal government in the Disability Services Act 1986 (DSA) and the Disability Discrimination Act

1992 (DDA), as these constitute the legislation that affects the education of disabled students in Australia. The DSA covers intellectual, psychiatric, sensory or physical disability. The DDA includes these as well as neurological and learning disability. The full provisions of these acts are discussed in Chapter 4.

1.4 The Policy Background

1.4.1 Disability Policy Development

Relevant legislation in Australia, at both Federal and State level has been brought about through the enactment of policies of Labor governments, stemming from the social equity ideologies of the Australian Labor Party (ALP) in the 1980's. None of the legislation enacted in Australia includes strong mandatory compliance requirements such as that contained in equivalent legislation in the USA and the UK. It is questionable whether the strong compliance requirements such as those embodied in the *Americans with Disabilities Act* are actually more effective than the milder wording of the Australian legislation. Some legal proceedings have been initiated, but most have been settled out of court. There is still little awareness of its requirements, within the community at large. This raises the question of where government policy sits in relationship to reality. Both Fulcher (1989) and Marks (1993a) discuss the fallacy that policy at government level is certain to be implemented at other levels. Fulcher found that in the case of the implementation of the Victorian Ministerial report, *Integration in Victorian Education* (1984), persons at other levels actively sought to hinder the implementation of the recommendations of the report by encouraging debate and discourse as a delaying process. The process of policy implementation will be further explored in later chapters.

1.4.2 Education Policy Development

The disability discrimination legislation, although it covers education, sits alongside a separate set of policy and legislation dealing with the education of students with disabilities in mainstream schools. Terminology used in relation to this process has been confusing : it has been called "integration" in Australia and the UK, and "mainstreaming" in Canada and the USA. By the mid 1990's the education debate had moved on to a vision of a more radical model of integration of disabled students, known as inclusion. This shift in paradigm

has been advanced by educationalists such as Biklen (1985), who argued that if a child with a disability attends a mainstream school, everyone takes responsibility for his or her education : not just the special education teacher, the classroom teacher and the aide. The inclusion model does not support segregation of children with disabilities in separate teaching units within a mainstream school, as currently exist in both Victoria and NSW. Inclusion has been described as "...a unified education, which incorporates all children, and where diversity is viewed as the norm" (Fasano 1996). This view is supported by Clark, Dyson & Millward, who define inclusion as a move "...towards extending the scope of 'mainstream' schools so that they can include a greater diversity of children" (1995, p.v.).

Practitioners who gathered at an international conference on special education organised jointly by UNESCO and the Spanish government in June 1994 at Salamanca formulated what is known as the "Salamanca Statement" (UNESCO 1994b). This has become an international policy document for inclusion. The adoption of the word "inclusion" aimed to provide standard international terminology.

In Australia there are a range of policy documents at federal and state level which impact upon the schooling of students with disabilities. The educational policy documents, mostly introduced during the early 1980's, predate the federal disability discrimination legislation, so one might suppose that in looking at schools, one is looking at a community which is highly aware of disability issues. But again the issue of whether policy in fact becomes practice arises. Marks (1993b) makes the point that although Victoria's integration policy became a benchmark both nationally and internationally, it is not necessarily "...a popular policy among all members of all school communities" (p.82). Some teachers do not welcome the extra teaching responsibility of having a disabled student in their class, and the teacher unions have been particularly vocal in the integration debate. Therefore, can one assume that all schools in Australia support inclusion?

The researcher has chosen to adopt the approach taken by Lewis (1995 p.7) in use of terminology, by using the term "integration" when discussing placement of a student and

“inclusion” when discussing the approach of a school to diversity within its student population. The common Australian usage of “mainstream” has been followed in this thesis to describe schools which are regular as opposed to designated “special” schools.

1.5 The Role of the School Library in the Educational Programme of Students with Disabilities

An individual's standard of literacy is a crucial factor in his or her social position. Literacy is perhaps the basic skill that schools are expected to produce in their students, but some are better prepared than others. Literacy has been defined as

...integration of listening, speaking, reading, writing and critical thinking. It includes the cultural knowledge which enables a speaker, writer or reader to recognise and use language appropriate to different social situations.

(National Secretariat for International Literacy Year, cited Skrzeczynski 1995, p.2)

Literacy is a state that will require continual refinement as a skill for the lifelong learning for which it is predicted today's students will need to be prepared (Mayer 1992, Todd 1996, Doyle 1996). The current information explosion and the concurrent expansion of information technology means that a corollary of being literate is the ability to recognise the need for information, and to be able to find, access, evaluate and use information in both print and electronic formats. Information literacy is an indispensable extension of literacy, and will be discussed in detail in Chapter 6. But how do children acquire information literacy? To a certain extent it is acquired in the classroom and through the use of technologies such as television, the Internet, and computer software. However the experts in accessing information and imparting information skills to others are librarians. In addition to this the library also has a major role in the provision of information – in all formats, print and electronic. These are essential tools in a school where literacy is to be imparted equitably and effectively. Ann Symons, President of the American Library Association from 1998 to 1999, stated in a recent editorial: “...there is no more important constant of any school library program than a professional school librarian dedicated to helping enhance teaching and learning, and helping kids explore the world far beyond their doorstep” (1998). If students are to become information literate access to a school library service managed by a professional librarian is essential.

Most Australian government schools employ school library managers who are dually qualified as both teachers and librarians, known as "teacher-librarians". Some schools employ professional librarians who are not qualified teachers. Others, especially in the primary sector, do not employ professional librarians to manage their libraries; rather, libraries are managed by teachers or administered by either paraprofessional library staff (library technicians) or unqualified clerical personnel. This is unacceptable to professional associations concerned with school libraries. The UNESCO *Manifesto on School Libraries* states that in school libraries there should be "...staff with professional qualifications in education and librarianship, assisted by sufficient support staff" (p.39). The *ASLA/ALIA Joint Statement on Library and Information Services in Schools* (1989) states that the professional staff of school libraries should be qualified teacher-librarians, and that technical or clerical staff should only be employed to support teacher-librarians.

The schools involved in this study represented the range of possible staffing scenarios which have been described; however professional librarians managed those that were selected as case study schools. Therefore the term "school librarian" is used in general in this thesis, as a term more representative of the subjects, except when discussing individuals who were qualified as teacher-librarians. Paraprofessional and non-professional staff are described as "library technicians" and "clerical assistants", except when describing specific school systems where other terms were in general use.

1.6 Management of Schools

Since the mid 1970's, there have been drastic changes in the nature of schools and the way they are managed (Beare, Caldwell & Millikan 1989). This is a product of the adoption of economic rationalism as the main political force (Marginson 1993). In administrative terms, this has led to the adoption of what has been termed "corporate managerialism". Marginson identifies the following trends in this administrative style : central control, especially of policy, whilst devolving responsibility for operations; emphasis on outputs and their measurement; emphasis on marketing and competition; and the privatisation of public sector activities. This has led to an international trend towards self-management of government schools.

Caldwell & Spinks (1988) define a self-managing school as one to which a significant amount of power has been delegated, which includes the authority to make decisions about allocation of resources. Nevertheless the school will remain within the parameters of national and local legislation and policy, but with power over its local policy, under the jurisdiction of a school council or similar body. An important element of the local management of schools (LMS) is that it has given teachers responsibility for managerial processes, which were previously administered centrally. Regional administrators, principals and some teachers need to formulate policy, plan, budget and perform other managerial tasks (Fasano 1991). In most cases, teachers have no prior training for these responsibilities. Some education authorities have provided training for principals, and although one of the benefits of self-managing schools is supposedly increased professionalism of teachers, staff development does not appear to have been offered at all levels. The educational administration components of teacher education courses in the past differ greatly from the managerial techniques which teachers, especially principals, are now expected to use (Fasano 1991). It could be argued that librarians in schools are likely to have more management skills than many of their teaching colleagues by virtue of their professional education in librarianship. Both undergraduate and postgraduate courses in librarianship or information management include a minimum of one management component.

The introduction of local management of schools (LMS) in both Victoria and NSW has led to a drastic change in the organisational culture of government schools in both states. Accountability and a new focus on students and parents as clients are reflected in relevant policy documents, such as that of the Victorian *Schools of the Future* (Caldwell 1997). LMS has been primarily focussed in the government schools but has not been ignored by other educational sectors.

Whilst responsibility has been devolved to schools through LMS, Kemmis (1990) points out that at the same time there has been a decrease in the support offered to schools by government in Australia, especially in the areas of curriculum and staff development. The wider community has become more closely involved in what goes on in schools, both by the

involvement of parents and other community members in assisting with the teaching and learning process, and as members of school councils. Kemmis sees this as a beneficial development in that the school is part of a "...democratic and educative society" (p.14). However this change places individual teachers in a position where their professional competency is more open to public scrutiny. Kemmis views these changes as part of broader societal change in which values of truth and justice are being replaced by blatant materialism and self-interest. The decreasing trust in state provided education, and the growth of the independent education sector, is one outcome of this societal change. It has implications for those students whose needs require extra investment in terms of resources and teaching time, such as disabled students or those whose first language is not English. Connell (1993) comments that for schools, "The new managerialism...has particularly serious consequences for a social justice agenda" (p.71).

1.7 The Significance of the Study

The study contributes to several areas of academic and professional interest. Firstly, it adds to the body of knowledge about the role of the school library in the educational programme of students with disabilities. It examines school librarians' understanding of the integration and inclusion movements in education and their impacts on the school library. The literature review in Chapter 7 shows that little research has been conducted in this area, and given the crucial educational role of the school library, this should be addressed.

One focus of the research is the development of policy. The issues described in this chapter have considerable impact on the interaction between the management of a school library and one particular client group, students with disabilities. An in-depth investigation of this particular microcosm of the day to day business of a school library is critical to the understanding of how external and internal policy making affects service delivery. Both Wright (1994) and her editor Kinnell emphasise that policy making is an important factor in the management of change. Management skills of school librarians and their focus on client needs would be a factor in successful service delivery. The mainstreaming movement sought to enhance the lives of disabled people and governments introduced legislation to mandate policies to this end. Governments introduced policies to change the ways that schools are

governed, thus imposing changes in management processes in schools which not all personnel embraced or possessed the experience to implement.

A proposition to be examined is that policymaking, even when legislated may not engender change. Disabled People's International (DPI) have found that in countries where disability legislation has been passed, improved conditions for people with disabilities or greater autonomy in their lives, has not necessarily resulted (DPI 1986, cited Oliver & Zarb 1989). Davis (1998) suggests that "...disability is a construct which serves as an administrative category in modern welfare states" (p.15).

When the microcosm of the school library is examined, and good service delivery for students with disabilities exists, does it exist because of the sound management practices of the librarian, or because of the existence of government level policy? The extent to which librarians in schools value policy as a management tool and utilise it to effect an agenda for change, could have a profound effect on their ability to manage their environment. Thus the aim of the study is to investigate the extent to which school librarians have acted upon legislative requirements, by way of policy development and resource provision, to provide better service for students with disabilities.

1.8 Research Design

1.8.1 Research Questions

The main research question was to investigate the extent to which school libraries have provided effective services for students with disabilities. The study was guided by five subsidiary research questions :

1. Which components of government policy covering education and disability relate directly to school libraries, and what are their implications for these services?
2. To what extent have schools developed policy documents, which ensure acceptable standards of school library service to students with disabilities?
3. Do school libraries provide adequate access to facilities and information resources for students with disabilities?

4. How are information skills being taught to students with disabilities?
5. Are there school libraries which provide high quality services to students with disabilities, and if so, which factors are crucial to this achievement?

1.8.2 Research Approach and Methodology

Several different research approaches were incorporated into the design of the study. The key approach lay within the interpretivist paradigm, informed by the reflective research approach advocated by Fook (1996) and Adler (1993) and the emancipatory research approach being applied in the disability field. The study has been influenced by the work of Carr & Kemmis (1986) in attempting to develop a research approach to suit the educational setting. Although their preferred approach is action research, which was not undertaken in this study, their deliberations concerning the relationship of the positivist and interpretive approaches to educational research have relevance to the decision to use a methodology which involved both. They say

...it is clear that what is required is a view of educational research which is both 'interpretive' and scientific. 'Interpretive' in the sense that it generates theories that can be...utilised by practitioners in terms of their own concepts and theories; 'scientific' in the sense that these theories provide a coherent challenge to the beliefs and assumptions incorporated in the theories of educational practice that practitioners actually employ.

(Carr & Kemmis 1986, p.118)

The close relationship between research and practice in the field of librarianship favoured the reflective research approach that could be employed in the case study technique. The researcher's experience as a school librarian and a library educator enabled her to interpret her observations and data collection in schools with expertise. Supplemented by data drawn from survey and document analysis, this would assist in theory building.

1.8.3 Research Accountability

Methodological triangulation was achieved through using case study, survey and document analysis. Data triangulation was achieved by collecting data pertinent to the research questions from a range of sources. These included people such as school librarians, special

education teachers and other school staff, and from printed sources such policy documents, legislation, and professional standards.

There was ongoing dissemination of research findings during the course of the study. Posters and papers were presented at conferences, and journal articles published. These are listed in Appendix 6. A particular effort was made to send copies of these publications to the case study schools and to the various education authorities who had given permission for the research to be conducted within schools in their jurisdiction. Thus these parties saw some positive outcomes from the research which justified their involvement. There was also constant feedback to case study schools to ensure the validity of data collected.

1.9 Organisation of the Thesis

Chapter 1 sets the context for the study and presents the purpose and significance of the research. Chapters 2 and 3 cover the theoretical underpinnings of the research, the conceptual framework, and the research design. An overview of relevant policy and legislation is presented in Chapter 4, whilst the literature in the areas of special education and school libraries pertaining to the study are reviewed in Chapters 5, 6 and 7. The administration and results of the surveys are discussed in Chapter 8. Chapters 9-12 present detailed descriptions of the case study schools¹; after much deliberation it was decided that the most logical and useful way to group these was by educational sector. In Chapter 13 the research questions are reconsidered in light of the results of the surveys, the analysis of the case studies and the findings of the literature review. Chapter 14 concludes the study by discussing the insights developed from the theoretical approach and the implications the results of the study have for future policy development. The consequences of attempting such an extensive study are reflected upon from a methodological perspective, and finally suggestions are made for further research. A glossary, a list of abbreviations and a list of references are included. Detail not suitable for inclusion in the main body of the work is presented in the appendices.

¹ Fictitious names were used for schools and people in these descriptions, in order to protect the identity of the schools participating in the research.

Chapter 2 The Research Approach

2.1 Introduction

In Chapter 1 developments affecting the delivery of school library services to students with disabilities were described. The operation of any independent unit within a school involves the management of different tensions and approaches within that community, and monitoring of external environmental influences. This has been particularly complex during the 1990's due to the radical changes in the management of school education and the impact of the mainstreaming movement, as discussed in the previous chapter. Chapter 2 outlines the theoretical framework considered by the researcher in order to understand how these changes impacts on a school library service. Firstly the meta-theoretical approaches are considered, followed by discussions of the theoretical background to schools as organisations, the concept of disability and how these relate to the acquisition of literacy. It must be acknowledged that there are many writers whose work could have contributed to this discussion, but here the purpose is to provide an overview of theoretical considerations affecting the main foci of the research.

2.2 Approaches to Research

Within the social sciences, positivist or interpretivist approaches are most commonly used. Positivism seeks to link cause and effect and uses scientific method for understanding social phenomena. The interpretivist approach is more flexibly constructed; the conceptual framework gradually emerges during the course of the study; and qualitative data forms the basis of interpretivism (Blaikie 1993). Certain elements of both these approaches were used in the design of the study. Elements of a reflective research approach that emphasise the connections between theory, practice and research were also used (Argyris & Schon 1974, Fook 1996). This approach accepts that there may be a difference implicit in the actions of any individual between the theory the individual applies in action and that of espoused theory. It recognises the importance of the use of intuition by professionals and researchers to interpret specific situations inductively. Adler (1993), drawing on Carr & Kemmis (1986), has identified four elements in this type of reflective research practice : awareness and responsibility to the professional community; attention to the contexts of practice; searching for patterns and anomalies – seeking meanings from experience; and the ongoing spiral nature of research. Adler describes the way in which a researcher working in an area within which they have

extensive practical experience, will use this experience to maintain a critical awareness of what is happening in the research arena, and subsequently retrospectively reflect to make sense of what happened.

The approach used by researchers in the disability field was also considered. Some, such as Oliver, have rejected positivism because of its non-emancipatory approach to people with disabilities, and also find problems with the interpretivist research paradigm:

The assumptions underpinning this are very different from those of the positivist paradigm. There can be no unity of method for the social world is a meaningful place, a world full of active subjects not passive objects; that research should attempt to understand the meaning of events, not their causes; and that research is a product of the values of researchers and cannot be independent of them.

(Oliver 1992, p.106)

Oliver explains how past treatment of people with disabilities as research subjects has alienated them from research. Even with an interpretivist approach, there is still a group of "expert" researchers and a group of research subjects, and this can be just as alienating as positivist research. Methodology must also change to accommodate participation and reciprocity. Emancipatory research has a different view of knowledge and aims to

...illuminate the lived experiences of progressive social groups; it must also be illuminated by their struggles. Theory adequate to the task of changing the world must be open-ended, non-dogmatic, informing, and grounded in the circumstances of everyday life.

(Lather 1986, p.262.)

Lather felt that there had been little exploration of the methodological implications for an emancipatory social science, which would help with understanding of the "maldistribution of power and resources" and reverse this to create a more equal world. Emancipatory research enables people to change by encouraging self-reflection and a better understanding of their particular situations.

Thus researchers concerned with disability see a research agenda for an emancipatory disability research paradigm dealing not with "...the disabled people of the positivist and interpretivist research paradigms but the disablism ingrained in the individualistic

consciousness and institutionalised practice of what is, ultimately, a disablist society" (Oliver 1992, p.112).

2.3 The School as an Organisation

Initial attempts to theorise about schools as organisations were based on the prescriptive dimension of systems theory, which according to Ball "...bypass and obscure the realities of organizational life in schools" (1987, p.1). Most of these theories disregard the influence of individuals in an organisation, or acknowledge that individual influences exist but are dealt with by the system. Educationalists such as Greenfield (1993) and Ball (1987) reject the abstract notion of an organisation, seeing it rather as a collection of individuals who have to find a way of effectively meeting their collective goals.

2.3.1 Authority and Power in Schools

Most schools contain an element of bureaucracy, and are, with the exception of independent schools, part of a wider bureaucratic structure such as a school region or district. Bureaucracy, as defined by Weber, is a hierarchical structure where roles and responsibilities are very clearly defined and each person in an organisation knows what is expected of them by their supervisor (Hoy & Miskel 1982). The theory of bureaucracy postulates that bureaucratic organisations are rational, or goal oriented and effective. Most organisations, according to Silver (1983), have some bureaucratic features. Negative features of bureaucracy, as identified by Hoy and Miskel (1982) include low morale, communication blockers and barriers to initiative in achieving goals. Bureaucratic organisations can easily become moribund. Silver identifies some of the advantages of bureaucracy in school organisation as being clear lines of responsibility, the existence of rules and regulations to drive goals, specialisation of tasks, the enforcement of record keeping and the driving of rules, regulations, rewards and penalties by the impersonal system rather than an individual. All these, claims Silver, can contribute to positive student learning outcomes.

Loose coupling theories as discussed by Hoy and Miskel (1982) claim that schools cannot be totally bureaucratic in that bureaucratic structures and teaching are incompatible. The main employees in schools, teachers, have a great amount of professional autonomy, as many of them work in isolation in their own classrooms,

even though the school as a whole may operate under a set of rules and regulations, which are in fact a set of instructions coming from a hierarchical structure of which the school is part. This produces loose control in schools over how well a job is done, especially as inspection of schools has decreased in recent times. Hoy & Miskel discuss research which shows a great variation between schools which at one end of the scale are intensely bureaucratic, and at the other adhere to the rules and regulations imposed from above outside of the classroom, although what happens inside the classroom is based on a system of trust or good faith. They maintain that most schools base managerial functions on bureaucratic organisation whereas teaching and learning are based on a more loosely structured system of professional expertise.

2.3.2 Systems Theory and Schools

Systems theory is derived largely from the work of Bertalanffy (1968), and broadly defines a system as a set of interrelated, interactive and interdependent elements that are arranged to produce a unified whole. There is a boundary between the organisation and its external environment, but in an open system there will be input from the external environment that changes the organisation, and the organisation will produce outputs to the environment. A closed system limits inputs from the external environment and outputs to it. Every system is characterised by two diverse forces : differentiation and integration. Through differentiation, the organisation is divided into parts – departments, units, individuals – but there is interaction between them. Integration is achieved by direct supervision, hierarchy, rules, procedures and policies as well as mechanisms which operate across all the parts or components of the system. A school is a very open system, and the inputs are of two types – information and energy (Silver 1983). Silver describes information inputs as signals which tell the members of a school system how to interact. These may include legislation, directives from further up the hierarchy, or communication from the wider school community. Energy inputs are envisaged by Silver to be the physical elements that enable the school building and its human occupants to operate. It is presumed that this includes the funding which enables the school building to function and teaching to take place. Schools rely on the feedback mechanism to ensure that any negative outputs are fed back into the school as inputs. Thus system theory presents a process view of schools which evolve and change as they interact with their external environment. Silver (1983) has the view that systems theory can contribute to the process of discovering elements or inputs into schools that

precipitate successful learning environments. If a school is not producing successful outputs (ie positive student learning outcomes) examination of its inputs and subsystems may suggest system changes which can remedy the situation.

Systems models can be helpful in understanding organisations. However, such models do not provide the necessary insight into the subjective way in which people react to an organisation if they are related to it in some way.

2.3.3 Organisational Culture

In considering the management of change in schools, Whitaker (1993) has suggested that organisational culture is :

...people in the organizational setting and is characterised by behaviour – what people say and do; relationships – how they work with and through each other; attitudes and values – how assumptions, beliefs and prejudices affect the formal and informal workings of the organization.
(p.92)

There has been considerable academic debate as to whether “culture” is the organisation or whether it is one variable to be considered in an organisation. Griffiths (1985) has commented that it is more difficult to do the latter, but how can one study a school without describing its culture?

Moves towards school improvement and effectiveness were initially influenced by the idea of applying managerial theories influencing the corporate sector to schools. In the early 1980's, Charles Handy of the London Business School was asked by the Schools Council in the UK to look at ways in which corporate management theory could be applied to schools. This and further studies by Handy concluded that in many ways schools could not be managed in the same way as industries and businesses (Handy 1984, 1986). Handy had developed from the earlier work of organisation theorists an organisational culture theory which identified four different types of cultures which exist in organisations, which would thrive in certain conditions, but would merge to form the individual culture of a particular organisation (Handy 1978).

Handy describes four culture types : “club”, “role”, “task” and “person”. The *club* culture is frequently found in small entrepreneurial organisations and is best imagined as a spider's web, with a charismatic leader at the heart of the organisation with the

vision and energy to control the organisation. The leader selects employees of a like mind to themselves. They are left to work independently with few rules or procedures. This enables the organisation to move and respond quickly, but has great dependence on the strength of individuals, particularly the individual at the centre of the web. The *role* culture operates in an orderly fashion, where each individual is compartmentalised into a function. Work and interaction between individuals and departments is controlled by rules and procedures and a narrow band of senior management. In this culture the role or job is more important than the person. Role cultures operate well in a stable environment and offer a safe and predictable working environment and career structure. *Task* culture is job oriented. Essentially, its emphasis is on getting the job done, by bringing together the right people and the right resources for the task in hand. There is emphasis on expert knowledge rather than personal or positional power. In the *person* culture an organisational structure exists only to serve the individuals or individual who have created it. Examples are barristers' chambers and group medical practices. In this culture the organisation is subordinate to the individual and depends on the individual for its existence. These cultures rarely exist in their pure form. Most organisations are a combination of all four and when the combination is right the organisation will be successful. Factors that affect the cultural mix are identified by Handy (1986) to be : size, work flow, environment and history.

In applying his theory to schools, Handy found that schools, like all organisations, are individual and different from one another. Teachers on the whole prefer to operate in a task culture, and see themselves with the task of teaching, and tend to reject other cultural roles that involve the application of management to their world. Handy found however that there were many differences between the organisational culture of primary and secondary schools. Primary schools, being smaller, operate as pure task cultures or "benevolent club cultures" (1984, p.15). The level of communication between primary school teachers was informal and constant. Secondary schools in contrast were dominated by role culture, due to their size which dictated systems that divided up work and responsibility by function. This reflected the conditions forced on secondary schools by the external environment : economies of scale imposed by education authorities lead to a standardised curriculum and examination systems which enforce standardised teaching. Handy found that many schools had tried to apply traditional management theories to their way of working, and thus were operating in a bureaucratic

style which had already been rejected in the corporate world. Secondary schools needed to adopt a task culture that could accommodate teachers as professionals.

Fullan & Hargreaves (1992) have developed a model of culture relating directly to the school environment. They identify three different cultures – those of separation, connection and integration. *Separation* is individualistic and is recognised by features such as professional isolation within the school, teachers operating within their classroom with no consultation and exchange of ideas with other teachers, and with little feedback as to their performance. Consequently the school does not have the professional cohesion within its teaching staff to encourage any change or innovation. Cultures of *connection* are of three distinct types : balkanization, comfortable collaboration and contrived collegiality. “Balkanization” identifies the type of school where there are factions amongst the staff, groups who have different viewpoints on teaching and learning, and conflict over resources and territory. In this type of culture learning outcomes for students are poor. “Comfortable collaboration” is collaboration regarding resource sharing and advice giving, but it does not extend to the classroom; there is a high level of collaboration at a personal level which does not extend to the professional practice of teachers, thus planning and decision making within the school is reactive, with little involvement from outside influences regarding theory and reflective practice. In a school operating a culture of “contrived collegiality” a bureaucratic approach to planning and consultation results in collegiality and partnership being imposed in an inflexible fashion which is contrary to the professional judgement of teachers. The culture of *integration* is the one which Fullan & Hargreaves identify as being the most conducive to change. It is characterised by a strong sense of collective responsibility and commitment to the school. There is participative planning and decision making and the individual is valued.

2.3.4 The Alternative Approach of Greenfield

Greenfield (1993) and others take the view that an organisation is made up of individuals and that it is impossible to generalise as to how organisations function as a whole. Rather there is a need to understand how it is that organisations come to have meaning for the people within them. Greenfield rejects the idea of an organisation being a “thing” as such, thereby rejecting the viewpoint that social phenomena can be regarded as similar to natural phenomena. He abandoned the systems approach to

organisations and favoured an epistemology linked to the interpretivist research paradigm. From the mid-1970s onwards, Greenfield has challenged the didactic attempts of academics to make schools more efficient or effective by imposing upon them a science of educational administration within the positivist paradigm (Gronn 1983).

Greenfield states (1993, p.92) that "...organizations are limited by and defined by human action". Ball (1987, p.27) also sees social actors as the "basic constituents" of an organisation in stating "...the principles which guide the analysis of organizational functioning are represented in the way in which...actors define, interpret and handle the situations with which they are confronted". Greenfield (1993, p.103-111) puts forward nine "propositions" about the nature of organisations and ways in which research into them might be conducted :

1. *That organisations are accomplished by people and people are responsible for what goes on in them.*

Greenfield's basic premise is that the world consists of individuals who can do different things or can be made to do different things. In so doing, humans create a social world which contains organisations. People find themselves in organisations where they have to relate to one another and they react to an organisation according to their relationship with it, which may be constraining or liberating.

2. *That organisations are expressions of will, intention and value.*

Organisations are frameworks for the action of people doing things that they have made a decision to do. They are run through an order which is decided upon by individuals and imposed on themselves and possibly others. People control organisations. Organisations are only differentiated through the characteristics of the people in them.

3. *That organisations express becoming, not being.*

Organisations are constantly evolving and changing, according to the human action that takes place within them. Therefore it is impossible to make statements about organisations, because their state changes constantly.

4. *That facts do not exist except as they are called into existence by human action and interest.*

There are levels of reality from the objective to the subjective. But whereas it is

possible to predict the action of objects in the physical world, this cannot be done in the social world. Therefore we cannot predict action in an organisation, because it is human action.

5. *That man acts and then will judge the action.*

The existence of a fact does not mean that related action will follow. Thus an individual in an organisation cannot expect others to respond to a fact in the way that might have been expected or assumed by that individual.

6. *That organisations are essentially arbitrary definitions of reality woven in symbols and expressed in language.*

An organisation is a context which is either defined by an individual or defined for the individual by others. The organisation provides a context for action. Greenfield provides an analogy to explain this by suggesting that organisation is to action what language is to talk – it is necessary to provide the reality of action.

7. *That organisations expressed as contexts for human action can be resolved into meaning, moral order, and power.*

Within organisations, people with power may be able to force their meanings and morals on others.

8. *That there is no technology for achieving the purposes organizations are to serve.*

The people within organisations are focussed on their own activities or controlling others; they are not necessarily focussed on the goals of the organisation, so how will these be achieved?

9. *That there is no way of training administrators other than by giving them some apocalyptic or transcendental vision of the universe and of their life on earth.*

Greenfield claims that it is impossible to train administrators in an organisation to serve their organisation "beneficially".

It is difficult to categorise Greenfield's work. Gronn (1983) points out that Greenfield himself has never claimed to be anything but a subjectivist. Griffiths (1985) sees parallels in the work of both Greenfield and Gronn with the human relations movement.

Gray (1987) has developed a picture of school culture which takes an interpretivist perspective and seems to reflect the work of Greenfield. He takes the individual perspective of members of the organisation as a vital consideration in effecting change. This approach will work in a culture that avoids conflict in situations of change by

confronting differences and resolving them. This requires management by a leader who is self-aware and also aware of the experience of the staff of the organisation. Consequently, feelings and emotions of staff are considered and factored into any equation concerning organisational change. Like Greenfield, Gray believes that organisations only exist in the experience of their members. School administrators often do not take into account the psychological contract that exists between the individual employee and the school. Schools should move towards a less rigid structure, take more account of the individual needs and the need for interpersonal transactions and collective decision-making. Gray proposes that organisational change occurs due to changes in the self-concept of individuals who make up the organisation, which is constituted by personal constructs.

2.4 Disability - A Medical, Political or Social Issue?

The discourse on disability has progressed from a positivist informed medical approach to a social and political one firmly based in the ethics of social justice, as was discussed briefly in Chapter 1. It has been paralleled by the increasing acceptance of people with disabilities in the general community and the mainstreaming of services.

Commentators such as Oliver (1990, 1996), Abberley (1987) and Fulcher (1989) in building on earlier theoretical work have identified disability as a social construct, one of many categories used by everyone in defining their social relationships. The problem with the disability category is that it has primarily been used to exclude or deny. Disability has been viewed as a personal rather than a public issue. This is reflected in the way schools view disability by individualising the problems of a particular child rather than treating it as a pedagogical or curriculum issue. The inclusive schools movement seeks to reverse this viewpoint. Education authorities have consistently attempted to categorise different disabilities and even invent categories such as "learning difficulties" for disabilities for which there is no medical consensus. Fulcher believes that such an approach is "...a positivist endeavour doomed to failure and is a response to bureaucratic regulation of what are complex social and political constructs" (1989 p.36). Fulcher cites Mehan et al. (1981) who have identified this need to place a disability label on a child as being more a process needed by the educational institution than an "attribute" of a child.

Thus disability is also a political construct and has been controlled through medical discourse focussing on deficit with implications for the workforce, in creating a category of people who are unable to work (Fulcher 1989). This construct is further complicated by the economic outcomes of people rendered disabled through participation in the workforce.

2.4.1 Wolfensberger's Theory of Normalisation

Wolfensberger first wrote about this principle in 1972 and in his later writings redefined the term "normalisation" (which is often misinterpreted as meaning a process of making "abnormal" people "normal"), as "social role valorisation". Steer (1988) explained that the aim of Wolfensberger's new definition was to convey more clearly to the policy makers in the community the theory of normalisation. Steer described three consequences long recognised in the human services area as the result of disabled people being regarded as devalued or deviant. These are :

1. Devalued people will be badly treated. They are apt to be rejected, even persecuted, and treated in ways which tend to diminish their dignity, adjustments, growth, competence, health and/or lifespan.
2. The (bad) treatment accorded to devalued people will take on forms that largely express the devalued role in which they are perceived.
3. How a person is perceived and treated by others will in turn strongly determine how that person subsequently behaves.

(Adapted from Steer, 1988)

Wolfensberger saw that valued social roles must be created for people at risk of being devalued by society. This necessitated the reduction or prevention of the differences which make a person devalued, and also the changing of societal attitudes so that a person who may once have been devalued holds a valued place in the community. Two main strategies to achieve this were the enhancement of the person's social image, and the enhancement of their competence.

Marks (1994) cites several writers who have criticised the normalisation process as being economically naive and moralistic. Ryan (1987), for example, objects to Wolfensberger placing "... the burden of change on the disadvantaged individual rather than on the social system" (Marks 1994, p.101). Wolfensberger practised within the area of intellectual disability and his principle is based on the medical approach to disability. The theory of

normalisation is particularly concerned with creating normative behaviours in people with intellectual disabilities so that their social acceptance is increased.

2.4.2 Discourse Theory

In her seminal work on disability policy Fulcher (1989) has contributed an important overview of the development of disability theory. She presents four discourses on disability : medical, charity, lay and rights discourses, and suggests the emergence of a fifth, the corporate discourse.

Fulcher (1989) argues that because disability is the functional consequence of a medical condition, disabled people are regarded as people with a deficit of some sort. The involvement of professionals in assessing the medical condition which causes the disability has given them power over the lives of people with disabilities.

The dominance of the medical approach to disability has influenced what Fulcher (1989 p.28) describes as the *charity* discourse on disability. The charity discourse revolves around the charitable agencies which have dispensed services to people with disabilities to supplement the welfare state in many countries. The culture of these agencies encourages a view of people with disabilities as being "... in need of help, ...as an object of pity...as personally tragic..." (Fulcher 1989 p.28). This view has origins in the historical establishment of such agencies in the Victorian era by philanthropists. Many of these agencies today still provide specialised library services for people with disabilities. This and the medical discourse still have influence and power in schools where there is still emphasis on expert professional advice and assessment of students with disabilities, which controls funding to support such students.

The *lay* discourse is in turn derived from the medical and charity discourses, leading to attitudes and understandings of disability ranging from fear to pity. Current preoccupation with the body image fuels discrimination and the treatment of disabled people as being unable to fulfil a responsible position in society.

The current *human rights* discourse is concerned with a political agenda which seeks inclusion in society of groups previously excluded, including people with disabilities. This has initiated equal opportunity legislation in many countries. Fulcher points out

that the idea of equality stands in direct opposition to the ideas of dependence which are promulgated in the medical, charity and lay discourses.

The *corporate* discourse refers to the emerging disability "business" in both corporate and public sectors and includes professionals in government and charitable agencies who provide policy advice. Fulcher concludes that "...special education practices have been constituted by discourses on disability ...and its traditional connections of deficit and difference" (1989, p.35).

2.4.3 A Social Theory of Disability

Oliver (1990) and others have developed a theory which argues that "...the kind of society one lives in will have a crucial effect on the way the experience of disability is structured" (p11). He traces the historical and cultural development of the category of disability, which has varied tremendously between different societies, but shows that in some, disability was accepted as a social rather than an individual responsibility. He concludes, as Fulcher has, that disability as an individual and medical category in modern Western society has been encouraged through social and political constructs. These constructs will vary according to the economic environment of a particular society. Today disability as an individual and medical category is a necessary component of the economics of a capitalist society which needs to distinguish between those who cannot work and those who do not want to work, or more particularly, as a statistical means of explaining why there is a lack of employment opportunity. Oliver identifies, as does Fulcher, that the emergence of disability as a rights movement may be the force that drives a change.

Abberley (1987) argues that a social theory of disability can best be developed through a concept of oppression. He has sought to develop the idea of disability as oppression that, although referred to in the work of Oliver and others, in Abberley's view is not sufficiently defined. His concept of oppression goes beyond the personal tragedy theory of disability to seek a concept which "...will assist disabled people in understanding and transforming their own situation" (p.7). He discusses, whilst acknowledging that he is not the first to do so, the similarities between the fight for emancipation by disabled people and that of other groups such as women and racial and religious groups. In order to argue that disabled people are oppressed, Abberley firstly recognises that this

position accepts that there are a group of people who are excrescent because they are disabled. Abberley believes that oppression is not a concept related to class, as in Marxist analysis, but rather one related to biology, namely to conditions such as gender, race and impairment. Disabled people are at a further disadvantage because terms used to describe impairment frequently imply a deficiency, so that a person with a disability is always denied the status of being "normal". Thus, Abberley argues, whilst accepting that words cannot be changed, and that impairment itself is accepted as an undesirable thing, people who have an impairment must not be regarded as in some way lacking in a social sense, because of it. He therefore argues that "...a theory of disability as oppression ... must offer what is essentially a social theory of impairment" (p.9).

2.4.4 Bellamy - *The Braid of Progress*

Bellamy (1998) takes a less critical view of the place of the medical discourse in considering disability theory, accepting that to some extent it will always be a factor in the lives of people with disabilities. Rather the point is made that the rights of people with disabilities are affected by "...a complex mixture of governmental, cultural and institutional arrangements" (p.2). Bellamy sees the need for a theory which facilitates understanding of what it is in the complex relationships between people with disabilities and society at large which helps change and progress to occur. The *Braid of Progress* theory is based on four postulates :

1. There have been cumulative and systemic changes in the relationship between modern societies and people with disabilities;
2. Changes in society's response to people with disabilities occur in four distinct arenas of knowledge and action : procedural/individual, organisational, governmental and cultural;
3. Advances in the four arenas are interdependent;
4. Sustainable progress occurs when all four arenas are structurally integrated.

(p.5-7)

Bellamy's four "arenas" require more explanation. The *procedural* arena is that at the individual level, whether the actor be a professional, an advocate or a person with a disability. Lessons learnt about what suits an individual situation can be extrapolated to others and generate policy change. Bellamy gives the example of expeditious teaching methods employed with students with learning disabilities that have shown that teachers, rather than individual students, have limitations.

The *organisational* arena is drawn from sociology and organisational theory. It examines the relationship of mission, goals and objectives of an organisation to its commitment to provide for people with disabilities. Achievement of successful programmes using limited resources for people with disabilities can be very influential both in internal and external environments. It is suggested that "...evaluations of existing services can lead to further innovations by revealing discrepancies between current programme results and those outcomes that are possible and desirable" (p.5).

The *governmental* arena covers the question of whether legislation and policy at all levels of government is effective, and whether governments provide the conditions in which organisations can meet requirements of these mandates. Finally Bellamy suggests that, in the *cultural* arena, critical inquiry can uncover the values that underpin the acceptance of people with disabilities in personal, public, professional and organisational forums.

Bellamy's thesis is that these four arenas, although frequently in conflict, are inter-dependent as they are contingent on societal values. It is anticipated that developments in each of the four arenas will eventually "...converge to create a new conception of the relationship between people with disabilities and society and new ideas for promoting that relationship through public and private action"(p.14).

2.5 The Social Construction of Literacy

Kemmis (1990) discusses the theoretical basis for the linking of schools to social and cultural reproduction. Reproduction theory states that education has two functions : to reproduce skills that meet socially defined needs and to reproduce the consciousness or understanding that is the basis of social life. The former includes skills that are needed to function and communicate effectively in society, such as how to greet people, use appropriate body language, and how to communicate with people according to their status. The second function relates to historical factors that have contributed to the development of a particular culture. Reproduction theorists argued that the social life, values and practices in schools mirrored the features of social life outside of school. This correspondence theory was later challenged on the premise that schools did not place individuals in a place in society, but rather that "...the eventual economic and social location of individuals in society was the result of a complex process of contestation in which schools as well as other organisations played a part" (Kemmis

1990, p.38). Thus the eventual placement of an individual in the social strata could not be predicted on issues such as parentage, although the structure of society as a whole would be maintained, but through a process of "cultural contestation".

Hegemonic groups in society maintain an advantage by continually developing and extending cultural and economic advantage, and power over knowledge. Similarly, within schools there is a contest over knowledge and skills which will enable some students to progress into higher social rankings than others. This extends into the curriculum, and those who control the curriculum control the nature of the knowledge that is taught in schools and thereby the social destination of students. Hence the school as an organisation carries cultural and social messages through curriculum and pedagogy which reproduce the external social world.

There is a tension in that schools ultimately serve to change society, but from the basis of changing society and societal values as they currently exist. Schools strive to give the next generation the skills and knowledge to deal with society as it is evolving, as it will be in their future. Thus which parts of social life are valued, and which are seen as needing change in different school systems will drive changes in pedagogical and curriculum issues. As Connell has stated

The education system...not only distributes current assets. It also shapes the kind of society that is coming into being. Whether our future society is a just one depends, in part, on the use we make of the education system now.

(1993, p.14)

Not all schools and not all teachers will subscribe to the changes. Some will differ in perspective on how quickly the changes should be effected.

Literacy is a state that all individuals require if they are to fulfil their social role and make life decisions based on their own acquisition of information and their judgement of it. Luke (1994) has described literacy as being

...at the heart of cultural and economic life in information-based, late-capitalist societies like Australia. Written language is a central mode for daily economic transactions, social relations and labour. Rudimentary textual competence is required for even minimal participation, much less powerful control over the texts of everyday life. More versatile and critical competence is needed for occupational mobility, informed civic participation and...to avoid being exploited as a worker, citizen and consumer.

In discussing the acquisition of literacy skills, Luke links this to the social reproduction process. He claims that schools produce different levels of "literate" and in so doing apportion different levels of cultural capital, and hence social and economic power to different classes of students. He therefore concludes "...the enforcement of illiteracy ...remains a powerful tool for economic and political exclusion and domination" (1994, p.11). Luke suggests that the achievement of literacy is associated with schooling, not parenting, and that the level achieved varies according to geographical location, ethnicity and class. He ignores the classification of disability in this discussion, except to refer to "remedial teaching" and "reading ability groups" as mechanisms within schools which limit the level of distributed literacy.

Information literacy is an extension of literacy. Its precise meaning has been debated at length and remains something of an enigma (Eisenberg & Berkowicz 1990, Bruce & Candy 1995, Doyle 1996, Todd 1996). Langford (1998) has argued that the concept will need continual redefinition because the idea of literacy is by necessity linked to the communication mediums of each generation. However, as was discussed briefly in the previous chapter, if students are to acquire information literacy they should have equitable access to a school library and a librarian who can teach them relevant skills. The standard of service the library offers them will affect the level of literacy they attain.

2.6 Dynamics at the School Level

The main thrust of the study is to consider the operation of one management unit in a school, the library, and its interaction with the rest of the school, as it is relevant to one particular aspect of that library's service. For this reason consideration has to be given to the school as an organisation. Until recently, according to Whitaker (1993), most educationalists would not even consider a school as being an organisation, an entity to which management theories might be applied. Indeed some work such as that of Handy (1984, 1986) has showed that educationalists were right in thinking that schools were different from the corporate, commercial and industrial world, and this was the view that the outside world had of schools. Thinkers such as Greenfield sought, in one way, to prolong this view because they saw the threat that the positivist thrusts in educational administration were leading to schools being managed in a way which might undermine the school as a collection of individuals who banded together in the same belief – such

as that of providing an equitable education to all students in their care. Schools were, some still are, a collection of human actors working together in Greenfield's conception of social reality, rather than an organisation viewed from the systems theory perspective.

Greenfield has tended to ignore the external environmental factor in organisational theory. Schools, with the exception of some independent schools, are an individual unit within the larger system of a government department or ecclesiastical organisation such as a Catholic Diocese. Schools are struggling to understand what their role is. This is true of all schools, but particularly those within the government sector, which are being pressured by a range of conflicting ideologies. These pressures come from governments who are heavily influenced by the economic rationalists who seek to impose corporate values upon community services.

In the 1980's the externally imposed movement of government schools to LMS has forced them to accept management as part of their culture. Most teachers have never themselves been taught formal management skills, although, as Whitaker (1993) has pointed out, they learn management skills on the job from the time they first set foot in the classroom. They now have school councils (which could be called boards of management), policies, school charters, position descriptions - which are all positivist mechanisms. They have been compelled to market their services, face competition, and consider the needs of their clients. All schools are being encouraged to control their own finances and generate funds. This approach is based on a positivist approach that assumes, according to Carr & Kemmis (1986), that schools and their actors - primarily principals, teachers and students - will manage, behave and react according to centrally imposed rules, which will have a standardised effect across all schools. Now individual schools are reflecting more of the bureaucratic features of rationality and efficiency which were formerly manifestations of the systems that controlled schools.

The external system, usually Departments of Education, whilst in effect delegating many responsibilities to the school level - financial control, staff selection and professional development - are still acting as a bureaucracy in trying to maintain central control over issues such as curriculum. This approach fails to recognise that schools are individual organisations, operating within a bureaucratic framework yet being

themselves a very different sort of organisation. Although many have embraced LMS as the only means of survival, some schools will act in different ways to achieve goals that may not necessarily conform to externally imposed principles. Schools or individual actors within them may wish to operate in a more humanist inspired way. They are supported by academics such as Ball (1987) and Smyth (1993). As organisations, schools are constantly in turmoil, frequently due to the dominance of the wider school system and often the principal (Ball 1987). Conflict is not always a negative factor, but as Ball comments "...the constraining power of the organization that people confront daily is real" (1987, p.279). This can affect educational outcomes for some or all students.

The integration and inclusion processes have also impacted on schools. Fulcher's view (1989) that educational practice is still dominated by the medical discourse of disability is in line with the positivist approach identified by Carr & Kemmis (1986). There are parallels to be discerned between the practice of exclusion or inclusion of students with disabilities in school enrolment and research paradigms. Schools that favour exclusionary practices operate from within a discourse informed by positivist approaches. They perceive a child with a disability as being "different" as a result of a professional clinical assessment. Inclusive schools on the other hand, operate with a philosophy based on paradigms that accept "differentness as an ordinary part of human experience" and thus cater for it as a matter of course (Ballard 1995, p.1). This philosophy has a close relationship with emancipatory research that is concerned with empowerment and social justice. One of the chief aims of education is to prepare students to enter the world of work, and unless disabled students receive an equitable education they may be denied the chance to work. The social theory of disability interprets the failure of government to deliver an equitable education to students with disabilities as a political act based on a capitalist economic perspective. Schools that operate within a positivist based systems structure are heavily influenced by their school system, which, as earlier discussed, distributes power centrally rather than to the individual. Connell (1993) has observed that "The political order within a school is an important determinant of the way it will deal with educational reforms" (p.62). His view is that "...the more democratic the political order of a school, the more likely it is to deal effectively with issues of social justice" (p.63). The law stipulates that children

with disabilities should be included in all schools. How is the acceptance and value of these students promoted in the school? Ballard (1995) comments

It is important to know who is organising whom and why. If a paradigm is made by a relatively small set of people, for example, professional educators and psychologists, it may suit those powerful enough to organise their world, but it may be harmful to others whose experiences are then excluded.

(p.2)

Fulcher's research (1989) shows that all schools formulate their own policy and practices, as do teachers. She found that the model of policy making at government level, based on the assumption that the relevant bureaucracy would implement it, was not effective. The nature of policies and practices adopted by individual teachers will depend on the particular organisational conditions which teachers face. In the words of Fulcher this means that "...teachers matter, that human agency is the source of change, despite the degree of struggle with institutional conditions" (1989, p.274). Whilst the law might say that children with disabilities cannot be discriminated against, does this law become practice in schools? Bellamy's (1998) work raises an important question about the practice of government in enabling society to recognise the rights of people with disabilities; although federal and state legislation in the disability area affects delivery of primary and secondary education, does government provide schools with the means to deliver an effective educational program to students with disabilities?

2.7 Dynamics in the School Library

The school library plays a major role in enabling students to attain information literacy. This means students with disabilities must be effectively taught the skills which are part of information literacy. This involves catering for a variety of needs that will be explored further in Chapters 5, 6 and 7. If a student with a sensory or learning disability is denied access to information, his or her literacy level is curtailed dramatically.

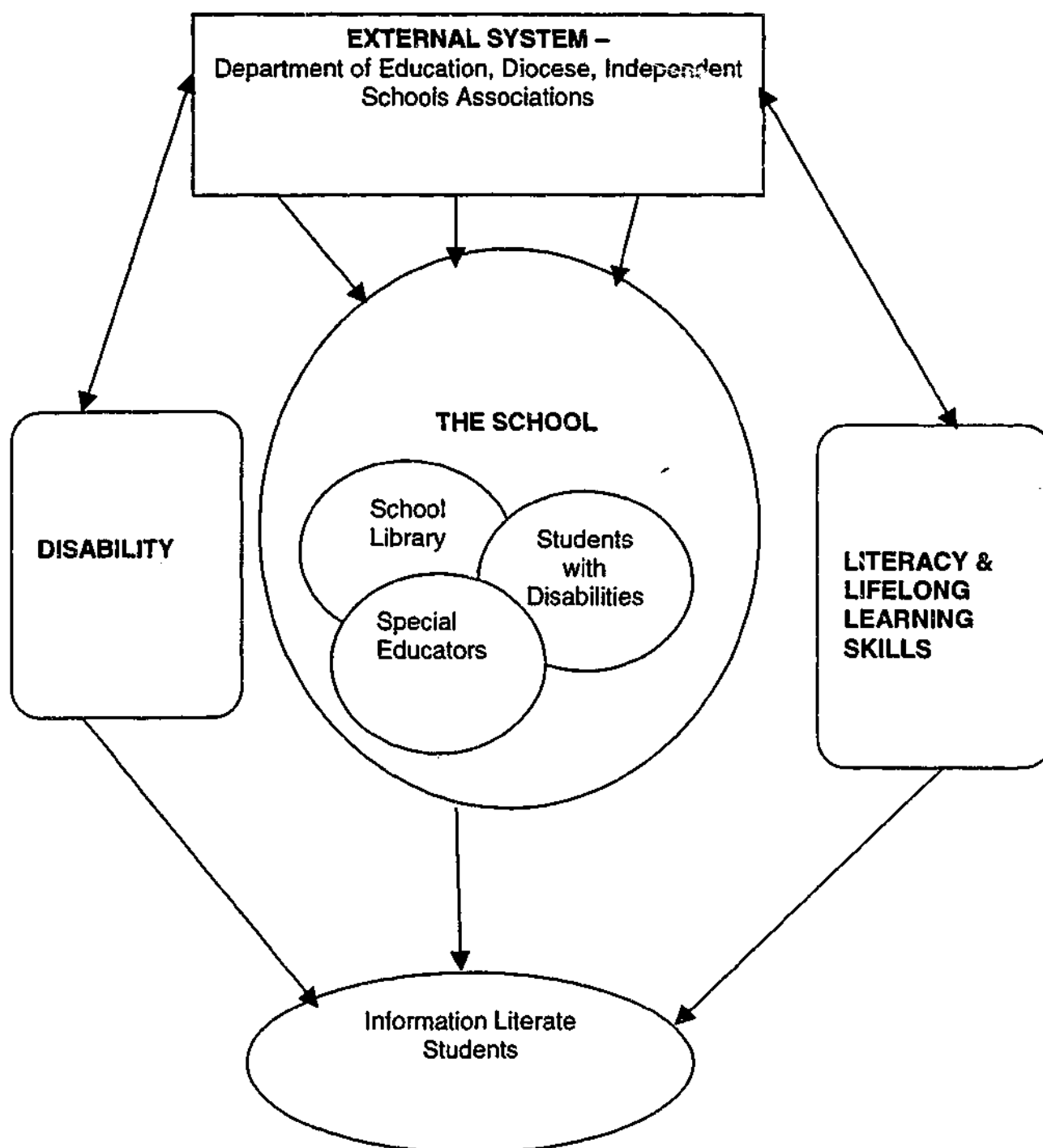
Whitaker (1993) has suggested that "sensitive attention to cultural factors" is an important element in achieving effective change in schools. Provision of effective service to students with disabilities is dependent on relationships evolving between the school library staff and the principal, special education teachers, classroom teachers and students. An understanding of the culture in which one is operating is an important element in being a successful manager, and one that is crucial to the school librarian in

leading the library staff and in interacting with other staff in the school. The dynamics of such relationships could be investigated in schools by using the case study method.

Another element in service provision is resourcing. Where students with disabilities need alternative format materials or special equipment and facilities, the size of the library budget will determine whether these resources can be provided. If a school manages to operate in a humanist mode and practices inclusion, the acquisition of resources and equipment enabling equitable information access for all students is more likely to be accepted and supported. In a school that is run very much according to the imposed external paradigm, it is possible that the school librarian will not consider the needs of a minority of students.

At the individual level, acceptance of students with disabilities, attitudes towards them, and advocacy for them will depend on what world view the school library staff have of disability. If they operate on a medical or personal tragedy model this will have different implications for the type of service offered as opposed to operation according to a social theory of disability. Then there is the question of whether the espoused theory is put into practice. Has the policy enacted by government filtered down to the school library? All of these relationships are illustrated in Figure 2.6.

Figure 2.6. The Dynamics at School Level



2.8 Conclusion

This chapter has outlined a theoretical framework which encompasses bodies of theory covering organisations, disability and literacy. This enables a discussion of the impact of the integration and inclusion of students with disabilities on mainstream schools and subsequently upon school libraries. As was acknowledged at the beginning of the chapter, there have been many contributions to all three areas and it would have been unwise to attempt to cover more than a sample of the available literature.

First, organisational theory as it is applied to schools was reviewed. This included the social systems view of schools, theories of school culture and "non-theory" approaches such as that of Greenfield (1993). Greenfield claims that there are two possible views of organisations : organisations are either a social reality, a real thing; or they are a human invention used by some people to direct others. Greenfield is aligned with the second of these, but Griffiths (1985) has pointed out that many researchers do not align themselves with either position and do not see it necessary to debate the question of what is reality. The researcher's perspective is that these two worlds operate inside of one another, or parallel to one another. In some schools the one is more dominant than the other. Why? Is it to do with the type of school – and therefore the "system" within which they operate, size of school, or the characteristics of the human actors in the school? Has the organisational culture of certain schools helped them to cope and embrace change?

The varied views of disability will all be relevant to this study, because individual views and perceptions vary greatly. There is a progression in the lay view of disability from the personal tragedy concept informed by a medical discourse through to an acceptance of the rights discourse which affords disabled people an equitable place in society. The social theory of disability accepts that this progression will be slow and progress at different rates in different societies. The interaction between the various arenas which affect the lives of disabled people, as theorised by Bellamy, cultivate the gradual acceptance of people with disabilities in society.

Finally, literacy has been discussed as a prime necessity for any school student in order to navigate the world of either work or higher education and to enable lifelong learning.

Information literacy is an important part of literacy, enabling people to navigate the complex ways in which information is stored, accessed and presented.

This study has embraced tenets from both the positivist and interpretivist research paradigms, and the particular ways in which research techniques have been used are described fully in Chapter 3. In the background constantly was the realisation of a need to base the analysis of research findings in a theoretical framework that was able to embrace findings from research techniques based in different research paradigms. The intention of the study was always to evaluate practice, and inform practice in order to facilitate improvement in the way school library services were delivered to students with disabilities. Thus the reflective research approach with its emphasis on praxis influenced the work.

Chapter 3 The Research Design

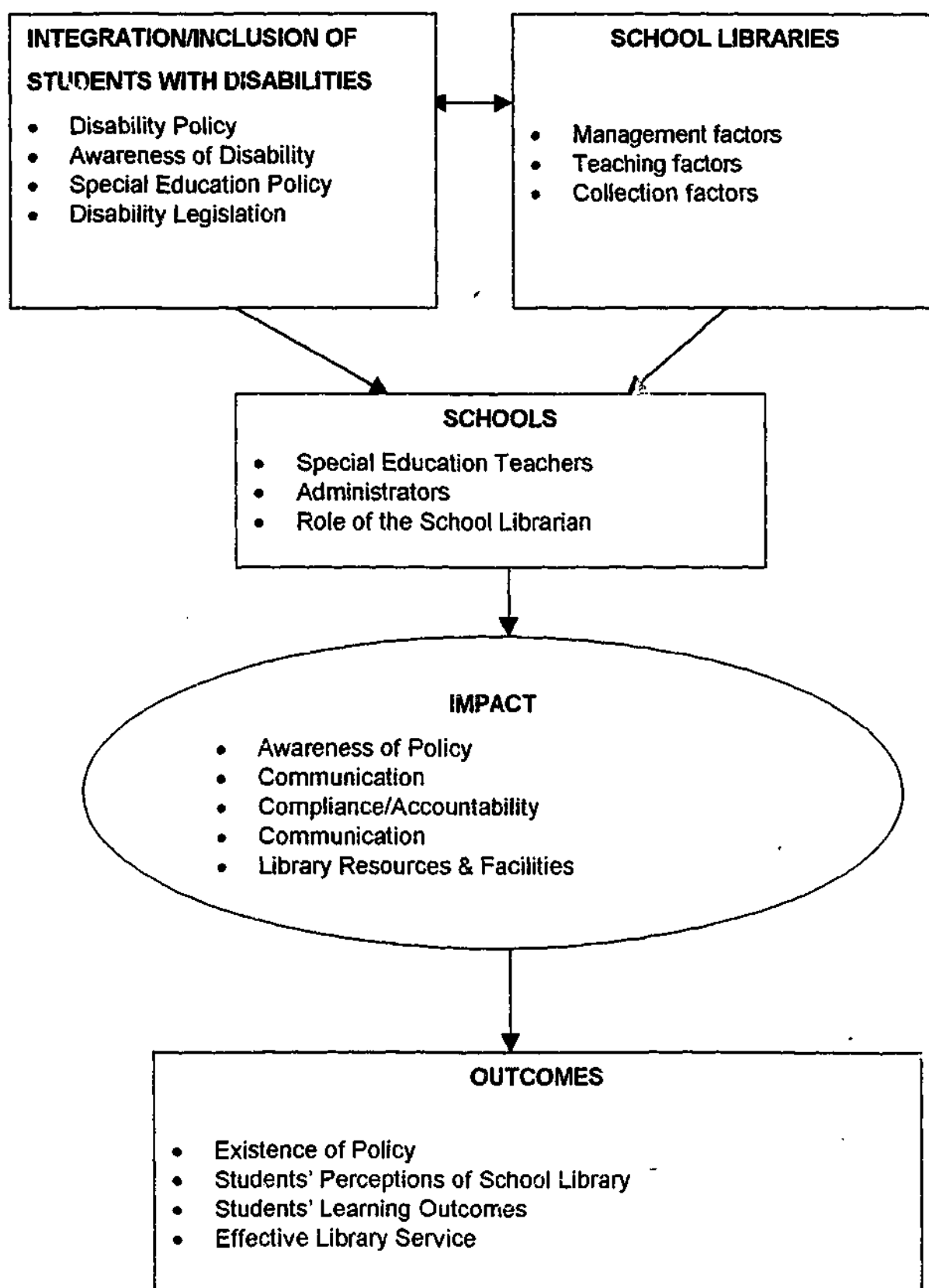
3.1 Introduction

The conceptual framework guiding the research is outlined in this chapter, followed by a description of the methodological design chosen, and an account of how it was implemented. Finally the contribution of the researcher as an individual is described.

3.2 The Conceptual Framework

In order to collect data, which would provide answers to the research questions, it was necessary to set out a model of the major components of the research topic in order to establish the relationships between them. As Fig. 3.2 shows, there are two major arenas of investigation : the integration and/or inclusion of disabled students, and school libraries. These interact in the setting of a school, within the external environment of the educational sector and the wider school community. The study aimed to find out how the integration/inclusion movement had impacted on school libraries within the setting of the school, and what the outcomes were in terms of delivery of library services to students with disabilities.

Figure 3.2 School Libraries and Special Education



The first arena, the inclusion/integration of students with disabilities includes both disability and special education policy and legislation at the federal and state level, and the nature of disability itself and attitudes towards it. Data for this arena were collected by :

- a review of government policy
- a review of legislation
- a review of the special education literature and disability literature
- the researcher's previous experience in the disability field.

The second arena, that of school libraries, was guided by :

- the researcher's experience both as a practising school librarian and as a library educator involved in the training of school librarians.
- a literature review of the elements of school library management that were pertinent to the study, and of the literature on library service to students with disabilities.

All of this information was analysed and synthesised, and then supplemented by discussions with professional colleagues who were practicing teachers and school librarians, in order to determine questions to be included in the questionnaire and interview schedules. The nature of the case study research meant that data collection was further extended and adjusted according to factors which emerged from observation and interviewing in case study schools.

The study needed to examine the ways in which elements of each major research arena operated within the confines of an individual school. Was, for example, the size of the school, the number and type of staff in both library and special education units a significant factor? What culture did the school operate in, and was this conducive to the successful inclusion of students with disabilities? How was information disseminated through the school and how did this affect communication between these two units?

Some of these questions, such as that of school culture, could only be explored in case study schools, but several were examined through data collection by both research techniques.

In assessing the impact of integration/inclusion of disabled students on school libraries, data about services and facilities provided in libraries for disabled students were collected both through survey and case study. The other factor which could be covered in both the survey and interview schedules was awareness of existing legislation and policy covering special education and disability. The impact of communication in the process could only be investigated through work in the case study schools, although the questionnaire invited extra comment wherever possible, in the hope that this might elicit information about more intangible aspects of individual school situations.

If the impact had resulted in positive outcomes, coverage of services to disabled students in policy documents would be an indicator of school librarians' awareness of the needs of these students. Therefore as well as including questions about the existence of policy documents in the questionnaire, respondents were also asked to forward copies of any policy documents to the researcher so that these could be further analysed. School librarians in case study schools were also asked about policy and any existing documents were collected. Data regarding student outcomes were collected from interviews with special education teachers, integration aides and the students themselves.

3.3 The Research Design

3.3.1 Overview

The methodology incorporated case study, survey and document analysis. Some researchers in the special education field have voiced the need for greater emphasis on descriptive and interpretive research resulting in theory building rather than verification. Therefore case study analysis combined with quantitative techniques is seen to be an effective approach (Center et al. 1989). Center and her colleagues at Macquarie University

used this approach in major research conducted in collaboration with the NSW Department of Education and other organisations to discover significant factors about the inclusion of disabled students in NSW schools. Thus their chosen methodology was multiple case study.

Other researchers have also used case study and survey to complement each other in the one study. Nisbet & Watt (1984) suggest that a large scale survey can precede case studies where conclusions can be validated by looking at individual circumstances; alternatively case study might be a preliminary to a survey, especially in a new area of study where it has been difficult to generate hypotheses. Several researchers have promoted the combination of qualitative and quantitative techniques as a way of strengthening the validity of a study (Yin & Heald 1975, Warwick & Lininger 1975). Others have taken this a step further by combining components of both techniques into a new method, such as the *Case Cluster* method developed by McClintock, Brannan & Maynard-Moody (1979). This latter approach was however considered too complex for the current study, which favoured selection of case studies by replication and convergence rather than random sampling logic.

Sieber (1973) has considered ways in which field research and survey can be integrated in one study. He argues that field research can aid a survey by :

- Assisting with the piloting of questionnaires;
- Providing a rationale for a survey and legitimise it;
- Assisting in gaining access to respondents.

On the other hand Sieber claims that the interpretation of survey data can be complemented by field research in the following areas :

- Derivation of theoretical structure;
- Validation of results by comparison with observations and interview data;
- Interpretation of statistical relationships;

- Construction of indices can be based on field observations;
- External validation of statistical indices through comparison with observational scales;
- Field research may clarify obscure responses to questionnaires.

In the present study there was a need to gather empirical data as a part of the framework of the study, in order to gain a broad picture of school situations from a larger sample than that of the case study schools. This data has been analysed from a positivist approach. Thus the three research techniques, survey, case study and document analysis were employed to achieve methodological triangulation. As the study was associated with the disability field, some furtherance of the emancipatory research paradigm was intended.

Exploratory interviews were conducted in some of the case study schools prior to the design of the survey instrument, so that data collected might assist in the questionnaire design. Despite the possible problems of maintaining sample representation, a longitudinal survey was considered necessary due to the nature of the study in looking at changes in attitude and the influence of legislation on a particular community. A second survey was administered almost two years later (21 months) to identify changes in both provision and knowledge and attitudes towards the research questions. Data collection from case study schools was ongoing until 1998. Documents to be analysed included federal and state legislation and policy documents, school policy documents, and professional standards that had relevance to the research questions. Therefore preliminary research questions were developed but there was an expectation that they might be refined as the study progressed and data collected began to suggest avenues of investigation.

The study was limited to Victoria and NSW. A national study was considered to be too ambitious for a single researcher, but to include two states rather than one would enhance the validity of the study. As the study was concerned with the adoption of federal legislation and policy matters, the selection of samples and case studies across two states would afford some useful comparisons. This was mainly for two reasons :

1. The federal legislation had implied follow on legislation from state governments;
2. There are some differences in the type and level of provision offered to schools in the two states by both the state libraries and the agency libraries.

At the time the research design was formulated, it was hoped that the national disability standards would be put into practice during the course of the study, and thus this time frame would allow for some initial exploration of their impact. Unfortunately, by the conclusion of the data collection process, the national disability standards for education were still being written.

During the course of the study, there was an opportunity to visit three schools in British Columbia, Canada and two schools in Nottinghamshire, United Kingdom. Both of these education authorities had established reputations both in school library provision and special education; thus additional qualitative data was collected to complement the case study work and offer some point of international comparison within the study.

Considerable time and effort was spent in obtaining permission to conduct the research from the necessary authorities. These were the NSW Department of School Education, the Victorian Directorate of School Education, the Victorian Catholic Education Office, the Directorate of Education for each of the ten Catholic Dioceses in NSW, and the principals of independent schools in both states.

3.3.2 Positivist Approaches to the Research Design

As stated above, the researcher saw the need for the collection of empirical data through survey. Data focussed on the research questions could be used to compile a broad picture of the situation in schools across the two states. As the literature review in Chapter 7 demonstrates, although there is a considerable body of research on school libraries in Australia, none has addressed the provision of services to students with

special needs. Thus rather than take the case study data in isolation, survey data could provide a complementary background about the general situation in schools.

A positivist approach was present to some extent in the selection of the case study schools; the researcher wanted to ensure that all school sectors were represented within the case studies. Preliminary work had identified several models of special education and it was desirable that schools using each model could be included. Thus considerable control was exercised over the selection of case study schools.

3.3.3 Interpretivist Approaches to the Research Design

The interpretivist understandings emerged as the researcher began working in the case study schools, and observation and interviewing led her into a flexible convergence-seeking mode of investigation. Although interview guides ensured that identical lines of enquiry were used initially in each case study school, they did not restrict further work which was guided by the outcome of initial interviews.

Each case study school was individual; they had different actors and different physical and cultural characteristics. One line of enquiry, which was open in one school, might not be available or applicable in another. Sometimes the very fact that a particular feature was not present, or a particular actor was not available to be interviewed, was an indication to the researcher of the situation. This in turn might lead to an alternative approach to data collection in a particular school; on the other hand the emergence of an important factor related to the research in one case study school, might lead to that factor being investigated in the other schools, almost a 'snowballing' effect.

3.3.4 Emancipatory Approaches to the Research Design

Another aspect of the researcher herself, as an actor, was that she was regarded by some teacher-librarians in case study schools as an expert in the field. Therefore they might ask for advice, or initiate an informed discussion as to how they might approach the

management of services to students with special needs. In many instances school librarians would comment that the very presence of the researcher in the school was an awareness raising activity in itself. Thus once the researcher became involved in the case study school, she was bordering on being a participant observer, and was certainly following the interpretivist and at times the emancipatory approach in her research.

The researcher also focussed on the relationship between the research and its influence on practice, based very much on the ideas of Argyris and Schon (1974) as described in Chapter 2. In case study schools, the investigation aimed to identify whether the espoused theory of school librarians and special educators, and other actors, in relation to phenomena related to the study were in fact the same as or different to their theory-in-use. Thus observation by the researcher and accounts of actions by other people would inform this line of enquiry. There was a conscious effort to provide feedback to schools, not only in asking for comments on interview transcripts, but on other research outputs such as journal articles and conference papers. These were sent to school librarians in case study schools and to bodies such as the Catholic Education Offices, with an encouragement to disseminate these to school staff who had participated in the study and to other interested persons.

3.4 The Surveys

Two surveys were administered to schools in Victoria and NSW during the course of the study. The survey instrument was a self-administered questionnaire, which was designed to collect mainly quantitative data, but included some open questions. Although there are problems associated with mailed questionnaires, this technique was chosen as the empirical data collected would be complemented by qualitative data collected from the case study schools. The questionnaire was relatively short (5 pages, 22 questions) in the hope that this would encourage response. The first questionnaire was sent to schools in each state shortly after the commencement of the study. A follow up questionnaire was administered to the respondents to the first survey.

3.4.1 Design of the Survey Instrument

The questionnaire (see Appendix 3) was designed after some initial discussions had taken place in case study schools, which provided some workable questions. It is described fully in Chapter 7. Data regarding the size of the school in terms of staff and students, the staffing of the school library, and about specific resources and services provided for disabled students was requested. Questions asking about the relevant disability legislation were also included.

3.4.2 The Pilot Survey

The questionnaire was piloted in fifteen schools drawn from all sectors in primary and secondary education. These schools were selected through personal and professional networks. The pilot revealed some gaps and ambiguities in the questionnaire, which were rectified. The pilot highlighted the need to enclose with the questionnaire a list of definitions of terms used in the study. Respondents to the pilot had tended to group students from non-English speaking backgrounds with students with disabilities. This arose from the tendency in schools to use the generic term "special needs" to cover students with a very broad range of special requirements. It was necessary to outline exactly the parameters of the study so that the questionnaire could be answered accurately (See Appendix 3).

3.4.3 Selection of the Sample

The sampling design allowed for the expectation of a low response rate. There were several reasons why this might not be high. First, although schools would be invited to respond regardless of whether or not disabled students were enrolled, it was expected that some schools without disabled students would not be motivated to respond. Two other factors were the workload of school librarians, especially in primary schools, and the area of research, which many school librarians might perceive to be specialised and therefore not give priority to responding to the questionnaire. In order to overcome these difficulties, it was planned to select a large sample of approximately 30 percent of the total population.

The schools in Victoria were selected through a computer generated proportionate stratified random sample provided by the Curriculum Corporation, to ensure distribution across all school sectors and levels equivalent to the proportion of schools in each sector. Government schools in New South Wales were selected by using a computer generated proportionate stratified random sample from a listing of schools provided by the NSW Directorate of School Education. The sample of non-government schools was manually produced from a directory listing of these schools. As Catholic schools in New South Wales are administered by each individual diocese, these had to be approached directly. Not all were willing to participate; thus the sample of Catholic schools in New South Wales consisted of schools in the dioceses which were willing to assist with the research. This may have created an unavoidable bias.

The initial sample numbered 1473 schools across the two states. Five case study schools and 3 pilot participants, which appeared in the sample, were removed. Further examination of the Victorian listing revealed 1 distance education school, 7 special developmental schools and three schools that were known to have been recently closed. These were removed, leaving a final sample of 1454 schools, representing approximately 27 percent of the population targeted.

Table 3.4.3 Selection of the Sample

SECTOR	VICTORIA			NSW			TOTAL SAMPLE	%	NATIONAL AVERAGE*
	TOTAL	SAMPLE	%	TOTAL	SAMPLE	%			
Government	1646	566	34%	2097	524	25%	1090	74%	72%
Catholic	490	123	25%	494	209	42%	332	22.5%	19%
Independent	175	22	13%	249	29	12%	51	3.5%	9%
Total	2319	711	31%	2952	762	25%	1473	100%	

Statistical Source : Australian Bureau of Statistics *Schools Australia 1994*. Commonwealth of Australia 1995.

*National statistics from de Lemos, M.M. *Schooling for Students with Disabilities*.

Because the sample had to be selected by different methods for each state, intrastate representation of each sector varied. For example, a higher proportion of Catholic schools in NSW appeared in the sample, no doubt due to the fact that certain dioceses agreed to participate in the research and the Diocesan Education offices were directly involved in the procedures for the selection of the sample. This procedure was not replicated in Victoria due to the different administrative arrangement for Catholic Education of one central office for the state, and the listing of Catholic schools on the Curriculum Corporation database. However the proportions of the total sample across the two states compared favourably with national statistics on school sector representation for government and Catholic schools, although there was under representation of independent schools in the combined sample. There was reasonable representation of metropolitan and country areas across the sample.

3.4.4 Data Collection Procedures

The first survey of school libraries in Victoria and NSW was conducted between August-December 1994. The questionnaire was posted to principals of all schools in the sample, except for those in two Catholic Dioceses in NSW, where questionnaires were distributed through the internal mail system. An accompanying letter requested that the questionnaire be completed by the staff member responsible for managing the school library.

The second survey was administered between May and August 1996. Some minor changes were made to the questionnaire, making it necessary for it to be piloted again. This was done using the same schools who had piloted the 1994 questionnaire. The follow up questionnaire was sent to all schools that had responded in 1994.

3.4.5 Data Analysis

SPSS-X was used for all quantitative data analysis of fixed response questions. This consisted mainly of frequency distributions and cross-tabulations. Where chi-square tests were used, results were regarded as statistically significant if the level of significance or probability was

less than 0.1 or more than 0.5. Qualitative data from responses to open-ended questions were transcribed manually on to sheets for collective responses to questions, to facilitate analysis.

3.5 The Case Studies

Data about each school was collected from three main sources : interviews, observation, and documents collected from the school. These were analysed and coded initially, in order that emerging themes could be identified, and investigated during the course of the study. More detailed coding was done when data collection was completed.

Interaction by the researcher with several school communities containing phenomena on which the research questions focussed, would produce invaluable insights. The emancipatory approach favoured in the research design necessitated contact and interaction with key actors in schools which were operating various models of special education. According to Dyson (1992, p.52) "Schools, without exception, operate multiple strategies for meeting special needs. Any given form of provision always forms part of a 'package' and cannot be fully understood except in the context of a package." Given the diverse nature of schools, and the range of special educational provision to be found, working with a larger number of schools in less depth was seen to be the best approach in terms of collecting useful data. In this way the data collected could indicate which model of special education best facilitated effective use of the school library and the teaching of information skills. The managerial and communication skills of the school librarian would be an important factor determining the level of library service provided within a school; therefore it was desirable to observe and record the skills of several school librarians operating in different school environments.

These requirements favoured the adoption of the constant comparative case study method. This method "...is designed for developing theory from information collected from multiple data sources, especially where participant observation is utilized" (Gorman & Clayton 1997,

p.55). It was initially developed in the work of Glaser & Strauss (1967). Glaser & Strauss believed that the two main approaches to qualitative data analysis were :

1. Where the main aim is to convert qualitative data into a quantifiable form, the data are first coded then systematically analysed, to prove the hypothesis.
2. Where the aim is to generate hypotheses, coding first and then analysing data is limiting, since theoretical ideas are being constantly regenerated. In this case it is only data which constitutes a new idea which needs to be extracted.

(p.101-2)

They wished to develop a further method that combined some elements of both of these approaches. The constant comparative method was designed to combine "...the explicit coding procedure of the first approach and the style of theory development of the second." (p.102). The stages used in the method are described by Glaser & Strauss as :

1. *Comparing incidents applicable to each category.* Each incidence or factor recorded is coded into as many categories as possible, including new categories which emerge as work progresses. At this point it is compared with previous incidents coded in the same category, which can often be done from memory, and thus initiates theoretical ideas, or further development of existing ones. In this process two kinds of categories emerge : those constructed by the researcher; and those which derive from the language of the data collected. Usually the latter reflect labels in use for the behaviours and processes on which data collection was focussed, whilst the former are explanations. After coding the same category a number of times, the researcher may find some conflict in his/her thinking about that particular category, which should be recorded as a note or memo.
2. *Integrating categories and their properties.* The initial comparison of incidents generates components of a category which are based on all data collection so far. Thus as data collection continues it is guided by what has been done previously, so that for example, questions asked in an interview about a particular category might be adapted to elicit further information about a component which is emerging as being significant. In other words, accumulated knowledge that is significant is constantly used to direct further data

collection. This constant comparison also leads to new links being made between different categories being investigated.

3. *Delimiting the theory.* Gradually, as new incidents are compared to data already collected, modifications lessen and the emerging theory stabilises. Linkages observed between categories may also lead to a reduction in categories and possibly allow the extension of the applicability of emerging theory. This in turn means that the researcher is enabled to focus on a smaller number of incidents in the data collected that clearly support the theory, so that as these only are coded, concentrating effort on the meaningful data.
4. *Writing theory.* The notes or memos made in the coding process, collated for each category, provide the basis of the written theory. They enable the "story" which emerges from the collected data to be focussed on the crucial elements that have been identified.

There were several reasons why this method suited the study. Firstly it is an inductive method of theory development that matched the interpretivist approach adopted for the case studies. Secondly, it is a method designed to reflect the "...skills and sensitivities..." (p.103) of the researcher, and is meant to allow, but in a controlled way, flexibility in data collection and theory generation. Finally, Glaser & Strauss espouse this method as being particularly suited to "...generating and plausibly suggesting (but not provisionally testing) many categories, properties, and hypotheses about general problems" (p.104).

3.5.1. Criteria for the Inclusion of Case Study Schools

The selection of case study schools commenced in May 1994 and was completed by the end of 1997. All the schools were monitored for at least two years. Many researchers have encountered difficulties in finding reliable procedures for selecting samples of schools due to the range of scenarios within the population as a whole. Irving for example, states that it is "...always difficult to draw up sampling procedures for schools because of the extremes in provision and the vast number of influential variables" (1986, p.5). However substantial effort was made to select case study schools representative of the identified criteria.

Representation of all educational sectors at both primary and secondary levels was required. There were two key factors required in identifying possible case study schools :

1. The school library be managed by a librarian or teacher-librarian with qualifications recognised by the Australian Library and Information Association (ALIA).
2. There would be a special education programme administered by teaching staff within the school.

The value of qualified school library staff in relation to student learning outcomes was discussed in Chapter 1. As one of the aims of the study was to identify examples of best practice, it was necessary to use case study schools where national standards on staffing were being met, meaning that students would benefit from a school library managed by a qualified professional. Some geographical constraints were imposed, due to the limitations of the study being carried out by a single person with access to limited funding. Thus case study schools were selected from within metropolitan areas of Sydney and Melbourne. The schools were situated in a range of socio-economic areas in both cities.

3.5.2. *The Selection Process*

Possible case study schools were selected by purposive sampling with the assistance of experts. In Victoria possible case study schools were identified by using professional networks built up by the researcher, and through personal and professional contacts of those on the research team. Three students undertaking the Graduate Diploma in Information Management at the University of Melbourne, all experienced teachers, assisting with the project as part of their assessment, were able to help in locating schools, as was the research assistant who was a teacher with years of experience in the Victorian Department of School Education. Some possible schools were also suggested by Liz Sutherland, an educational psychologist in the Western Metropolitan Region of the DSE (VIC).

In NSW assistance was given by Ms Beth McLaren, Manager of Library and Information Literacy in the Department of School Education. Two personal contacts - a school librarian in

the non-government sector, and a government school teacher who was studying teacher-librarianship – also suggested schools. The latter enabled an outline of the study to be presented to a professional network of school librarians in independent schools in Sydney. This resulted in one of the members of this network volunteering her school to be included in the study. The Catholic Education Offices of the Dioceses of Sydney and Broken Bay were approached for assistance in finding suitable schools.

The school librarian of each school identified as meeting the selection criteria was initially approached informally. If a positive response was received, then a formal request was made to the school's principal. An outline of the proposed study, with a reassurance that the identity of participating schools would remain confidential, was sent with the formal letter to the principal. The most difficulty was encountered in finding schools within the Catholic sector, despite the fact that the Catholic Dioceses contacted during the process of selecting case study schools were extremely supportive of the study. The Catholic Diocese of Sydney, for example, spent a great deal of time and effort in attempting to find suitable case study schools, although they were not successful in this endeavour. Similar support was received from the Catholic Education Office in Victoria.

Fortunately two schools within the Diocese of Broken Bay agreed to participate. In Victoria a Catholic school in the secondary sector was readily identified. Although many primary schools were approached none were willing to participate. Mostly lack of staff time was the reason offered. Finally an approach to a school suggested by an academic colleague was successful. The following table indicates the number of schools approached during the selection process :

Table 3.5.2 Selection of Case Study Schools

TYPE OF SCHOOL	NSW APPROACHED	VICTORIA APPROACHED	NSW PARTICIPANTS	VICTORIA PARTICIPANTS
Catholic Primary	5**	8	1	1
Catholic Secondary	1**	4	1	1
Independent *	1	5	1	1
Government Primary	7	4	1	2 (1)
Government Secondary	7	3	3	2
Government K-12	1	N/A	1	N/A

All independent schools approached were K-12.

**The Diocese of Sydney considered several schools, but did not disclose to the researcher the exact number.

3.5.3 The Case Study Schools

There are fourteen case study schools in total. Three of the case study schools have an attached special education support unit; four operate with support classes, and the remainder operate on the resource room model.

One of the participating government schools in NSW was a Year Prep to Year 12 school. It was a new school at the time of the study and therefore had enrolments in Years Prep to 9, more akin to a primary school. It was selected as it had been purpose built to accommodate students with physical disabilities. It was decided to include a third government secondary school in NSW, which had a close association with one of the case study primary schools in the same suburb, as one of its feeder schools. This relationship could provide useful observation and data. The number and range of case studies included would enable both theoretical and literal replication within the study, according to Yin's approach (Yin 1994).

Some difficulties arose with the government primary schools initially selected as case study schools in Victoria. After initial visits had been made to these schools, changes in the staffing of the school library in both meant that they no longer met the criteria for the study. In one case the teacher-librarian was designated a classroom teacher and the vice-principal, who did not hold librarianship qualifications, took responsibility for the library

on a part time basis. In the other school the library was not staffed at all. These changes were in some ways a reflection of the decrease in government funding support to schools. Thus a decision was made to discontinue with these schools, and a third government school in Victoria was approached and volunteered to participate in the study. However, the data from the unviable primary schools were not wasted, as it was drawn on in the questionnaire design for the two surveys, and complemented case study data collection.

3.5.4. Visits to Schools

Each case study school was visited initially for approximately half a day. During these visits the initial introductions were made, the research fully explained to the library staff, and where possible some initial discussion held with teachers and aides directly involved in the support of the students with disabilities. The resources and facilities of the libraries were observed and photographs of the library facilities taken. An exploratory interview was conducted with the teacher-librarian using an Interview Guide (See Appendix 4). In subsequent visits to case study schools intensive interviewing and direct unstructured observation were the two main strategies applied. Work in case study schools was ongoing and concurrent, each school being visited at least twice during the course of the study.

3.5.5. Interviews

Interview guides were used, but interviews were not structured beyond this. This open-ended approach allowed any avenue to be explored within the interview. If an interesting phenomenon arose in this way, it could then be followed up in subsequent interviewing in other case study schools. The conduct of the interviews followed procedures for reciprocal research as outlined by Lather (1986) :

- Interviews conducted in an interactive dialogic manner that requires self disclosure on the part of the researcher;
- Sequential interviews of both individuals and small groups to facilitate collaboration and a deeper probing of research issues;

- Negotiation of meaning. At a minimum involves recycling description, emerging analysis and conclusions to at least a subsample of respondents;
- Discussions of false consciousness which go beyond simply dismissing resistance to Marxist interpretations as such. There is a need to discover the conditions that free people to engage in ideology critique.

(p.66)

Wherever possible interviews were conducted in a confidential private setting where only the researcher and interviewee were present. In busy school settings this was not always possible, but it was the preferred scenario. All interviews were tape recorded, using a small unobtrusive cassette recorder, provided the interviewee agreed to the recording. A few requested that the interview not be taped, in which situation notes were taken on the interview content. In a few instances note-taking had to be used instead of recording, where for example, there was background noise. Recording was preferred as it allowed maximum participation and concentration by the interviewer. Recorded interviews were later transcribed verbatim. Transcripts and interview notes were then sent to interviewees for their approval and checking. Interviewees were requested to add any further information, which had occurred to them since the interview or on reading the transcript, which might be useful.

Data triangulation was achieved by collecting data about the research questions from a range of people within each school. Interviews were conducted with library staff (school librarians, library technicians, clerical assistants), special education staff (teachers and aides) and students with disabilities. The decision to interview students was driven by both a need to evaluate client perception of service, but also in order to incorporate the emancipatory approach to research design into the study. The literature review indicated that research into special education had rarely involved interviewing students, and this was perceived to be a future research need (Wade & Moore 1993, Marks 1993b). Thus the study could contribute to this gap in research to some extent.

Students were only interviewed if parental permission was forthcoming. The manner of interview varied, depending often on the disposition and disability of the respondent. For

example, students with hearing or visual impairments would from practical necessity be interviewed alone, but often students with intellectual disabilities were more confident and forthcoming if interviewed in a small group. The questions included in the interview guide for students were not intended to be sophisticated. The aim was to encourage some feedback and comment about the use of libraries and information sources, and the level of information skills achieved by the respondents. There was a deliberate intention to create an informal relaxed atmosphere, so that students were not intimidated; after all, they were being asked to comment on a service provided by a "teacher". Guidelines offered by Keats (1993) were useful in this context. Older students were usually more confident but for younger students particularly, tactics had to be used to ensure an authentic answer in preference to what was perceived to be the "right" answer. No attempt was made to test the children's responses by repeating questions. Lewis (1995 p.42) suggests approaches to interviewing people with intellectual disability which were heeded :

- use open questions that give the person being interviewed scope to develop the answer in their own way;
- avoid questions that require yes or no answers only;
- avoid questions that require very precise answers;
- be flexible about how questions are asked, for example changing the order of questions for different interviewees but check that this will not bias answers;
- ask questions in several ways.

Some secondary students were interviewed twice during the course of the study, but at intervals of at least one year, with the intention of charting any change in the library provision being offered. Wade & Moore (p.17) found that in their study, which involved interviewing disabled students, that it was advisable to follow the advice of special education teachers in selecting students suitable to interview; this same approach was followed. Key respondents such as teacher-librarians were interviewed sequentially as the study progressed, in order to monitor their reactions to the research issues over time.

3.5.6 Observation

Each time a school was visited observations were recorded systematically. Observation covered elements such as physical features and resources of the school and the school library, interactions between library staff themselves, between library staff and students, and library staff and special education staff and other teaching staff in the school. Observation was at all times overt. Photographs were taken of the school libraries.

3.5.7 Quality of Case Study Design

The constant comparative method was adopted. Each individual school was considered as a whole case, so that evidence about the factors to be considered were collected from a number of different sources within the school. Data analysis was an ongoing process, modified according to the issues emerging from each case. The conclusions drawn from each individual case were then compared to those from other case study schools in a cumulative fashion.

Yin's suggested four tests (Yin 1994 p.32-38) have been applied to assure the quality of the case study design. These are construct validity, internal validity, external validity and reliability. These were met as outlined below :

Construct validity

- Multiple sources of evidence were used within each case study : different interviewees were asked about the same topic from their perspective; interviewees came from different levels and sections of the school.
- A chain of evidence was followed and documented in each school : frequently further interviewees were identified by subjects as interviews progressed; documents were collected from interviewees.
- All interview reports were sent to interviewees for approval.

Internal validity

- Pattern matching by examining a series of multi-dependent variables in each case.

External Validity

- Replication across fourteen cases.

Reliability

- Careful documentation of case study protocol
- Documentation of each individual case stored separately.

3.6 Document Analysis

An important aspect of the study was the charting of educational policy both at federal level and in both states involved. As an unobtrusive method of data collection, this analysis could be used to "...contrast interviews and questionnaires" (Krippendorf 1980, p.29). The aim was to identify policy recommendations that affect special education and library provision, and whether recommendations or legislation were taken up by governments or in schools. Policy statements, school profile information, reports and any other relevant documents relating to special education, library provision and any other areas that have implications for the study, were collected from schools.

3.7 The Individual Researcher

It is important to reflect on the approach that the individual researcher brings to their work, especially when techniques such as interviewing, document analysis, and observation are being used. This study accepts the subjectivity that is an inevitable element of the interpretivist approach, but the previous experience of the researcher has enabled her to interpret qualitative data with insight. Using abductive reasoning, according to Giddens' approach, the skill and experience of the researcher enabled her to participate in the school communities she researched; she drew on the same knowledge base and the same cultural base, in order to make sense of the words and actions of the research subjects (Giddens 1977; cited Blaikie 1993).

Jennings' (1983) model of policy analysis as counsel was closely followed. As an interpretive technique, policy as counsel involves analysing and describing a particular event within the

complex environment within which it lies; to do this requires particular personal characteristics in the researcher (or analyst). This study arose from a need to examine policy and initiate or facilitate change. The researcher identified with Blaikie's description of the researcher from the viewpoint of Critical Theory :

The researcher is a reflective partner – a co-participant whose task is to facilitate the emancipation of victims of social, political and economic circumstances, to help people transform their situations and hence resolve their needs and deprivations.

(Blaikie 1993, p.210.)

This links back to the emancipatory research paradigm favoured by Oliver.

The research design took into account the skills and expertise of the researcher herself. She had been a practicing school librarian and had also held positions involving liaison with school libraries. As a lecturer in information management, she had taught in and been involved in course design for various courses offering qualifications in teacher-librarianship, as well as conducting prior research in the area. Thus she was able to identify with the main component of the research, the management of a school library and the role of the teacher-librarian.

Within the disability field, the researcher had been involved in service provision to people with visual disabilities and had conducted consultancy work in the disability area. She is a parent of a primary school child who has had student colleagues with disabilities at every stage of her schooling, including preschooling. Within her extended family, there are two members who have a disability. Therefore, although not disabled herself, the researcher has an informed perspective on disability.

3.8 Conclusion

This chapter has presented an overview of approaches to research and research techniques commonly applied in information management. The research design chosen for this study, and the research approaches influencing it, have been discussed. The contribution of the expertise, skills, and personal experiences of the researcher to the application of this design have been outlined.

The three techniques used to achieve triangulation in this study, survey, case study and document analysis have been overviewed, prior to a precise description of how each was implemented in the study. The following chapter overviews the policy and legislation relevant to the study. The survey results are presented on Chapter 8, and the case studies documented in Chapters 9-12.

Chapter 4 The Policy and Legislative Background

4.1 Introduction

This chapter charts government policy and legislation at federal and state level within Australia, which is relevant to the study. As explained in Chapter 1, this includes the areas of disability legislation and educational legislation. There is a vast amount of policy work that precedes the enactment of any legislation, and this is described as part of the process that has attempted to change the face of community life, including schools, in Australia over the last two decades.

4.2 Disability Policy in Australia

In 1983 a Labor Commonwealth Government with a strong social justice agenda was elected. By 1985 the Office of Disability was established as part of the federal government, and in 1986 the *Human Rights and Equal Opportunity Commission Act* established the Human Rights and Equal Opportunity Commission. This commission was responsible for oversight of the international conventions on human rights adopted by Australia. The *Disability Services Act 1986* reflected this commitment. The act supported the mainstreaming of all services such as education, transport and accommodation for people with disabilities. The DSA covered people with a disability that was permanent or likely to be permanent as the result of an intellectual, psychiatric, sensory or physical impairment.

In 1987 the Disability Services Program (DSP) was set up to implement the funding of services to people with disabilities. Following the Commonwealth/State Disability Agreement (CSDA) in 1991 the services funded by the Commonwealth DSP were chiefly concerned with employment, whilst the state and territory governments administered other services. The CSDA included an undertaking by state and territory governments to introduce legislation that would complement the *Disability Services Act*. The linkage of the federal legislation to state legislation is summarised by Brian Burdekin (1989). Burdekin was concerned that the state level legislation, although varying in its terms had a common fault in that it only addressed the "...negative prohibition of overt acts of discrimination" (p.7). There was no coverage of more subtle discrimination, even if

unintentional; nor did the legislation set up a positive climate to provide equal opportunity for people with disabilities. Disability legislation has been enacted in the two states with which this study is concerned. New South Wales responded by passing the *Disability Services Act* in 1993; Victoria passed the *Intellectually Disabled Persons' Services (Amendment) Act* in 1987, and the *Disability Services Act* in 1991.

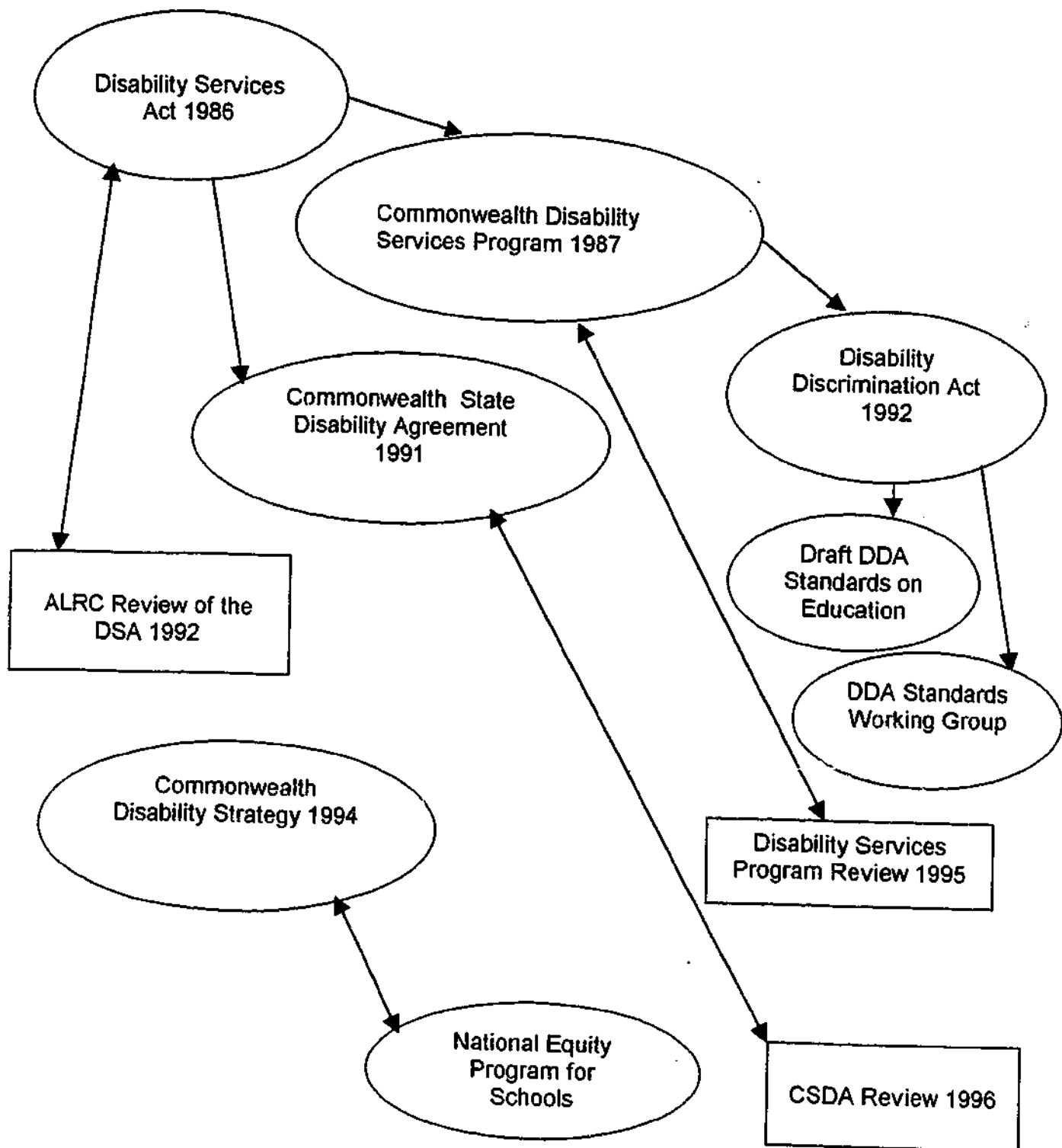
The federal *Disability Discrimination Act 1992* (DDA) helped to empower the DSA, making it illegal to discriminate against any person because of a disability. The act provided for the appointment of a Disability Discrimination Commissioner within the Human Rights and Equal Opportunity Commission. The act defines disability very broadly, covering physical, intellectual, psychiatric, sensory, neurological and learning disability. Discrimination against a person because they have a physical disfigurement, or the presence in their bodies of an organism capable of causing disease is also unlawful (Hastings 1993).

Under the provisions of the DDA, national disability standards are being prepared by a working group under the aegis of the Attorney-General. The standards will cover all disabilities and apply to public transport, education, accommodation and employment. The draft DDA Standards on Education are being developed by the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA). This body has employed a consultant to prepare draft standards for consideration (HREOC 1998). Section 22 of the DDA deals with education authorities, which may not discriminate against a person with a disability, by either refusing or failing to accept an application for admission; or in the terms and conditions by which a student is accepted; or by denying student access, or limiting a student's access, or expelling a student.

In 1994 the federal government launched the *Commonwealth Disability Strategy* (CDS) which confirmed the government's intention to move the provision of services to people with a disability from "...a welfare approach to a rights-based approach..." (p.iii). The

strategy addresses schools, although it notes that the prime responsibility for education lies with the state and territory governments. The CDS states that Commonwealth policy on schooling for disabled students will be addressed through the *National Equity Program for Schools* which is the Commonwealth government's contribution to the *National Strategy for Equity in Schooling*. This strategy was intended to have met targets for improving schooling for disabled students by the year 2001. These targets included "...participation rates, accessible schools, post-school options, and curriculum development" (CDS, p.30). The relationships between the main components of the Commonwealth Disability programme are shown in Figure 4.2.

Figure 4.2 The Commonwealth Disability Programme



By 1995 it was clear that the changes brought about through the DSA and DDA and associated processes were not achieving the envisaged reform at a sufficient pace. Both the CSDA and the Commonwealth Disability Services Program as a whole were subject to independent reviews. The review of the Commonwealth Disability Services Program (Baume & Kay 1995) found that although the DSA had set up a framework, through the Principles and Objectives, to redesign the way services were delivered to people with disabilities and to develop guidelines for these services, no guidelines were developed during the first four years after the enactment of the DSA. This led to considerable confusion between state and federal responsibilities, in what was, in effect, a "policy vacuum" (p.36). There was still too much emphasis on services and processes, which needed to be shifted to outcomes and accountability, especially for clients.

The CSDA Review reported in 1996 (Yeatman 1996). Most of its recommendations dealt with services and support for carers and aspects of the Commonwealth Rehabilitation Service. There was little mention of education services, but information services were highlighted as needing development. As with the review of the DSP, it was found that disability services had not been provided as a co-ordinated system.

The election of the Coalition government in March 1996 has brought quite significant changes to disability policy at federal level. This government returned to a welfare or medical approach to disability, in which it considers people with disabilities to be powerless and needy, whose needs are assessed and controlled by professionals, rather than by the individuals themselves. There has been concern within the Australian disability movement over the Coalition's commitment to the DDA. Progress on disability standards has been slow, but this was a factor whilst the Labor government was still in power. However the Human Rights and Equal Opportunity Commission which deals with grievances under the Act, received a 40% budget cut in the 1997 federal budget. This meant that at least one third of the Commission's staff would be retrenched, obviously restricting the amount of activity that could be undertaken by the Commission.

The government is intending to remove specialist commissioners, replacing them with a number of generalist commissioners (Hastings 1997). The CSDA expired in July 1997 and since then the Coalition government has repeatedly deferred finalisation of a new agreement (Heath, 1998).

4.3 Education Policy In Australia

There was considerable activity at both federal and state level in the 1970's and 1980's in educational policy making related to disabled students. But little legislation resulted from this activity, although a significant number of government reports and policy statements were produced. Therefore the main legislative control over education in Australia as far as disabled students are concerned are the DSA and the DDA.

An inherent problem in the education system in Australia is the relationship between the federal government and the states. The federal government is restricted by the constitution to advising on education but the states have legislative power over education. The federal government can attempt to control the educational programmes of the states by offering special grants for particular programmes. This has often been achieved through the work of the Commonwealth Schools Commission (CSC), formerly known as the Australian Schools Commission (ASC).

Schools in Australia : Report of the Interim Committee for the Australian Schools Commission (Karmel Report) (1973) placed the idea of equality of educational opportunity on the agenda. This was the first government document to recognise the concept of integration of disabled students into mainstream schools, and the participation of parents in decisions concerned with their children's education (Marks 1993a).

In 1977 the Commission expanded and reformed its Special Education Advisory Group and gave it specific terms of reference to investigate the current state of play vis-à-vis special education in Australia. This group reported in 1977, but could not carry out an

extensive survey within the time frame (Australia. Schools Commission, 1977). The report was submitted to the Commonwealth Government in 1978, suggesting a comprehensive survey of special education provision in Australia. The suggested survey was undertaken by the Schonell Special Education Research Centre in 1978, and was administered across all Australian states and territories. The research team found that there was an uneven standard of provision across Australia and recommended various measures to rectify this. It was recommended that all states and territories should legislate to provide education for disabled students from birth to eighteen years of age, and that they should collect adequate statistical data to enable the effective planning of such services (Andrews et al. 1979).

The survey showed that 12 percent of disabled students were attending mainstream schools, making up about 2 percent of the total school population. Recommendations were made to ensure that adequate resources, facilities and support were available in these schools for disabled students. The research team believed that special schools would continue to be necessary for some students.

The Schonell report confirmed that the CSC would need to adopt a national policy on the education of disabled students. The CSC chose to encourage the process of mainstreaming of disabled students into mainstream schools, and realised that this would have a significant impact on teachers and schools. This was supported by funding through the CSC Special Education Program. Most of these funds were used to improve the physical accessibility of schools and to provide integration aides.

Further reports (*Commonwealth Schools Commission* 1984, Coulter & Ingvarson 1985, *Commonwealth Schools Commission* 1985) highlighted the need for more funding from both federal and state governments to support disabled students. Areas identified as needing more funding were : provision of additional teachers and teacher aides; teacher training in special education; visiting teachers; specialist staff such as physiotherapists;

staff development for teachers with disabled students in their classes; reduction of class sizes when a student with a disability was included; and allowances up to \$2000 per student for materials and equipment to support their educational programme.

In 1987, an extensive report on special education in Australia, again for the CSC, was completed by four academics in special education (Gow et al. 1987). This team set about the mammoth task of documenting the prevalence of disability amongst Australian children, and how they were catered for in schools all over Australia. It was clear that there had been a general move towards integration, but was most commonly that of children whose disabilities were not severe, or who were socially acceptable. The thrust of the report was that although integration was occurring, it was within a context of little policy formulation and inadequate resourcing. The need to transfer some funding from special schools to mainstream schools was identified as one avenue for improving resourcing.

It can be seen from this discussion that from the late 1970's until the early 1990's there was sporadic research by the Schools Council into educational provision for students with disabilities. This was hampered by unreliable statistical evidence of the numbers of students with disabilities in all types of educational settings. A comprehensive study was finally commissioned by the Australian Education Council in 1992. It was undertaken by the Australian Council for Educational Research (de Lemos 1994). The study covered disabled students enrolled in mainstream schools and special schools, in all educational sectors. It covered students with all types of disabilities apart from those with a specific learning difficulty or learning problem. However the difficulty of identifying this group separately was acknowledged (p.2). The study drew attention to the large numbers of children in this group who did not qualify for funding assistance, but who needed support.

The percentage of disabled students in the total school population in Australia was found to be 2%, a figure that had remained consistent since the Schonell report of 1979. A much higher proportion of these students were found to be enrolled in government schools than in other sectors, than might be expected considering the general distribution of the school population. Of the total disabled students in Australia, 84% were enrolled in government schools, 12% in Catholic schools, and 4% in independent schools. Enrolments in special schools have declined as more disabled students are attending mainstream schools, thus special schools were catering for the students with more severe disabilities, and were taking up a new supportive role in advising and providing resources to mainstream schools.

4.4 Policy in New South Wales

4.4.1 Disability Policy and Legislation

New South Wales enacted disability legislation in 1993 with the *Disability Services Act*. Further guidance is provided in the *NSW Disability Services Standards*, which have to be complied with by any agency receiving state government funding. The New South Wales legislation does not cover non-government schools, but they are covered in the federal DDA.

4.4.2 Educational Policy

A working party to develop a plan for special education in NSW was set up in December 1980, to examine special education models both overseas and in other Australian states. The subsequent report (Doherty Report) (NSW Department of Education 1982) presented a structured plan for the direction of special education in NSW. The working party found that special education in the state was totally underresourced in terms of adequately trained teachers and other support professionals. Recommendations included the extension of places available for special education training, and legislation to enforce the rights of children with disabilities to an appropriate education. The committee regarded integration as provision of support classes within mainstream schools rather

than the inclusion of disabled students in mainstream classes (Pickering, Szaday & Duerdoth 1988). This report discusses the importance of librarians in both special and mainstream schools, in the context of being able to provide appropriate materials for disabled students, and recommends standards of library staffing for schools which have any sort of involvement with special education. The report was driven by the theory of normalisation, which was to continue to be the main influence on special education policy until 1995. The recommendations of the Doherty report were not accepted by the NSW government, due to funding constraints. Despite this, in August 1981 the NSW Minister of Education announced that children with disabilities would have access to their neighbourhood schools.

In 1988 the Minister for Education and Youth Affairs asked for an evaluation of the integration program (NSW Department of Education 1989a). Questionnaires were sent to every school principal and school counsellor in the state. Many teachers and parents of disabled students also completed questionnaires, and submissions were invited. It was found that there was general consensus that the best placement for students with physical and sensory disabilities was in a mainstream class, but that students with intellectual disability or behavioural disorders were better accommodated in a support class. There was a general viewpoint that the principle of normalisation should apply to education in that each child should be able to attend their neighbourhood school, supported by adequate resources.

Schools Renewal : A Strategy to Revitalise Schools within the NSW State Education System (Scott Report) (NSW Department of Education 1989b) had a significant impact as most of its recommendations were implemented. The main policy thrust of *Schools Renewal* was to reduce the bureaucracy within the Department of Education, decentralise many of the administrative functions, and delegate more responsibility to schools, including financial management and the appointment of staff, thereby encouraging self-management. The review looked at the delivery of several specialised

services, including special education. It recommended that individual schools should be able to purchase specialist services which best suited the individual needs of students, although regional offices should still provide some specialist assistance, especially in areas needed by several schools in the region (p.22). Other recommendations in this area were chiefly related to special schools.

The *New South Wales Special Education Plan* (Metherell 1989) set out an agenda for the establishment of Special Education Support Centres, allocation of additional funds made available for special education teachers, aides, support teachers and itinerant teachers and mandatory special education units in teacher education courses. There was to be trialling of technology that might assist disabled students and regional offices were given funding to purchase such equipment. McRae (1996) has commented that this plan emphasised a trend to provide more support for disabled students enrolled in mainstream schools.

This plan was followed by the NSW Department of School Education *Special Education Policy* (1993). This advocated the enrolment of disabled students in mainstream schools, either in regular classes or support classes, but recognised that for others a special school was more appropriate. A commitment was made to increase the number of schools that were physically accessible. The policy stated that from 1994 onwards, the DSE (NSW) required all newly recruited teachers to have completed a mandatory 13 week pre-service unit in Special Education. This means that newly qualified teacher-librarians will have been exposed to special education training to some degree.

In October 1995 David McRae was commissioned by the Minister for Education and Training to research the costs and benefits of increased integration and inclusion of disabled students in NSW government schools. This study was completed in 1996 (McRae 1996). At the time the report was commissioned the situation in NSW was similar to that identified nationally by the de Lemos study (1994). Schools for Specific

Purposes (SSPs) were catering for the students with more severe disabilities, and had falling enrolments, whilst more than 5000 students were receiving integration funding to support them in mainstream schools. Over 60 percent of government schools had one or more disabled students enrolled.

McRae's research convinced him that the choice of setting for disabled students is crucial. One of the chief recommendations of his report was that funding for disabled students should be equivalent, on a per capita basis, regardless of the placement of a student in a SSP, a support class, or a mainstream class. Other recommendations dealt with increases in support and empowerment for parents, improved resource provision to schools, staff development and improved access to technology for disabled students. This latter recommendation suggested a comprehensive plan for informing and updating schools about the uses of technology in the education of disabled students, which should be developed and put into practice as soon as possible. At the end of 1996 the government indicated that it intended to adopt the report's recommendations. At this time 1600 of the 2300 schools in New South Wales had students enrolled in mainstream classes, and there had been a 30 percent decrease in the number of special schools (Solomons-Milson 1996).

4.5 Policy in Victoria

4.5.1 Disability Policy and Legislation

Victoria legislated in the mid 1980's regarding services to people with intellectual disabilities, with the *Intellectually Disabled Persons' Services Act* and the *Mental Health Act*, both passed in 1986. These were amended by the *Intellectually Disabled Persons' Services Act 1987*. These acts dealt mainly with the administration of hospitals and other institutions for people with intellectual disabilities. The *Disability Services Act 1991* established the rights of people with disabilities to be part of the mainstream community, and laid down conditions for the funding of service provision to people with disabilities by non-government organisations.

4.5.2 Educational Policy

On the educational front, Victoria is considered to be a world leader in policy initiatives to enable disabled students to be educated in mainstream schools. In 1982 a new Labor government set up a review of education for disabled students. The ensuing report *Integration in Victorian Education* (Collins Report) (1984) was considered to be of international significance. This report set the framework for a policy whereby parents of disabled students could choose to have them educated either in a mainstream school or in a special school. Although the report never led to legislation, it has been supported by many Ministerial memoranda and procedure statements (Fulcher 1989). This policy was supported by five principles expounded in the report, that :

- every child has a right to be educated in a regular school;
- legislation and service delivery should take place within a framework of non-categorization;
- resources should to the greatest extent possible be school-based;
- decision-making should not be driven by professionals but be a collaborative process;
- every child can learn and be taught.

(Chapter 2)

These principles challenged the dominating practices of the time, especially the control held by professionals over who should, and should not, be educated in mainstream schools. Resources were to be transferred from the special schools to mainstream schools, as it was anticipated that many parents would prefer to send their children with disabilities to their local school (Lewis 1993a, p.21). There are many varying opinions as to the success of the integration programme in Victoria. Some, such as Lewis (1993b) felt that it created a new class of children in Victorian schools who were, and in some instances still are known as "integration children". Slee (1993), Marks (1993a) and Fulcher (1989) have commented on the way the policy was constantly hampered by bureaucracy. This related not only to the level of resourcing made available but also to political in-fighting within the bureaucratic groups set up to establish the integration policy. Semmens (1993) has pointed out, that with the exception of the Director and the

Parent Representative positions, all the staff of the Integration Unit were professionals who had been involved in the former system which was dominated by a medical approach to disability.

There was intense activity by the teacher unions supporting teachers who did not want to cater for a student with a disability in the mainstream classroom, so that in 1987 the government was forced to back down to a certain extent by introducing delayed admission for disabled students (Collins 1987, cited Semmens 1993). What this meant in effect was, that although a student with a disability had a right to be enrolled in a local school, their admission could be delayed until such time as adequate resources were available within the school for their support (Semmens 1993).

The Catholic education system in Victoria increasingly enrolled disabled students in mainstream schools, and received assistance and support for these students from the DSE (VIC). Catholic schools accessed the same services as those provided to government schools : the Visiting Teacher Service, support from the guidance officers, social workers and speech therapists of the Student Services Unit of the DSE (VIC), and some other regionally based support services. By the mid 80's this shared service arrangement was beginning to break down. This was due to the DSE (VIC) policy, supported by teacher unions, of prioritising services to government schools over Catholic schools (Pickering, Szaday & Duerdoth 1988, p. vii.).

In 1986, the Catholic Education Office of Victoria (CEO) commissioned a study to investigate the impact of integration policies on Catholic schools in Victoria. This study aimed to establish the number of enrolments of disabled students in Catholic schools, and to determine whether they were adequately resourced (Pickering, Szaday & Duerdoth 1988). The study found that 9.5% of students enrolled in Catholic schools had a disability. These students were not receiving an equitable proportion of state government funding, estimated to be only 4% of the total amount spent on what were supposed to be shared services. The study divided disabled students into those with low

and high incidence of disability. However these categories are not clearly defined within the report. It appears that students with low incidence disability need some integration support and were estimated to be 1% of the total population of students in Catholic schools. Students with high incidence disabilities made up 8.4% of the total school population. The study recommended that the state government should accept responsibility for students with low incidence disabilities enrolled in Catholic schools by funding their support appropriately, and that an independent Catholic special education service should be established for students with high incidence disabilities. Consequently the shared service agreement was abandoned.

As the Integration program was seen to be an important component of the Labor Government's Social Justice Strategy, it was subject to a performance audit by the Office of the Auditor-General in 1992. The resulting report, *Integrated Education for Children with Disabilities* (Victoria. Attorney-General of Victoria 1992), stated that the number of disabled students attending mainstream schools had risen from 500 in 1985, to approximately 5000 in 1991. The audit review found that the major problem with the Integration programme was the lack of a formalised policy to direct the program. The general lack of record keeping and adequate staff training for personnel such as integration aides were criticised. The audit found that although more teachers possessed special education qualifications as a result of earlier government initiatives, they were not being employed as special education teachers because the government had not made it mandatory that teachers in such positions were appropriately qualified. As a result of the audit, the Minister for School Education ordered an internal review of the Integration and Special Education Programme.

This report (Cullen & Brown 1992) agreed with the Auditor-General's review that the resourcing and management of the integration program required attention, but disagreed with the estimates of the growth of the programme. They recommended that the way in which disabled students were dealt with by the DSE (VIC) should be streamlined so that parents were offered a choice of educational programmes for their child, either in a

mainstream school, a special school, or a variation or combination of these options. The child would then be placed in a resourcing band according to an established set of criteria, and funding would be allocated to the school(s) they attended. It was suggested that there would be closer co-operation between mainstream schools and special schools and that the latter would develop a consultative role. The report focussed on the training needs of special education teachers and specialised teachers in special schools, integration aides, and other teachers who were required to teach students with disabilities.

Shortly after this a Liberal government was elected in Victoria, which had an agenda for school reform. By the end of 1992 the government had closed 55 schools, and a further 250 were closed in the following year. In early 1993 the Schools of the Future Program was announced, which encompassed many reforms leading to self-management of schools, including the adoption of school charters, the transfer of financial responsibility to schools, and appointment of staff by the school council (Caldwell & Hayward 1998). A new formula for allocating funds to schools, on the basis of individual student learning needs, was introduced. This formula, the Student Resource Index (SRI), was especially geared to the needs of students with disabilities, students from a non-English speaking background, students at risk and students in isolated rural areas.

The Minister of Education, Don Hayward, set up a committee to consult with schools and provide advice on the implementation of the *Cullen-Brown Report*. When this committee reported (Victoria. Cullen-Brown Implementation Advisory Committee 1993), it estimated that by 1992 there were 5,712 disabled students enrolled in mainstream schools in Victoria, with funding support. The committee's report endorsed the findings of the Cullen-Brown review, and put forward a draft policy statement which supported the Cullen-Brown view that both special school placements and placements in mainstream schools were appropriate for disabled students, depending on the individual child; the educational program of a student with a disability should be decided by a

Program Support Group (PSG) and the child enrolled in the school chosen by the parent(s) after having been informed of all possible options. Considerable changes to the Visiting Teacher Service were recommended, in line with the funding proposals which meant that each school would decide which services to buy to support individual students. This change anticipated a reduction of the number of teachers in the Visiting Teacher Service, and in the number of guidance officers such as speech pathologists and social workers employed by the DSE (VIC). It was expected that many of the excess personnel would be contracted individually to schools under the new arrangements. Consultation had to be undertaken with the Catholic and independent schools sectors, as some of these DSE (VIC) personnel had also provided services to students enrolled in their schools. Included in the guidelines for policy implementation was the need to ensure that all schools had information about the DDA, so that all schools realised that they had a responsibility to provide education to disabled students and that this should be stated in the school charter.

The changes recommended by the Cullen Brown Implementation Advisory Committee were introduced by the DSE (VIC) as part of the Schools of the Future programme. The Student Resource Index was introduced in 1995 and the DSE (VIC) has published several booklets outlining policy guidelines, such as the *Handbook : Program for Students with Disabilities and Impairments* (1996).

Roger Slee (1995), an eminent special educationalist, has commented that under the current Liberal government, Victoria has returned to "...a more traditional special educational policy orientation consistent with the "psycho-medical paradigm"(p.32). He further states that Victoria's "...frequently referred to integration policy...has become an historical artefact".

4.6 Differences Between Special Education Provision in NSW and Victoria

The way in which educational policy on inclusion has developed in the two states included in the study has affected the model of service delivery for the education of students with disabilities. There were considerable differences in the approach of the Doherty committee in NSW in 1982, and that of the Collins Ministerial Review in Victoria in 1984. The Doherty committee recommended legislation based on the right of a student with a disability to an appropriate education, whereas the Collins review recommended that disabled students had a right to be educated in a mainstream school (Pickering, Szaday & Duerdoth 1988). Thus in NSW, until very recently, disabled students were predominantly catered for in either special schools or support units attached to mainstream schools. In Victoria, on the other hand, disabled students are educated in mainstream schools, in mainstream classes, or in special schools. There are a few support units attached to government schools, although de Lemos (1994) claimed that these had been "phased out" in Victoria (p. 59). The complexity of Victorian placements seems to have resulted in many changes to processes for applying for funding for disabled students.

Hence there is a substantial difference in the placement of disabled students in the two states. The percentage of total disabled students enrolled in special schools in Victoria is 44% and in NSW 21%. Only 2% of disabled students in Victoria are enrolled in support units, compared to 46% in NSW. Finally 54% of disabled students are enrolled in mainstream classes in Victoria as compared to 33% in NSW (de Lemos 1994, p.58-59). Jenkinson (1997, p.124) suggests that Victorian parents of disabled students, because the "halfway" option of a special class is not available, more frequently decide to enrol their child in a mainstream school, rather than in a special school with the accompanying stigma.

De Lemos also offers an explanation of the unexpected rise of disabled students in mainstream schools in Victoria in the period 1985-1991, earlier highlighted by Lewis

(1993a, 1993b). She compares the number of disabled students enrolled in both special schools and support classes or units, in both states, in 1980. The figure for NSW (13,762) is more than twice that of Victoria (5248). De Lemos conjectures that this difference might be due to the existence at that time of support classes or support units attached to mainstream schools in NSW, which catered for many students with mild disabilities. As these did not exist in Victoria, many parents of children with mild disabilities, rather than use a special school, may have sent their child to a mainstream school, where his or her disability may not have been recognised. This would account for the huge number of students in mainstream schools identified as having disabilities, following the adoption of the Collins Report recommendations in 1984.

4.7 Conclusion

This chapter has presented an overview of policy and legislation which affects educational provision for disabled students. The existence of legislation in itself does not guarantee that disabled students will always have access to equitable education in the form most desirable to them and their families. The overriding political disposition of a country's government and the existing case law will determine the extent to which particular legislation is effective. As Bellamy (1998) has identified, the government itself has the power to make legislation effective by providing the necessary funding to enable the achievement of mandates.

The two Australian states included in the study have well established programmes for the education of students with disabilities in mainstream schools, although their approaches differ. Both have a history of special education policy which reflects international trends. In recent years LMS has been introduced in government schools in both of these states, but whether this sits comfortably with the adoption of equitable educational opportunities is a matter for consideration. Literature pertaining to special education, schools and school libraries which address this and other issues relevant to the study is reviewed in the following three chapters.

Chapter 5 Special Education : From Segregation to Inclusion

5.1 Introduction

An overview of the transition from segregation of students with disabilities in special schools to integration and finally inclusion in mainstream schools was presented in Chapter 1. This chapter expands that discussion, and relates it to the policy development which was outlined in Chapter 4.

5.2 Definitions of Disability within the Educational Framework

As pointed out in Chapter 1, the gradual move to educate some disabled children in mainstream schools from the late 1970's onwards predated federal disability legislation. Thus within educational fields, the definition of a child with a disability has been more controlled. This is related to the medical discourse which has dominated the identification of a child as having a disability, and the right of that child to receive funding for support in their chosen educational setting.

As de Lemos (1994) has indicated, there are a great number of children in Australian schools with a range of learning difficulties, which are not always recognised by funding authorities. There is some confusion about the difference between a "learning disability" and a "learning difficulty". Lewis (1995) found, in reviewing the usage of these terms in an international context, that there is little standardisation of their use either between or within various countries. In this thesis, the terms as defined by the Australian National Health and Medical Council, as used in the McRae report (1996) will be used (see *Glossary*). Special education staff in mainstream schools do provide for children with learning difficulties, who do not receive integration funding, whenever possible. For the purposes of this study, any children falling into these two categories were included, as they would be covered by the DDA.

5.3 The Move to Integration

In Australia and other Western countries, the impact of theories such as Wolfensberger's normalisation principle and initiatives such as the International Year of Disabled Persons, resulted in society recognising that disabled children had a right to be educated in the same setting as their peers, rather than in a segregated setting in a special school.

Policy and practice did not always marry. Although some families did take up their right to have their children with disabilities educated in mainstream schools, support offered to these "integration" children, as they were then labelled, and often still are, was not always adequate. As Marks (1993b) has documented, often these children only remained in a mainstream school due to intensive lobbying by their parents. The monitoring of electronic discussion lists on special education (Inclusion-L 1997-98, Spedtalk 1997-98) reveals this can still be the case in the late 1990's.

Research has shown that there are many benefits for disabled students who attend mainstream schools. Many parents and educators feel that above all it is important for children to be part of the "real" world from the start, rather than being segregated. It is seen to be desirable that disabled children and their non-disabled peers learn how to socialise and interact appropriately with one another. Many disabled students who are educated in a segregated setting have been found to lack self-confidence and motivation (Stainback, Stainback & Ayres 1996). By the 1990's it was generally accepted that only students with severe disabilities would be educated in special schools. Most children with disabilities would be educated in their local school, or school of their choice. They are catered for in a variety of ways.

5.4 Models of Special Education

Educationalists refer to a continuum of special education, a range of settings which support the varied needs of children with disabilities, varying from a student being placed in a mainstream class in a mainstream school through to a placement in a residential special school (OECD, 1994). In schools with a number of disabled students, there may be a special education team which provides support to disabled students either in mainstream classes, or by withdrawing students for extra coaching. Jenkinson (1997) has described this as the "resource room model" (p.135). This model provides a less segregated form of education than the "support" or "special" class, which is a class for disabled students which is attached to a mainstream school. Whilst these classes enable adequate educational outcomes to be achieved for students, they also enable students to take part in the general everyday activities of the school on a par with their peers. The advantages, as described by Jenkinson (1997), are that these classes are small, and taught by teachers with special education qualifications. They facilitate the provision of specialised equipment and

resources, individualisation of programmes, and the opportunity to be with students who have similar needs as well as mixing with non-disabled peers in general school activities.

Some schools have a larger, separate unit that caters for children with disabilities, which may quite often be physically separated from the rest of the school. Sometimes the unit will cater for more than one disability, but may focus on students with one specific disability, such as visual or hearing impairment. There has been considerable criticism of this "special school within a school" approach. For example, Jan Pijl (1995) has commented :

...the full-time special classes...are often difficult to distinguish from separate special schools : they have their own entrance; they have breaks at different times; they have their own teachers; their own director; and their own materials. The incidental combined sports day or school trip does not alter this segregated situation.

(p.61)

Center & Ward (1987) found that the existence of a support class or unit often resulted in less positive attitudes amongst classroom teachers to the integration of disabled students in mainstream classes. They suggest that this is because in these schools the support class is seen as always being the appropriate placement for students with disabilities.

All these models have many variations in the way they are adopted in schools. The amount of time a student with a disability may be included in a mainstream class depends on the individual's particular needs and skills. Special education teachers may have a base which is not as big as a special unit, but is used as an area for coaching disabled students in a withdrawal situation, and often as a home room or comfort zone for students. In smaller schools where there may only be a few disabled students, it may be an integration aide alone who supports these children. In this situation there is usually some supervision by a member of the teaching staff, who may have a wider role than special education co-ordinator, such as welfare or pastoral care.

Some students attend a special school part-time and a mainstream school part-time. This dual placement is often a totally independent one made for an individual child. On the other hand link school schemes, as described by Jenkinson (1997 p.105-122), are set up between a special school and one or several mainstream schools, to allow the attendance

of students at both schools for part of their school time. According to Jenkinson, this sort of system has advantages in that the student can benefit from smaller classes and specialised curriculum offered by the special school, but also experience wider social contacts and some educational facilities in the mainstream school, which would not be available in the special school. This type of scheme does present some problems though; individual students may have difficulty in identifying which of the two schools they attend is the one to which they belong; the system will not work unless it is equally supported and resourced by both schools; and there can be administrative difficulties concerning enrolment and funding. Lewis (1995) has also identified difficulties with time spent travelling, and that the visiting special school pupil will always be seen as a visitor rather than a classmate, and that the time spent in the mainstream school may be too dispersed and brief to allow for friendships to develop.

Nevertheless, the level of support offered to a student who spends some or all of their time in a mainstream class is important. Support might be the provision of specialised resources, or personal support from a special education teacher, visiting teacher, or an integration aide. Center et al. (1988) found that "...disability per se was not a significant correlate of effective integration" (p.37), rather it was the appropriateness of the support which gave students success in the mainstream classroom. In fact the Center study found this to be the most closely associated factor to successful integration.

Integration aides often play a crucial role in facilitating the integration of a child with a disability in a mainstream class. They may assist with mobility, personal hygiene, communication, intensive supervision and lesson preparation and classroom involvement (Macvean & Hall 1997). It is clear from this list which is based on current Victorian policy, that integration aides may be placed in a teaching role. Jenkinson (1997) lists "...preparation of teaching materials, help with reading and individual language work and assistance with practical activities" (p.180) as some of the tasks which aides can perform in assisting teachers. Until recently very little formal training was available for integration aides, and it is fortunate that many of those working in Australian schools are in fact qualified teachers, especially as integration aides are often, by default, involved in adapting curriculum material for disabled students. The role of an integration aide is a challenging one that requires immense flexibility and the ability to work in a team (Macvean & Hall 1997).

Developments in special education over the last two decades have impacted on the role of special education teachers. Ware (1995) has commented that "the need for collaboration between general and special educators has been recognised as the key barrier to improved delivery of services for students with special needs in mainstream settings" (p.127). Dyson (1992) sees a need for special educationalists to take responsibility for reflecting on their own practices and redefining their roles within their own school. Clark, Dyson & Millward (*Towards Inclusive Schools* 1995) have observed that some schools in the United Kingdom are seeking to reconceptualise the role of the special educator as a "teaching and learning co-ordinator" who assists teachers in increasing learning outcomes for all students. This move is hampered by some individual teachers who still hold a more traditional view of special education, and thus seek practical help for disabled students in individual learning situations, without attempting to do anything themselves.

Lipsky & Gartner (1997) in discussing recent movements in school reform, identify a change in the role of the teacher generally to becoming a coach and a facilitator rather than an instructor, and increasingly working collaboratively with other professionals rather than in isolation. In an inclusive setting this will involve working with teacher aides, professionals and paraprofessionals concerned with the educational provision for a student with a disability. Walther-Thomas, Bryant & Land (1996) discuss several teaching and planning models which facilitate the support of disabled students in mainstream classes. Of all these, they find one of the most successful approaches to be co-teaching, which is based on "...ongoing classroom participation by supporting colleagues" (p.256). It involves teachers working together as equal partners in planning and delivering an educational programme for a particular group of students. But for it to be successful, staff development and time for planning must be provided.

McGrath (1990) discusses in the context of NSW the transition special education teachers have made from using withdrawal as the primary method to team teaching with classroom teachers in supporting disabled students. She recommends that schools should have a policy in place that reinforces the role of specialist teachers such as special education teachers, teacher-librarians, and English as a second language teachers. McGrath identifies a need for classroom teachers to understand the benefits of

team teaching, especially in terms of the benefits it brings to the targeted students, without any stigma being attached to them.

A more recent English study found that special education staff had an important supportive role in supporting individual students, groups of students or in working in the classroom alongside subject teachers. The study found that many classroom teachers "...were concerned about the levels of resourcing available to support pupils with special needs, and...their own ability to teach pupils with significant learning difficulties or emotional and behavioural difficulties" (Lee 1996, p.2). This study echoed de Lemos' Australian findings that there were many children who had some sort of learning difficulty but did not receive funding to provide extra support in the classroom. Most schools participating in the study had not been able to provide extra learning support in all the classrooms that needed it, due to lack of funding.

Another trend involves the gradual conversion of what were originally resource bases for the support of disabled students to learning support centres that are available to all children. This development removes to some extent the labeling of children who use such services, if they are seen to be generally available rather than only to one specific group of pupils. Several Australian schools are creating learning support centres or groups that involve administrative amalgamation of special education, information technology support and school library services.¹ Dyson (1992) and Heeks & Kinnell (1994) have observed similar developments in the United Kingdom. In schools where this has been achieved, computers, software, books, curriculum materials, teaching resources are all available in one location alongside personnel who can provide learning support, information technology support, and expertise on resources.

Jenkinson (1997) has commented that frequently concerns about adequate resourcing for disabled students attending mainstream schools has clouded the attention given to outcomes. She argues that much of the discussion about the relative merits of various settings in educational terms, does not take into account the great range of resources and support within those settings. Slee (1989, cited Lewis 1992) after conducting a survey of Victorian schools, found that successful special education programmes tended to be

¹ The researcher was told of several such situations in informal discussions at Australian conferences during 1998.

in schools where "...leadership was visible, firm, supportive and democratic; curriculum was flexible but always concerned with valued knowledge; high expectations of all students were present and transferred into extracurricular activities; and communication between school and community, particularly parents, was encouraged". Fulcher (1989, p.152) found three conditions necessary for successful integration programmes : collegiality between teachers; commitment by teachers; and the "staying power" of the principal of the school. This certainly suggests that factors other than resourcing are crucial to the success of a special education programme.

5.5 Attitudes to Disability

The attitude of teachers to disability will affect the successful inclusion of a student with a disability in their class, and the attitude of other students to disability (Jenkinson 1997). An early study of teacher attitude found that previous research had failed to conclusively link teacher attitude to variables such as sex, age, level of education, years of teaching experience or amount of special education training (Larrivee & Cook 1979). School staff who had least contact with disabled students, such as administrative staff, had more positive attitudes than teachers who dealt with students with disabilities. The latter group were found to have "...ambivalent feelings and a higher incidence of negative attitudes" (p.316). The research by Larrivee & Cook examined variables related to the individual school, such as school size, class size, availability of support services, geographical setting of the school (ie. urban, suburban or rural) and the degree of success individual teachers had achieved with students with disabilities. They found that school size, class size and school setting had little effect on teacher attitude. The three other variables investigated – teacher perception of degree of success, level of administrative support and availability of support services – had a significant effect on teacher attitude. Larrivee & Cook linked the finding that administrative support was a significant factor, to other research which demonstrates the importance of the role of the principal in "...fostering a positive learning environment for both students and teachers" (p.321).

The attitudes of primary school teachers in NSW were investigated by Center & Ward (1987). The results showed that the majority of teachers had a positive attitude to the integration of disabled students in mainstream classes. However teachers in Catholic schools were more positive than those in government schools. The researchers felt that

this might be associated with the amount of pastoral care traditionally offered in Catholic schools and the recent improvements to support structures for disabled students within the Catholic system. Teachers who had received training in special education were more accepting of disabled students, as were teachers in schools where principals had initiated support mechanisms such as smaller class sizes and individual support for disabled students from parents or aides. In looking at individual disabilities, Center & Ward found that teachers' positive attitudes were only directed towards children whose disabilities did not involve extra teaching or management skills on the part of the classroom teacher. Thus acceptance of students with mild or moderate physical disabilities or sensory disabilities did not cause concern, particularly if such students were well supported by visiting teachers and physical access to the school was good. But teachers were not willing to accept students with severe sensory disabilities, multiple disabilities or moderate behavioural or intellectual disability. It was found that teachers who were more experienced had a negative attitude, which was substantiated by a number of earlier studies, and in a more recent international study (Jan Pijl 1995).

The finding by Larrivee & Cook that teacher perception of degree of success was significant was supported in a later study by Center et al. (1988). This study, conducted in primary schools in NSW, found that where a student with a disability is successful in a mainstream class, attitudes of teachers and other staff become correspondingly more positive. This study leaned to the viewpoint that positive attitudes were the result, rather than the cause, of successful integration in mainstream classes; but found that in a small group of schools where there was a strong commitment to integration, attitudes had an important causal effect. Thus, when there is a strong positive commitment to integration in a school, there was a greater chance for success for disabled students placed in mainstream classes.

Teachers are naturally concerned about the legal implications of having a child with a disability in their class. Whilst some teachers in mainstream schools are totally unaware of the disability legislation and its application to schools in terms of the rights of a student with a disability, they are concerned about duty of care implications for their classroom management. Vaughn et al. (1996) quote several teachers who expressed concern about how they would ensure the safety of disabled students in their class as well as the other students, in an emergency situation. Many of these teachers were

fearful that they would be held responsible and made subject to litigation. These concerns have been a source of opposition to the integration of disabled students into mainstream classes.

There is a common assumption that personal experience of disability will improve a person's attitude to disability. An early study by Higgs (1975) supported the concept that people who had a high level of contact with people with disabilities had more favourable attitudes towards disability. Higgs' sample included a wide range of subjects from non-disabled school children through to parents of children with disabilities. Results showed that attitudes do not remain the same, but change as a result of maturity, related experience and according to the amount of information an individual receives about disability.

A study conducted in Victoria soon after the release of the 1984 *Collins Report* found that the most positive attitudes towards disabled students were found amongst respondents who had previous experience of disability (Harvey 1985). Respondents included teachers, teachers-in-training and non-teachers. Jenkinson (1997) discusses several studies that show that the concept of contact with disabled students resulting in positive attitudes in their non-disabled peers is not always sustained. Some research has shown that when more contact with disabled students leads to more exposure to less acceptable behaviour, negative attitudes may result (Gottlieb 1981, cited Jenkinson 1997). Jenkinson cites several later studies which show that when students are given more information about disability, their attitudes change, which substantiate the findings of Higgs (1975).

Lewis (1995) in her study about the understanding and attitudes of children themselves to disability, has pointed out that the playground is a domain in which adults have diminished control over students. She comments that the playground is where "...children learn the rules of childhood culture. To participate in this world, the child must recognise and work within the particular rules of that world" (p.33). The attitudes of children to disability can be formed and influenced in the playground. In discussing research which looked at the impact of playtime on children with disabilities, Lewis concludes that whatever type of experiences they have, be it isolation, being bullied or

being a bully, the outcome is negative. Most teachers perceive that handling the playground situation is difficult for many disabled children.

The literature shows that it is very difficult to generalise about attitude formation towards disabled students. Whilst contact with disabled students either as students or peers can produce positive attitudes, some research has shown that this can eventually become negative, especially when the disabled students involved display inappropriate or disruptive behaviour.

5.6 Teaching Strategies

Classroom teachers have had to adopt different approaches to teaching when they have a student with a disability in their class. In the early days of integration teachers felt unsure and anxious about this experience. This was largely due to their lack of knowledge regarding disability generally, appropriate teaching strategies, being unsure of expected outcomes, and concern that too much of their attention would be distracted from other children in the class (Jenkinson 1997). Misconceptions teachers held about students with disabilities included : little ability to learn; a need for constant adult attention; likely rejection by non-disabled students; the idea that they were better off being educated with other disabled students; and that a disproportionate amount of educational funding was allocated to them (Lewis 1995).

Although much of the initial concern of classroom teachers has been dissipated as disabled students have become widely integrated into mainstream schools, classroom teachers still need advice and support in delivering educational programmes to these students. Many classroom teachers have received no training in special education, which is usually an elective in teacher training courses. Center et al. (1988) found that teaching style was a significant factor in the successful integration of a student with a disability. Other variables related to teaching strategies which had a positive effect on successful integration were effective classroom management and a pleasant classroom environment. The latter, although not related to academic success, was "...significantly related to social integration outcomes" (p.37). The work of Center and her colleagues and other literature concerning teaching styles most effective with disabled students (Solity 1992, Wagle & Wilcox 1996, King-Sears & Cummings 1996) suggest the following strategies may be most useful :

- giving lesson outlines so that students know what to expect, and reviews at the beginning and end of each lesson;
- giving step-by-step learning directions;
- a high level of student-teacher interaction, such as all students being called upon to respond in class, responding to teacher monitoring while on-task, and receiving feedback which are all linked to student achievement;
- lessons are designed so that students are actively on task for a large proportion of the lesson;
- students are given challenging work, but not beyond what can be reasonably expected of them;
- providing the opportunity for students to be successful – if students are given work which is beyond their capabilities, they become frustrated and give up.

King-Sears & Cummings (1996) suggest that these practices make all teachers generally effective and are particularly successful when used with disabled students placed in mainstream classes. They can be complemented by other strategies such as peer tutoring and student self-management. If carefully designed, peer tutoring can enable disabled students to work with their peers both as a tutor and by being tutored, whereas formerly they might have always been the person being helped. King-Sears & Cummings describe student self-management techniques as teaching students how to observe and record their own behaviour, and focus on the quality of their behaviour (1996, p.222). Solity (1992) dispels as a myth the need for disabled students to be placed in small teaching groups and ideally have one-to-one attention. He believes that disabled students, as any other students, need to work in a variety of learning environments, from immediate supervision of the teacher to working alone. He also believes that disabled students can gain a great deal by working together with peers, especially in developing social skills.

Wade & Moore (1993) highlighted the important connection between positive self-concept and academic achievement for students with disabilities. Apart from co-operative learning, as already discussed, they advocate other strategies that have been consistently found in research to encourage a positive self concept. These include :

giving praise for achievement; sharing games and activities with other students; being given the opportunity to demonstrate expertise; and being given responsibility.

In summary, it appears that teachers who are effective will be able to provide good learning outcomes for disabled students in their classes, provided that they are provided with adequate resources in the classroom and receive support from special education teachers. Successful strategies to use with disabled students aim to enable students to experience success, to work collaboratively with peers, and experience a range of different learning experiences, as all children differ in which learning experiences offer them the most successful outcomes.

5.7 Technology as a Teaching Tool

The adoption of technology in the classroom has provided many benefits for disabled students. Apart from the use of computers as a tool, the development of adaptive technology to enable disabled students to either access computers, or to access text and other formats, is of great significance in special education.

Many students with learning disabilities respond well to the use of computers as they are motivated by moving images and sound. Pressman & Blackstone (1997) consider computers to be "...powerful tools that can provide multisensory information in ways that captivate and motivate children involved in the learning process" (p.333). They find that many teachers are still not prepared to themselves learn how to use technology to enhance their teaching of disabled students in the mainstream classroom. They acknowledge that the necessary technology is not always available to teachers. Hannaford (1993) similarly comments that for students of all abilities, "The use of computers seems to result in increased attention, motivation and time on task" (p.12). Hannaford finds that computers facilitate teaching students who "...have typically been difficult to reach and teach" (p.12) and identifies other ways in which they can help students with disabilities. These include using them for reviewing previously learned material, in supplementing teaching, and in bringing about better social interaction when students use them together.

Male also draws on Lewis (1993, cited Male 1997) who states that, aside from the way technology can facilitate access to resources such as print and software, for students with disabilities it can lead to :

- improvements in academic performance and classroom behaviour, as well as increased motivation and more positive self-concept;
- changes in the way students with disabilities are perceived by their peers; since they can achieve more on their own, they are perceived to be more capable.

Male (1997) has identified shifts in classroom activity where technology has been implemented extensively, leading to more time to work with small groups and with weaker students, and to a more flexible method of curriculum delivery. Male claims that these approaches have benefits for disabled students which should be maximised. Jenkinson (1997, p.145) has also drawn attention to the way in which technology has provided ways of adapting the curriculum so that each student can work at his or her own pace. Many software publishers now produce resources that lend themselves to use in co-operative learning situations (Pressman & Blackstone 1997).

Adaptive technology can provide many options, such as access to print for visually impaired students, and keyboard use for students with little motor control. Lewis (1993, cited Male 1997) offers an "ABC" model of what technology can do for students with disabilities :

- *To Augment Abilities* : Being able to express thoughts by using a speech synthesiser; using magnification devices to gain access to print.
- *To Bypass Disabilities* : Using switches or voice commands to bypass lack of motor control over hands and arms; communication can be facilitated by electronic mail for students with limited mobility and/or transportation.
- *To Compensate for Disabilities* : Using word processing programmes with speech input; using spelling or grammar checks in word processing programmes; using mindmapping or outlining programmes for students who have difficulty organising their ideas.

Male (1997, p.157) lists the most important adaptive technologies as :

- modifications to standard keyboards such as locking certain keys, use of headsticks or mouthsticks, keyboard delay and speed enhancement devices such as word prediction;
- adding alternative keyboards such as touch sensitive keyboards with overlays and specific software;
- adaptations for a limited range of motion such as a mouse, a mousestick or trackball, joystick or speech recognition device;
- switches, used with an appropriate interface;
- speech output, which is useful not only for students with visual impairment but those with learning disability, language delay or linguistic differences;
- enlarged text or Braille text.

Tamashiro & Hoagland (1987, cited Male 1997) see electronic mail and other electronic communication as having great benefits for students with disabilities. They feel that students can express themselves more freely when the person with whom they are communicating does not know them. They can focus on the content of the communication rather than personality or physical attributes, so that they can interact as "equals" without the encumbrances which sometimes isolate them, such as wheelchairs, canes or physical appearance. This method of communication contributes to the self-worth of students, because it is modern highly used technology, and for those with limited mobility the use of electronic communication has great advantages for shopping, banking and gaining employment.

Pressman & Blackstone (1997) promote the view, based on six years work as advisers on the use of technology in inclusive educational settings, that it is a significant and cost effective part of the educational plan of any student with a disability. They make a forceful comparison in stating "...trying to make inclusion work without technology is like trying to win a fight with one hand tied behind your back" (p.331).

5.8 The Inclusion Debate

Extensive debate has continued over the last two decades regarding the best way of educating students with disabilities. The term "inclusion" was adopted by special educationalists at the *World Conference on Special Needs Education* held in Salamanca, Spain, in 1994. In this context inclusion was defined as :

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognise and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.

(UNESCO 1994a, p.3)

As this definition reflects, inclusion is an educational model that goes beyond integration, and implies that every child attends their local school or school of their choice. Inclusion is a concept, as de Lemos (1994) has pointed out, which applies to schooling in general, and not just to the education of disabled students. It is a movement which aims to produce a single educational system which caters for the educational needs of all students, rather than these needs being met through a series of individual programmes. Thus although disabled students are included in the concept, so are gifted and talented students, and students from non-English speaking backgrounds. Nevertheless many special educationalists have seized on its application to special education, although in some instances it appears to be used as a term which replaces "integration" or "mainstreaming", rather than implying a different concept as described above. Jenkinson (1997, p.140) has stated firmly that inclusion is not "synonymous" with integration or mainstreaming. But many special educators, such as Ferguson, firmly link inclusion to the education of students with disabilities :

Inclusion is a process of meshing general and special education reform initiatives and strategies in order to achieve a unified system of public education that incorporates all children and youths as active, fully participating members of the school community; that views diversity as the norm; and that ensures a high-quality education for each student by providing meaningful curriculum, effective teaching and necessary supports for each student.

(1995, p.286)

Other parties, such as the Council for Exceptional Children, have accepted the philosophical basis of inclusion, but are concerned that a continuum of locational settings still should be available to disabled students, and that they receive adequate support when placed in a mainstream school (1993).

In an inclusive school, a student with a disability attends a mainstream class, learning the normal curriculum, and if he or she has funding for an aide, that aide is attached to the class as a whole, not to the child. Inclusion is seen by many to have great benefits for both disabled students and their non-disabled peers, provided adequate and appropriate support is given to the classroom teacher (Ferguson 1995, Kloska 1989, Jan Pijl 1995). Inclusion supports a move away from a controlled curriculum to a broader curriculum, which enables a focus on functional and social skills as well as academic ones. Jenkinson (1997) argues that this element is unrealistic, given current community concerns with improving academic standards in schools. She claims that the proponents of inclusion have failed to understand the diverse needs of all students and the practicalities of being able to deliver an educational programme to all of them without some specialist support. Others, such as Ferguson (1995) recognise that there are difficulties, but foresee another curriculum shift that will give students lifelong learning skills that enable them to adapt competently to employment demands they meet in adult life. In this context, there will be greater emphasis on a flexible curriculum, with more planning for teaching particular groups of students, and involving new approaches to teaching.

This opinion is shared by Solity (1992) who discusses research which has found that exposing all children to the same curriculum will not ensure that the educational needs of all students are being met, as individual children learn in different ways. He challenges teachers with the concept that schools do not have problems in catering for students with learning difficulties but rather with "...teachers with teaching difficulties" (p.42). Westby, Watson, & Murphy (1994) identified this concept as an assumption made by the inclusion movement that "...blame for failure should be removed from students and placed on teachers" (p.15). They doubt the practicalities of teachers being able to provide the skills needed to accommodate all children in a class with a wide range of diversity, not to mention the planning time required. Many of these arguments are supported by Lieberman (1996) who concludes that educators who believe that full inclusion is suitable for all disabled students are "dreamers" (p.16). He concludes that full inclusion can be successful for some disabled students, but the diverse nature of disability precludes it from being a successful educational pathway for all. This sentiment is echoed by MacMillan, Gresham & Forness (1996) who state that special education has always been dedicated to the importance of individual differences, and

that total inclusion would deny some disabled students the opportunity to be educated in a setting which suits their best interests and those of their peers.

Although many special educators in Australia are striving to establish a true model of inclusion, it is far from being totally accepted. Barriers to success such as those identified by Jenkinson may be responsible. Many special educationalists are concerned that inclusion is being used by school administrators and funding bodies as a cost-cutting exercise, as the process enables the closure of special education programmes and special schools which are expensive to maintain (O'Neil 1995, Shankar 1995, Fuchs & Fuchs 1995). There is still considerable opposition by some teachers to inclusion, which is supported by teacher unions (Kenny 1996).

Ainscow (1995) described three different research projects involving schools working with some success towards an inclusive model of education. He had observed six conditions in these schools which seemed to facilitate this direction :

- effective leadership, not only by the headteacher but spread throughout the school
- involvement of staff, students and community in school policies and decisions
- a commitment to collaborative planning
- effective co-ordination strategies
- attention to the potential benefits of enquiry and reflection
- a policy for staff development.

(1995, p.66)

It is clear that such conditions will occur only in schools where significant cultural changes have been made in approaches to teaching, management of students and sharing of experiences within the school. This in turn implies that in schools where inclusion is achieved, teaching staff will have learnt new ways of teaching and managing, which will be supported by policy development.

5.9 Effective Schools and Special Education Programmes

Weston, Watson & Murphy (1994) concur with Ainscow that inclusive schools will only be successful if there are major changes to delivery of educational programmes. Token acceptance of inclusion by principals and school administrators is not sufficient, but must be accompanied by a commitment to the initiation of change across a whole school. This might involve the introduction of smaller class sizes for classes which

include disabled students, extra planning time for teachers, time for staff development programmes, and providing non-disabled students with skills to enable them to interact positively and cope with students peers who have disabilities. Ware, another writer who equates inclusion with special education, has similarly suggested organisational change is required :

Inclusive education is an umbrella term used in the United States to describe the restructuring of special education to permit all or most students to be integrated in mainstream classrooms through reorganisation and instructional innovations.

(1995, p.127)

Many commentators on inclusion have linked it to the effective schools' movement. The move to local management of schools in the majority of developed countries has given schools the opportunity to develop their own policies and practices, and control their financial assets. This affords the opportunity to change teaching practices, possibly by accommodating a more flexible approach to curriculum delivery to cater for the needs of a diverse range of students. It can lead to the reorganisation of learning support, as described earlier in this chapter, and other administrative and organisational changes which can facilitate a move towards inclusive policy and a changing role for the special education staff. Many specialist schools are also moving to self-governance.

Increased independence offers schools the opportunity to more directly influence the feeling of community both within the school, in the sense of ownership by students and staff, but also to assimilate directly into the community within which the school is situated. Increased parental involvement in schools, in a variety of roles, has changed the culture of schools in recent years. These types of developments will, according to authors such as Stainback, Stainback & Jackson (1992), lead to better understanding and acceptance of students with disabilities. They claim that within schools with inclusive communities of this type "...everyone's gifts and talents, including those of students traditionally recognised as having profound disabilities or chronically disruptive behaviours, are recognized, encouraged and utilized to the fullest extent possible" (p.5). Stainback, Stainback & Jackson comment that the autonomy of self-governing schools has enabled them to deal with problems created by their size. Thus larger schools that had become impersonal and unwieldy, have been divided into several smaller units, thereby creating the conditions to bring about a feeling of community within and around the school.

Dyson (1992) in identifying innovatory special education practice in schools in the UK has noted that successful schools use all the resources available to them in creative ways and attempt to attract more funding to the school. He comments that there is "...something of an entrepreneurial feel to many of these schools" (p.54). These schools use a whole school approach to resourcing, rather than specifically linking a student's funding to specific individual support. They use funding creatively to support all students but in less resource dependent ways than the traditional support class, withdrawal or class support methods.

Reynolds (1995) has concerns that giving schools control over their own financial resources will not necessarily ensure that every group of students within the school will benefit. Managerial change may provide an improved learning environment for academically able students, but may not suit students with disabilities, or vice versa. Reynolds argues that some special educationalists are embracing effective schools' philosophy without really considering the practicalities of competition for funding for educational programmes within the school. Caldwell (1987, p.53) has claimed that devolution of funding and responsibility to schools will not mean that "...quality and equity will be sacrificed". Caldwell & Spinks (1992) have claimed that historically the centralised funding of schools led to inequities, and that LMS will not work if funding is allocated to schools on a per capita basis per pupil. Walford (1993) assesses Caldwell's approach as naïve in claiming that the move to local management of schools is administratively rather than politically founded. He comments that Caldwell chooses to ignore the political forces behind moves to LMS in both the UK and some Australian states which seek to recreate elitist schools, which will not necessarily be seeking the enrolment of students with disabilities.

Hopkins, Ainscow & West (1994) argue that devolving funding and management to schools cannot guarantee that schools will improve. This will only be achieved if some sort of restructuring is imposed on schools. They support their arguments from research on policy implementation, including McLaughlin's reanalysis of the Rand Change Agent study which showed that policy is not necessarily reflected in practical outcomes of policy implementation, because at the local level implementation will be individualised. They are concerned, as is Walford, that new ways of managing schools will work, but at the expense of providing quality education.

Much of the literature addressing new approaches to the management of schools identifies changes which should enhance the inclusion of disabled students in mainstream schools. Beare, Caldwell & Millikan (1989) predict massive changes to schools in the next decade. They cite Fantini (1986) who has identified "state-of-the-art" concepts which will affect changes in the delivery of educational programmes. These include acceptance of the principle that all people can learn under the right conditions so that programmes are adapted until they achieve their aims, rather than failure being attributed to the learner. This idea presumes that there will be a much greater choice of programmes both within and between schools. There will be better acceptance of individual difference and diversity so that the programmes available will cater to a greater range of learning capacities. Central to this scenario will be the use of technology in far more innovative ways, rather than its current use to deliver existing curriculum in a different format or replace manual administrative systems. Although these ideas would appear to facilitate inclusion, they conflict with the efforts of central governments in developed countries in recent years, to control curriculum content stringently.

5.10 Conclusion

Some writers such as Jenkinson (1997) perceive that as the 1990's close, there is a swing back from total inclusion to a recognition of the need for a continuum of placements for disabled students. Jenkinson has conducted research showing that some disabled students move back to special schools from mainstream schools when they reach secondary school age. This is usually because they require a more specialised curriculum, or they have negative experiences in mainstream primary schools.

It seems certain that a continuum of provision for students with disabilities will continue to exist for some time. But where disabled students do attend a mainstream school, the role of special education staff will change as responsibility for disabled students is spread across the whole school. Support for these students is important, but successful programmes depend on school-wide commitment, good leadership and flexibility. Biklen's (1985) premise that everyone in the school is responsible for education of disabled students will no doubt gradually gain momentum, and will apply to specialists such as school librarians as well as classroom teachers. In schools where learning

support centres are created, the school library staff and special education staff will inevitably be working in a partnership.

This chapter does not attempt to present a comprehensive account of developments in special education; rather it presents an overview of some of the trends which are present in schools today, contributing to the environment in which school librarians are operating. The relationship between school libraries and special education programmes is explored in the following chapter.

Chapter 6 School Libraries

6.1 Introduction

The school library issues investigated in the study are addressed in this chapter. Recent research pertinent to the study is reviewed and developments in school libraries in the two Australian states in which the research was conducted are discussed.

School library programmes can give students lifelong skills in information literacy and significantly contribute to academic achievement. The "Colorado study" (Lance, Welborn & Hamilton-Pennell 1993), which focussed on academic achievement in 221 government schools in Colorado during the 1988-89 school year, significantly linked the quality of the school library service to higher academic achievement. This was true regardless of the relative wealth of schools and their communities, and the educational attainment of adults in the community. Reading skills form the basis of information literacy, and Krashen (1993) found that "...the richer the print environment ... the more reading material available, the better the literacy development" (p.36). This finding was substantiated in other research reviewed by Krashen. He linked this finding to the need for the provision of a quiet comfortable environment in which to read, both at school and at home, and suspected that many children do not find this available in either environment. Thus libraries are vital in that they supply both reading material and a place to read. Krashen discusses research showing that reading aloud and being read to are factors that encourage children to read more. This reflects the benefits for students in primary schools with school librarians who run a literature programme. Krashen concludes that if schools want to improve reading skills and the desire to read, they need to provide free time for students to read material of their choice, and to improve their library collections and employ qualified library staff.

A recent Australian research project, examining literacy levels in schools (Management Committee for the National School English Literacy Survey 1997) identified some significant correlations between library use and reading with literacy levels. Results can be regarded as authoritative, given the project sample included 7454 students in Years 3 and 5, from 379 schools across Australia, plus an additional stratified sample of 773 Aboriginal and Torres islander students. In variables associated with teachers and schools, it was found that extensive use of the library, where a class was regularly taken

to the school library by a teacher, was associated with a significant effect on achievements in literacy, when compared with non-use of the library. In student variables of high achievement in literacy, the highest correlation was found to be with how much students enjoyed "...reading books, writing, listening to stories, speaking in class, and watching films" (p.209).

Hopkins (1989) investigated the relationship of the school library to the development of students' self-concepts. Her review of previous research identified six factors that contributed to positive self-concepts in students : opportunities for collaboration or teamwork with other students; independence; success; a positive and welcoming learning environment; challenge in learning situations; and a feeling of personal value or acceptance. Hopkins' research revealed that the school library could play an important part in the development of positive self-concepts in students and consequently academic achievement.

Haycock (1997) states, based on evidence presented in both published literature and unpublished doctoral research that

Effective school library programs have a positive impact on student achievement, both in information processing and use in content areas, on reading motivation and achievement, and on the quality of experiences that teachers and students have in school.

(p.3).

He does not however believe that the presence of a library space, library staff and a collection can in themselves achieve these outcomes. The library programme needs to be based on sound policy and practice which facilitate its effective operation.

School Match, a North American company, has published findings regarding expenditure as it affects school effectiveness (American Library Association 1987). The company looked at expenditure on variables such as facilities, staffing and school services such as counsellors and careers advisers. Its research found that the highest correlation was between expenditure on school library services and student achievement, and that student performance in national scholarship examinations correlated strongly with library spending levels. Although this research was conducted

in the 1980's it is valuable evidence that may be applied to the current situation regarding funding in schools.

Clearly the school library is a vital component of any educational programme. Just as schools are diverse in nature, so are school libraries. However all school libraries serve the same purpose and may achieve their aims dependent on the support received within the school system in which they operate. Most education authorities value the contribution of the school library to the learning outcomes of the school, although the recent shift to LMS has been perceived as a threat to some school libraries. Once fiscal responsibilities are shifted to individual schools, some principals have considered significantly reducing library programmes as a cost-saving exercise. In the late 1980's for example, the Victorian State government considered replacing teacher-librarians with paraprofessionals, library technicians. Intense lobbying by teacher-librarian associations and library educators in the state averted this move¹. On the other hand some principals have commented on the value of being able to inject extra funding into library staffing and resources once a school exerts fiscal control. Fletcher (1997) has described schools in Alberta, Canada which did retain their school librarians and in some cases increased library staffing, after the introduction of LMS. Ball (1993, p.76) also quotes principals in the UK who have welcomed the flexibility afforded them by LMS to increase library funding. It appears that the onus is on the school librarian to ensure that the value of the library is understood in the school, and particularly by the principal.

The remainder of this chapter examines the factors affecting the quality of school library services and the effectiveness of the school librarian in serving all members of their client groups effectively.

6.2 Standards and Guidelines for School Libraries

Standards or guidelines for the management of school libraries provide benchmarks for the evaluation of services and formulae that can assist with budgeting. The International Federation of Library Associations (IFLA) has produced international standards for

¹ The researcher was involved in this process, undertaken by the School Library Association of Victoria and the Department of Librarianship, Information Management and Business Studies, University of Melbourne, as a lecturer in the latter institution.

school libraries (Carroll 1990) and UNESCO is currently redrafting the *Manifesto on School Libraries*. National guidelines, such as *Learning for the Future* (1993) for Australia, also exist.

IFLA states in its guidelines for the competency requirements of school librarians (Hannesdottir 1995) that there are three major areas in which school librarians require expertise : librarianship, management and teaching. The management area includes skills in policy development and implementation, supervision, evaluation, resource management and financial management. The Australian school library guidelines *Learning for the Future* (1993) define five domains within which the school library operates : learners and learning, teachers and teaching, resourcing the curriculum, providing access to information and developing the physical environment (p.6). Within these domains the managerial responsibilities of the school librarian are seen to be : analysing need, developing policy, implementing policy and evaluating outcomes (p.7).

6.3 The Managerial Role of the School Librarian

The various ways in which school libraries are staffed and managed was discussed in Chapter 1, where it was stated that the desirable situation, recommended by professional associations, was one where the school library is managed by a qualified librarian. School librarians have long struggled to achieve recognition of their role in the school. The preference for the term "teacher-librarian" in Australia may well reflect a need to be seen primarily as a teacher, who can work collaboratively with other teachers in the school, and who is seen to belong. Brown and Sheppard (1997) feel that school librarians must also have a strong image as a teacher, in order to gain acceptance from teaching colleagues. Research by Heeks and Kinnell (1994) supports this finding.

Haycock (1997) reviews research which indicates that candidates for school librarianship training programmes should be selected according to leadership capabilities and communication skills, complemented by other personal attributes such as "...initiative, independence, extroversion, personal stamina, and self confidence" (p.11). Although Haycock acknowledges that applying the last set of attributes in particular to a selection process would be problematic, they are certainly the attributes

which school librarians need to be effective, from the researcher's perceptions, derived from over twenty years involvement in the field.

Several writers have highlighted the difficulty of formulating the role of the school librarian when school librarians themselves are not in accord as to what it entails (Haycock 1997, Nimon 1996). Haycock describes "exemplary" school librarians as those who "...impact student achievement through leadership, collaborative program planning with teachers and team teaching, knowledge of information and technology, student access and assistance, and administrative support" (1997, p.9). He parallels these traits with those of outstanding teachers, but these are also the traits of good library managers. The skills involved are good communication, strategic planning, team management, leadership and financial management skills. Haycock's (1992) research review summarises the results of three pieces of doctoral research as showing that school librarians who are extroverts and less cautious are more successful in their professional role (p.35). This is substantiated by research by Montgomery (1991) which is discussed in detail in Section 5.5. Charter (1987) found that school librarians with a positive image liked to work with others and were more extroverted and tolerant than the general population. Charter discusses research conducted by Gallo (1985) which looked at students' perceptions of libraries and librarians. This revealed school librarians themselves were often a disliked aspect of the school library service, so clearly the personality of the school librarian is an important factor in the use made by students of school libraries.

Brown & Sheppard (1997) suggest that the impact of LMS and information technology means that school librarians must become leaders in their schools by involvement in senior management teams and in being leaders and facilitators in the area of information technology. In order to do this they will need "...strong personal, interpersonal and team skills". The research by Heeks & Kinnell (1994) elicited observations regarding the methods of communication used by school librarians, which was linked to the culture of the school they operated in, especially in their dealings with students. In more traditional schools, students treated librarians deferentially whereas in schools with a less formal culture the open communication seemed to enhance the student-librarian relationship. This study also highlighted the importance of the school librarian maintaining a presence in the school staff room as a communication technique. The

teachers interviewed regarded the high level of communication skills exhibited by their school librarian as indicating a high level of professionalism.

Interpersonal communication skills are paramount when the relationship between the school librarian and the principal is considered. Several recent studies have homed in on this relationship which is closely linked to the status and success of the school library services. These studies have shown that the support of the principal, long considered to be a vital component to practitioners, is indeed a key factor. Haycock's (1992) research review considers fifteen doctoral theses which address this topic. He concluded that the attitude of the principal towards the role of the school librarian was crucial to all areas of library management, but particularly in the area of curriculum development and involvement. Success was achieved in this latter area especially when the school librarian and the principal worked collaboratively to introduce co-operative curriculum planning and teaching (CCPT). Principals of primary schools in particular showed a much greater understanding of the role of the school librarian in this process than the classroom teachers. Grant (1988) took this further to link the active involvement of the principal in implementing CCPT within the school as ensuring students have an opportunity to learn effective skills for lifelong use.

A recent international research study ((Hay, Henri & Oberg 1999) examined the perceptions of both principals and school librarians on the role of the library in the school and the extent of the principal's support for the school library programme. The research showed that the three most important areas for active support from principals were : staff development for library staff; the development of a current and curriculum focused library collection; and promoting information literacy as a school wide goal. Although the research found that not all school librarians felt that principals provided such support, there was a belief by both librarians and principals that the development of the school library programme and its links with the attainment of information literacy should be shared between principal and school librarian on an equal basis.

The chief focus of school librarians in Australia over the last decade has been on the areas of information technology and co-operative curriculum planning and teaching (CCPT). The latter has involved initiating a change in the way information skills are taught from an isolated approach using the "library lesson" to close co-operation with

teachers to integrate these skills into the curriculum. In the area of information technology, school librarians have faced the dual challenge of automating their library's cataloguing and circulation systems, and introducing the technology required to offer an ever increasing range of electronic information sources. Many have become responsible for the provision of information technology and Internet access throughout their school.

School librarians who have paraprofessional or clerical support are more likely to successfully implement major changes such as these, as the day to day running of the library can be delegated. In reality many school librarians have very little assistance, and often the focus on either information technology or CCPT has resulted in neglect of other management areas. Two crucial areas which cannot be ignored are policy development and evaluation of library services (Murray & Williamson 1990).

6.4 Policy and Evaluation of Services

Herring (1988) has stated "Policy-making in school libraries is perhaps the most important aspect of management as it underpins all other activities". This is, in the context of the late 1990's, an understatement. As schools become more effectively managed through devolution of responsibility through LMS, all school programmes need formal policy to direct the planning process. If school library policy preferably linked to school wide policy does not exist, then the existence of the school library can be threatened at any time. Heeks and Kinnell (1994) emphasise that if library policy is linked to school policy, this "...immediately lifts thinking about the library onto a new plane, where core management issues, rather than routine matters, are addressed and the library is seen as fulfilling mainstream functions" (p.17). As the discussion of library management trends in Chapter 1 showed, many school librarians are still unaware of basic strategic planning processes or TQM techniques, which assume the existence of written policy. Wright (1994) comments that "...policy making is part of the management of change" (p.68).

The need for policy formulation is emphasised in the Australian guidelines, *Learning for the Future*. The development of policies to cover the five domains of school library service identified by the document is recommended.

Although policy may exist at a system level, often system level policies concentrate merely on one aspect of school library provision, as for example in both Victoria and NSW where there are system level policy statements on teaching information skills. NSW does also have a general school library policy statement (New South Wales Department of Education 1987) and a *Handbook for School Libraries* (1996). This handbook aims to provide guidelines for school librarians to produce their own policy statements. The Catholic Education Office in Victoria published *Parish Primary School Libraries* in 1989. It is currently preparing a *Manual of Procedures and Policies for Victorian Catholic School Libraries* (1999) which contains comprehensive guidelines for formulating policy statements. There is still a need for school librarians to maintain policies at the local level, covering all aspects of school library provision. Charter's (1982) study of exemplary secondary school libraries found that one common factor was the existence of written policies that included a programme of evaluation. Strategic planning and quality management processes include evaluation as a final process in the cycle.

According to Haycock (1997) evaluation should be undertaken in collaboration with all involved in the school library programme : the principal, library staff, teachers, students and where applicable, school district or other support personnel. Although little recent research has been conducted on evaluation of school library programmes, Haycock contends that earlier research findings still apply today. Research done in the 1970's showed that when school librarians did evaluate their programmes, they tended to rely on subjective assessment based on personal experience and training rather than using a more rigorous objective approach.

6.5 Information Skills and Information Literacy

The teaching of information skills as part of the curriculum rather than in isolation is a complex issue. Many primary school librarians regularly take a library lesson with each class in the school, which provides relief from face to face teaching (RFF) for the classroom teacher. This arrangement rarely extends into secondary schools, where usually classes are timetabled into the library for an information skills class during Year 7, but from then on classes may only use the library if taken there by a subject teacher. Nimon (1996) believes that this arrangement was introduced in Australia by teacher-librarians themselves. Talking about the 1970's, when teachers who had been trained as

librarians as a result of federal government initiatives were first being employed in schools in that capacity, Nimon comments :

In regard to promoting student use of the library, it is not surprising that people who were formerly classroom teachers followed their accustomed practice and the predominant approach was for each class to have a library lesson.

(p.66)

Nimon comments that teacher-librarians soon realised that this approach was not successful as a teaching method and sought to integrate information skills into the curriculum. The legacy today is that many school librarians are still fighting for recognition that the library lesson should not be used for RFF and that CCPT should be used to ensure that information skills are taught in context. Where a CCPT programme is adopted, the work done in the library is an absolute integral part of the work done in the classroom, and students understand this. Haycock (1989) describes the value of CCPT being dependent on the following elements involving the classroom teacher and the school librarian:

- planning and preparation are shared;
- individual attention to students is increased;
- there is satisfaction for both teachers working together using their joint experiences, and for students gaining independence and power in learning;
- continuity in information skills development is ensured through integration with the classroom curriculum;
- experiences are shared;
- there is a shared goal and responsibility in the partnership – gaining successful learning for students.

McGrath (1990) has commented that special education teachers share the same problems as school librarians in gaining the support of classroom teachers in team teaching particular sets of skills. The problems she describes as a Support Teacher-Learning Difficulties in NSW mirror the problems faced by school librarians : time to convince classroom teachers of the need to teach together, and to plan, implement and evaluate the units taught together, as well as promoting a team teaching policy across the school. Successful implementation of CCPT also brings the benefits of co-teaching which were discussed in the last chapter, for both students and teachers.

The adoption of CCPT in NSW and Victoria could not be described as widespread. An earlier study involving the researcher (Williamson & Murray 1996) provided evidence that the introduction of the Victorian Certificate of Education had forced more co-operation between school librarians and teachers regarding the inclusion of information skills in the curriculum. There was a realisation by teachers that students needed to be taught information skills in the early secondary years; by Years 11 & 12 students are so pressured with work they do not have time to assimilate information skills fully. School librarians interviewed in the study felt that this would enable them to introduce more CCPT rather than formal library lessons in the lower year levels. However it must be noted that this study was limited in its methodology and findings cannot be generalised extensively.

Montgomery (1991) found that cognitive style is related to the level of co-operation that takes place between school librarians and classroom teachers in integrating information skills into the curriculum. Her study found that school librarians who exhibit field dependent characteristics in cognitive style, such as a social orientation, an interest in people and a preference for working with others rather than in isolation, made greater efforts to introduce co-operative curriculum planning and teaching with classroom teachers. School librarians who exhibited field independent characteristics such as being socially detached, relying on their own values and self-defined goals, and a preference to work alone were not so successful.

The information skills process itself developed from ideas emanating from teachers and school librarians concerned that the process be developed logically to support information seeking throughout the school years. Michael Marland and Ann Irving are particularly credited with developing steps in the process, which have since been further refined, most notably as the "Big6" (Eisenberg & Berkowitz 1990). These nine steps were presented in *Information Skills in the Secondary Curriculum* edited by Marland as :

1. What do I need to do? (formulation and analysis of need)
2. Where could I go? (identification and appraisal of likely sources)
3. How do I get to the information (tracing and locating individual resources)
4. Which resources shall I use? (examining, selecting and rejecting individual resources)
5. How shall I use resources? (interrogating resources)

6. What should I make a record of? (recording and storing information)
7. Have I got the information I need? (interpretation, analysis, synthesis, evaluation)
8. How should I present it? (presentation, communication, shape)
9. What have I achieved? (evaluation)

(p.30)

As Rogers (1994) has indicated in his review of research about information skills, there has been much confusion about what constitutes study skills, research and information skills, and whether they overlap. In this study information skills are referred to in the context of current usage in Australia. The Victorian government document *Teaching Information Skills* (1987) uses the nine step method of Marland, whilst the NSW document (New South Wales Department of Education, n.d.) uses a simpler model of defining, locating, selecting, organising, presenting, and assessing. Schools in other sectors follow these or similar models.

One of the problems school librarians face in attempting to integrate information skills into the curriculum is the lack of knowledge by teachers themselves of information skills. As a result they may feel threatened by an approach from the school librarian to plan a student assignment co-operatively. This lack of information skills on the part of teachers exacerbates the situation, as they do not present a good role model for students in demonstrating information skills, which makes it all the more vital that these skills are taught in co-operation with the school librarian. This situation has led from the early 1990's to an expanded role for the school librarian in teaching information skills to other teachers (Heeks 1989, Rogers 1994). An Australian study (O'Connell & Henri 1997) confirmed that teachers' perceptions of the skills associated with the information seeking process are different from those of school librarians. Teachers tended to focus on the older type of information sources and perceived the catalogue to be the main tool to be used in the process. O'Connell & Henri suggested that unless teachers themselves are trained in information skills, their concept of the information seeking process may have "...a significant negative impact on the learning of students" (p.135).

Heeks (1989) puts forward the view that Marland's approach was ambitious and was difficult to implement in teaching. She concluded that there was a move away from the focus on the skills themselves to a concern with the nature of information and

knowledge, and the manner in which students evaluate, analyse and synthesise information. Redefinition has also been invited as the increasing availability of information technology impacts on the process of information seeking, and as the educational focus on information literacy develops. Eisenberg & Johnson (1996) have identified the need to integrate the use of computers into the curriculum as parallel to the integration of information skills into the curriculum, and being a process in which school librarians should be highly involved. They state that teachers and school administrators are realising that computer skills cannot be taught in isolation if students are to understand how to use them as a tool rather than a toy.

A recent definition of information literacy expands on the earlier concept of information skills as developed by Marland and others :

- acquiring and evaluating information
- organizing and maintaining information
- interpreting and communicating information
- using computers to process information

(Mendrinis 1997, p.38)

More recently the American Association of School Librarians (AASL) has produced national standards for information literacy which link the necessary skills more closely to independent learning and individual competencies (AASL 1998). The acquisition of information skills is rapidly becoming regarded as one element of gaining information literacy sufficient to ensure employment or a place on a tertiary course, and is linked to the competencies envisaged by the Mayer report (1992). Thus the concept of information literacy as developed by Doyle (1996) and others is perceived to be a lifelong skill through which a person :

- recognises the need for information
- recognises that accurate and complete information is the basis for intelligent decision making
- formulates questions based on information needs
- identifies potential sources of information
- develops successful search strategies
- accesses sources of information including computer based and other technologies
- evaluates information

- organises information for practical application
- integrates new information into an existing body of knowledge
- uses information in critical thinking and problem solving

(p.41)

The refinement of information skills into information literacy has the common theme of linking the process to critical thinking. No doubt the concept will continue to be redefined for some time. As Butterworth (1996) has emphasised, it is important that school librarians focus on ensuring that students gain some of the skills associated with information literacy. Butterworth claims that this can only be achieved in schools which are "...elitist ...or serve a higher socio-economic class" (p.51). Many school librarians are faced with a dilemma not only of how to find the time to effectively teach information skills, but how to provide the range of electronic information resources now available as well as print and other formats. Butterworth's claim is supported by Miller and Shontz, whose research showed that "high-tech" school libraries are emerging in "technologically smart" schools, and this is being achieved in the wealthier schools alongside maintaining a good school library collection of other formats, but in poorer schools often at the expense of other formats such as books (1994, p.24). Thus many schools have good electronic resources but poor print collections.

One final aspect of literacy which can be emphasised by school librarians is storytelling. Although this is a common feature of school library programmes in primary schools, it is not used to the same extent in secondary school libraries.

6.6 The Impact of Information Technology on the Information Seeking Process

As already mentioned, the adoption of information technology has been a chief focus of school librarians in recent times. Most school libraries now have a computerised system for handling the catalogue, circulation and library management tasks; most offer a range of electronic information resources and Internet access. The adoption of technology has implications for teaching students how to access information. Wright (1993) suggests that neither computerised catalogues nor their precursor, the card catalogue are easy to use from a child's perspective. He quotes research (Edmunds 1989) which found that children in Grades 4-6 experienced major cognitive difficulties in finding the correct call number for the information required. Edmunds did not advocate more information

skills teaching to cope with this problem, but rather simpler library catalogues. Some systems, such as the *OASIS* system used by the majority of school libraries in NSW, do offer very simply structured menus to facilitate searching, but this is not true of all systems.

Moore & St. George (1991) examined the ways Grade 6 students selected and used search words in seeking information. Although this study looked at the use of card catalogues its findings are nevertheless relevant to the use of electronic catalogues. The results showed that the students had great difficulty in thinking of synonyms to use in their search and relied heavily on words in titles. This suggests that students must be directed to think of alternative search strategies for a particular topic when being set an assignment, and requires the involvement of the school librarian in the planning stage of the assignment.

Although Solomon's 1993 study on children's use of online public access catalogues is limited due to the rapid enhancement of computerised library systems over recent years, some of his findings are still relevant. He found that the tendency of children to express information needs very simply, often in one word such as "cats", "dinosaurs", "football" and so on, facilitated their success in searching as these terms were usually descriptors used by the OPAC system. The study showed that although children were advised of the need to think of alternative search terms if they were not successful, many did not retain this information. Many of the children observed, especially those in the lower grades, realised when they needed assistance, and would seek it from their peers or teachers. Difficulties were often related to spelling. Asking for assistance was not so common by the time children reached Grade 6, suggesting that by this stage children did not want others to know that they had problems. It was observed that children in general tended to explore and experiment when using OPACs. For example they would just press a key to see what happened, and make a game of it. Where there were real difficulties, Solomon concluded that

At the extreme, children are at a loss to even begin the information retrieval process when they cannot read, have no idea what tasks the OPAC is designed to help them perform, or cannot communicate their information needs in simple terms.

(p.252)

Haycock's (1992) review of unpublished doctoral research indicates that although students have some difficulties in using online catalogues and other electronic information resources, they prefer to use an electronic tool to a print one. Students also like using CD-ROM technology. The research showed students had greater success with simple rather than complex retrieval tasks and when they were unsuccessful had often not used help screens or online tutorials. As far as electronic encyclopaedias were concerned, students were more successful in using those with a menu based approach than those that were command driven. However the menu driven electronic encyclopaedia did not prove to be more successful than student searches using print encyclopaedias.

This research shows that school librarians must carefully evaluate all information systems and products they are considering introducing into the library. Even though technology of this type is now commonplace there is still a danger, as Wright (1993, p.10) has pointed out, of using "...technology for technology's sake". The researcher's experience has shown that this is a danger particularly where school libraries are managed by teachers without librarianship qualifications, where knowledge of the range of information products is limited.

Dow (1998) also draws attention to the need for libraries to also provide software tools which students can use to draw together and present the information that they retrieve. Thus school libraries need to provide computer workstations which can be used to access, retrieve and present information, especially as there are still students who do not have access to computers in the home.

6.7 Collection Development in School Libraries

The increasing availability of electronic information resources has impacted on the nature of school library collections. Although collections have long been multi-media, including items such as filmstrips, videos and realia, as well as print formats, many of these formats have been rendered redundant by digital formats. This has occurred especially because some of the older formats such as slides and filmstrips, are, as Dow (1998) has suggested, cumbersome to use and passive in presentation. Students today

are used to fast moving and interactive technology outside of school and this must be matched in school if their attention is to be captured.

Research has shown that students, particularly at the secondary level, use a wide range of resources. Dowling (1992) found that for secondary students undertaking the Victorian Certificate of Education (VCE), the most used resource was books, followed by the vertical file, magazines and video. A comparable study by McCrum (1993) showed that Year 12 students preferred people as their first source of information, especially teachers, then friends or family. This preference seemed to be linked to the student's ability to locate information, or to seek help in doing so. Difficulties could be encountered such as the availability of materials on the library shelf, and whether the content or level of the material located was suitable.

Thus school librarians are now challenged to provide a collection in a variety of formats and attention has to be given to selecting the appropriate format and level for the type of information being presented. Few school libraries are funded to a level which would allow them to purchase the same information source in more than one format. On the positive side, many of the electronic information resources now available, such as CD-ROM products, provide access to resources which were once beyond the range of school library budgets. Mendrinos (1994) found that school librarians in the USA identified other advantages of CD-ROM including the unlimited access to resources at no cost, user-friendliness, and a need for minimal assistance from school library staff because students conducted their own searches. However the main challenge for collection development in school libraries remains the provision of a collection which contains a range of information resources provided in a variety of different formats which together can support the curriculum and enhance student learning outcomes. It is paramount that the processes used to select and maintain the collection are documented in a written collection policy; this ensures continuity if there are staff changes, but also explains why particular materials are held in the school library collection, which is vital if materials are challenged (Van Orden 1995). The policy should also document procedures which ensure that regular evaluation of the collection is carried out (Murray & Williamson 1990).

One aspect of library use which impacts on collection development is the use made by library users of other library collections. This may depend on the geographical location of a library in relation to other libraries, and also on the knowledge of library staff of the collections of other libraries that are accessible. For school libraries, the type of libraries which can supplement the collection are public libraries and large reference libraries, such as the State libraries in Australia. Other types of libraries, such as academic, special, and the libraries of voluntary sector organisations may be used infrequently. Less popular or costly resources which are available at these libraries might not be duplicated in school library collections, when staff know that they can refer their users elsewhere to use such resources. Krashen's (1993) review of research on the reading habits of children suggests that children use classroom, school or public libraries according to the accessibility, ease of use and selection of materials available in individual libraries. An Australian study (Grosser 1987) found that 80% students in Years 11 and 12 in Victoria used public libraries to find resources for their VCE studies. In 1990 a survey of student use of public libraries in NSW was conducted (Guldborg 1991). This study found that in the week of the survey 35% of users were students. Of these 45% were from secondary schools and 27% from primary schools. Guldborg also found that the secondary school students using public libraries tended to have a well developed habit of library usage. Dowling (1992) found that students in Year 11-12 in Victoria primarily used their school libraries and if further information was needed tried their public library, then State, tertiary, TAFE and special libraries. The use of public libraries (by 70% of the sample) was far higher than any of the other types of libraries (the next highest being the State library at 12%). These findings were correlated by McCrum's research in 1993.

Haycock's (1992) research review found that students regularly use other types of libraries to complement their school libraries. This review found evidence that although students benefit when there is co-operation between school and public libraries, active attempts to foster co-operation by either school librarians or public librarians is minimal. This appears to be due to concepts of self-preservation and protection of resources, not necessarily by librarians but by administrators in either organisation. The review showed that good users of the school library also tend to use public libraries more, and that school librarians can influence students to use public libraries effectively. Another study (Shannon 1991) found that a barrier to school/public library co-operation

was lack of time for school librarians to be able to establish informal or formal communication with the local public library. Tanner & Nicholson (1992) have documented some co-operative efforts in Victoria, between public, TAFE and school libraries but these were mainly initiated through Ministry for the Arts Co-operative Grants and have received little promotion in recent times.

6.8 Staff Development

Staff development was an area identified by Heeks & Kinnell (1994) as requiring more attention in school libraries. They found that in the UK there were a range of staff development activities available to school librarians but the identification of those suitable for individual school librarians was inhibited by the lack of confidence by their line managers in assessing their staff development needs.

A survey conducted by Edwards & Schon (1986) found that staff development activities undertaken by school librarians included professional reading, meeting with other school librarians, attending conferences, attending staff development activities organised by their school district, being involved with professional associations and taking formal courses offered by tertiary institutions.

The *ALIA/ASLA Joint Statement on Library and Information Services in Schools* (1989) states that school librarians should be able to undertake continuing staff development. Most staff development made available in Victoria and NSW is offered by professional associations either through conferences or inservice days. Many commentators see that for a geographically dispersed group of professionals such as school librarians, delivery of professional development programmes by professional associations is the optimal solution (*Meeting the Professional Information Needs of Teacher Librarians* 1996). Staff development for non-professional staff in Australian school libraries has not been documented in the literature, and appears to be very limited.

6.9 Conclusion

The potential contribution of school libraries to students becoming information literate and independent learners is unquestionable. This is something all students should be offered. Todd (1996) comments :

The fundamental purpose of schooling is the development of people as independent learners, people who are able to make effective choices from the multitude of life experiences and learning opportunities that surround them throughout their lives.

(p.3)

The research reviewed in this chapter shows that the school library contributes significantly to the attainment of academic achievement, information literacy skills and a love of literature and reading for many students. But for this to be achieved the school library must be managed effectively by a qualified librarian who has the competencies necessary to promote the library within the school and ensure that information skills development is integrated into the curriculum.

The current study is concerned with the way in which school libraries make their services available to disabled students, thereby enabling them to develop lifelong skills in accessing and using information. The effectiveness of the school librarian in managing the library will affect the likelihood of school library services being offered to all students on an equitable basis. The next chapter will review the literature which has been published regarding school library services and students with disabilities.

Chapter 7 School Libraries and Special Education Programmes

7.1 Introduction

The *UNESCO School Library Manifesto* (1998) reflects in its mission statement the commitment school librarians should maintain for all their client groups :

School library services must be provided equally to all members of the school community, regardless of age, race, gender, religion, nationality, language, professional or social status. Specific services and materials must be provided for those who are unable to use mainstream library services and materials.

(p.1)

In the opening address of a recent Australian conference for school librarians, Robyn Sullivan (1998), Deputy Director General of Education Queensland, put forward the view that school librarians should see any part of education services as relevant to their work, and not as optional extras. She discussed the way school librarians could engage students in learning in line with Queensland's focus on improved student learning outcomes. The gradual mainstreaming of disabled students into mainstream schools since the early 1980's has impacted on school library services. This chapter examines the existing literature and research on this area and discusses the extent to which school librarians have taken up the challenge of providing equitable services for students with disabilities.

An early article suggesting self-help tactics was written by the director of the Instructional Materials Center at an elementary school in Wisconsin which had 100 "special students" (Dresang 1977). Dresang discussed the correct use of terminology, the physical arrangement of the library, and services where additional resources could be obtained. Although much of the advice concerning collection development is now dated, she makes suggestions that are still relevant, such as using good communication skills and body language to facilitate communication, and coverage of selection of materials which do not stereotype in the collection development policy.

In 1979 Velleman's *Serving Physically Disabled People* was published, the first extensive guide written with a library audience in mind. The restriction to physical disabilities was chosen by the author, as she did not feel sufficiently experienced with other disabilities to include them. Velleman's next book (1990) extended this coverage

to include developmental, intellectual and learning disabilities. Both these titles describe specific disabilities, consumer information for people with disabilities, adaptive technology, rehabilitation, and advice on providing library service for people with disabilities in various sectors. Sections on special education and school libraries are included.

The International Year of Disabled Persons (1981) prompted some interest in library services for people with disabilities, but few of the monographs produced at that time covered school library services. One early text (Baker & Bender 1981) focussed on library programmes for students with disabilities. Although some parts of this book are now quite dated, especially in terminology, the authors give some advice which is still relevant in the late 1990's. They suggest that if school librarians are to be successful in catering for disabled students, they should co-operate with teachers and parents, be prepared to modify materials and be aware of where they can obtain specialised resources. They advise school librarians to rid themselves of prejudices and hone in on their personal qualities such as patience, but to avoid setting their expectations too high. A proactive role in working with special educators is encouraged, by involving disabled students in information skills programmes and possibly having input into students' individual education plans.

Baskin and Harris (1976, 1982) produced two books which were compilations of articles, some of which were descriptions of current practice, but could not be described as research. Some other books were published in North America during this era, but were prescriptive in nature (Walling & Karrenbrock 1983, Dequin 1983).

Some Australian work emerged during this period. Parkes and Walker (1981) suggested that in dealing with disabled students school librarians could start by developing a positive attitude by removing both psychological and physical barriers. They advised that school librarians should make positive efforts to identify disabled students and liaise closely with special education teachers regarding their needs. Advice on the layout of the library to facilitate physical access was given. Taylor's unpublished diploma paper (1981) addressed the impact created by the integration of students with hearing impairment in Victorian schools. The study focussed on ways in which these

students could be assisted by school librarians but concluded that without financial support for extra resources and support from professional support personnel from within the education system, success would be limited. Junor's 1983 paper addressed physical access requirements and the provision of alternative format materials. Hutchinson (1984) concentrates on students with learning disabilities, offering strategies to encourage reading, and recommends that school librarians should liaise with and gain support from special educators both internal and external to their school. Harrison (1985) aims in much the same way as Parkes and Walker, to give school librarians confidence in dealing with disabled students and recommends the use of good communication techniques and becoming informed about disability and the mainstreaming process. Harrison points out that many classroom teachers will be as unfamiliar with disability as the school librarian may be, but the school librarian can help and support colleagues by seeking out useful information about disability and appropriate teaching resources and disseminating these to staff. August et al. (1987) interviewed school librarians in eleven government schools in Victoria about how disabled students were catered for. The authors took a critical look at the Collins Report (1984) and concluded that it had not considered at all the role of school libraries in supporting students with disabilities. They found that the report focussed solely on resources such as support personnel, and not on materials, although special equipment was mentioned. This led to a recommendation that school libraries should share specialised resources for students with disabilities. The interviews revealed that school librarians had not played a proactive role in providing resources for students with disabilities. They had responded to requests for educational material from special education staff, aides or classroom teachers, but had not taken the initiative to select and purchase library materials that might be suitable for these students. Several of interviewees were unaware of how many disabled students were enrolled in their school, and others did not know what type of disabilities the students had. Little thought had been given by the interviewees as to how they could support or involve themselves in the integration process. The authors found this inexcusable, given that the research was conducted three years after the acceptance of the Collins Report. This article again focusses on the improvement of physical access as something which can often be achieved with little cost, but highlights the problems which cannot be overcome such as accessing books from high or low shelves for students in wheelchairs. The research revealed that of those libraries which did have a selection policy, no reference was made

to specialised resources for students with disabilities. A few of the school librarians interviewed had made limited attempts to provide materials, mainly hi/lo books, and some audio, large print and Braille books. Problems in funding for extra resources were acknowledged.

Several other texts were published in the 1990's. Marshall (1991) and Walling & Karrenbrock (1993) produced practical guides covering physical access, ideas for library programmes for young people with disabilities, and staff development. Both of these books dealt with school and public libraries. *Serving Special Needs Students in the School Library Media Center* (1995) includes contributions from school librarians and from special education teachers and researchers who focus on the school library and the role it can play in special education.

Very little research dealing with school library services to disabled students in mainstream schools has been reported in the literature. British researcher Peggy Heeks conducted a project on information resources and information skills for pupils with special needs in 1988. It focussed on students in the first year of secondary school who had reading difficulties, and the main aim of the study was to identify appropriate resources for these students and to monitor their use of information skills in working on library resources for subject work, in order to produce a list of skills needed. Heeks was also involved in the British Library funded LESSEN (Learning Support for Special Educational Needs) project at Loughborough University (Heeks & Kinnell 1997a, 1997b). The LESSEN project investigated the role of learning support for Year 7 pupils with learning difficulties in ten UK secondary schools and was in progress at the same time as the current study. The project identified ways in which school libraries could contribute to the education of students with special needs, which included : Creating a welcoming library environment; development of library policy which is linked to school policy; knowledge by professional library staff of both students with special needs and appropriate resources for them. The first of these, a welcoming library environment, connects with the finding that a pleasant classroom environment was a positive factor in the successful integration of disabled students (Center et al 1988).

7.2 Standards, Guidelines and Policy

School libraries receive little attention in government policy documents or legislation relating to special education. The Doherty Report (NSW Department of Education 1982) recognised the contribution school librarians could make to the education of disabled students, through the provision of literature programmes and a wide range of information formats. The report emphasises the importance of toys and games for children with developmental disabilities and learning difficulties and legitimises their provision in a school library setting (p.160-161). Although the report addresses mainly school librarians working in special schools, it recommends that school librarians in mainstream schools should receive training to assist them in meeting the needs of disabled students enrolled in their schools. The report made recommendations for the staffing provision of school librarians in special schools.

The McRae Report (McRae 1996), also focussed on NSW, recommended that the *Technology in Schools Strategy* should take into account the needs of students with disabilities. The report emphasised that NSW schools needed to be aware of the uses of technology in order to be able to provide access to information and learning opportunities for students with disabilities. Clearly this has implications for school librarians in providing information resources.

The IFLA *Guidelines for School Libraries* (Carroll 1990) makes some, but not sufficient, reference to services for students with disabilities. Hi/lo books are recommended for inclusion only in primary school libraries, and large print books are recommended to be purchased "when needed" (p.18). The guidelines do encourage school librarians to access resources from other libraries and organisations through inter-library loan and recommend co-operative resource sharing and acquisition with other libraries. As far as facilities are concerned the guidelines state that "Ramps, handrails, larger doors or sliding doors, and buzzers to attract assistance should be provided for physically handicapped students" (p.23). A discussion of the arrangement of floor space and furniture (p.25) although it does not mention disabled students, does in fact conform closely with the features identified by Murray (1995) as being suitable for students with disabilities. Similarly, recommendations regarding lighting (p.24) would be adequate for students with visual impairment. Some of the facilities suggested by the guidelines consider the needs of students with disabilities. For example, it is

suggested that there should be space for the production and recording of audio tapes, and that recording booths should be big enough to accommodate "...a physically handicapped person with special equipment, and perhaps a tutor" (p.26). A specific discussion of items of furniture (p.27-28) does not mention the need for furniture of an adapted height or width for wheelchairs. However a list of equipment to be considered includes listening posts, cassette players, and "...high resolution enlarging lens for the visually handicapped, where needed" (p.30).

The Australian school library standards *Learning for the Future* (1993) cover services for disabled students under policy and needs analysis, in that it is stated that the needs of this group of students must be considered. A range of formats is recommended to be included in the library collection (p.22) but no mention is made of alternative format materials. It is documented that additional funding on top of allocations according to formulae may be needed to cater for, amongst many categories "...special populations of students with particular language, cognitive, cultural or other needs and abilities, and related resources needs" (p.24). Physical access is well covered, and the document includes recommendations regarding spacing of shelving and height of furniture and computer terminals, in order to cater for students with physical disabilities.

There are some other guidelines which refer to libraries in general which are applicable to school libraries. ALIA has produced a *Statement on Library Services for People with Disabilities* (1996) and *Standards on Library Services for People with Disabilities* (1998). A useful accessibility checklist was produced by the Libraries Board of South Australia (*Libraries Are For Everyone* 1992). Apart from the school library guidelines discussed above, IFLA has also produced *Guidelines for Library Services to Deaf People* (1991).

7.3 The Physical Library Environment

Parkes & Walker (1981) draw attention to the fact that the first factor which can hamper physical access is the location of the library within the school. Ideally the library should be centrally located but this is not always the case, especially if the library is housed in a separate building. Frequently the age of the school will dictate the level of physical access. Many older school buildings are multi-storeyed and do not have lifts. Doors in

older buildings are often heavy and difficult to open. Electrically operated doors are the best option in offering good physical access.

The physical layout of the school library is something that can often be improved with minimum financial outlay. Creating a simple floor plan with as few barriers as possible can facilitate access for students with physical disabilities. A simple layout can make it much easier for children with other disabilities to orient themselves to the library. Murray (1995) draws attention to the fact that poor layout of furniture and equipment can create an environment that is dangerous for some students. Areas that can cause problems include low tables, equipment or furniture located in awkward places, doors that are difficult to open and poorly designed ramps. Shelving units are troublesome if they are too deep or too high and are not made of sturdy materials. They are often placed too close to one another. Tables and other furniture should have rounded edges. Murray points out that the orderly neat appearance of some libraries can be off-putting for some students, especially if they have motor impairments or problems understanding accepted procedures such as putting things back in the place where they were found. If a library has very ordered rules this can discourage such children. To overcome this Murray suggests there should be some sort of interactive area in the library, possibly with some toys, where children find it inviting to interact with resources. Many disabled students can find it distracting to work in open possibly crowded areas, so providing a range of study or work spaces can be beneficial.

Library staff need to be aware of basic safety precautions such as the elimination of obstacles such as waste paper bins, plants, drawers being shut when not in use, and doors being left either totally open or shut. Slippery floor surfaces, electrical cords running across open areas and easily opening doors and drawers on furniture and equipment are other desirable features of the physical environment (Petrie 1982). Maintaining an accessible environment benefits all library users and ensures a work safe environment for library staff.

Signage is an important aspect of the physical environment, but can be complex due to the varied requirements of students with various disabilities. Murray (1995) identifies the possible need for signs in Braille, in various types sizes and colours, in pictorial format, or in simple words. He points out that the placement of signs is important: they

may need to be at a lower level than normal, or even on the floor. Lighting and colour schemes also need to be designed with the needs of visually impaired students in mind (Velleman 1990).

School librarians can consult standards and guidelines for physical access to ensure that all aspects of the physical environment are accessible and comply with the requirements of the DDA. They need to monitor equipment which is available to facilitate access for students with physical disabilities. For example a library step designed for children of short stature, limited mobility and balance difficulties has recently become available. Some school librarians are not aware that everyday equipment such as bean bags can be useful for students with physical disabilities (Dresang 1977).

7.4 The Role of the School Librarian in Special Education

Voltz (1995) suggests that school librarians have "...unique skills and perspectives to contribute in the process of identifying students who have learning and/or behavior differences, which may indicate the presence of a disability" (p.149). She sees that school librarians interact with students in an environment which is not a classroom and hence may develop a relationship with students that differs from that students form with teachers. School librarians see students at a wider range of levels than other teachers, due to the fact that most students use the library at some point, which may assist them in identifying a student in need of additional support.

In most models of mainstream education for disabled students, the individual student will have an Individual Education Plan (IEP) or similar designation. There is no reason why the school librarian may not be included in the team which plans the student's programme or at least advises it regarding information resources and access requirements. In some Canadian school districts school librarians are involved in such teams, and often assist by procuring resources to inform the team, such as videos (Brown 1990).

Many disabled students enjoy working in the library as monitors, but this type of activity is rarely reported in the literature. As early as the 1970's librarians were finding that allowing children with quite severe disabilities to help in the library presented a pathway to eventually motivate an interest in books and reading (Morgan 1976,

Noshpitz 1976). Dorrell (1992) writes about his experiences in recruiting students with special needs to help in the library, and their resulting confidence in undertaking responsibility. Dorrell found that in many instances giving a student a valid role in the school library contributed towards breaking the cycle of failure experienced by many students and the removal of disability labels.

For older students in transition programmes, the school library has proved to be a successful placement for work experience. Jilbert (1995) discusses the prevocational skills such as "...responsibility for actions, initiative, care of materials, punctuality, and task completion" which may be as important to adjusting to work as specific job training is, and which can be provided by working in the school library. She outlines the advantages of disabled students doing work experience in the school library as including the close proximity of the special education teacher for liaison with the employer and enabling effective co-operation between school librarians and the special education teacher if the student needs extra coaching on a specific task. The location within the school can also be an advantage. Often disabled students do travel some distance to school, because they have chosen a school which has the facilities they need, and may not necessarily be a school which is in their local area. Thus the avoidance of more travel in the day can help. Jilbert emphasises the value of the library as a work placement because a great variety of tasks can be learnt, many of which are transferable to other workplaces. She gives examples of how tasks should be set and assessed, and emphasises the importance of collaboration with the special education teacher in planning tasks, such as breaking them down into a series of smaller steps, depending on the competencies of individual students. Jilbert concludes, like Dorrell, that the experience of working in the school library can change stereotyping and result in the student being regarded as "capable and productive" (p.77).

Some writers (Pride & Schulz 1995, Wesson, Fitzgerald & Glodoski 1995) perceive the school librarian to have a role in promoting disability awareness across the school. Wesson, Fitzgerald & Glodoski suggest that the library can be used as a setting for disability awareness exercises for students, and reading programmes and other library activities can examine diversity. Pride and Schulz present the idea of school librarians running programmes to promote disability awareness by using biographies of famous people with disabilities. This idea could invite criticism, as many disabled people

dislike this approach as it suggests that disabled people only have value if they have become prominent.

7.5 Teaching Information Skills

Some special education textbooks, such as Polloway & Patton (1993) do discuss study skills and library skills peripherally. Some strategies are offered for introducing a study skills program but outline what is to be included in the curriculum, without any extra advice being offered as to how programmes should be designed for students with disabilities. For example, it is suggested that a *Library Usage* programme should include :

1. Review the uses and importance of a library, and familiarize students with the organizational layout of a library.
2. Structure assignments so that students must use a library to complete them.
3. Be sure that students know the purpose of using the library in any library activity.
4. Teach students to consult media specialists and other library personnel as necessary.

(Polloway & Patton 1993, p.430.

Wesson & Keefe (*Serving Special Needs Students in the School Library Media Center*, 1995) recommend that the school librarian adopt a team approach with the special education teacher when teaching information skills. This can overcome the difficulty some students experience in transferring a skill learnt with one person to performing it successfully for a second person. This can be a problem in schools where the special education model is one of support classes, where the student has to make a transition from the support classroom to a mainstream classroom – in this case the library. In this situation, there is an advantage in that the school librarian, through teaching information skills to the students, becomes one more person with whom the student with a disability can interact, thereby increasing their social skills. Putnam (1995) also supports the view that the school librarian can assist in helping students to generalise skills. The term “generalisation” is used in special education to describe the process whereby a student successfully uses a skill in a different setting to the one in which it was learnt.

In an earlier article, Wesson and Keefe (1989) recommended strategies for teaching information skills to students with learning disabilities, again emphasising the advantages of co-operative teaching by the school librarian and the special education teacher. They offer a hierarchy of information skills appropriate for disabled students and suggest that appropriate ones should be included as goals in the individual student's IEP. It is recommended that two to five skills are taught in each year. The authors suggest ways of modifying teaching methods, teaching materials and motivational techniques.

Materials used in teaching information skills can be modified in several ways. Visual cues such as pictures in addition to words on signs and labels can be particularly helpful. Assignments and tasks can be shortened or modified, or the student might work co-operatively with another student. Several reinforcers are suggested to motivate students to learn information skills. These include allowing students to issue materials, allowing them to earn a discarded book or magazine, or using charts to monitor progress with skills to be learnt.

Petrie (1982) makes similar recommendations, particularly emphasising the need to break down tasks into small steps for some students. She maintains that individualised instruction is the optimal method of teaching students with learning disabilities, but advises that where this is possible it should always be complemented by the inclusion of the student in group activities. She offers strategies for using co-operative learning in the information skills context. For working in pairs, three possible combinations are suggested :

1. Pair students who have a common need in skill development. they can be given instruction jointly and can work together on problem solutions. They can quiz each other and monitor work while receiving reinforcement in an area in which they need practice.
2. Pair a student who has a strength with a student who is deficient in the same area. Let them work on a common task emphasizing both cooperation and individual responsibilities for accomplishing specific aspects of the task.
3. Pair students with a common strength to work on a project. Again, emphasis should be placed on cooperation. This type of pairing can contribute to self-esteem since it is success-structured.

(p.57)

Petrie suggests that the ideal combination for a larger group is one low achieving student, one high achieving student, and two average achievers, but such groups should be monitored to ensure equitable role assumptions. Both Petrie, and Wesson and Keefe, emphasise that ongoing assessment is an essential component of teaching information skills to students with learning disabilities. Petrie draws attention to body language and appropriate use of the voice and language as important factors in teaching students with disabilities. Baker and Bender (1981) identify attitude as being a fundamental factor in successful information skills teaching to students with disabilities. They emphasise the importance of ongoing assessment and the need to have alternative methods to use if initial activities fail to achieve the expected learning outcomes.

The acquisition of information literacy skills leading to amongst other things, the ability to solve problems, is seen by Mendrinos (1997) as another area where the school librarian can contribute to the effective educational outcomes for students with disabilities. She sees that electronic tools can enable students to "...map concepts, ideas, to outline terms visually as well as abstractly" (p.21) which can advantage students with learning disabilities. This is particularly useful where students lack critical reading ability and initially find it hard to identify sources which are relevant to their topic, as they find it hard to read for comprehension. Research conducted by the same author (Mendrinos 1992) showed that disabled students were "...not only more motivated but more productive using CD-ROM technology for reference" (p.29). This study further showed that CD-ROM technology was a great leveler in enabling students to access information successfully regardless of their previous academic ability. School librarians interviewed by Mendrinos found that students were able to more easily narrow their searches by using CD-ROM reference tools and gained a better understanding of which subject headings or keywords to use, and then transfer this knowledge to search other catalogues and indexes. Much of this is attributed to the way that CD-ROM indexes divide topics into subtopics, which helps all students, not just disabled students, to define their topic and search for relevant information. An earlier study (Edyburn 1987) contradicted Mendrinos' findings. This study looked only at the use of encyclopaedias but found that both students with learning disabilities and students in general did not improve their information retrieval skills by using electronic as opposed to print versions. However electronic reference tools had been improved significantly by the time of Mendrinos' study which may explain this discrepancy.

Research in special education, as outlined in Chapter 3, has demonstrated that many students with learning disabilities respond very positively to auditory and visual stimuli as opposed to print media. School librarians could use more multimedia in teaching information skills to such students. Robinson (1994) reports on teaching a curriculum unit co-operatively with a history teacher to a group of Year 8 students with diverse learning disabilities. The aim of the unit was the production of a video on the American Civil War with much of the technical work being dealt with by the history teacher, so that the emphasis was on intensive research for the content and script by the students. Most of the students were highly motivated by the unit, especially when they were exposed to using other media as well as books so that their reading skills were not paramount to the task.

But Wesson and Keefe (*Serving Special Needs Students in the School Library Media Center*, 1995) emphasise that whatever the special education model, school librarians must have input from special education teachers on how to modify teaching materials for students with disabilities. They suggest that where necessary, materials could be modified by being shortened, or by providing some of the answers, or designed so that students can work on tasks co-operatively. Close monitoring of students' progress is recommended. The NSW section of ASLA has drawn attention to the need for specific training for school librarians on the needs of disabled students and the procedures to be followed in dealing with them, if students are under the sole supervision of the school librarian who is taking a library lesson in a RFF situation where the classroom or special education teacher is not present (Australian School Library Association NSW 1997).

Hansen (1995) feels that school librarians can learn a great deal about teaching and communicating with disabled students by observing special education teachers. She comments that this curbed her habit of giving too much information to students at once, which can overwhelm students with particular disabilities. Consultation with support professionals such as speech therapists is also recommended.

Several practitioners (Dequin 1983, Marshall 1981, Huston 1976, Brown 1976) have emphasised the importance of storytelling in the acquisition of literacy skills for students with disabilities. Marshall bemoans the fact that this activity is not frequently undertaken in secondary schools where it is particularly important as a motivational

strategy to encourage students with learning disabilities to read, and also to benefit from hearing books which they might not be able to read on their own. Marshall emphasises that in storytelling to some groups of children, with intellectual disabilities for example, librarians must expect different, possibly slower or unexpected reactions to the story. Thus choice of story or picture book must be made carefully. Dequin (1983) also recommends telling stories to older children, and suggests various strategies for storytelling activities.

7.6 Adaptive Technology and Information Technology

A wide range of adaptive and alternative technology now exists which can facilitate access to both print and electronic materials in the library collection, as was discussed in Chapter 3. Some of this technology is added on to existing equipment, such as specialised keyboards, voice output devices and large print text software which can be added to existing computers. A recent development is an inexpensive add on device to enable talking Internet access. Some equipment stands alone in providing access to print sources, such as various devices that enlarge text, or can read text, such as the Kurzweil Personal Reader.

It may be acceptable for some students to receive peer support in some areas, whilst adaptive technology is used for the most crucial needs. Hains and Edyburn (1995) advise looking at alternatives, as the most expensive solution to an access problem may not be the only one. Simple solutions can be considered, such as using coloured dots to make a computer keyboard usable to a particular student rather than purchasing an expensive overlay or an alternative keyboard. Sometimes resources already available can be used to advantage, such as setting software to operate using large fonts. Godber (1999) advises that it is now easy to choose a screen layout and design in colours that facilitate reading for people with a range of visual capabilities. Wright (1993) draws attention to the fact that electronic information sources such as CD-ROMs allow access to materials which some disabled students might not previously have been able to handle physically. They can also enlarge print, connect text on the screen to voice output, and print out text in large print. As catalogues do become accessible through speech output, Godber (1999) suggests that catalogue records should be expanded to include blurbs, a synopsis and list of contents, to enable the user with a visual impairment to browse through the catalogue although they may not be able to browse

the shelves. The National Library for the Blind in the UK has provided a Web site designed for teenagers, enabling them to browse the catalogue which provides the sort of information suggested by Godber (Brazier & Jennings 1999).

In some cases students will have their own equipment which they can use in the library, but if there are several students with particular disabilities enrolled in a school, adaptive technologies may need to be permanently installed in the library, to assist students in either accessing print or electronic information. This equipment can be expensive, but ideally funding for equipment should come from that allocated to the school for a particular student. This is one area where the school librarian needs to have input into the student's individual education plan to ensure that access to library resources is possible.

School librarians can assist by using external networks. Hains and Edyburn (1995) suggest that public libraries and other community organisations may have resources that can be shared with a school, or a group of schools could share expensive equipment. The school librarian could also approach community organisations or service clubs with a view to gaining a donation towards equipment needed to facilitate access to library resources.

School librarians need to assess the needs for adaptive technology within the school population and check whether any is already available either to individual students or elsewhere in the school. Then it is possible to decide what should be provided with the resources available. Some of the most practical options would be to provide large print screens on computers, and voice output. These types of adaptations can help a range of students. Spriggs (1995) recommends buying adaptive technology that is portable and can be used with a range of applications. Some examples are speech synthesisers, expanded or modified keyboards and programmable mouses. However it is wise to seek professional advice as there is a lack of standardisation in adaptive technology currently available (Godber 1999).

7.7 Collection Development

School library collections need to include a range of resources to support special education personnel and students with disabilities. Apart from providing specific

services and facilities for people with disabilities, libraries have a role in collecting authoritative, unbiased information about disabilities for the use of students, teachers and parents. Fiction, which provides a positive image of people with disabilities, can also promote acceptance of disabled students in the school. Apart from fiction, there will be alternative format materials for the students themselves, a selection of non-fiction material about the nature of disability, and teacher reference materials for special education and other teaching staff. Pride and Schulz (1995) recommend that the collection should include non-fiction titles about disability and disability etiquette for both students and teachers, and information about disability support groups. They also present criteria for selection of materials for disabled students, and include those for games, toys and puppets as well as more traditional materials. In schools it is always possible that a child with a disability may die, or be aware that they have a life threatening illness. Therefore it is important that the school library has a collection of sensitive fiction and non-fiction books and other resources which deal the concept of death, and offer coping strategies. These may be needed by disabled students, their student colleagues, parents, teachers and siblings (Velleman 1990).

These sorts of criteria need to be included in a collection development policy. Pride and Schulz (1995, p.83) suggest there should be :

- criteria for materials for professionals to assist them in supporting and teaching students with disabilities;
- criteria for collecting disability awareness materials;
- criteria for selecting materials for the use of students with disabilities.

Some publications are available to assist school librarians in selecting alternative format materials. In 1980 the American Library Association published *Selecting Materials for Children with Special Needs*. This was a brief but useful document that listed the characteristics of particular disabilities and suggested the most appropriate resources for children with those disabilities. Books by Baskin and Harris (1976, 1982) and Dequin (1983) include selection criteria for materials for children with specific disabilities, which still have relevance. More recently IFLA published *Guidelines for Easy-to-Read Materials* (Tronbacke 1997). As Lucas and Karrenbrock (1983) have emphasised, an important need to be considered when selecting material initially for disabled students,

and when recommending particular resources for specific information needs, is that many students with learning disabilities will need more time than the average child to read or use a particular resource.

The greatest problem facing librarians in building up a collection of alternative format materials is the relatively small number of resources available in comparison to what is published for the mainstream market. Inevitably the resources which can be purchased have to be supplemented, especially for visually impaired students, by alternative ways of accessing print and electronic resources available in the general library collection. The other issue is funding. For many school librarians with a limited budget for resources, it can be difficult to justify buying alternative format materials for a small group of students with a disability when so many other resources are required for the school population at large. Fortunately many alternative format materials are useful for different groups of users. Large print books are a good example in this context; apart from the obvious need for students with visual impairment, they are also helpful for students with any sort of reading difficulty. Audio books also have wide usage. Other alternative format materials which may be an appropriate inclusion in a school library are audio book/tape kits, captioned videos and books designed to have a high interest level but low reading level, usually referred to as hi/lo books.

There is still not a large range of large print children's books available, but this is to some extent due to the poor support by school and children's librarians of those publishers who have endeavored to produce them¹. Apart from formally published large print books, many picture books have large print and can be used successfully as long as, for visually impaired students, the print is bold and in a plain font, and not printed on a coloured background (Gaster & Ripley 1994).

Books with a high interest level but low vocabulary level have been available since the 1970s. The criteria for a good hi/lo book have changed little since identified by Bates in 1977. They are intended for children and adults with a range of learning disabilities or learning difficulties. Hi/lo books are now readily available from several publishers, although a wider range is still desirable, and improvements could be made in design and

¹ The researcher has liaised for many years with Philip Walshe, Australian Large Print Books, regarding this situation.

layout (Van Kraayenoord 1991). Hansen (1995) recommends purchasing books which are published for the adult literacy market, for new readers, as well as a range of teenage and sports magazines which tend to appeal to students with reading difficulties. Captioned versions of videos should always be purchased when available.

A greater range of unabridged audio books has become available over the last fifteen years, and their use promotes literacy and gives disabled students the opportunity to really enjoy a book, especially if they find reading a difficult task (Gaster & Ripley 1994). Hutchinson (1984) in discussing the needs of children with learning disabilities, recommends using hi/lo books and audio books alongside the text, for this particular group. Book and tape kits are available, and some, developed in Western Australia, include tapes recorded at a slow speed to assist comprehension (Delany 1991).

Braille books are in even shorter supply than audio or large print books. They are expensive to produce, and bulky to handle and store. In recent years computerised Braille production has improved the process, but Braille books still remain a resource to be maintained chiefly in specialised libraries for blind people (Green 1994). Picture books are a very useful resource for some students with disabilities. Hansen (1995) suggests that as long as they are selected carefully, these can be very useful in a secondary school library. She points out that the range of picture books available now makes them useful in a range of areas, such as art and language arts, and therefore no stigma is attached to borrowing them.

Some electronic books are available that have proved to be successful with students with learning disabilities. Many of these are interactive and can make reading a very enjoyable process for children (Mendrinis 1997). Many students with a range of learning disabilities find electronic resources much easier to use than print ones. Mendrinis (1997) had extensive experience as a school librarian with students with severe or moderate learning disabilities, and observed that they found it easier to write and construct sentences using a word processing programme rather than a pen and paper. She further comments regarding their use of CD-ROMs and similar resources

They liked searching for information on a CD-ROM laser disk once they learned how to define the problem and narrow their keywords. Their success with electronic resources and their newly acquired understanding of the information search provided them with the link to use all the reference print resources that they had previously shunned.

(p.19)

School librarians have to apply criteria in selecting electronic information resources to ensure that are suitable for use by students with disabilities. Checking the visual readability and ease of use of these products is of benefit to all library users. Other features which can be checked include : facilities for speech output, adaptation of screen colours to suit visual preferences, keyboard equivalents for mouse selections (National Council for Educational Technology 1995).

Close consultation with special education teachers about selection of materials is recommended (Hutchinson 1984, Petrie 1982). School librarians have an important role as an information resource person for other teachers. They should be able to assist teachers in sourcing materials and disseminating information to them about new publications in their field.

Pride and Schulz (1995) emphasise that it is important for the school librarian to know about resources outside of the school, and this includes people and organisations as well as materials. Agencies in the disability field maintain libraries of information about disability and some provide libraries of alternative format materials. The latter are most commonly of audio and Braille books for people with visual impairment. Such libraries exist in both states in which the current study took place. The Royal Blind Society of NSW (RBS) provides an audio book library and tape transcription service, as well as Braille books and Braille transcription service. Children's books and games in tactual format with Braille and bold print captions and text are also produced. The RBS offers several support services to schools. The State Library of NSW (SLNSW) provides a Disability Access Service which is available to schools. This service provides online disability information, a collection of alternative format materials and disability awareness training (Spriggs 1995). The alternative format materials collected include large print books, book/tape kits, all captioned videos produced in Australia and audio books. These can be accessed by schools through arrangement with their local public library. In the library itself a range of adaptive technology is provided to facilitate

access to the collection. The SLNSW also provides the *Infocus Education Service*. For an annual subscription, this enables schools to access a range of pre-selected articles, newspaper clippings and other information resources with a 24 hour response to requests, and also access to inter-library loans from the SLNSW's collection at the standard rate.

In Victoria there are two audio book libraries, provided by the Royal Victorian Institute for the Blind (RVIB) and the Vision Australia Foundation respectively. The RVIB provides a tape reading service for students, which although primarily targeted at tertiary students, is available to schools. It also offers a Braille transcription service. The State Library of Victoria (SLV) provided very limited services in the disability area during the course of the study. A Kurzweil personal reading Machine and a Vantage Electronic Magnifying System are available in the library's Trescowthick Information Centre, and magnifying sheets are provided for all reading areas. The library also has a Telephone Typewriter (TTY). The library has occasionally held training sessions for clients with disabilities on the use of the Kurzweil Reading Machine. The library maintains a small collection of audio visual materials, which are predominantly musical, but which include some spoken word material, but this is available for use only within the library (State Library of Victoria 1998). The standard of service offered to people with disabilities by the SLV has been a concern to several Victorian disability groups, especially since 1998 when the position of Disability Services Librarian was again downgraded². The SLV maintains an Education Centre which provides publications and kits on topics of interest to school students, a school periodical service for secondary schools, library orientation programs for students and professional development programmes on the SLV's resources and collections for teachers and school librarians. Public libraries in both Victoria and NSW also stock alternative format materials such as audio and large print books.

Toy libraries in Australia are mainly provided through community efforts and an increasing number by public libraries. Toys are a valuable resource in the educational programme of primary school children with disabilities, and even if primary school

² The DINA network wrote to the SLV regarding downgrading of services including lack of staffing resources, and lack of funding for adaptive technology, in 1998. (Disability Information Network Australia (Vic.) Minutes of meeting held 22.10.98 at Disabled Motorists (Vic), Coburg.

librarians cannot provide many in the school's library collection, they can refer parents to toy libraries which are available in the community.

7.8 Staff Development

Staff development programmes are needed to cover several areas which aid library staff in providing services to disabled students. Disability awareness and the examination of attitudes to disability are important, as is the presentation of information about facilities, resources and adaptive technology that is available for students with disabilities. Lucas and Karrenbrock (1983) express the view that "...the attitude of the library staff can make or break a program of library service to disabled children" (p.136-7). They feel that simply establishing policy is not enough, and only through cultivating the awareness, knowledge and understanding of disability in library staff will there be effective outcomes in service provision. Suggested staff development approaches are : videos, books and interaction with disabled students themselves and their parents or advocates are suggested, as well as more formal methods such as sensitising sessions. The latter usually involve the participants in simulation activities whereby they temporarily experience a disabling condition. The importance of good communication skills is emphasised and hints on how to maximise these when dealing with disabled students are provided. Even when appropriate staff development programmes have been provided, this can only be maximised if library staff receive information about specific students in their school, so that they are aware of their specific needs and can maximise service provision to them.

Very few staff development programmes run for library staff to assist them in service provision for disabled students have been reported in the literature. Rovenger (1987) reports on a programme that was run for children's librarians in a New York public library system. This programme aimed to discover ways of responding to the needs of children with learning disabilities, their families and professionals who supported them. Inservice training sessions were held for the children's librarians, which initially worked on building awareness of needs but then focussed on selection criteria for resources for these children. Finally the children's librarians began to develop specific library activities for children with learning disabilities, sometimes in co-operation with local schools. These included word processing, creative writing and storytelling activities.

Wesson (1995) suggests school librarians can provide themselves with staff development activities such as visiting other school libraries which cater for disabled students, or to undertake some action research in their own library which is focussed on students with disabilities. The only other avenue is to use what professional literature is available which advises on how to deal with children with specific disabilities in a library setting (Baskin & Harris 1976, 1982, Dequin 1983, Walling & Karrenbrock 1993). The SLNSW provides staff development programmes on service provision for people with disabilities (Spriggs 1995, 1997). These are available to library staff in all sectors and their clients with disabilities. Disability awareness, adaptive technology, access to buildings and technology, alternative format materials and disability information sources are covered in these training sessions. Seminars have also been run on disability awareness for school classes and one was run for over eighty disabled students in Years 10-12, on services available to them in the education and recreation fields.

Disability awareness is an area which could be targeted in staff development. No research has been conducted into the attitudes of school librarians to disability. However two studies were conducted in the early 1980's of the attitudes of public librarians and academic librarians towards disability (Dequin 1983). Both studies showed that over 50% respondents had favourable attitudes towards disabled people. Dequin reports that concurrent studies showed that 50% of the general population had positive attitudes to people with disabilities. It is reasonable to show that a similar proportion of school librarians would have positive attitudes, but there would still be a need for further awareness raising.

7.9 Conclusion

Much of the content of the earlier texts addressing library services to disabled students is still relevant today. This indicates that progress has been slow and many school librarians are not fully aware of the needs of students with disabilities. Empirical data from the surveys conducted for the current study, which are discussed in the following chapter, support this view. The limited coverage of this field in preprofessional courses in school librarianship is to some extent responsible. Herr (1989) found that 7 of the 13 library schools in Australia covered services to groups with special needs in their curricula. "Special needs" in this context was widely defined as including groups

marginalised by disability, ethnic differences and geographical location. Currently only one elective course in library services for people with disabilities is available in Australia.

Librarianship is perceived to be one of the "helping" professions and there is no doubt that the professional ethics which underpin it include a commitment to equitable provision of information and library resources to all members of the community. Certainly discussions by the researcher over the years with people with disabilities indicated that they generally see librarians as professionals who are "on their side". However ignorance of specific needs, lack of time and lack of adequate resourcing for alternative format materials and adaptive technologies may restrict the services school librarians are able to offer to students with disabilities. The emergence of learning support centres, which was discussed in Chapter 3, involving the amalgamation of special education, information technology support and the school library, may be a mechanism which will facilitate good library and information provision for students with disabilities.

This chapter concludes the literature review. The results of the research are presented in the following chapters.

Chapter 8 The Surveys

8.1 Introduction

This chapter presents the survey results. The initial questionnaire was distributed to schools late in 1994. Distribution was staggered due to the complexities of sending the questionnaire to over 1400 schools in two states. The accompanying letters varied according to the type of school, and whether authority permissions had to be included. A disability definitions sheet as described in Chapter 3, accompanied each questionnaire. Distribution of the follow up questionnaire took place during May 1996.

The survey instruments are presented in Appendix 3. Where figures are used in the text to illustrate results, tables summarising the corresponding data are included at the end of the chapter. Extracts from qualitative responses are presented in Appendix 5, and are organised to facilitate interpretation of responses to individual questions. For example, responses to Question 14 about information skills are listed under primary schools and secondary schools, due to the different approaches to information skills teaching at those levels of schooling. An indication of the year of the questionnaire is given, where questions were modified or changed in the follow up questionnaire.

8.2 The Questionnaire

The questionnaire was designed to collect information about services to disabled students, but included general questions about the type and size of the school, the number of library staff, and number of special education staff, both teachers and aides. These more general topics were addressed in Questions 1 to 6. Question 6 asked for the number of disabled students enrolled in the school. Respondents in schools with no students with disabilities enrolled were directed to Question 11, about physical access to the school library. Questions 7-10, about special education staff, staff development, and additional funding for resources and services for disabled students, were answered only by respondents in schools with students with disabilities; in Survey 1 this was 395 (80.3% of the total sample) respondents, and in Survey 2, 218 (82.6% of the total sample) respondents. All respondents were invited to answer questions 11-19. Data was required about availability of school library facilities and services for disabled students, and about awareness of library staff of disability legislation and policy, regardless of whether there were currently disabled students enrolled in the school, as there might be enrolments in the future. Respondents unaware of disability legislation were directed to

the last question, which asked for general comments, after they had answered Question 19, or Question 20 in Survey 2. These respondents numbered 215 (43.7%) in Survey 1, and 113 (42.8%) in Survey 2.

For the follow up questionnaire, seven questions were modified, and two additional questions included. Although it had originally been planned to send out the same questionnaire and compare the responses over the eighteen months interval, coding of the first questionnaire responses led to modifications which clarified some questions and facilitated coding. Questions 7 and 8, asking for numbers of special education staff, were qualified to elicit a response in terms of equivalent full time (EFT) staff. This had not been included in the first questionnaire, as it had been thought this might be a barrier to a response from the school librarian. As its omission caused problems in coding that it was decided to ask for the answer in terms of EFT would provide more reliable results. One of the additional questions asked the respondent to indicate if the same person had completed the 1994 questionnaire. The other asked respondents to name any legislation that affected the service offered to disabled students. This was included in an attempt to elicit more information about specific legislation which was effective in schools, given the very low level of awareness of disability legislation demonstrated in the responses to Survey 1. Questions 9 and 10, dealing with staff development and funding, were adapted to ask specifically about action in these areas since the time of Survey 1. Question 11 was adapted to assess whether physical access had been improved since 1994. A note was added stressing that an answer was invited, even if there were no disabled students currently enrolled. An extra category was added to Question 13 to facilitate coding, as many respondents to the first questionnaire indicated that the library did not hold any of the specialised materials listed in that question. Question 21 in the first questionnaire had asked specifically about the affect of the DDA on library practice. As the responses made it apparent that awareness of this specific act was very low, it was decided to broaden this question to ask about the effect of any disability legislation, thereby including both federal and state legislation concerned with disability or education. The disability definition sheet was not sent with the questionnaire, but the accompanying letter included a reminder about the parameters of the study. The follow up questionnaire was printed on yellow paper, in the hope that this might attract attention once in the in-tray of the prospective respondent.

8.3 Response

8.3.1 Survey 1

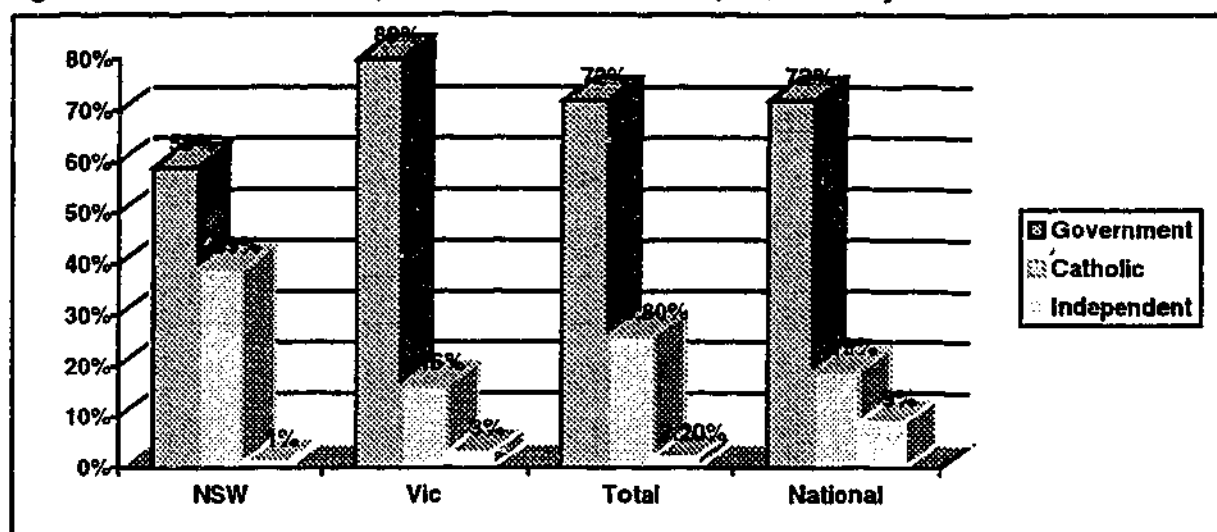
The survey instrument was mailed to 1454 schools, as described in Chapter 3. There were 493 responses : 287 (58.1%) from Victoria and 206 (41.9%) from NSW, an overall response rate of 33.9%. This was acceptable for a mailed questionnaire, and given the workload of school librarians. Three Independent schools declined to complete the questionnaire, two responding by letter, and one by telephone. The reasons given were : no disabled students enrolled at the present time; the school did not wish to participate in research; and, in the third case, the librarian felt that the survey was not relevant to the school. Two questionnaires were returned from schools that had been closed.

The higher response from Victoria could possibly be explained by an affinity by respondents with the Department of Librarianship, Information Management and Business Studies at the University of Melbourne, where the researcher was a lecturer at the time of Survey 1. Many school librarians in Victoria would have undertaken their librarianship training within this department and some may have known the researcher personally.

One returned questionnaire was discarded as unreliable. This came from a small Victorian country school which had no library, no qualified librarians on staff, and no disabled students enrolled; thus it was not a valid inclusion. Some questionnaires where the respondents had missed questions were followed up by a telephone call, enabling a full response to be recorded.

Representation across sectors compared favourably with the national statistics. These are 72% Government schools, 19% Catholic schools, and 9% Independent schools (de Lemos 1994). The study sample was 72% Government schools, 25% Catholic schools, and 3% Independent schools. Sector representation is shown in Figure 8.3.1 below.

Figure 8.3.1 Sector Representation for Sample, Survey 1



In considering the sample from each state, the sector representation for the Victorian sample was 80.4% Government schools, 16.4% Catholic schools and 3.1% Independent schools. The NSW sample represented 59% Government schools, 39% Catholic schools and 1% Independent schools. The higher response rate from Catholic schools and low response rate from Independent schools means that the NSW subsample does not compare so favourably with the national figures. Independent schools were underrepresented in the whole sample. Center and Ward (1987) experienced a low response rate from Independent schools to a questionnaire about teachers' attitudes towards the integration of disabled students. They surmised that schools in the Government and Catholic sectors had been requested to co-operate with the research project by the relevant administrative bodies, which would have affected the response rate. In the current study, letters accompanying the initial questionnaire mentioned that permission had been gained from the appropriate Catholic Education Office or Ministry of Education. The permission from the NSW Department of Education was included on the back of the accompanying letter, at the request of that education authority. Independent schools have no such central control, which may explain the low level of response. The direct involvement of Diocesan offices in the distribution of the questionnaire may have resulted in the higher proportion of Catholic schools responding.

8.3.2 Survey 2

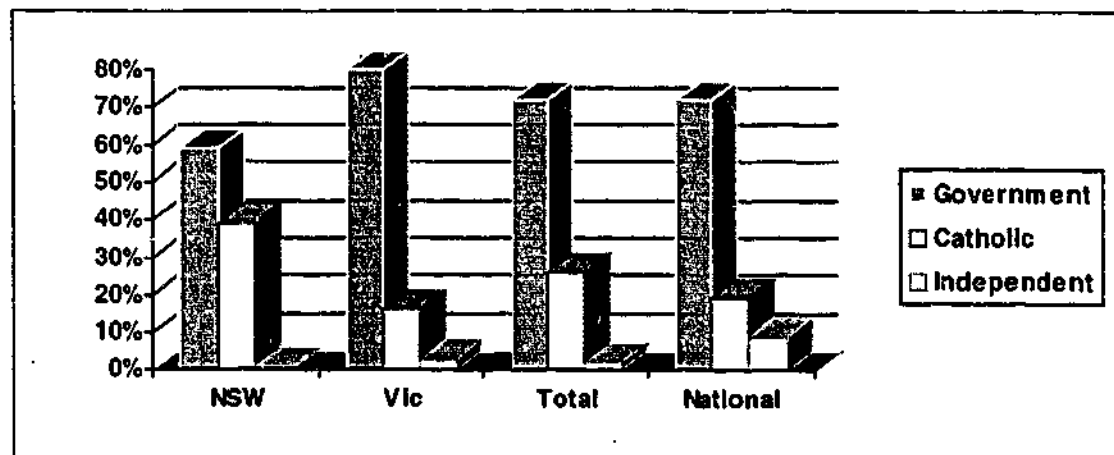
The follow up questionnaire was distributed to 484 respondents to Survey 1; follow-up questionnaires could not be sent to the remaining 8 respondents as they could not be identified. This was for various reasons: either the questionnaire had been faxed, and

thus to identification number, which was on the back of the page 5, was not included, or the questionnaire had been distributed to schools through Catholic Education Offices in NSW, and it had not been possible to identify respondents from the envelope, or they had not identified themselves; and finally one questionnaire was returned with the identification number having been neatly cut out!

Initially there were 206 responses, and one questionnaire was returned from a Catholic school which had closed. One Government school wrote to advise it was not responding, as there were currently no disabled students enrolled. Reminder letters were sent out to the 278 schools that had not responded. This elicited a further 58 responses. A final response rate of 54.6% (268) was achieved. Four responses, from Victoria, were discarded as unreliable. The remaining sample consisted of 99 responses (37.5%) from NSW and 165 (62.5%) from Victoria. School sector representation again compared favourably with the national average, being 77% Government schools, 19% Catholic schools and 3.4% Independent schools, as shown in Figure 8.3.2 below.

The Victorian sample was 81.2% Government schools, 14.5% Catholic schools and 4.2% Independent schools; a fair representation in accordance with national figures. For NSW the sample was 70.7% Government schools, 27.3% Catholic schools and 2% Independent schools. This compared favourably with national figures for Government schools, but higher and lower respectively when compared to the national figures for Catholic and Independent schools. Both the size of the original sample and the response to both surveys enables inferences about findings to be made at a confidence level of 95%.

Figure 8.3.2 Sector Representation for Sample, Survey 2



8.4 Discussion of Results for each Question

8.4.1. Year Levels of Students Catered for in Libraries

Respondents were asked to indicate age ranges which catered for variations amongst types of schools. The results are shown in Table 8.4.1. The data indicates that the sample represented approximately equivalent number of primary schools and secondary schools.

Table 8.4.1 Year Levels Catered For.

Year Level	1994		1996	
Kindergarten/Pre-school	94	19.1%	51	19.3%
Prep to Year 6	256	52%	119	45.1%
Years 7-8	227	46.1%	138	52.3%
Years 9-10	235	47.8%	143	54.2%
Years 11-12	220	44.7%	140	53%

8.4.2. Teaching Staff

The number of teaching staff is an indicator of the size of the school. As Table 8.4.2. demonstrates, the sample for Survey 1 included a fair representation of school sizes. There were 108 (22%) schools with a staff between 1 and 10, 170 (34.6%) schools with a staff between 11 and 30, 120 (24.4%) schools with a staff between 31 and 60, and 93 schools (18.9%) with a staff of more than 60.

Table 8.4.2 Teaching Staff

No. of Staff	1994		1996	
1-10	108	22%	39	14.8%
11-30	170	34.6%	91	34.5%
31-60	120	24.4%	79	29.9%
>60	93	18.9%	52	19.7%
Total	492	100%	264	100%

The sample for Survey 2 included 39 schools (14.8%) with a staff between 1 and 10, 91 (34.5%) schools with a staff between 11 and 30, 79 (29.9%) schools with a staff between 31 and 60, and 52 (19.7%) schools with a staff of more than 60.

8.4.3. Library Staff

Data on the number and type of library staff were collected for a variety of reasons. The way school libraries are managed, especially in primary schools, would have a direct impact on policy development. One hundred and twelve schools (23.1%) did not have a

teacher-librarian. The provision of library staff was varied, 372 schools (75%) had teacher-librarians between 0.1 and 2 equivalent full time. Thirty schools (6.1%) had librarians, in some instances as the only staff member, but sometimes as well as teacher-librarians. One hundred and twenty eight schools (26%) had qualified teachers on the library staff, who did not have librarianship qualifications. Library technicians were on the library staff in 134 schools (27%), and 237 (48.2%) schools had some clerical assistance in the library. Thirty-four schools (6.9%) specified other staff such as audio-visual technicians or volunteers. Detailed results are shown in Table 8.4.3.

Table 8.4.3 Library Staff

1994	TL		Librarian		Teacher		LT		Clerical		Other	
None	120	24.4%	462	93.9%	404	74%	358	72.7%	255	51.8%	458	93.1%
< 1	117	23.8%	16	3.3%	92	18.7%	36	7.3%	124	25.2%	15	3%
1-1.9	203	41.3%	11	2.2%	36	7.3%	86	17.5%	89	18.1%	17	3.5%
> 2	52	10.6%	3	0.6%	0	0%	12	2.4%	24	4.9%	2	0.4%
TOTAL	372	75.6%	30	6.1%	128	26%	134	27.3%	237	48.2%	34	6.9%

1996	TL		Librarian		Teacher		LT		Clerical		Other	
None *	55	20.8%	248	93.7%	205	77.7%	184	69.7%	120	45.5%	242	91.7%
< 1	55	20.8%	11	4.2%	46	17.4%	23	8.7%	64	24.2%	15	5.7%
1 - 1.9	122	46.2%	3	1.1%	13	4.9%	52	19.7%	68	25.8%	7	2.7%
> 2	32	12.1%	2	0.8%	0	0%	5	1.9%	12	4.5%	0	0%
TOTAL	209	79.1%	16	6.1%	59	22.3%	80	30.3%	144	54.5%	22	8.4%

* includes missing values

There was a difference in the type of nonprofessional staff employed in school libraries, across the two states. In NSW the majority were clerical : 136 – 66%, in 1994, and 74 – 74.8% in 1996. Library technicians were on the staff of only 21 (10.2%) schools in NSW in 1994, and of 8 (9.1%) schools in 1996. In Victoria, employment of clerical staff and library technicians was more even : 101(35.3%) schools employed clerical staff in 1994, and 70 (42.5%) schools in 1996. In 1994, 113 (39.5%) Victorian schools employed library technicians, and in 1996 this was 72 (44%).

8.4.4 Number of Students

Respondents were asked to indicate the number of students in the school, which would be another indicator of size. Results are shown in Table 8.4.4.

Table 8.4.4. Number of Students

No. of Students	1994		1996	
1-100	47	9.6%	14	5.3%
101-500	233	47.4%	135	51.1%
501-1000	160	32.5%	89	33.7%
>1000	52	10.6%	26	9.8%
Total	492	100%	264	100%

8.4.5 Students with Disabilities

Respondents were asked how many students with disabilities were enrolled in the school. Responses may have been based on the school library manager's knowledge; or he/she may have checked enrolment records; or asked the special education co-ordinator for the figure. The questionnaire did not specifically direct the respondent to a particular source for this information, but the *Definitions Used in the Study* sheet indicated which students should be included in the count.

In 1994, 97 schools (19.7%) had no disabled students. Two hundred and twelve schools (43.1%) had between 1-5 disabled students, 88 schools (17.9%) had 6-10 disabled students, 31 schools (6.3%) had 11-15 disabled students, and 52 schools (10.5%) identified 16 or more. Twelve respondents did not answer this question, three of whom noted on the questionnaire that they either did not know, or could not access figures, on the number of disabled students. In the remaining nine cases it was clear from inspection of other answers on the questionnaire that the school would have students with disabilities, as figures were given for special education staff, or qualitative comments mentioned students with disabilities. Therefore it is assumed that these respondents also did not know precisely how many disabled students were enrolled in the school.

The 1996 respondents reported higher numbers of disabled students, in particular in the higher ranges. So, whereas in 1994, 6.3% of schools reported between 11-15 disabled students enrolled, in 1996 it was 9.1%. In 1994 2.4 % schools reported between 16-20 disabled students enrolled, in 1996 this had risen to 4.5%. In 1994 19.7% schools reported that there were no disabled students enrolled, and in 1996 only 46 schools (17.4%) reported no enrolments. All results are shown in Table 8.4.5 below.

Table 8.4.5 Students with Disabilities

No. of Students	1994		1996	
None	97	19.7%	46	17.4%
1-5	212	43.1%	120	45.5%
6-10	88	17.9%	38	14.4%
11-15	31	6.3%	24	9.1%
16-20	12	2.4%	12	4.5%
>20	40	8.1%	24	9.1%
Don't Know	12	2.4%	0	0%
Total	492	100%	264	100%

No. of Students	1994			1996		
	Gov	Cath	Ind	Gov	Cath	Ind
None	60	33	4	31	13	2
1-5	154	55	3	88	27	5
6-10	69	18	1	34	3	1
11-15	25	6	0	22	2	0
16-20	10	2	0	10	2	0
>20	26	11	3	19	4	1
Don't Know	10	2	0	0	0	0
Total Students	294	94	7	173	38	7
% Students	74.5	23.8	1.8	79.5	17.3	3.2

A cross-tabulation of numbers of students with disabilities by type of school was run. The highest numbers of students with disabilities are enrolled in Government schools, and the majority of these schools have between one and five students enrolled. Results are shown in Table 8.4.5.

The number of schools in the sample, with no disabled students enrolled, may be misleading. Work in case study schools revealed that special education teachers invariably do not think to inform library staff about disabled students. Many disabilities are not immediately discernible. The next four questions, as mentioned above, were only answered by the subsample of respondents in schools where disabled students were currently enrolled.

8.4.6 Special Education Staff

Information was collected about the number of special education teachers and aides in each school. Early work in case study schools indicated that aides are an important factor in the use of libraries by students with sensory and intellectual disabilities. Results are shown in Table 8.4.6.

Table 8.4.6 Special Education Staff

No. of Staff	1994				1996			
	Teachers		Aides		Teachers		Aides	
None	142	28.9%	74	15%	82	31.1%	44	16.7%
1	171	34.8%	151	30.7%	97	36.7%	97	36.7%
2-5	68	13.8%	151	30.7%	37	14%	73	27.7%
6-10	5	1%	10	2%	2	0.8%	4	1.5%
>10	0	0%	1	0.2%	0	0%	0	0%
No Response	9	1.8%	8	1.6%	0	0%	0	0%
Not Applicable	97	19.7%	97	19.7%	46	17.4%	46	17.4%
Total	492	100%	492	100%	264	100%	264	100%

Crosstabulations of numbers of special education staff with numbers of students with disabilities in schools were run. This revealed that in 1994, 140 (35.5%) schools in the subsample which had students with disabilities enrolled, did not have any special education teachers on staff. In the same subsample, 72 (18.2%) schools did not employ any integration aides. In 1996, 82 (37.6%) of the subsample did not have any special education teachers on staff, and 43 (19.7%) did not employ any integration aides.

8.4.7 Staff Development

Respondents were asked if there had been any staff development programmes available, related to disabled students. Further comment on this topic was invited. The same question was asked in Survey 2, but qualified by asking if any staff development programmes had been offered since the time of Survey 1.

Two hundred and seven respondents (52.5% of the subsample) to Survey 1 reported that staff development programmes related to disabled students had been available. Of these 155 (31.5%) were in Government schools, 48% (9.8%) were in Catholic schools, and 4 (0.8%) were in Independent schools.

One hundred and four respondents (27.4% of the subsample) to Survey 2 reported that programmes had been available in the period since Survey 1. Of these, 81 (37.5%) were from Government schools, 19 (8.8%) were from Catholic schools, and 5 (2.3%) were from Independent schools. There had been an increase in the number of staff development programmes offered in Government schools and Independent schools, but a decrease in those offered in Catholic schools.

Qualitative responses to this question indicated that most of the training offered was inhouse, with the exception of one case where a school librarian had been sent on a course on learning disability. There were no library-specific programmes. A wide range of disabilities was mentioned in the qualitative comments; the most frequently mentioned were visual impairment, hearing disability, and learning disability. The programmes were presented either through special staff meetings, inservices or talks by personnel from external organisations, or by staff being sent to external courses; this latter instance, apart from the one example quoted above, was only made available to special education staff. Two respondents described training sessions participated in by two or more schools, with the aim of sharing ideas.

8.4.8 Funding

Respondents were asked if they had received additional funding to purchase resources for disabled students. In 1994, only in fifteen schools (3.8% Of the subsample) had funding for this purpose been acquired. Twelve (2.4%) of these were Government schools and 3 (0.6%) were Catholic schools. In 1996, six schools (2.8% of the subsample) had received additional funding. Of these, 5 (2.3%) were Government schools and 1 (0.5%) was a Catholic school. No extra funding had been provided to libraries in the Independent schools responding to the surveys.

Qualitative comments indicated that in several cases the special education department had purchased material to be housed in the school library. A few respondents indicated that they had received one off funding for specialised resources or equipment. For example, one school library had been provided with funding for a close circuit television device and a photocopier with an enlarging facility, for student with a visual impairment.

8.4.9 Physical Accessibility

Three hundred and one respondents (61.2%) to Survey 1 stated that the library was easily accessible for people with disabilities. In 1996, 95 (36%) respondents indicated that physical access was unproblematic. Thirty-six libraries (13.6%) had improved physical access since 1994.

Qualitative responses from both surveys indicated that problems with accessibility were frequently because libraries were not on the ground floor or access involved negotiating steps. Architectural features such as mezzanine floors and sunken areas were frequently mentioned as limiting physical access. Sunken areas, such as story pits, are a feature of new rather than old library buildings. Comments about stairs, ramps, doorways, and other physical features concerned with physical access particularly dominated qualitative comments collected in Survey 1 (229 comments out of the 429 received). The height of facilities such as OPACs, photocopiers and other machinery or storage facilities was recognised as a problem. Other comments showed that some school library staff were aware of less obvious barriers to physical access. These included lack of sufficient space between shelves for wheelchairs to be easily manoeuvred, and insufficient shelving space to allow high and low shelves to remain unused so that wheelchair users could easily retrieve items. Qualitative data collected from Survey 2, although still dominated by comments about purely physical features, included far more comments about shelving height, positioning of computers, and the layout of shelving and other furniture.

8.4.10 Library Facilities for Students with Disabilities

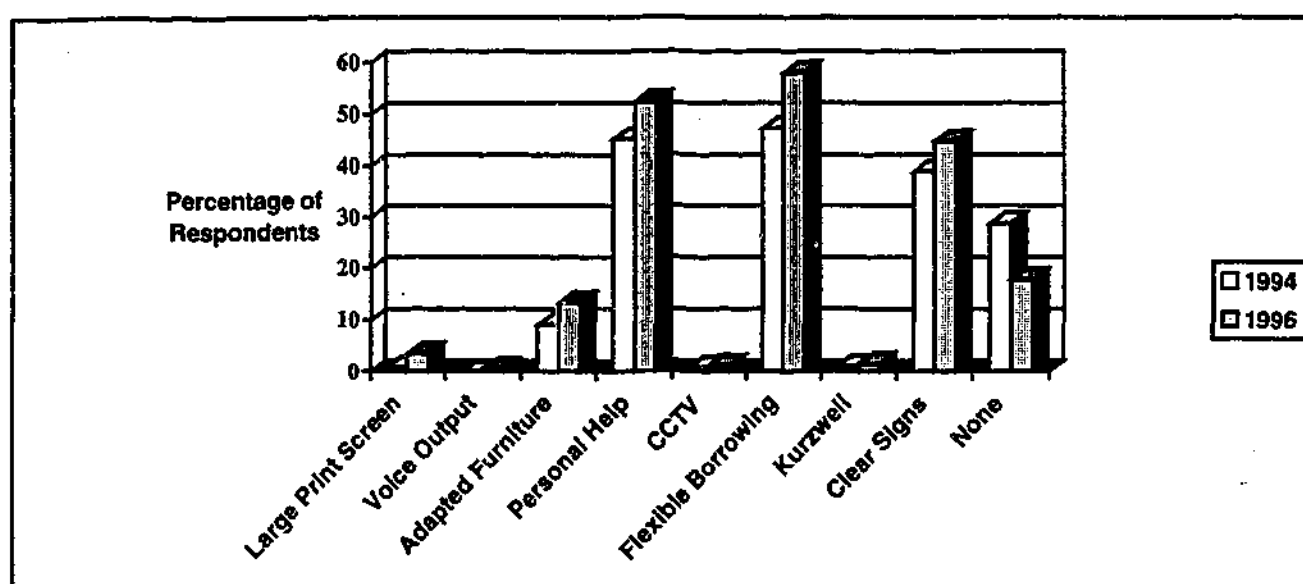
A large number (141 – 28.7%) of school libraries, responding to Survey 1, did not offer any special facilities for disabled students. Crosstabulations were run to discover how many of these schools did have disabled students enrolled. Ninety-two (18.7%) of these schools had disabled students enrolled, but did not provide any special facilities in the library. This represented 23.3% of the subsample of schools with disabled students enrolled. Of libraries that did have special facilities, those most frequently provided were personal help (such as retrieving materials from the shelves, or lifting students to inaccessible areas), flexible borrowing arrangements, and clear signing. Only four school libraries (0.8%) had a large print screen on one of the OPACs. No libraries had voice output on their OPACs, and only 4 (0.8%) had a close circuit TV system which could be used by visually impaired students to access computer screens. Five school libraries had a Kurzweil Reading Machine or similar device.

In 1996, 3.5% of libraries reported having a large print screen for the catalogue, as compared to 0.8% in 1994. There was an increase in the provision of adapted height furniture, from 9.1% of libraries in 1994 to 13.5% in 1996. More libraries were offering

flexible borrowing facilities, 59% in 1996 compared to 47% in 1994. One library reported in 1996 that there was voice output on the OPAC, a 100% increase on 1994! Crosstabulations showed that 29 (11%) school libraries did not provide any special facilities although the school had disabled students enrolled. This number represented 13.3% of the subsample of schools that had disabled students enrolled.

Figure 8.4.10 below shows the comparison between 1994 and 1996.

Figure 8.4.10 Facilities for Students with Disabilities



The "Other, please specify prompt" elicited details of further facilities which had been made available in school libraries. Several respondents stated that laptops were made available to disabled students, some with software for large print screens installed. These were either held in the library and loaned out to students, or permanently allocated to students, in the latter case provided from school funds other than the library budget. Other facilities mentioned were : enlarging text by photocopying, concept keyboards, zoom text installed on computers, adapted toilets for students with disabilities, voice output on the CD-ROM encyclopaedia, and four track cassette players for talking books. Two schools reported in 1994 that software was currently being considered for purchase, in one case for large print screens, in the other for voice output on computers.

This prompt elicited statements giving reasons why such facilities were unavailable. Most explained that there were no disabled students enrolled in the school. Other reasons included :

Facilities for all children, not just one isolated group.

All students get personal help – Clear signs not just for disabled students.

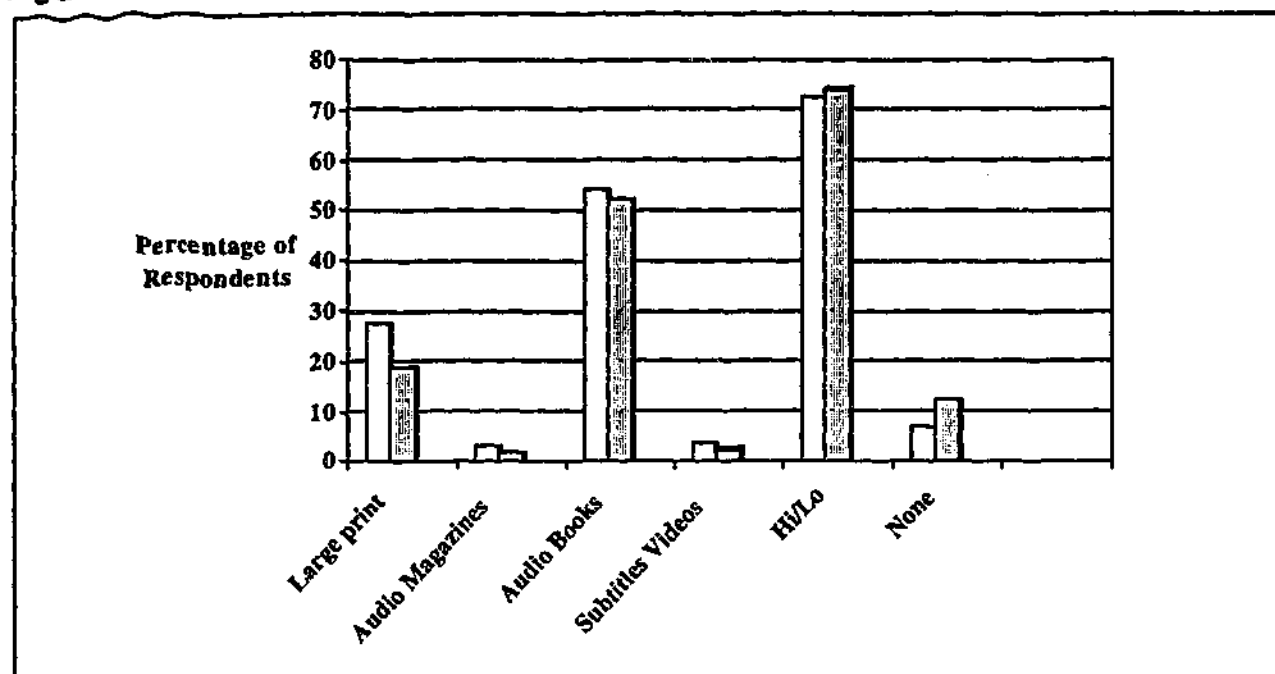
Automation, teacher-librarian's additional duties, tight funding, resources require updating : therefore little money for special facilities.

8.4.11 Provision of Alternative Format Materials

In 1994 thirty-five libraries (7.1%) did not hold alternative format materials, whilst 357 (72.6%) stocked hi/lo books, 266 (54.1%) had audio books, 136 (27.6%) had large print books, 18 (3.7%) stocked videos with subtitles, and 16 (3.3%) had audio magazines. Crosstabulations revealed that 26 (5.3%) schools of the 35 which had libraries not stocking any alternative format materials, did in fact have disabled students enrolled. This number represented 6.6% of the subsample of schools with disabled students enrolled.

The results of Survey 2 indicated provision of audio magazines, subtitled videos, audio books, and hi/lo books similar to that reported in 1994. However in 1996 only 19% libraries reported stocking large print books, whereas 27% of the 1994 sample did so. Also in 1996 there was a greater proportion of libraries (12.5%) which did not provide any alternative format materials compared to the 1994 results (7.1%). Twenty-three of these were in schools with disabilities enrolled (10.6% of the subsample). Comparison between the 1994 and 1996 results are shown in Figure 8.4.11 below.

Figure 8.4.11 Alternative Format Materials



Two NSW respondents stated that they organised bulk loans of materials such as large print books and supertext videos; one specifically mentioned that this was from the SLNSW.

Two respondents noted, in responding to the "Other, please specify" prompt, that the library included some books which had signing added, for hearing impaired students. One respondent listed Braille books, and three mentioned CD-ROM interactive stories. One respondent pointed out that "big books" (used in primary schools for storytelling) could also double up as large print books. Another considered "Picture books for older students with emphasis on illustration, at a more mature level" to be another type of material which might be useful for disabled students. One respondent stated that the Integration Department, not the library, held materials such as audio books and hi/lo books. Respondents commented after both questions 12 and 13 that text was enlarged for students by photocopying.

8.4.12 Teaching Information Skills

This open question invited qualitative comment which indicated a range of approaches to the teaching of information skills to disabled students. Some school librarians included such students as part of the main class; others organised one to one instruction, either by library staff, a special education teacher, or an aide, whilst other children were taught by a librarian. The integration aide was most frequently cited as the chief source of assistance, but co-operative teaching and/or planning with special education teachers

was mentioned by quite a number of respondents. In some schools peer group tutoring was used in the library classes. Other respondents indicated they used a wide range of teaching strategies in dealing with these students, and were very aware of their specific needs, often modifying worksheets and other teaching materials as necessary. The relative ease with which some students with some types of disabilities have in dealing with electronic sources of information, such as computerised catalogues and certain CD-ROM packages, as compared to print equivalents, was often commented on. Several respondents reported having learnt signed English so that it was possible to communicate with deaf students. The need for students to experience success was also realised. Qualitative comments from the surveys demonstrate this :

Try to match resources with the ability of students; ... always strive for a sense of success and achievement.

Guidance to appropriate resources e.g. a poster might be a more visual interpretation of a topic for that student and allow them to participate in a class activity.

In some instances, classroom teachers taught information skills. This was either because it was the preferred method of the special education staff, or that the time of the teacher-librarian was limited, so that not all classes were allocated the time to visit the library for information skills teaching. Some reported that there was insufficient staffing and time to cater for any extra needs. Some comments were cause for concern, such as

Most of the students we have can cope with the normal method of teaching information skills. However for our blind student there are frequently times when she misses a lot of what is happening.

8.4.13 Information about Disability

The questionnaire also asked about information on disabilities. In 1994, 367 (74.6%) school libraries had a collection of information about disabilities. A higher proportion of libraries (213 – 80.7%) had such a collection in 1996.

8.4.14 Sources outside the School Library

It was likely that many school libraries would not have extensive collections of alternative format materials. Therefore school library staff might occasionally need to obtain such materials for students from a source outside the school. In response to Question 16, 242 respondents (49%) stated, in 1994, that they knew where to obtain specialised or transcribed materials for disabled students. In 1996, 127 (48.1%)

respondents answered in the affirmative. Qualitative comments mentioned public libraries, state libraries or agency libraries. A few respondents mentioned co-operative arrangements with these types of outside libraries to provide specialised resources. Universities were mentioned, either in general or with specific reference to library services, and centrally provided resource centres within the sector system. Several Catholic schools mentioned special education resource centres, provided at Diocesan level. Two respondents mentioned toy libraries.

Several respondents, the majority responding to Survey 2, mentioned consulting with visiting teachers about sources for materials; a few mentioned that visiting teachers were based in their school, a situation which would facilitate the opportunity to gain advice from this source. Greater use of these personnel in 1996 could reflect the closure of many Statewide Support Centres in Victoria during the period of the research. Some limited analysis of the comments, which specifically mentioned an outside source, is summarised in Table 8.4.14.. The single reference, to the State Library of Victoria, is interesting compared to the number of references to the State Library of New South Wales.

Table 8.4.14 Sources of Information outside the School Library

Source	Number of Comments 1994	Number of Comments 1996
Public Libraries	36	15
RVIB	29	15
Special Schools	11	5
Miscellaneous Agencies	8	4
RBS	7	7
Diocesan Special Education Units	6	2
State Library of New South Wales	4	1
State Library of New South Wales Special Needs Service	2	0
*Department of Education Resource Centres	4	0
Universities	4	3
Braille and Talking Book Library (Vic)	2	4
Yooralla	2	1
Toy Libraries	2	0
State Library of Victoria	1	0

In a few cases, the response made it clear that knowledge of outside resources was considered to be the responsibility of the special education staff. The language of other

responses seemed to indicate it had not been considered a library responsibility. Qualitative comment from respondents who had answered "no" to this question, mainly explained that there had not been a need for any specialised material to date. One Victorian respondent noted that "This information would be of great assistance".

8.4.15 Policy Documents

In 1994 three hundred and twenty schools (65%) had a formal integration policy (this term was used, as it was the terminology currently in use in both states), 106 (21%) did not, and in 57 schools (11%) the library manager did not know whether the school had a formal policy. In 1996, 165 (62.5%) schools had a formal integration policy, 43 (16.3%) schools did not, and in 50 (18.9%) schools the library manager did not know whether the school had a formal policy.

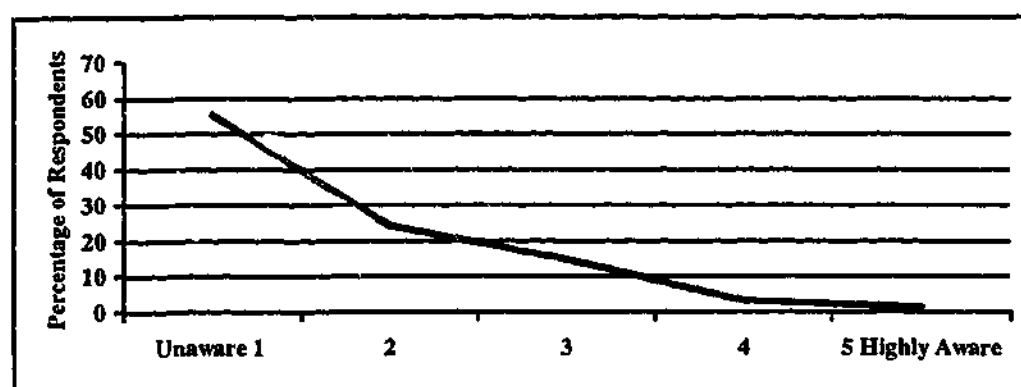
Twenty-three (4.7%) of respondents in 1994 stated that the school library had a formal policy on services for students with disabilities, and in 1996 this figure was eight (3%). Thirty schools forwarded copies of integration policies in 1994, and nine schools in 1996. No library policies were received.

8.4.16 Awareness of Disability Legislation

The three final questions were intended to find out what school librarians knew about disability legislation. If they were aware of disability legislation, where did they find out about it – from networks, inservices, the principal, the media? Finally, because the DDA was landmark legislation, respondents were asked how it had affected the management of the school library.

Question 19 asked respondents to indicate their awareness of disability legislation on a scale of one to five. The results are shown in Figure 8.4.16 below. Responses to this question differed very little over the time span.

Figure 8.4.16 Awareness of Disability Legislation



8.4.17 Sources of Information about Disability Legislation

Respondents who were unaware of disability legislation were directed to Question 22, which was the last question, and asked for general comments about any of the areas addressed in the questionnaire. Those respondents aware of the legislation, were asked in Question 20, how they found out about it. Sources were expected to be one of the following : the principal; library literature; professional networks; the media; educational publications, which might include educational journals and publications from the sector administration such as the relevant Government department or Catholic Education Office; and through training or education programmes undertaken by the respondent. Table 8.4.17 shows the results; figures are based on the subsample of respondents who were aware of disability legislation.

Table 8.4.17 Sources of Information about Disability Legislation

Source		1994		1996
School Principal	50	22.5%	19	17.4%
Library Literature	64	29%	29	26.5%
Professional Networks	70	26.5%	26	23.6%
Media	59	22.5%	19	17.4%
Education Publications	75	33.8%	30	27.3%
Training/Education	50	22.5%	17	15.5%

There was fairly even distribution across the various sources. The highest source of information about disability legislation was educational publications (33.8% in 1994 and 27.3% in 1996). Professional networks and library literature were the next most cited source. Other sources, indicated by qualitative comments, were mainly special education teachers and other teaching colleagues, or through the respondent's

involvement in the disability area outside of the school. Three respondents mentioned legal sources.

8.4.18 The DDA and Library Practice

This same group of respondents was then asked to comment on the extent to which the DDA had affected their library practice. Table 8.4.18 shows the responses; again figures are based on the subsample of respondents who were aware of disability legislation.

Table 8.4.18 The DDA and Library Practice

	Not at all		2		3		4		A great deal		No Response		Total
1994	81	36.4%	76	34.2%	39	17.6%	8	3.6%	1	0.5%	17	7.7%	222
1996	22	20%	28	25.5%	18	16.4%	4	3.6%	0	0%	38	34.5%	110

Seventeen respondents (7.7%) did not respond to this question in 1994, and in 1996 this figure was 38 (34.5%). It was assumed that the 1994 respondents had not had cause to consider the DDA in terms of library management prior to receiving the questionnaire. As described in Section 8.2 above, this question was modified in 1996, to ask about the effect of disability legislation in general, rather than naming a specific act. This change does in fact seem to have discouraged a response, which may again indicate a lack of knowledge about relevant disability legislation. This was certainly reinforced by the response to the extra question about disability legislation in Survey 2, as detailed in Section 8.5.

8.4.19 Additional Comments

The last question (Q.22 in 1994, and Q.24 in 1996) asked respondents to make any other comments regarding the issues raised in the questionnaire. Some of these related specifically to areas addressed in earlier questions, thus these were analysed as part of qualitative responses to those earlier questions. Other comments either addressed the situation within the school generally, often related to the policy of the governing body. Other respondents noted that the completion of the questionnaire had made them more aware of the need to cater for the needs of disabled students.

One respondent from what was obviously an inclusive school stated

Disabled children have been part of the school for so long now that integration is hardly thought about (not meant to be flippant at all); it's just the way things happen.

Many respondents requested further information or guidelines regarding library services for disabled students.

8.5 Additional Questions in Survey 2

Question 22, which asked for the names of any act which affected the service offered by the school library to disabled students, elicited a largely negative response. Only 6 people (5.5% of the subsample, and 2.3% of the total sample) were able to name such an act. Two respondents indicated that they had asked their principal if copies of the relevant acts were held in the school, and found that they were not.

The other additional question asked if the person completing the questionnaire had completed the 1994 questionnaire. One hundred and forty-two (53.8%) of the questionnaires were completed by the same person. Ninety-six (36.4%) were not, and twenty-six (9.8%) respondents did not know or could not remember if they had completed the 1994 questionnaire.

8.6 Summary of Results

There is no doubt that for many respondents, the receipt of the first questionnaire raised awareness of the need for services and facilities for students with disabilities. This has to be taken into account when drawing conclusions from the results of the two surveys. The respondents to the follow up questionnaire must have had an interest in the area of the research, to be motivated to make the second response, but it cannot be assumed that non-respondents would have answered the questions in a similar fashion. There was reasonable continuity in the respondents to Survey 1 and Survey 2. The situation within the school over the timeframe would be assessed, regardless of whether the questionnaire was completed by the same person. The fact that not all personal respondents were the same in both surveys could be seen to strengthen the study, in that it represented partial replacement of the original sample.

It is possible that some questionnaires may not have been passed on to the school librarian by the school principal. However, it was felt to be important that correct etiquette should be observed in initially approaching schools. In almost all cases, communications from the various education authorities regarding permission to contact schools stated that initial contact with schools was to be made through the Principal.

Possibly a greater response rate might have been achieved if more emphasis had been placed, in the letter accompanying the questionnaire, on the value of response, even if the school did not currently have disabled students enrolled. The stratified sample included an under-representation of Independent schools, which is regrettable. In retrospect, this might have been overcome by weighting the total sample of Independent schools slightly, given this is the smallest school sector. The comments from the three non-responding Independent schools, mentioned in Section 8.3, do not really offer any clue to the low response from this sector.

Results for the variables of number of students, number of staff, and year levels catered for show that a very good distribution of school sizes across primary and secondary levels was achieved in the sample. The figures for library staff indicate that different staffing elements of school libraries were well represented, from primary school libraries with only one teacher librarian to large secondary school libraries with a combination of professional and paraprofessional staff. In the limited comparison it is possible to make with the 1992 survey conducted by the Australian School Library Association (*A Select Survey of School Library Resource Centres in Australia 1992*) the percentages of different types of professional staff are similar. In the 1992 survey these were 67% teacher-librarians, 25% teachers and 8% librarians. In the current study in 1994 75.6% responding school libraries had teacher-librarians on staff, 26% had teachers on staff and 6.1% had librarians on staff. In 1996 these figures were 79.1% teacher-librarians, 22.3% teachers and 6.1% librarians. These figures show a gradual decrease in the number of teachers and librarians being employed in school libraries, and a corresponding rise in the percentage of teacher-librarians. The greater proportion of clerical assistants employed in NSW school libraries is explained by the NSW Department of Education policy of employing generic "school assistants" for all clerical staff in schools. Thus school librarians in Government schools in NSW are restricted in the type of paraprofessional staff they can employ; they may be forced to employ clerical assistants with no library experience or training.

The figures of disabled students enrolled in mainstream schools reflects the observed trend of greater enrolments of these students in these rather than special schools. It is not possible to make any direct comparison with nationally available statistics, as these include special school enrolments. De Lemos (1994) found that enrolments of disabled

students, across school sectors, but including special schools, was 84% in Government schools, 12% in Catholic schools, and 4% in Independent schools. The distribution of enrolments in the two samples from the two surveys reflects a similar distribution across the school sectors.

The provision of special education staff would have a direct bearing on the use of the school library by disabled students and the teaching of information skills. The relatively high number of schools which did not have any special education staff despite enrolments of disabled students in the school, was of concern. Within these schools, the teacher-librarians would have no support from special education teachers or aides, to assist disabled students in information skills classes; nor would the students have any support on an individual basis in any use of the library, except from the library staff themselves, who might at times be very busy and unable to help.

The survey results show that very few opportunities were provided for the library staff to participate in staff development programmes related to service provision for disabled students. The researcher's previous experience indicated that disability awareness training was essential for library staff, especially in a school environment where they were likely to be dealing with disabled students at some point. Only just over half of the schools with disabled students enrolled, in 1994, had offered whole school programmes, and in 1996 this dropped to 27% of this subsample. Although professional library staff would no doubt have been able to attend any programmes offered to the teaching staff, it is questionable whether these programmes would also have been offered to paraprofessional or clerical staff in the school library. More staff development programs had been offered in the Government sector. This could be related to larger central support units being available to these schools, given this is the largest school sector.

Responses indicated that the incidence of extra funding being provided to school libraries for the purpose of purchasing special resources or providing extra facilities for disabled students was extremely low.

Given that physical access has received the most attention over the years, in terms of awareness of the needs of people with disabilities, it would be expected that many libraries would have good physical access. Qualitative comments about physical access,

as discussed in Section 8.4.9, reflect the focus of people in general on this type of access, particularly for wheelchairs, when they consider access for people with disabilities. More comment was forthcoming from Survey 2 regarding other issues such as the height of shelving, positioning of computers and the general layout of the library. This suggests that those respondents may have had their awareness of these needs raised by responding to the first survey.

Although 28.7% of 1994 respondents did not provide any facilities for disabled students, it is encouraging to see that this percentage dropped to 17.8% in 1996. In the second survey there was a small increase in the range of facilities provided, especially the less expensive ones, which may reflect some increase in awareness of need as a result of response the first questionnaire.

The incidence of libraries which do not provide alternative format materials is somewhat lower than those which provide no facilities – 7.1% in 1994 and 12.5 % in 1996. However the increase in the later year is of concern, and is difficult to explain, unless publishers are limiting output of alternative format materials due to lack of interest from libraries. It is possible that budgetary constraint combined with rising prices of all types of materials may be limiting the buying power of libraries, so that only basic materials can be purchased.

Some respondents noted that separate collections of alternative format material were held in the Special Education department rather than in the library. These responses do not indicate whether the school has chosen to fund provision of these materials only in the classroom, or whether the school librarian has made a decision not to duplicate materials held in the classroom. The tone of the comments however, seems to indicate the former.

Qualitative comments about the teaching of information skills were very encouraging. Although there were negative comments from some respondents, these seemed to indicate that the school library was understaffed and under resourced, hence teaching of information skills was not the only neglected area. The wide range of teaching approaches mentioned by respondents indicates that school librarians are very aware of the diverse needs of disabled students, and with the benefits of an inclusive curriculum.

Many school libraries had collections of information about disability, but within the confines of a mailed questionnaire it is not possible to judge the quality of such collections. In hindsight, the positioning of this question may have affected response to the following question about sources outside the school library. Although this question asked specifically about outside sources for the provision or transcription of specialised materials for disabled students, comments made by some respondents indicated that they had also thought about information about disability, as prompted in the previous question. This was clear as some respondents mentioned specific libraries or agencies that only provide information about disability, not alternative format materials. However, in all cases, these organisations were mentioned alongside others, which did provide alternative format materials, so in fact the knowledge of these particular respondents was quite extensive.

In both 1994 and 1996, approximately half of the respondents knew where to find alternative format materials for disabled students, from a source outside of the school. Some qualitative comments indicated that responsibility for locating alternative format materials for students was held by the Special Education staff. In considering the specific sources mentioned, it is interesting to note that only two respondents mentioned toy libraries; this may suggest that primary school librarians are generally unaware of the value of toys in the educational programme of some disabled students. The SLNSW was mentioned more than the SLV, which may be due to the fact that the SLNSW has a Special Needs Service, including a collection of alternative format materials which are available for loan, which the SLV does not. The SLV does have some limited loan services. In both libraries, the general collections would only be relevant to students in the upper years of secondary school, most specifically those undertaking the Victorian Certificate of Education (VCE) or the Higher School Certificate (HSC). For those students, only those who lived within a reasonable travelling distance would make use of the state library collections. The most interesting result in this analysis is that the public library was most frequently mentioned as a source. Special schools were mentioned quite frequently, supporting the trend reported in the literature, that these schools are developing a new role in supporting disabled students, and their teachers, in mainstream schools. However, as this analysis was based on invited comment, it is possible that more respondents may have known of any of these specific services but did not note them on the questionnaire.

The survey results indicate that very few libraries cover services to disabled students in their policy statements. No library policy documents were forwarded with returned questionnaires. This seems to indicate that policy documents are not prioritised by school librarians.

Responses to the final three questions about disability legislation show that awareness of the legislation, and its implication for library services, is extremely low. There was little change in level of awareness over the time frame between Survey 1 and Survey 2. The low response to the extra question (No.22) in the Follow-Up Questionnaire also reflected a very low awareness of relevant legislation. Sources of information about disability legislation were very evenly distributed across a wide range of publications and personal contacts or networks. Therefore there was information available about the legislation, but it was not sought out, noticed or brought to the attention of the majority of respondents.

8.7 Conclusion

This chapter has described how data was collected and analysed through the two questionnaires. The discussion of the results presented here will be drawn on further in later chapters which discuss the findings of the study as a whole.

8.8 Tables

Table 8.3.1 Sector Representation for Sample, Survey 1

Sector	Vic		NSW		Total		National %
Government	230	80.4%	124	60.2%	354	72%	72%
Catholic	47	16.4%	80	38.8%	127	25.8%	19%
Independent	9	3.1%	2	1%	11	2.2%	9%
Total	286	100%	206	100%	492	100%	100%

Table 8.3.2 Sector Representation for Sample, Survey 2

Sector	Vic		NSW		Total		National %
Government	134	81.2%	70	70.7%	204	77.3%	72%
Catholic	24	14.5%	27	27.3%	51	19.3%	19%
Independent	7	3.6%	2	2%	9	3.4%	9%
Total	165	100%	99	100%	264	100%	100%

Table 8.4.10 Library Facilities for Students with Disabilities

Facility	1994		1996	
Large Print Catalogue Screen	4	0.8%	9	3.4%
Voice Output for Catalogue	0	0%	1	0.4%
Adapted Furniture	45	9.1%	35	13.3%
Personal Help	222	45.1%	138	52.3%
Closed Circuit TV	4	0.8%	3	1.1%
Flexible Borrowing	232	47.2%	153	58%
Kurzweil Reading Machine	5	1%	4	1.5%
Clear Signs	191	38.8%	118	44.7%
No Facilities	141	28.7%	47	17.8%

Table 8.4.11 Alternative Format Materials

Type of Material	1994		1996	
Large Print Books	136	27.6%	50	18.9%
Audio Magazines	16	3.3%	5	1.9%
Subtitled Videos	18	3.7%	7	2.7%
Audio Books	266	54.1%	138	52.3%
Hi/Lo Books	357	72.6%	196	74.2%
No Alternative Format Materials	35	7.1%	33	12.5%

Table 8.4.16 Awareness of Disability Legislation

	Unaware		2		3		4		Highly Aware		Total
1994	277	56.3%	119	24.2%	73	14.8%	16	3.3%	6	1.2%	491*
1996	151	57.2%	60	22.7%	39	14.8%	8	3%	3	1.1%	264

* One respondent did not answer this question in the 1994 survey.

Chapter 9 The Case Studies : Independent Schools

9.1 Introduction

Both independent schools covered Years K-12. Eaton Girls School had recently established a support class for students with mild intellectual disabilities. Harwood College is a large co-educational school with several campuses, and an open entry policy. Disabled students were supported in mainstream classes. As Harwood College has four campuses, following the introductory paragraphs, each campus has been described as a separate school.

9.2 Harwood College

9.2.1 The School

Winston campus caters for students from K-12. A preparatory school, Hollywell, which was opened in 1996, caters for students from K-4. Pepperell campus caters for students in Years 5-12. Elland campus caters for students from Years K-10, after which students can transfer to either the senior colleges at either the Winston or Pepperell campuses. The campuses are close, and many staff have teaching and administrative duties at more than one campus.

9.2.2 The Special Education Programme

The open entry policy has resulted in the enrolment of 26 students who receive federal integration funding. In addition there are a large number of students with learning disabilities and learning difficulties in the school, who need learning support. In 1994, Georgina was appointed as Head of Student Services to co-ordinate special student services across the whole college. This brief included disabled students, ESL students, gifted and talented students, and students with learning difficulties. One of Georgina's initial tasks was to write a special education policy as there was great disparity between the campuses in the way this area was being managed. Although this policy was completed by the end of 1995, a co-ordinated approach to the delivery of special education took time to develop. Differences between the campuses in this area emerged during the course of the study, to some extent inherited from the pre-policy era, but inevitably, also resulted from the different personalities and approaches of the teachers involved.

Across the four campuses the equivalent of approximately 33 full time special education teachers are employed, in reality about 130 individual staff members. Harwood employs its own visiting teachers. Although there is some withdrawal of students for tuition individually or in small groups, the school is moving towards an inclusion model. The students attend mainstream classes, although a few are taught a modified programme. Some students are withdrawn for extra tuition when the other students have language lessons. However the emphasis is on the classroom, rather than withdrawal for special programmes. Thus the special education teachers work very closely with the classroom teachers, helping them to develop strategies to use with disabled students.

Georgina felt that staff were very aware of the disability legislation, but only of the way that they could be affected personally if they were perceived to be refusing to teach a particular child or not supporting a particular child sufficiently. She felt that the influence of the litigation resulting from the disability legislation in the USA had produced this focus; teachers were not really aware of the broader provisions of the legislation.

9.2.3 *The School Library*

There are libraries on each campus, staffed by teacher-librarians, librarians and library assistants. Several of the librarians and teacher-librarians were known to the researcher prior to the commencement of the study, as they had undertaken courses at the university where the researcher had been a lecturer in library and information management. The participation of the school had come about through discussion of the proposed research with the Head Librarian at the Winston campus.

The managerial arrangements for the library are complex, as no one person has overall responsibility for the libraries. There is a Head Librarian for each campus, and they co-operate with one another, and the whole library staff meets for two days every term, but the situation is not ideal. The library staff set up cross-campus teams to work on certain issues. For example, the Head Librarian of the Pepperell campus developed a school-wide

information skills programme, and co-ordinated a team of teacher-librarians to work on its implementation.

Each library, with the exception of Hollywell, has an extensive collection, including audio-visual resources, CD-ROM and other computer software, and Internet access. Hollywell campus library was being established at the time of the study. There was a problem because two different library computer systems were being used across the different libraries, but this was being addressed during the last year of the study.

There is a library component in the budget allocated to each faculty, as well as some funding coming directly to the library. The way faculties dealt with the library budget varied across campuses : some faculty heads gave their allocation directly to the school librarian to deal with, whilst others selected the library materials themselves.

9.3 Harwood College - Pepperell Campus

9.3.1 The Campus

Pepperell is the site of the original school, which has been in existence since 1866. It is situated in an inner suburb and is well served by public transport. Approximately 1450 students from pre-prep to Year 12 attend the campus.

9.3.2 The Special Education Programme

The base for special education is situated close to the library. There are students with visual impairment, hearing impairment and some with physical disabilities. The students with visual impairment are provided with a tape recorder and audio books by the RVIB. The hearing impaired students use oral communication, so no inservice training has been needed to assist school staff with communication. One girl uses a wheelchair but can walk short distances. This is fortunate, as otherwise she would not be able to access the library at Pepperell, which is only accessible by stairs. The special education staff also support several students with a range of learning disabilities.

All the special education teachers have input into the resources purchased with the Department's library budget, and this process is co-ordinated by Heather, the Head of Special Education for Pepperell campus. The Department has a well developed resource collection, which includes a large range of hi/lo books. All materials are recorded on the library system and issued to students through the library.

9.3.3 The Library

The Pepperell campus library is well established with an excellent collection covering a range of formats. Apart from hi/lo material, Sheila, the Head Librarian purchased no other alternative format material, and did not seem to be aware of what was available, or what was needed. She assumed Faculty Heads would buy library resources at an appropriate level and in suitable formats. The library is on two levels, and access between the two is by steps.

Sheila is well established in the school, having been at Pepperell for five years, and before that at the Elland campus for six years. There is one other teacher-librarian, a librarian, and a part time librarian (0.8) who deals with cataloguing and acquisitions. There are 1.5 EFT library technicians and 1.5 EFT audio-visual technicians. With over 1400 pupils to cater for, this is a busy library. Sheila had clearly decided to be the gatekeeper as far as information about the library was concerned. She subtly made it clear that the researcher would not be encouraged to interview any of the other library staff apart from herself.

All classes in Grades 5-7 are timetabled for one library lesson each week. Classes in Grades 8-10 are timetabled to come to the library fortnightly, with their English teacher. These classes are "reading" classes, for which the library staff have produced categorised reading lists. Not all English teachers use this allocated library time, preferring that students use the library and borrow books in their own time. Sheila has produced a very wide range of worksheets covering all aspects of information skills, for all levels in the school. Her approach in teaching information skills to disabled students was to give them work at the same level as their peers, and follow up with individual tuition if required. She tended to

evade answering directly questions in this area, which may indicate that she had not really considered the needs of these students in terms of learning information skills.

9.3.4 The Relationship between the School Library and the Special Education Programme

The library staff had not received any staff development for dealing with disabled students. However Sheila explained that there was such a wide range of skills levels in incoming Year 5 students that the library staff were very used to working with students across a broad range of ability. There is another large intake of students at Year 7, and the school's open entry policy means that the range of skills and aptitude amongst the students is enormous. The proximity of the Special Education department meant that library staff would often help disabled students on an individual basis. Sheila was fairly aware of the range of disabilities amongst the children who received assistance from the Special Education department. The library was used on a regular basis by hearing impaired students from a special school which was close by. These senior students were accompanied by their teachers, and accessed the Pepperell library for its range of resources for the VCE and the IB. Although the special school had a library, its collection was geared to the needs of younger students. So this gave library staff more experience of dealing with disabled students; many of the students from the special school had good speech or used sign language.

Apart from dealing over her years at the school with a wide range of abilities amongst the students, Sheila had no specific experience of disability on a personal level. Both she and Heather, the Head of Special Education, were very defensive in their attitude to the researcher. There did not seem to be a great amount of co-operation between them. Skills taught by the special education staff included library and research skills, and sometimes the teachers would use the worksheets developed by the Head Librarian, but they also used work devised by one of the special education teachers. Heather was not involved in selection of library resources apart from those that were housed in her own department. She thought the library should stock two track audio books as the department found borrowing four track tapes from the RVIB time consuming and inconvenient. She felt the library

should stock large print books but Sheila was clearly not aware of either of these needs. Heather also expressed a need for good clear posters in the library about study and organisational skills.

9.4 Harwood College - Hollywell Campus

9.4.1 The Campus

Opened in 1996, the campus is described in the school prospectus as a "state-of-the art" facility. The school is divided into a series of home units, each with individual facilities, and sharing resources such as the library, music centre, and a technology resource centre. The school has a gymnasium, an outdoor sports area and an adventure playground.

9.4.2 The Special Education Programme

There is one special education teacher, Grace, at the Hollywell Campus, for 0.5 of her time, who also did some teaching at the Junior School at Pepperell. There are two students at Hollywell who receive integration funding and are supported by one aide. Both have an intellectual disability. Grace does not work directly with these children, because they have the aide support, but deals with approximately 25-30 students at Hollywell who have a learning disability or a learning difficulty.

There is a collection of books in the special education base, which the children are allowed to borrow from. Grace uses a range of sources for locating and purchasing materials. She has identified two bookshops that stock the types of materials she needs. She orders materials directly from publishers and networks with colleagues regarding good resource materials. Although she agreed that publishers were producing more material for the special education area, Grace felt that there was still room for improvement. Publishers were using larger print and plenty of illustration, but often the books had language which was still too difficult and sophisticated. For children learning to read using phonetic and other strategies, the language was not even predictable. She found that particularly for hi/lo books, apart from assessing the print size and layout, she needed to read several pages of the book to assess the language.

Grace felt that the teaching staff at Hollywell were not aware of the disability legislation and its impact on the inclusion of disabled students. She communicated closely with teaching staff regarding the needs of the students she dealt with. This was facilitated by the relative ease of communication on a small campus. Being the only special education teacher on the campus, Grace had the advantage of having an overall view of student needs on that particular campus. She commented :

Too often special education can be a real hotchpotch, in that any teacher who has two periods to spare might be put into special education for that time, whereas I can start a programme, follow it through and know where the children are at.

9.4.3 The Library

The library has purpose built shelving and furniture, all at a suitable height for primary school children. It is on the first floor and can be accessed by stairs or a lift. The teacher-librarian, Jane, worked 12 hours each week. Five hours were spent in taking library lessons and the remainder of the time was for cataloguing and other library management tasks. During 1997 the teacher-librarian was on maternity leave and was replaced by a teacher who did not have librarianship qualifications.

The initial collection had been selected by Sheila, the Head Librarian at the Pepperell campus, and the Principal of Hollywell. Jane had since been adding items to fill gaps in the collection. She had purchased some alternative format materials, such as book/tape kits, videos, and picture books with no words. She had purchased some big books, but no large print. She worked closely with the information technology teacher in acquiring CD-ROMs. Some of these were housed in the library. Others were held by the information technology teacher. Jane was aware of some of the agencies and specialist bookshops in Melbourne where she could access alternative format materials. She was not aware of any services that the State Library might offer to disabled students.

During the first year of operation of the library, 1996, the computerised system had not been installed until November, so Jane had concentrated on a literature program rather than

information skills. She considered the *URICA* library system to be inappropriate for a primary school library, as it was too complicated. This system had been introduced as it was already used in the library at the Pepperell campus. Belinda, who replaced her during 1997, had also run a literature programme, and had only touched on information skills informally on a one to one basis with students. This meant that by the close of the study a formal information skills programme had not been established.

9.4.4 The Relationship between the School Library and the Special Education Programme

Both Jane and Belinda had considerable experience of working with disabled students. Jane had taught children with emotional difficulties, and children with hearing impairment. Belinda had taught children with learning disabilities and learning difficulties. Consequently both had identified the disabled students at Hollywell and were very aware of strategies to help them. When Jane was able to introduce an information skills programme, she intended use a model similar to that at her previous school. There she had run information skills classes which offered children the choice of three different levels to work at. There was a beginning level, a group for children who were feeling confident, and a challenge level. Children could move between the levels depending on how they felt about tackling a particular task. Belinda had developed strategies to use with children with severe learning difficulties when a Grade 6 teacher in a state primary school. She had two students with poor numeracy skills and had used innovative strategies to teach them. This had assisted her in developing other strategies to help children with learning difficulties, which she used in the library context at Hollywell. She felt it was important that these children were given one-to-one attention in learning how to use the library. In the literature programme, with classes including children with disabilities or learning difficulties, she would read a story a second time, as she found these children benefited from this, especially with a story which involved audience participation.

Jane had found staff meetings which were held two or three times a term, to discuss the disabled students, invaluable. Other teachers would often share strategies for teaching the disabled students.

Given the newness of the school, there was scope for more co-operation to be built up between the teacher-librarian and the special education teacher. Both were dedicated professionals who communicated well. The special education teacher indicated that she would like some input into the selection of library resources, and was beginning to see the potential of the library as a resource for the students she dealt with.

9.5 Harwood College - Elland Campus

9.5.1 The Campus

Elland has approximately 450 students from pre-prep to Year 10. The school became part of Harwood College after prior existence as a small independent school, which continues to contribute to its culture. It has a warm comfortable atmosphere, a friendly staff room, pleasant buildings.

9.5.2 The Special Education Programme

The disabled students at Elland are mainly dealt with by Georgina, the Head of Student Services. She has an office adjoining the library, which fosters close liaison between Georgina and the library staff. Several students are supported by Georgina, another special education teacher Miriam, and an aide. The range of disabilities catered for include non-verbal learning disabilities, dyslexia, severe learning disability, language disorder, visual impairment, attention deficit disorder and learning difficulties.

9.5.3 The Library

The Elland library is staffed by a full time teacher-librarian, Betty, and a library assistant Naomi, who works 20 hours per week. Betty has been at the school for 17 years, so her school-wide knowledge is good, and has been the teacher-librarian since 1990. Naomi's position was created in 1994. She is a qualified librarian, so the school benefits from her training. Betty appreciates this, and treats Naomi as an equal in professional terms, although Naomi's position does not recognise her professional status. They had an excellent working relationship.

The library is running out of space gradually, especially since changes in information technology meant that more space is needed for computer workstations. But it is a pleasant space, and accessible physically. Apart from the special education base, the careers teacher and the audio visual technician also have offices opening off the library.

It has an excellent bookstock, the result of good funding support over the years. The collection includes audio books, book/tape kits, touchy/feely picture books, and hi/lo books. The school has an extensive video collection, which is recorded on the library catalogue, but the videos are housed in the audio-visual technician's office. The hi/lo books are intershelved with the rest of the fiction collection. Some are marked with a special sticker as a finding aid. Both library staff found that the greater range of picture books available, many of which are aimed at adolescents, has been very useful in providing extra resources for students who experience problems with reading. Apart from the number of illustrations helping to make the text more accessible, they have helped to dispel the idea that it is only acceptable to take home a book of a certain size with lots of pages. There is a large print dictionary in the reference collection, but no large print fiction, as it has not been asked for. A strip magnifier is kept at the circulation desk for use by students if required. The library has bulk loans of material from the Braille and Talking Book library to support students with visual impairment and dyslexia. Unlike the Pepperell campus, many Heads of Department hand over their library budget to Betty, the teacher-librarian and leave her to select appropriate material. All resources in the school are recorded on the library catalogue.

Betty is trying to introduce CCPT in the school, but with the usual frustrations. There is a library lesson timetabled for the Pre-Preps, Preps and one Grade 4 class once a fortnight. In this time the class teachers have RFF, which is inconsistent with the situation at the Winston campus, where the library lesson does not provide RFF. Betty has managed to do some CCPT work with individual teachers, but availability of teacher time for planning is a problem. The Head of English shows little interest in the library, and other classes apart from those that have a library lesson, will access the library during Social Education

classes. Teachers from this department usually arrange with Betty to have a few library skills lessons for their classes from Year 7 upwards, at the beginning of each school year. Betty has suggested to the principal that he should extend Naomi's time, so that Betty is released for more planning time. He responded by suggesting that some of the library lessons might be taken by other teachers. Betty saw that this was not a good solution as inevitably she would also be involved in any library lessons taken in this way. Because the school covered from Pre-Prep to Year 10, the timetable was very structured, and especially for the Junior school, this tended to limit a spontaneous decision by a teacher to take a class down to the library, and again hampered Betty's efforts to introduce CCPT.

9.5.4 The Relationship between the School Library and the Special Education Programme

Both library staff members were very aware of the number of students who have disabilities of all kinds. They did not have any written library policy relating to services with disabilities, but this was more in response to the policy of the school to not draw attention to these students in any way. Betty was vaguely aware that there was some legislation relating to physical access to buildings, and admitted she should be more aware of legislation affecting library service to disabled students. She had considerable experience of disability. As a classroom teacher, she had taught students with disabilities such as hearing impairment, attention deficit disorder and poor motor co-ordination. Her own daughter is dyslexic. Naomi had not had previous experience of disability, but with the proximity of the special education base to the library, she had built up an excellent rapport with many of the disabled students and extended her knowledge of how to deal with them. Her personality would have facilitated this process.

The library staff would deal with the disabled students if they visited the library with their mainstream classes, and would give them one to one assistance if possible. They put considerable effort into helping these students at any other time, if they perceive they are having difficulties in using the catalogue or accessing information. Often the aides will bring students into the library either individually or in small groups, to find resources and help them gather information together for an assignment. One of the special education

teacher was very enthusiastic about literature and encouraged the students to enjoy books, and quite often used picture books with them as well as novels. This same teacher obviously valued the effort the library staff put into assisting the disabled students :

The library staff have a lot of integrity in helping children select materials; Betty and Naomi will go to great lengths to find appropriate texts for them. The library is a tremendously popular place; also it is a safe haven. It is not a hallowed place but a nice noisy place.

Although there was nothing formalised, it is clear that the library staff and the special education staff communicate well with one another. Betty commented :

...we do work closely with the special education staff, especially the integration aides. We work very closely with them, to acquire the resources they need (for students).

Although Georgina and the other special education staff selected for the Special Education budget, Betty always selected material from stock brought by visiting booksellers, which she thought might be of interest, and put it aside for consideration by Georgina.

9.5.5 Student Interviews

A group interview was conducted with three boys, of whom two had learning difficulties and the third a language disorder. All three had laptop computers and loved using the Internet. Their use of computers is encouraged, as, the special education teacher explained, the use of sound and the moving image has been found to be a great motivator in special education teaching. Two of the students had computers with Internet access at home, and one had the *Encarta* CD-ROM. All the students used books, especially non-fiction in finding information for assignments, and occasionally for recreational reading. The boy with severe learning difficulties used books, but mainly looked at the pictures; he hated reading. He would occasionally read magazines, and said his parents did not read very much. He had used his local public library "...a couple of times, but that was it". Only one student used his local public library on a regular basis. All three could navigate the library quite successfully and use the catalogue. Two had learnt these skills at primary school, and the third had been taught by the teacher-librarian when he first came to Harwood College.

Two female students were interviewed individually. One, in Grade 5, and had a mild intellectual disability and hearing impairment. She demonstrated that she had good library skills; she could use the catalogue; locate both fiction and non-fiction books on the shelves and use print encyclopaedias. She was not so familiar with electronic information resources. She found her public library difficult to use, because it was much bigger than the school library. She was an avid reader, and at the time of the interview was reading her way through the *Chronicles of Narnia* by C.S. Lewis. This is a reasonably demanding series for a Grade 5 child, and the student had watched the televised series of some of the books, which had helped her to follow the plot.

The second girl was in Year 9, and had dyslexia. She had been at Harwood College since Grade 2. She used the library frequently, as she passed through the library to go to the office of the Head of Special Education. But she was not confident in using the library on her own, she would usually go with a student colleague or her teacher. She lacked confidence in using any sort of facility that she was not totally familiar with, and explained how she used little tricks and visual cues to help her in remembering things, to deal with her dyslexia. She found the library was too busy to be a good place to study; she did not think it was fair to ask the younger children to be quiet, but thought there should be a separate library for the Junior School children.

She found numbers easier to deal with than letters, so that once she knew the call number for an item she required, she could usually locate it on the shelves, but finding a fiction title was a far more difficult task. However the library staff helped her a good deal. She had used public libraries, but not frequently, as there was not one close to home. She expressed a particular discomfort with using computers, although she realised she would have to overcome this. She did not use the library computer catalogue and CD-ROM databases regularly enough to enable her to develop strategies to use it bypassing the reading problem caused by her dyslexia. She borrowed audio fiction and non-fiction related to her studies from a local agency library. She found the range of fiction that was available from the agency library was limiting and often the books she requested were not available. Some of

the books have "really lame music" at the beginning. She supplemented these audio books with titles from the English Department's stock of taped books. Currently her favourite book is *The Hobbit* – a commercially produced tape which her mother bought for her. Her English teacher suggested that she should have the print book to read alongside the audio book. She found it cumbersome to carry around the number of cassettes which usually make up one audio book title. She preferred audio books that included page numbers so that it was easier to navigate around the tape, but sometimes found the inclusion of footnotes irritating. She wished that there were more audio books available in the school library and thought there should be a tape recorder or listening post in the library.

9.6 Harwood College -Winston Campus

9.6.1 The Campus

Winston is the largest campus and has extensive sporting facilities. It has a preparatory school, junior school, middle school and senior college, with a student population of approximately 1600.

9.6.2 The Special Education Programme

The person in the position of Special Education Co-Ordinator changed several times during the course of the study. In 1994 Bernard held the position but in the following year took a reduced role due to personal reasons. Kerrin, who was the School Counsellor, was acting Co-ordinator of Special Education that year. Bernard retired in 1996 and Judith was appointed Special Education Co-Ordinator.

The Special Education Co-Ordinator was supported by two other special education teachers, one full-time and one part-time, and four aides. There were 24 students on the campus who received federal integration funding. Six of these had a hearing impairment. There were students with a wide range of disabilities: hearing impairment, visual impairment, attention deficit disorder, physical disability, autism, and a range of unspecified learning difficulties.

The Special Education staff in the Junior, Middle and Senior schools had a collection of resources for their own use and a collection of reading materials for the students to use and borrow. These were selected from publishers' catalogues and from a bookshop which stocked the type of material they needed. Judith was on the mailing list of relevant publishers so they regularly received catalogues, but the library staff would occasionally pass on those relevant to special education.

Judith felt that teachers were fairly aware of the disability legislation because the school's open entry policy had meant that the school as a whole was philosophically aligned to the inclusion movement. An inclusive curriculum had been in place for some time and the first priority in teaching students with learning disabilities has always been to augment social skills, to promote the independence of the student, so that they could lead a full life in the community. The academic content was not ignored, but it might be secondary in some cases. Students would follow the mainstream content but it might be modified or adapted.

In the Preparatory School, Gaynor was the teacher who had responsibility for special education, ESL teaching, and the gifted program. She supported the students by withdrawal if necessary but also in the classroom. In both cases her work was seen to be general support rather than specific support for a particular group of students. Her words reflect the inclusive approach of the school :

In fact we have a particularly cohesive staff, a positive staff environment to my role. I've just come in from working with Year 2, and we have kids coming up and saying "We haven't had a turn with you for so long" – and that was a time when I was remediating a group of kids, just before they moved up to Year 2, and we were working in a withdrawal situation. Some of these kids were just breaking their necks to come up just so I could do some remediation with them. Which is great – it's just seen to be a treat, if you like. So I think that's a mark of my success, as well as the support of the staff in general for the role. It's never seen to be a negative thing.

9.6.3 The Libraries

There are three libraries : one in the Senior College for Years 11 & 12, one caters for the Middle and Junior School students from Years 5-10 and one for Prep-Year 4 in the Preparatory School. The latter library was built during the course of the study, becoming operational during 1997. Prior to that there was a small area of the Junior/Middle School Library set aside for the younger students, which was supplemented by classroom

collections. The Head Librarian, Philip, had been the Librarian at the Pepperell campus for 22 years before moving to the Winston campus four years before the commencement of the study. Both the Senior College and Junior/Middle School libraries had problems with space and visibility but were physically accessible. The latter is on the ground floor and has an upper floor which is only accessible by stairs. This did pose a problem for a girl who used a wheelchair, but she was able to leave her wheelchair at the bottom of the stairs and walk up the stairs, or was carried up by a staff member. The part of the collection catering for K-4 was kept in this upper area, and the student was in Year 1. However from 1997 onwards this problem was solved with the opening of the new Preparatory school library, but will emerge again when the student reaches Year 5.

The Senior College library is on the second floor but is accessible by lift. Students have to gain special permission to use the lift. There is a wide entrance to the library with automatic doors but some of the upper areas adjacent to the circulation area are only accessible by some steps. The shelves are well spaced out and would afford good wheelchair access, and all are open ended so that a student in a wheelchair would not need to reverse out from shelving. All the libraries have computer terminals at sitting positions; there is no problem with wheelchair accessibility

The Senior Library is on two levels with only a slight difference in height, but one area was distinctively for study. The two areas were originally connected by stairs but these were replaced by a ramp to improve accessibility. This resulted in the loss of some study space which has been a problem due to increased pressure for study space brought about by timetable changes and new curriculum offerings. The library is a very pleasant space, with many windows opening to a view of the college grounds. There are three seminar rooms which may be booked for students to use in groups, or to work with teachers.

The Preparatory school library is light and attractive, although small. It also functioned as a computer room; there was an area with benches and facilities to link up approximately 20

laptop computers. These could be packed away in a cupboard, so that the area doubled up as a study area. The Preparatory school library was used for the after school care programme. The librarian, Joyce, saw this as a very positive thing, as the students attending had more exposure to books and could borrow books during this time.

There were eight library staff in total at the Winston campus. Some spent their time in more than one library. None of them had any specific training or skills related to services to disabled students. No staff development activities had been offered related to this area. Apart from the Head Librarian, the librarian in the Middle School library, Clare, and the librarian for the Preparatory school, Joyce, were interviewed.

There was a collection development policy for the campus libraries which addressed special needs. Audio books, videos and hi/lo books were included in the collection. Philip the Head Librarian had a policy of purchasing any audio material which might be suitable for visually impaired children. Although the school did not have a great number of visually impaired students at any time, he was aware that these resources quickly go out of print, so he felt it wise to include whatever was available in the collection as a resource for the future. Joyce and Clare knew where alternative format materials could be obtained for students with specific needs, but never were involved with this as it was done by the special education staff.

The Head Librarian prepared a budget each year, and also received additional funding from each faculty for resources to support the curriculum. He controlled the budget for all three libraries on campus there appeared to be a problem related to the growth of the library services on the campus but without a corresponding rise in the resources budget. There had originally only been the Junior/Middle school library, and the resources budget was augmented when the Senior School library opened. However by the time the study commenced this library was regarded as established, with no recognition of the need to keep library stock up to date. When the new Preparatory school library opened there was not even an establishment grant provided for stock. The libraries at Winston did appear to

be significantly under resourced for the collection in comparison to the other campuses, but adequate when compared to some other schools.

There was no general library policy, and thus no coverage of service provision to disabled students, and no evaluation of such services had been carried out. The Head Librarian was aware that there was disability legislation but was not familiar with its specific content.

Various information skills classes were run in the campus libraries, and usually disabled students were accompanied to these classes by their aides. Research skills classes were provided for Years 10 to 12. Once the Preparatory school library opened information skills classes were provided for Years 3 & 4, while a literature program was run for the younger students. The Junior/Middle school library was used for permanent class bookings, due to lack of space in the schools. The classes which would benefit most from being in the library are decided on by the Timetabler and Heads of Faculty each year. Clare sometimes had input into these classes, if their work needed an introduction to a new type of information resource. She found teachers differed greatly in their attitude to the involvement of the librarian. Some were very comfortable with team teaching and would be glad to have Clare's contribution, whereas others would actively discourage the students from "bothering" the librarians, which infuriated Clare as she felt this conflicted with her role.

The library lessons in the Preparatory school were not used as a device to provide RFF for teachers, thus the classroom teacher would usually stay with their class in the library. They would participate in a variety of ways. Some would assist Joyce in the information skills unit she was teaching, or might take the opportunity to do some reading with the students, withdrawing one child at a time from the main group. Some might also use the library lesson to undertake some informal observation of their class. Joyce concentrated on a literature program for the younger grades, but began more information skills oriented work for Grade 3 onwards.

9.6.4 *The Relationship between the School Library and the Special Education Programme*

Philip, the Head Librarian was not certain of the specific number of students on the campus who received integration funding, but he knew of at least ten students with what he termed "severe learning disabilities", a student with a hearing disability and a student who used a wheelchair. Library staff did not receive information about disabled students unless they actually taught them or were their Home Room teacher. Philip had negligible experience with students with disabilities, and tended to rely on the Special Education staff to cater for their needs. Clare, the Middle/Junior school librarian was able to discuss several children with specific disabilities; she was aware that many students with learning difficulties needed extra support. She was angry that the Special Education staff never alerted her to students with specific needs. She realised that it was school policy to protect the privacy of students but felt that she was being prevented from offering maximum service to these students through lack of information. She had one advantage that she lived in the suburb in which the school was situated and knew of some students with disabilities through being part of the community, especially through her church. However the school had students coming from a wide geographical area, and many of the disabled students did come from a wider area because the school had been chosen for them because of its good support network. Clare had been at the school for ten years, so she had built up a good knowledge of students as they progressed through the school, which had helped her to identify some with particular needs. Apart from this she had no personal experience of disability. If she recognised a particular student was having difficulty with library resources, she would discuss this with the Home Room teacher, try to ascertain what the needs were and try to provide appropriate materials. She emphasised that she would never receive help from the special education teachers in this way.

Joyce, in the Preparatory School, had a very different experience. She explained that only the teachers who dealt directly with a particular student for most of the time would be called in to discussions with parents or specialists, but information about how to deal with the student would be circulated to any staff member who dealt with the child. Therefore she automatically received such information, which was usually distributed either in a written handout or through staff meetings. This information would be distributed by both the Home

Room teacher and the Special Education teacher. Joyce was not aware of disability legislation, and had no personal experience of disability.

The provision of staff development activities related to disabled students also seemed to vary between the Preparatory School and the remainder of the campus. Clare stated that no staff development activities had been offered to the staff of the Junior and Middle Schools. Although Philip communicated regularly with the special education staff to ascertain needs, no staff development activities had been made available to the library staff. Joyce, in comparison, had been exposed to several relevant staff development programmes run in the Preparatory School for all staff.

In the Junior, Middle and Senior Schools Judith, the Special Education Co-ordinator had tended to send specific staff to external training as required rather than present programmes to the staff in general. She only disseminated information about specific students to those teachers who dealt directly with the students. She said that she dealt with so many students that the paperwork would be overwhelming if she attempted to distribute information more widely, as well as breaching the school's confidentiality policy. When asked if she felt that this might occasionally put the library staff at a disadvantage as they would not be aware that a particular student had support needs, she explained that she preferred to provide information in an ad hoc manner, if she was approached. She did feel that the libraries had a wide range of material that catered for most levels required, so that if the librarians were confronted with a need they would have the resources to deal with it. She gave each Faculty Head a folder of information which staff could access, and wondered if she should give that to the Head Librarian, but did point out that the issue had never been raised by Philip.

The special education staff did not have any input into the selection of resources for the library. Gaynor in the Preparatory School expressed an interest in doing so. She had the opportunity to peruse the library stock as she staffed the after school care program which was held in the library for part of the time, and she would frequently read to the children. She felt that the library stock was limited, a view shared by Joyce the teacher librarian. Gaynor felt that some of the CD-ROM resources available might be too complex for use by the students she dealt with who had learning disabilities. Judith felt that the confidence

students had with computers related directly to the extent of their exposure to them away from school. She observed that more aide support in using computers needed to be given to those students who did not have computers at home. Even with CD-ROM products, Judith found that students were overawed by sophisticated text.

Philip had commented in 1994 that in the Senior, Middle and Junior Schools, few disabled students use the library independently, or on a regular basis. They tended to be dependent on their aide for assistance and this was something Philip was trying to change. He wanted to encourage these students to become more independent library users and develop information skills themselves. Bernard, the original Special Education Co-ordinator supported this view; he felt that the students were overwhelmed by computer based resources and needed to be taught the relevant skills to access electronic information. However there was no co-operative program in place between Bernard and Peter to achieve this aim. But clearly from the comments made by Gaynor and Judith, the lack of confidence by some students in using computer resources was ongoing.

Judith did feel that some of the students saw the library as a haven, as a place to escape to. They used the library both before and after school. The students would not be inclined to use books, but would read the newspaper or use a computer which was situated in a quiet spot. Helen, the student who used a wheelchair, would frequently use the Preparatory School library at lunchtimes. She adored reading and could not go out on to the oval, so it was an ideal alternative for her. Helen had regular hospital visits and Joyce would keep her well supplied with reading materials at these times.

In the Preparatory School, the special education staff did not accompany students to the library for information skills lessons. However given that the classroom teacher did, no doubt they would be able to offer any extra assistance that was needed. In the other schools on the campus, disabled students would go to the library with their class, and their aides might accompany them depending on the particular task being dealt with. The special education staff used the library in their Support classes, and would book the library for a lesson. In this time they would teach the students research and information skills. They

found that the students needed lots of practice in searching for information, repetition was what was required. However it was clear that the library staff were not seen to have a role in this, as was reflected in talking to Clare.

The Special Education staff did not take older students to any of the local libraries. However the campus was quite isolated from nearby libraries, and Judith explained that blocking of time in the timetable did not really offer the flexibility to be off campus for some time. However she felt that students did use their local libraries, but it was not possible to comment more specifically because the students lived in a wide geographical area. Gaynor felt that the level of use students made of the library would depend on a family habit of library use.

There was a difference between the relationship between the Library and the Special Education programme in the Preparatory School and the other schools on the campus. The size of the Preparatory school - 250 students - and the personality of the teacher librarian and the special education teacher were clearly factors. Whereas communication between Philip, Clare and Judith was limited, Joyce and Gaynor were both approachable and enthusiastic about their work. Gaynor commented :

Joyce is one of the most accommodating librarians I have ever met, to kids and to staff, and also very good humoured about things, that people feel very happy to go and access Joyce as a resource, as well as the library. Joyce is terrific.

9.6 Harwood College - The Culture of the School

Although in retrospect it was ambitious to cover all three campuses of the school in the study, the disparity of approach between the different campuses, both in the library and special education areas, and the gradual realisation by the school administration that this had to be remedied, made the school a source of rich data.

The school libraries were hampered in some instances by entrenched staff who had been at the school for a very long time and did not take a proactive approach to service delivery. Other staff, often at the more junior levels, were keen and enthusiastic but to some extent hampered by the inability of the Senior staff to communicate effectively with teaching staff and senior administrative staff. A prime example was the purchase of a new library

computer system for all the libraries. Although the Head Librarians and other library staff had put forward recommendations, the final decision was to be made by administrative staff, a situation which the Head Librarians did not find satisfactory, especially as they felt that the decision would be made on financial factors alone. They were to some extent hampered because no one had school wide responsibility for libraries, and therefore they had no-one with the status to negotiate for them. There was a hierarchical culture within the libraries regarding the status of library staff. Librarians were employed at a lower rate of pay than teacher-librarians, and distinction was made between the two positions, even in cases such as Clare's, who was a qualified teacher-librarian but was employed as a librarian. This did not foster cohesion between the library staff. The exceptions to this were the Hollywell and Elland campuses. At the latter, there was only a teacher-librarian staffing the library, and at Elland the relationship between Betty and Naomi was built on mutual respect and a team approach to the library work.

The management of the special education programme across the campuses was gradually changing as a result of Georgina's appointment and her brief to make improvements, but again there were some teachers on some campuses who jealously guarded their domains and were not willing to let anyone else such as school librarians have input. Others made excellent use of the library as a teaching resource and worked closely with the library staff. However it must be stated that in some cases they may not have co-operated with library staff due to a lack of initiative on the part of the librarians.

It must be acknowledged that these circumstances are related to the complexities of managing a large multi-campus school. The school had recognised that there was a need to standardise the special education practice, and this was also recognised in the library context when a Chief Librarian was appointed to take school wide responsibility for library services at the end of 1998, when the study concluded. It would have been interesting to observe her impact.

9.7 Eaton Girls School

9.7.1 The School

This independent girls' school in Sydney has a total enrolment of approximately 840 students, from Kindergarten to Year 12. The school is situated on a campus of three hectares, with gardens and sporting facilities, with several historical buildings.

9.7.2 The Special Education Programme

The school has one special education support class of nine students with a range of intellectual disabilities, within the age range of Years 6 and 7. Two students have moderate intellectual disabilities, and the remaining seven are at the low-middle range of mild intellectual disability. The programme, initiated by an application to the school for enrolment of a mildly intellectually disabled student, began in 1994. Although the school had catered in the past for individual students with disabilities such as Down's Syndrome, the whole staff was now approached to discover whether they were prepared to teach this student. The staff responded very positively. Earlier applications for enrolment of students with intellectual disability had been rejected, as the school felt it did not have the resources to provide an adequate educational programme for those students. After considerable research, it was decided to introduce the program, with some carefully defined criteria. The students applying were assessed before being accepted, by a psychologist, to check that they were in the mild intellectual disability range. Some students with behavioural problems or specific learning problems, which it was felt could not be catered for within the programme, were not accepted. The programme was planned to cover Years 6-10.

Prior to the commencement of the programme, there was an intensive staff development programme run by the Head of Learning Support Services, Maureen and the School Counsellor. At the same time all classes in the school from Years 5 to 12 attended a seminar designed to prepare them for dealing with their new student colleagues in the support class.

Appropriate school staff had visited other schools with special education programmes, as part of their research process, and had observed two main models of special education :

inclusion or support classes with some integration into mainstream classes. The school decided its philosophical approach would be somewhere between these two models. The students are integrated into mainstream classes in some curriculum areas such as music, art, technology, and physical education. In 1995 some students also attended computer classes. Literacy, numeracy and living skills are taught to them in the support class situation. There were a few other students with disabilities, including learning difficulties, in the school, who were mainstreamed, but occasionally withdrawn from classes to receive additional tuition at times. A policy for Educational Support Services was being drafted at the time of the study, and was made available to the researcher.

9.7.3 The School Library

The school library facilities are new, consisting of a Junior School (for Years 4-6) and a Senior School library (for Years 7-12), in the same building. The Junior School Library is on the ground floor, and is very bright, light and attractive, with a story pit and face-on display space for picture books. The Senior School Library is on the first floor, and most of the library workspace adjoins it.

The libraries are well funded, and have excellent information technology facilities with several OPACs and CD-ROM workstations, and a variety of software. Each library has an excellent range of print resources. The two libraries are connected by a flight of stairs. There is no lift, although one was included in the original plans, but was cut out when funding for the new building was tightened. Although there are no students with physical disabilities currently enrolled in the school, one member of the teaching staff is a wheelchair user.

There is a Senior Librarian, Geraldine and a Junior School Librarian, Valerie. Valerie reports to Geraldine on administrative matters, and to the Head of Junior School regarding curriculum matters. There is a library technician and twenty hours of clerical support for the two libraries. There is a third library serving the K-3 unit, which at the commencement of the study was unsupervised, except at lunchtimes when volunteer parents supervised the library. Both teacher-librarians and the Head of the K-3 Unit saw this as a problem, which

they hoped would be remedied in 1995. From the beginning of 1996 this library was opened on three lunchtimes per week by the clerical assistant from the Senior library.

The Junior School Library is open before school, at lunchtimes and after school until 4pm. Each class is timetabled in the Junior School Library once per week, and this time is RFF for the class teacher. Information skills are taught from Year 2 onwards. Lack of time for planning has restricted the opportunities to introduce CCPT, but Valerie tries to link information skills work with themes currently being addressed in the curriculum. Geraldine teaches computer classes as well as information skills. She took the support class students in a mainstream computer class and found it very difficult to cater for them as no assistance was provided other than some tutoring from Year 11 students. She was concerned that they were not coping in this class, and it would be easier for both herself and the students if she taught them as a separate group, so that they could work at their own pace. She was concerned that they were being put in a situation where they faced a degree of failure.

9.7.4 Relationship between the School Library and the Special Education Programme

In the first year of the programme, the support class had a library lesson in the Junior School library, with their Special education teacher, Kerry, present. Although the students are in the age range of Years 6-10, the Junior School Library was deemed to be more suitable for their needs. The range of non-fiction books available in the Junior library was adequate for their needs, and their own classroom was very well resourced. The class borrowed small collections of library materials to support their current work, for use in their own classroom. The students were learning to use the library computer system. These students used both libraries at lunchtimes. They enjoyed videos and book/tape kits. They used CD-ROMs and software packages, which they were very familiar with, as they had many in their own classroom.

At this stage the students were able to find fiction books which were suitable, but Valerie and Kerry were aware that they would soon be needing more hi/lo books. Valerie was anxious not to create a separate collection for these students ; she felt it was important that they were not singled out in any way. She was not aware of any services outside of the

school which might be able to assist in the provision of further resources for this group of students. The Senior Librarian was aware of some of the services available from the State Library of NSW, but those concerned with research rather than the Special Needs Service.

Kerry was keen to include information skills in the curriculum for her class. She planned to take the class on a visit to one of the local public libraries, so that they could practise transferring skills learnt in the school library. The school librarians however had no formal contacts with public libraries.

In 1995 the support class continued to have a library lesson each week, but without the presence of Kerry. This arrangement was negotiated via the Head of Junior School, with two aims : to make the students more independent, and to provide some free time for Kerry. A new girl joined the class in 1995, and Valerie observed that this had totally changed the dynamics of the class. There seemed to be three distinct levels of ability within the class, which placed limitations on the teaching that could be done with them as a group. Although Valerie occasionally received help from a Year 11 student or one of the clerical assistants from the Senior library, if this was not available a good proportion of her time with the support class would be taken up with supervision of their borrowing and use of the circulation system, not leaving much time to spend on information skills teaching. However, during 1995, the class did complete a literature program focussing on the Australian Children's Books of the Year awards, and an information skills programme which included learning alphabetical order, and using encyclopaedias and telephone directories. The support class also used the library once a week with Maureen, when they worked on assignments using library resources.

Valerie had a good working relationship with Kerry. However, she had not considered purchasing any special resources for the support class students, or involving Kerry in the selection of resources. But Valerie did put considerable effort into either assisting the students in selecting materials, or she would make selections of fiction or non-fiction which the students would take to their classroom to use.

The students in the support class were beginning to use the Senior School Library more during 1995, but Geraldine was hesitant to purchase resources which might be suitable for them, when, in her opinion, there were suitable resources in the Junior School Library. She had offered them picture books, as she maintained a collection of those suitable for older children. The researcher suggested that there would be a stage when this group of students would require recreational reading which was easy to read, but with more mature content. Geraldine explained that when that situation arose, she would reassess the need to purchase material, although in her experience little published material was available. She was aware that this type of material, needed to look acceptable, just like any other paperback, so that the students would not be singled out by the material they were reading. However her comments indicated that she was not aware of the more recent trends in publication of hi/lo materials.

Geraldine was concerned that the support class students were not using appropriate social behaviour in the Senior School Library and in a few other situations she had observed around the school. She had discussed this with Kerry, who had advised no intervention, as the students needed to learn to adjust and behave appropriately. In terms of giving personal help to this group of students, Geraldine was unable to assist them a great deal during lunchtimes, because the library was so busy. Some other children with particular needs would use the library before and after school, when Geraldine was able to give them the extra help they needed. But the support class students did not use the library at these times because most of them lived some distance away from the school, and travelling arrangements would mean they left immediately school finished and did not arrive before school commenced.

Geraldine had previous experience of working with students with intellectual disabilities. She felt the support class was not a success in the current model. Her main concern was that there was no aide support, either for Kerry or other teachers. She felt that the staff development provided when the class was introduced was not sufficient. This was interesting, given that all other staff interviewed in the school were enthusiastic about the support class and felt that it was successful.

Maureen explained that most of the Federal funding for the support class students had so far been used for resources. Integration into mainstream classes was negotiated with individual teachers, and some were more flexible than others. As the support class students would be integrated into perhaps five different classes at one time, assistance from an aide would be structurally impossible. Some Year 11 students were giving support to the students in class, guided by Kerry. She stated that in her experience mainstreaming was not successful beyond Year 10, and she and her staff were already planning a transition programme for the support class students when they reached that stage. In her previous school there had been a support unit, and any students who could not be handled in mainstream classes went into it. It operated as a special school within a mainstream school. She regarded the setting up of the support class at Eaton as a far more positive experience.

9.7.5 Student Interviews

The researcher conducted a group interview with the students in the support class, with Kerry present. They were familiar with terms such as "call number" and "Dewey", and understood the difference between fiction and non-fiction.

The students described the types of resources and books they enjoyed using. They enjoyed story books, but preferred those that were easy to read and had many illustrations. They liked using CD-ROMs, especially interactive ones. Kerry explained that these are particularly beneficial for language development. The students mentioned several software packages and games, which they used, on the computers in the Junior School library. The Senior School library was then discussed. Some students had borrowed audio books from this library, but generally they commented that they had not borrowed other books because they were "...too old for us and too hard" or "...they have difficult words in them." When asked if it might be harder to find suitable books in the Senior School library because they were shelved alongside other, more advanced fiction, Kerry replied in the affirmative. She had been surprised to have been told by Geraldine that there were some Anthony Browne titles. She and the support class had not noticed them. The class had borrowed some videos from the Senior library, in the teacher's name. One they had enjoyed recently was *The Borrowers*, and one student had then been motivated to borrow the second *Borrowers* video from a video outlet, and had brought it to school so that the whole class could view it.

Several students used public libraries, with varying success. One student commented that she had difficulty finding books at her public library because there were too many "cramped up on the shelves". She had started using a different branch of the same library system with more success. The students were more confident in using public libraries once they had become acquainted with the staff. They were nervous about asking for help in a public library if "someone new" was on duty. It was clear from the discussion that the students had been using the information skills, learnt in library lessons at school, when using public libraries. They did experience difficulty locating Dewey numbers when there were "too many books on the shelves". This might have meant that the books were packed too tightly on the shelves, or, more likely, that in this particular public library the adult and junior non-fiction stock had been integrated, which would decrease access.

The students liked the school library because it was "quiet"; "...you can sit down and read a book with your friends..."; "You know how to read when you get books from the library."

9.7.6 The Culture of the School

Eaton Girls School was providing a caring environment for this support class, although whether it had chosen the most successful model for offering an educational programme for these students was difficult to assess, as some interviewees had differing opinions. Maureen indicated that the success of the programme depended on the individual flexibility of each teacher. Using the Junior School library was a positive experience for the support class students, and they had been able to learn information skills that they had transferred to other library situations. These educational outcomes had been achieved through the excellent professional relationship between Valerie and Kerry, and their co-operative planning of the library programme for the students during 1994. When the Kerry withdrew from the library lesson in 1995, Valerie was still able to continue the information skills teaching, provided that she had assistance with circulation from a Year 11 student. In 1996 the support class continued to use the library once a week, but tended to come in small groups and were able to use the library independently. They did not really use the Senior Library with success during the time the research took place.

9.8 Conclusion

The two independent schools were very different in their approach to special education. Whereas Harwood College was the case study school most advanced towards an inclusion model, Eaton Girls School with its separate support class with closely controlled enrolment was bordering on a policy which approached exclusion. However both schools employed special education teachers who were experienced and able. Gaynor, for example, at Harwood College, had been a tertiary educator in Special Education as well as having a distinguished school career. Both Georgina at Harwood College and Maureen at Eaton Girls School, who had similar roles, were amongst the most experienced special educators involved in the study.

The school libraries seemed to experience many of the problems common to school libraries in other sectors, such as difficulties of staff in accepting and coping with change, and lack of understanding of the role of the school librarian. However they differed from other school libraries in that as far as funding for the library collection was concerned, they were well endowed. This meant that there was the capability to cater well for disabled students in terms of resources and facilities, although this did not always occur.

Chapter 10 The Case Studies : Catholic Schools

10.1 Introduction

Catholic education is administered differently in NSW and Victoria. In NSW each Diocese is responsible for education, each maintaining a central education administration and support unit. Library support varies; some Dioceses employ a professional librarian as Library Support Officer; others combine this role with support for information technology. In Victoria there is one central Catholic Education Office in Melbourne which is responsible for education throughout the state. This office has a support unit for library staff in Catholic schools, and maintains a reference library for all Diocesan staff. The unit has produced policy documents for school libraries, the latest being *Manual of Procedures and Policies for Victorian Catholic School Libraries* (1997).

The Catholic primary schools were similar in terms of their structure, operating on a mainstream model with support from a Special Education teacher. They were situated in diverse social situations. The Sydney school was in a middle class suburb, in a residential area, whereas the Melbourne school was in a lower socio-economic area close to a shopping centre.

The Catholic secondary colleges were situated in middle class suburbs, in excellent locations with extensive school grounds. The Sydney school had a large support unit supporting students with a range of disabilities, whilst the Melbourne school had several Special Education teachers and aides supporting students who spent the majority of their time in normal classes.

10.2 St. Peter's Primary School

10.2.1 The School

This large school in Melbourne is approximately twenty years old, with good physical access. There were approximately 850 students enrolled in the school in 1994, but enrolments fell during the course of the study, there being 770 students at the end of 1998, with further decreases expected for 1999. A large proportion of the student population

comes from a non-English speaking background. There are between 25 to 28 different languages spoken in students' homes. These include Italian, Greek, Chinese, Arabic, Sri Lankan, and various Indian languages.

10.2.2 The Special Education Programme

At the commencement of the study there was an integration teacher and two part-time integration aides. In 1996 the special education programme became the responsibility the teacher in a position of leadership for Pastoral Care. The school's integration policy was updated in response to the school's increased commitment to the area, and the realisation that it was becoming a priority area. Two new teachers were appointed : one for reading recovery and one for remedial education. These teachers worked with students in a withdrawal situation.

There were several students with various disabilities : cerebral palsy, brain damage, intellectual disability, visual and hearing impairment. The students with visual and hearing impairment were supported by visiting teachers. All disabled students were placed in mainstream classes, but withdrawn to be given extra help where necessary, either by the school staff or visiting teachers. This was usually when the mainstream class had ESL work. Some parents volunteered to help children who did not have aides.

10.2.3 The School Library

The library was staffed by one teacher-librarian and one teacher's aide. The teacher-librarian, Mary, was appointed to the school in 1994, as the result of changes at the school initiated by a new principal appointed in 1993. Before this the library had been neglected. Initially Mary was preoccupied with "recreating" the library. She had reorganised the furniture and shelving and conducted a weeding programme. She wrote a general library policy and began work on a collection development policy. The funding provided to the library in this year was low. Her efforts were to some extent frustrated by the clerical assistant allocated to the library whose interest and skills in the library area were very limited.

In her first year at the school, Mary did purchase some audio books, for which she perceived a need. By 1996, after weeding, the library had between 5-6000 items in a basic book stock, as well as big books, audio books and a teacher reference collection. There were some videos and book/tape kits, available for loan to teachers only. Mary was aware of the need for more alternative format materials, but was still concentrating on building up the basic bookstock.

In the second year of the study, and Mary's second year in the school, funding to the library was increased. This enabled the purchase of some new shelving and the computerisation of the library systems using *OCELOT*. The clerical assistant who had been in the library was transferred to other duties in the school, and replaced by a more competent person. Changes to the physical layout were made to increase accessibility and create work space for the teacher-librarian.

Twenty-four of the twenty-eight classes in the school were timetabled for a library lesson each week; this provided RFF for the classroom teacher. The other four classes had library lessons, but these were taken by the Curriculum Co-ordinator. This arrangement left the teacher-librarian one whole day and a few other blocks of time free for library management. As the library lessons were only half-an-hour long, there was only time to teach a literature programme. Mary read a story to each class; there was a discussion of the story, and the class exchanged library books. Although the teacher-librarian wanted to initiate some information skills teaching, this was very difficult. Firstly, the timetable did not apportion sufficient time in the library for classes to work on information skills, nor did it make available any time when the teacher-librarian and teachers could plan to do some CCPT. Secondly, the school had a reputation for producing students who were barely literate by the time they moved on to secondary school. Thus all the emphasis had been on basic literacy skills. This situation was gradually improving and during 1998 Mary did manage to introduce some information skills work into the curriculum. This was achieved by working

with the Grade 6 classes during their library lessons, on information skills worked linked to topics they were currently studying.

The number of classes in the school had dropped to twenty-five by 1998, and this meant that Mary became responsible for teaching the library lessons for all these classes, with no support from another staff member such as the Curriculum Co-ordinator. Thus she had one period less a week for library management. Mary had no contact with the State library or public libraries in the area, but this was something she might be able to do when she had completed her work in upgrading the library.

10.2.4 Relationship between the School Library and the Special Education Programme

Early in 1994 Mary had asked the integration teacher for a list of disabled students. This had never been provided. However by the end of Term 2, Mary had identified three children in particular who needed extra help. One of these students had mild cerebral palsy, the second had intellectual disability, and the third had brain damage following an accident. All these children came to the library for lessons and communicated readily with Mary. The student with cerebral palsy borrowed regularly and found material suitable for his reading level. The boy with brain damage borrowed books regularly and the teacher-librarian modified borrowing rules to facilitate his use of the library. The student with intellectual disability borrowed large amounts of fiction and non-fiction that he was not able to read. The classroom teacher was not satisfied with this habit and tried to encourage the student to borrow easy picture books that were at his reading level. Mary had a different perspective : she felt that the student should be allowed to borrow the items he chose, regardless of their level. She felt that it was more important that he was encouraged to find using the library a pleasurable experience, and if this involved copying the behaviour of other students, it should be tolerated to a certain degree. She did try to show him books that were more suitable for his reading level, but did not exert any pressure on him to borrow them.

By 1996, when the special education responsibility was taken over by the teacher for Pastoral Care, although she had still not received a list of students, Mary had identified

many more. These included one student with a visual impairment and two students with hearing impairment, one of whom had joined the school during 1995, and the other had been assessed as having a hearing impairment towards the end of Grade 1. The boy with visual impairment had joined the school in the current year, and his needs were still being assessed. The special education staff occasionally took groups of students into the library, but more to make use of it as a quiet place to work, rather than to do library based activities. It was expected they would do that in their library lesson.

The Pastoral Care teacher had not had input into selection of resources for the library, but knew she could have if necessary. Mary did invite booksellers to bring displays of books to the library for staff to select from, but the special education teachers did not always have time to access these. The Pastoral Care teacher felt that Mary was doing all she possibly could to support the disabled students, as she was very aware of the work Mary had been involved in to upgrade the library.

Mary was unaware of specific legislation relating to disabled students. However, like most other staff in the school, she followed the Catholic ethos that the inclusion of all children is an important element in education.

10.2.5 The Culture of the School

This school was undergoing significant change during the time of the study, and many staff in key positions were new. In some ways this had hindered communication between staff, because they were all coping with new roles and getting to know one another. However one could see that new policies were evolving. The increased funding to the library made a significant impact that was ongoing. The large proportion of students from non-English speaking backgrounds was a key focus for the school, but the importance of catering for disabled students was recognised. Unfortunately this momentum ceased in 1998, when the school was in great upheaval and the Principal resigned. The teacher for Pastoral Care also resigned and the Vice Principal took over responsibility for disabled students, but then became Acting Principal. This meant that there was very little communication from her, to

the teacher-librarian, regarding the needs of these children. By the end of the study, the teacher-librarian was looking for a position elsewhere.

10.3 St. Theresa's School

10.3.1 The School

This school had approximately 540 students. Enrolments were dropping, and the number of classes was reduced by one from 1995 onwards. A new government primary school had recently opened in the area, which provided some competition. There had been quite an influx of families from Hong Kong into the area, and as a result the school had needed to provide teaching of English as a Second Language for some students. The school is set in a pleasant street which is a cul de sac, with sports fields and parkland, and a government primary school close by. The school buildings are light and airy, interspersed with well maintained garden areas. The school has good physical accessibility and is ramped in parts, except for a two storey block which had poor physical access by stairs at one end and a spiral staircase at the other. The school follows Diocesan guidelines on all policy matters.

10.3.2 The Special Education Programme

The Special Education Programme is staffed by the Head of Special Education, Richard, and two part time Learning Support teachers and two part-time learning support aides. Richard uses the "resource room" model and withdraws students for extra coaching as necessary. Students needing assistance are initially identified by the classroom teachers. The special education teachers liaise closely with all the staff. Disabled students were also supported in the classroom by aides. There were students with a range of learning disabilities, and two deaf children. These two children attended a school for the deaf every morning and were supported by a visiting teacher who goes to St. Theresa's approximately once a week. One boy used crutches. The school had two students with visual impairment who moved on to secondary school before the study commenced.

Richard used the Macquarie University Special Education Centre for support materials, which he described as having " a marvellous library of resources". He and the Learning

Support teachers also used materials from the teacher reference section of the school library and purchased materials from visiting booksellers and publishers' catalogues. Richard was very experienced and talked authoritatively about the publishers and formats he preferred for learning resources for the students.

10.3.3 The School Library

The library is a converted classroom at the top of a spiral staircase. It had a good floor plan with a separate space for teacher reference materials and the audio-visual collection. There is a small office for the school librarian. Although cramped, the children's area benefits from low shelving and a picture book area with space for storytelling activities. Unfortunately in 1995 a very large photocopier was installed in the teacher reference section of the library, and subsequently shelving was moved taking up some space from the children's area. The school librarian did not want the photocopier in the library but was not given any choice in the matter. It had been donated to the school by an industry body which obviously had found its size a disadvantage. At the commencement of the study there were plans for a new library to be included in a building project expected to commence in 1995. This project was suspended in 1995 and there was no further progression during the course of the study. The school librarian lobbied during 1995 to have the library extended into two adjoining classrooms that would not be used in 1996 due to falling enrolments. She was not successful, but this did not deter her from her goal of gaining extra space for the library and ideally a relocation to the ground floor. By the end of the study she described the bookstock as "overflowing" and the library space situation to be at crisis point.

The library was staffed at the commencement of the study by the school librarian, Rós, and a clerical assistant Elizabeth. Ros was very experienced and had worked in special libraries before moving into school libraries. Elizabeth had worked for 20 years as a volunteer in the school. She ran the library at St. Theresa's single handed for several years before Ros was appointed. Elizabeth only worked one day a week but had wide library experience. Thus Ros found her support invaluable and was very disappointed when Elizabeth took a redundancy package in 1995 and was not replaced. After this Ros tried to enlist parent volunteers with

some success, although there was considerable turnover. She had a team of six parents who worked on a roster to straighten the shelves and two others with library experience who were able to assist with some copy cataloguing. There was a library support network within the Diocesan cluster which organised meetings of library staff and staff development activities.

The library had a good book collection and a wide range of videos and other audio-visual resources and an extensive teacher reference collection. Ros had deliberately purchased large print books during the time there were students with visual impairment enrolled in the school. She had colour coded these and any other fiction books which had large print even if not formally published as such so that they could easily be retrieved from the shelves. These titles were tagged on the library's *OASIS* system. The library seemed to be ignored as far as other information technology was concerned. In 1995 the computer teacher installed modems in some classrooms but not in the library, so Internet access was unavailable in the library. Similarly a CD-ROM player had been won by the school, but Macintosh compatible equipment had been purchased to use with it, whereas the library was PC based. Ros did catalogue the computer software, as she did all other resources in the school, but then the software was stored and controlled by the Computer Co-ordinator. Ros had tried to make the library's role in the provision of information technology clear, but was hampered by frequent changes in the teacher acting as Computer Co-ordinator. The school was poorly resourced for information technology and there were many ownership issues at play. Ros was very proactive in fighting for library resources. When the library budget was reduced in 1995, she managed to become a member of the school budget committee. The library had no written policies, but Ros used *Learning for the Future* as her point of reference for policy and funding submissions.

The classes were timetabled into the library for one period each week, which provided RFF for the classroom teacher, and was a barrier to enabling Ros to introducing CCPT. For Prep to Grade 2 classes, Ros provided a programme that included literature and time for

borrowing books. From Grade 3 onwards she taught an information skills programme, based on a series of worksheets which she had devised. From 1996 onwards a new programme was introduced into the timetable. Library lessons for Grades Prep-2 were still provided in the same way, as RFF, but library lessons were not timetabled for the rest of the school. Instead blocks of time were provided in which teachers could take their classes to the library on a more ad hoc basis, but with the aim of eventually introducing CCPT.

10.3.4. The Relationship between the School Library and the Special Education Programme

Richard, the Head of Special Education, communicated effectively with all staff members, including the school librarian. He and the Learning Support teachers consulted closely with Ros in selecting fiction for students they were teaching. Ros had introduced a merit system for reading for all students, and the special education staff made good use of this system as a motivator. The students would read to Ros from a book or a story they had written, and win a sticker. Most of the students visited the library with their mainstream class, but might occasionally visit the library with their Learning Support teacher or aide.

Ros noted that the students tended to help one another a good deal. For example they would readily carry books for the boy on crutches, who determinedly used the spiral staircase to access the library. Some of the students did tend to use the library as a haven at lunchtimes, especially the two students with visual impairments. Halfway through the study a boy with a learning disability in Grade 6 started to help in the library. He dealt with the return and issue of books and occasionally helped the younger children. Although he did tasks very slowly and methodically Ros demonstrated a great deal of patience in training him, because she realised the benefits for his self-esteem and confidence. He came to her attention after an incident in the library and she offered him the opportunity to help out. He eventually earned a library assistant's badge.

Ros was not aware of specific disability legislation, but saw provision of service to the disabled students as a part of her role. She was very committed to the education of disabled students in mainstream rather than special schools. Her experience in special libraries

contributed to her very client oriented approach to service provision. She did not have any personal experience of disability. She had learned how to communicate with the two deaf children. Both had cochlear implants and teachers could wear a microphone which was connected to the implants. They could lipread, so there was no need for signing. As these children read well, so Ros had not needed to find them any extra resources. There was not a library at the school for the deaf which these children attended each morning, so school library access at St. Theresa's was important for them. Thus in one year when the library lesson for one child's class was in the morning, when he was attending the school for the deaf, Ros made an arrangement for his teacher to send him up to the library to change his books at an alternative time.

Ros had not been offered any staff development activities related to the disabled students but the size of the school lent itself to informal methods of communication which Richard used to disseminate information about the students receiving support.

10.3.5 The Culture of the School

The size of the school and its layout facilitated communication. There was a warm friendly and welcoming atmosphere in the school. Walking around one would be invited into classrooms, to chat with the principal, or join in staff room discussions. The researcher visited the school on several occasions with the intention of interviewing the two children with hearing impairment, but each time they were absent or their timetable had changed. This was just circumstance; the school made every effort to facilitate the research. Clearly the Catholic ethos of the school supported the acceptance of disabled students and although the resource room model of special education was used, it did not seem to affect their image or acceptance by other students. Apart from the information technology issues, the school library was well supported and the school librarian was able to make a significant contribution to the educational programme for disabled students.

10.4 Colim College

10.4.1 The School

This large secondary school in an outer Sydney suburb is totally accessible physically, although it is on a hilly site. The school is not particularly well served by public transport, but is very pleasantly situated close to the beach and surrounded by playing fields. There is a total enrolment of approximately 720 students.

10.4.2 The Special Education Programme

The school has a large support unit, which attracts students from a wide geographical area. This Learning Support Centre had been in existence for over ten years when the study commenced. It was staffed by four full time teachers and one teacher's aide. It supported up to 70 students with a range of disabilities, although the majority had specific learning disabilities. Others had mild or moderate intellectual disability, dyslexia and visual impairment. The majority of these students are in Years 7 and 8, as most returned to be totally in mainstream classes in Years 9 and 10, and only a few continue to need help in Years 11 and 12. There are nine hearing impaired students in the school, who are supported by a visiting teacher, but they attend some classes in the support centre to assist them with improving their vocabulary and reading skills. The school has an audio loop. The Centre has two classrooms, a small workroom, and an office for the Head of Special Education.

The Centre has been very successful and attracts more enrolments every year. The staff felt their ability to achieve good learning outcomes was due to their model of working intensively with students in small groups, in a withdrawal situation. The students attend classes in the Centre in Maths and English, in groups of 4-6. The remainder of the time they attend mainstream classes. The retention of students into Years 11 and 12 is fairly recent, brought about to some extent by the employment situation. Seven of the students completed HSC in 1994, which was considered to be a great achievement. Others have gone out on apprenticeships or on to TAFE colleges. The special education teachers used to give support in the mainstream classes, with varying degrees of success, depending on the mainstream teacher. Some were very accepting of the special education teacher and they would work as

a team, whereas others resented the intrusion. Now this is done only if requested, and the pressure of classes within the Centre itself does not afford much time for this type of support. The aide does support students in practical classes such as art, textiles and cooking. The aide also adapts a great deal of curriculum material for the use of the students, and examinations are adapted to the appropriate level for each child.

The Centre has a collection of class sets of simplified versions of novels that are set texts, so that the students can read the same material as their peers. There is a small library for the students, which they can borrow from for recreational reading at home, or for the silent reading session that is held in the school each day. This includes titles by popular authors such as Paul Jennings and Emily Rodda, and plenty of horror and ghost stories. When asked why these materials were housed in the Centre rather than in the school library, the aide replied :

...probably better that the kids know that their reading ability is localised here...When they are better readers they will use the library, but a lot of them are non-readers, which is a major problem. She mentioned that the books in the library were small print, which was not correct. The library had quite a good collection of hi/lo material, which is normally printed in a fairly large font.

The special education teachers ordered material from suppliers they had found carried a good range of the type of material they needed, and from publishers' catalogues. The school librarian forwarded any publishers catalogues in relevant areas to the Head of Special Education. They were very aware of particular series produced by reputable publishers in the hi/lo area. In fact the local textbook supplier had recently improved its stock of this kind of book, mainly in response to request from the teachers in the Centre. For the recreational library, the chief selection source was the catalogues of the Ashton Scholastic book clubs, which was surprising, as the range carried is limited to one publisher. But this did enable the teachers to give the children some input into selection. They were allowed to browse through the catalogues and choose what they would like. The teachers looked out for books with teenage themes, but which had a simple reading format, such as *The*

Chocolate War and *The Outsiders*. The audio version was purchased if available, especially if a book was a set text, as another strategy to assist the students access the text. This was the only school where the special education teachers were aware of the book/tape kits published by Narkaling, which are read at a slow pace, although the Head of Special Education felt that they had limitations.

The school was very aware of the requirements of the DDA and other disability legislation, and were constantly updated on the provisions of the acts by the Diocesan Schools Office. This was particularly important, because as a Catholic school, although there were many non-Catholic students enrolled, there was a priority order for new enrolments. The school was very desirable for disabled students, as no other school in the Diocese offered the same level of support. One other school did offer some support, but tended not to take students with intellectual disabilities.

10.4.3 The School Library

The library is purpose built, and fully accessible physically. There is plenty of study space and all the shelving is fairly low. There is a full-time school librarian and a full-time clerical assistant. At the end of the second year of the study (1995) Patricia, the school librarian, retired and was replaced by a teacher who had already been at the school for six years. This person, Rita, had originally been a librarian, then had gained teaching qualifications. When she first joined the school, she taught in the Learning Support Centre for one year.

The library had a good general collection, plus a reference collection and an extensive audiovisual collection. The clerical assistant did all audio and video recording required in the school. There were no captioned videos. However, in the third year of the study the Learning Support Centre gained a grant to purchase a video recorder with a decoder, so that programmes with closed captions could be recorded. This was placed in the library so that it could be used with the Commander system, which controlled all other video programmes in the school.

Neither of the two school librarians was very aware of resources outside of the school, either at public libraries or agency libraries. However the school was fairly distant from the former two. Rita, who understood the problem of public libraries being inundated with specific requests arising from assignments, had responded to a request from one of the local public libraries to set up some liaison regarding this. As a public librarian, she had always been frustrated that there was little communication from schools about resources students would be requiring. But her later experience as a teacher made her realise that it did not work because teachers were so busy. However by using faxes she hoped to set up an efficient system, with teachers' co-operation.

The library is automated with *OASIS* and has a standalone CD-ROM terminal. All the resources held in the school are gradually being added to the library catalogue. There are quite a number of hi/lo titles interfiled in the fiction collection, which are tagged in the catalogue. There are some audio books, but no book/tape kits, although there are many audio-visual kits. Book/tape kits are not purchased as they are provided in the Learning Support Centre library. There are no large print books, but the school has only had a few students with visual impairment enrolled over the years. One of these students was provided with a CCTV device to use in the library, and the library staff enlarged materials for her on the photocopier. There is a collection of non-fiction books about disability in the library. No additional funding was provided for resources for disabled students.

Most teachers consulted with the school librarian regarding availability of resources for particular projects or assignments, but there was no formal CCPT. A library orientation programme was run for Year 7 students at the beginning of each academic year. Teachers could book classes into the library, and as assessment was putting more emphasis on resource based learning the school librarian hoped that teachers would be motivated to consider CCPT. The school librarian would sometimes talk to a class brought to the library to work on a particular assignment, about specific resources that would be relevant.

During her years at the school Patricia had built up a good service, well supported by resources such as the catalogue. In fact she was quite preoccupied by the cataloguing, but this was not uncommon in the NSW schools which had the OASIS system, which had several updates during the time the research took place. When Rita took over, she made some changes as might be expected, and thoroughly weeded the collection, but the transition from one school librarian to another went very smoothly. This would have been facilitated by the existence of a comprehensive procedures manual which had been maintained by Patricia. Although the library had no formal policy documents, the procedures manual provided guidelines.

10.4.4 Relationship between the School Library and the Special Education Programme

A very good relationship existed between the school library and the Learning Support Centre throughout the time of the study. Both school librarians had a good working relationship with the Head of Special Education. Rita had a particularly good professional relationship with the Head of Special Education which began whilst she was a teacher in the Learning Support Centre and had continued during her years as a teacher in the school. Obviously this relationship was valuable once this teacher took charge of the library.

Both school librarians were very aware of the needs of disabled students. Patricia, the school librarian in 1994, had built up expert knowledge of the needs of these students during her years at the school. Rita had several years experience as a teacher in the school, which had involved teaching visually and hearing impaired students in mainstream classes, plus her first year in the Learning Support Centre. Apart from this, her daughter worked for Interchange, providing respite care for children with disabilities, so through this she had contact with children with disabilities in her own home.

There had been no staff development activities in the school in recent years, related to disabled students. However the Learning Support Centre was just so much a part of the school, as a whole, and with the high rate of mainstreaming of disabled students, most staff were confident in catering for their needs.

The disabled students would use the library at lunchtimes, and although some regarded it as a refuge, others used it for doing homework. During the time that Patricia was school librarian, some disabled students had worked as library monitors. This had positive outcomes, as it gained them the respect of other students, who often had to ask them for help with the *OASIS* system.

The Learning Support staff had little input into selection of resources for the school library. Although the school librarian sent publishers' catalogues and books left on approval by booksellers to the Learning Support Centre, the teachers there tended to concentrate on buying resources for their own collections. When questioned about this, the Head of Special Education said that she would be very happy to assist with selection if required but

...I guess I've always trusted Patricia over the years to select. She was here for a very long time and she got to know our kind of students very well, and I think she catered for them fairly adequately. She also understood that we had our own Centre library up here, and if she saw a kid floundering, she would say "Would you like to go and see Mrs. A, to see if you can borrow something up there?"

The disabled students visited the library with their mainstream classes. Often staff from the Learning Support Centre would be asked to go along to give support. The Learning Support Centre teachers took down groups of students from time to time. For example in Year 7, they take the students down to learn information skills, and they work on modified worksheets, one for fiction, one for non-fiction. These worksheets were developed jointly by Patricia and the Learning Support Centre teachers. These guide the students through the process of searching for a topic on the enquiry terminal, and find the Dewey number and locate it on the shelf. The fiction worksheet dealt with locating books by a particular author. Patricia felt that in general these students were able to use the enquiry terminals and CD-ROMs very well. They also eventually learned how to use other software such as the PC version of *Guidelines*. She commented that the *OASIS* system and most CD-ROMs will compensate for most spelling errors which was a great aid for these students. Another benefit is that the students found CD-ROMs and other computerised resources very attractive to use. The special education teachers supported this view:

Our students just love the computers, so that's what they tend to rely on – they are very reluctant to go and look in a book. When researching on a general topic, they are happy to go to the computer and

find the topic, and then have it printed out, rather than using a book. They have to pay to make a printout in the library. They are prepared for that.

Rita, however, felt that the preference for electronic resources was a general trend :

They like electronic resources, because you just key in a word and you have the information, with lots of bright colour and attractive presentation; but in this they are no different from mainstream students.

When Rita took over in 1996, she redesigned the Year 7 orientation programme. She felt the existing worksheets were too hard, especially as in that year there were a larger number of less academic students in the intake. She designed new worksheets, which were, in her words "...basic, very user-friendly – warm, fuzzy stuff". These simplified worksheets were then within the range of some of the students who came in with the special education teachers, so that they were using exactly the same material as their peers. When these students were using the library, often she and the clerical assistant were able to assist the Learning Support Centre staff. So if there was a small group of students, five or less, the involvement of the teacher, the school librarian, the aide and the clerical assistant meant that the students had almost one on one teaching the whole time. The Head of Special Education commented that this was a very effective strategy for enabling the students to quickly attain a few skills which then gave them confidence to use the library a little more independently.

The Head of Special Education explained that as these students got older they learnt "smart" ways of finding information in the library such as observing where other students find material on the shelves and following suit. She felt that these tactics were important as a starting point to using other libraries. Whereas brighter children would soon work out how to use a different computer system, some of the students with disabilities needed more consistency. The Learning Support staff would take the students to some of the local public libraries, especially if they could not find resources for a particular topic in the school library. Some of the students, especially older ones in Years 9 and 10, would occasionally use the libraries by themselves, but for younger ones it was dependent on whether or not their parents took them there.

The Head of Special Education was very satisfied with what the school library had to offer for her students. She would have liked some more non-fiction at the lower reading levels, with colourful illustrations, but apart from that she felt that the crucial element for the students was the availability of one on one help in accessing the library and the library staff provided that whenever possible.

10.4.5 Student Interviews

A profoundly deaf Year 7 boy was interviewed, and a group of Year 9 students with intellectual disability. The Year 7 boy often used the school library at lunchtimes to do his homework. He could use the enquiry terminal effectively to locate resources and explained that his primary school library had the same system. He liked the school library because he could nearly always find the information he needed, and he much preferred not to have to go to a different library. He had used his local public library, mainly in the school holidays, when he had an assignment to do. He had tried to use a CD-ROM encyclopaedia there, without success (This he described as American, so it was no doubt *Encarta*). He therefore had to use the print encyclopaedias, which he found harder, although he realised that encyclopaedias had an index. He had been taught how to use encyclopaedia indexes by one of his primary school teachers. He preferred using electronic information sources with a menu approach to access.

The group of three students with intellectual disability also talked about using the school library to do their homework. Interestingly, they used the print encyclopaedias as a first source, but also used the electronic information resources. They described very competently the way they would go about using the enquiry terminal and locating a book on the library shelves. This group commented that they could always find the information they needed in the school library. However they did not like the reserve system the library used when material was in demand for assignments. It seemed that this system did not suit them because the books could not be borrowed, and clearly these students would need longer than the average student to extract information. Another thing they liked was the fact that there was always a computer available to use, they never had to wait to use one. Sometimes

they would use a CD-ROM encyclopaedia and print out some information that they could take away with them. Two out of the three used their local public library, and seemed to have no problem with accessing resources there.

10.4.6 The Culture of the School

The school had a strong community feeling : there were often parents about; the principal was frequently walking around the campus, stopping to talk to staff and students; student behaviour was excellent.

The special education model in this school was interesting in that the total mainstream model had been tried and was not successful. The model of withdrawing students for specific areas, in this school for Maths and English, for basic skills, had achieved a great deal. Yet, because of the philosophy of the school, the students who happened to receive support from the Learning Support Centre were obviously not stigmatised in any way. The school library was catering very effectively for the needs of disabled students.

10.5 St. Cosmas College

10.5.1 The School

This secondary school for boys in Melbourne has a total enrolment of approximately 1040 students. It is pleasantly situated in an extensive campus with many sporting facilities, but has poor physical access, with many steps and flights of stairs, and is on a hilly site. The school has an open access policy and promotes its programme for students with learning difficulties.

10.5.2 The Special Education Programme

The Special Education department caters for students with learning difficulties and students who receive integration funding, who numbered between 10-13 during the course of the study. These students do not have any aide support, the funding being used for teaching staff, but each student has a support group.

There are three special education teachers. The Head of Special Education estimated that 15-20% of students in each year level had learning difficulties. The special education staff spent a great deal of time each year in assessing Year 7 students. Although intellectual disability is usually recognised and assessed in the primary years, the staff had identified many students with language disorders. They offer a language assistance programme that usually includes between 9-16 children. In Year 7 the programme is conducted in the classroom setting, however in Years 8 and 9 the students are tutored in basic language skills when their peers are in LOTE lessons. The special education teachers mainly work by giving students support in the mainstream classes, and occasionally withdraw them for more intense tutoring.

The special education teachers conducted inservice training for all teaching staff to assist them in dealing with the students with disabilities. This was done both formally and informally. They provided advice to individual teachers, and ran whole staff programmes at least once a year. These have covered issues such as integrating a student with paraplegia, dealing with autism and a speaker from the RVIB.

The special education staff were awaiting the release of new integration guidelines from the Catholic Education Office before writing a special education policy. However the school operated an open entry policy and was aware of the requirements of the DSA. The special education staff felt that this was "...gradually filtering through to people".

One blind student attended the school for half a day each week, and the remainder of the time attended a special school for students with visual impairment. When at the school, he was supported by an aide. This came about as the result of a parent initiative, but as the student was eighteen years of age, the staff at both St. Cosmas College and the special school were not sure that the arrangement was appropriate for the student's social development. There was a student with quadriplegia, as the result of a car accident at the age of six. This student is believed to be the most severely physical disabled student to be

attending a mainstream school in Australia, and is supported by Transport Accident Commission (TAC) funding, which provides for a full time special education teacher and a full time aide to support him. The former spent a great proportion of her time in the student's first year at school in facilitating physical access for him. After that her support focussed on scanning textbooks and other learning materials so that they could be loaded on to the student's computer. There was a preference to use and if necessary modify, mainstream software rather than specially designed programmes for people with disabilities, as these have some limitations. The student used a laptop computer to complete most of his school work, so the teacher was constantly evaluating any new software that might be useful to him. Her main sources of information for resources were from special education network meetings and visiting commercial computer software outlets. This teacher also gave some unofficial support to a student with cancer, who received no integration funding. The teacher felt his current needs were greater than those of the paraplegic student – he needed help with walking and carrying books for example. The school library had assisted by allowing some extra photocopying for this student at no charge and had made some sections of the teacher reference collection available to him as an extra resource.

This teacher hinted that there was frustration amongst the special education staff because there was not the funding available from the State government and other sources, such as the Catholic Education Office, to provide for laptop computers and other resources, for other students in the school who had needs, because they had learning difficulties and other less obvious disabilities.

10.5.3 The School Library

The library is quite light and attractive, with floor to ceiling windows down one side. It offers good staff accommodation and work areas, and there is a seminar room, and separate audio-visual collection.

The library is staffed by two teacher-librarians (one designated Head of Resource Centre), one librarian (0.8) two library technicians (equivalent of 1.6 EFT) and two clerical assistants (equivalent of 1.4 EFT). The person in the position of Head of Resource Centre changed three times during the course of the study. Originally the college had a campus in another suburb, and when this closed in 1992 the two libraries were amalgamated. Thus it was well staffed in comparison to several other Catholic colleges in the same regional system. The Head of Resource Centre believed that the staffing levels would eventually be dropped through natural attrition.

The library collection caters for a wide range of reading levels. It includes many hi/lo titles and some audio books in the fiction collection. Some textbooks are held in audio format, in multiple copies, including almost every class novel studied in the school, but these can only be borrowed on production of a note from a teacher. The library has catered for several blind students in the past, due to programs run in conjunction with a special school for students with visual impairment, located nearby. However, as these students were always able to use large print books from external sources, including the special school, the library has not collected large print books.

The teacher-librarians are always looking to buy more hi/lo material, and are very conscious of the need for more titles in the collection. They felt that the availability of this type of material had improved tremendously. These titles are tagged in the catalogue, so that they can be interfiled with the fiction collection, but can be easily identified if necessary for the use of staff or students. There is a policy of creating as many access points as possible to material, through the catalogue. The teacher-librarian Vicky was compiling a list of some of the hi/lo titles, in response to a request from one of the special education teachers, who wanted to be able to locate them within the general collection. This list is classified very specifically by reading age. The Head of Resources Centre did point out that this could only be done because the library actually had a higher staffing level. The library staff compile fiction reading lists for the different year levels, and try to include titles at a variety of

reading levels in these. They also purchase non-fiction that is at the higher primary level, to cater for students with learning difficulties or learning disabilities. Vicky had considerable experience at junior secondary level, so was very familiar with the levels of material needed. All departmental purchases go through the library and are recorded in the catalogue. Many of these resources, especially teacher reference and journals, stay in the library.

During the course of the study, the teacher-librarians worked hard to establish a CD-ROM network. The initial work was done in 1994 by the Head of Resources Centre Lisa. This was continued in 1995 by her successor Sandra. The provision of the CD-ROM network had been noticed by the special education staff. Sandra was also working on a plan for the introduction of the Internet to the whole school. Some access to external databases via modem was available through the school library. Although no software had been purchased specifically with the needs of disabled students in mind, the first Head of Resources Centre, Lisa, was aware that laptop computers were a useful tool for students with learning disabilities.

The physical layout of the library is reasonable, but it is on three levels. The audio-visual collection is located downstairs, and the fiction and the seminar room are on a mezzanine level. Some extra shelving was added when the two libraries amalgamated, but all the shelving was rearranged so that good spacing between the shelves was maintained. However the shelving in the non-fiction area is very high. As the mezzanine level is only accessible via a short flight of stairs, the quadriplegic student can only select fiction from a selection brought to him by his aide or the library staff. The computers are at a very high level, and Sandra realised the physical layout of these needed to be modified. She was aware of the needs of the quadriplegic student, as far as the height of terminals was concerned, but had not had the opportunity to accommodate them.

The teacher-librarians were aware of resources outside the school that could be accessed for disabled students, especially for students with visual impairment, including the Regional State Education Centres and agency libraries. There was little contact with public libraries, apart from accessing their catalogues via modem. If needed material were located, students would visit the library to borrow it.

There are some timetabled classes for information skills teaching at the Year 7 level, but beyond this there is no structure; the remainder of the information skills teaching is linked to particular assignments, and there is no timeline to control what students have learnt by a particular stage. The involvement or interest of the subject teachers in the information skills process varies immensely. The teacher-librarians have produced two booklets to aid research skills – one is aimed at Year 7 and one at VCE level. It was hoped that the range of these might be expanded so that there is one for each year level. Sandra was working to establish a structure for information skills teaching across the whole school. She was preparing a report for Heads of Department suggesting the levels and types of skills to be taught to students in subject areas. Her view was that the need for research and information skills would increase as more information technology was introduced to the school. She was concerned that the current space used for information skills teaching for the lower classes did not have a blackboard or whiteboard, and was conscious that students who had different learning styles often need the visual as well as aural reinforcement. For the older classes the seminar room was used, which had an overhead projector.

10.5.4 Relationship between the School Library and the Special Education Programme

Individual students are taken to the library on occasions by the special education staff, especially if they need help with research skills for an assignment, but generally it is expected that they will visit the library with their mainstream class. There is considerable liaison between the special education teachers and the teacher-librarians regarding resources. The main need is for "...high interest material with short sentence construction". The special education teachers felt that the collection of book/tape kits in the library needed

to be extended. The set novels are available on tape from the library but the number of copies of individual titles is limited. Some of the tapes were of abridged versions of novels, which was not always appropriate. The special education teachers felt more copies were needed, as it took each student some considerable time to work through a tape. However they did appreciate that the cost of audio books was an inhibiting factor. They thought it would be helpful if there were some listening posts in the library. The special education staff had some input into the arrangement of the fiction in the library, so that it was discretely organised by reading level and groups could be directed to certain sections. All the special education teachers commented on the difficulty of language used on the CD-ROMs available in the library, but they did like the visuals. This was accentuated in packages such as *Encarta* because of the American content and spelling. Clara, the Head of Special Education felt that the usefulness of CD-ROMs would increase as more of Australian origin were published.

Clara buys resources materials through her departmental budget, and the library will occasionally purchase resources she needs that can be used generally through the Teacher Reference collection. Although booksellers and publishers visit the school with collections of resources, Clara rarely had time to look through these. She tended to find out about materials through displays at conferences. The library forwarded any relevant publishers' catalogues or fliers to her. When asked if there was anything else the library could be providing, Clara did say that it would be helpful if there was a small discussion room in the library, that could be used with disabled students.

The special education staff found the library staff to be very supportive. Both Heads of Resource Centre, Lisa and Sandra, were very aware of the needs of disabled students. Lisa built up experience of students with visual impairment whilst at this school, and had experience of other disabilities in previous positions. Sandra had experience of dealing with students with a range of disabilities, and always tried to purchase materials at a range of levels. She was first interviewed when she had been at the school for two terms, and during

that time had not received any information from the special education staff about any students with particular needs. Sandra had identified one such student in her pastoral group, and had also recognised some students with disabilities in working with classes, and in a one to one situation with individual students.

10.5.5 Student Interviews

An interview was conducted with the student with paraplegia in each of the first two years of the study. He was in Year 8 at the time of the commencement of the study. He keeps up with his work and follows exactly the same curriculum as other students, and is expected to go on to university. He is a very competent computer user. He is a natural extrovert and is always in the playground at lunchtimes.

This student's needs for resources are no different to any other student as he can access material easily in print or electronic format; if necessary the former can be transcribed into electronic format by his teacher. So his comments about the library collection were not that different from those of other students : more adventure books, never enough books for assignments. Because of this latter need, he visited his local library once a week, accompanied by his aide, to find extra material. This library, which is not in the vicinity of the school, had been totally refurbished a few years previously and was fully physically accessible.

Unfortunately this was not so in the school library or the school in general. The student had to reverse up a ditch in order to access the school library. He commented that he wished there were "...no steps in the school so that I could get everywhere". Once in the library, he could move between the shelves in his wheelchair but had to reverse to come out as the bays of shelving were only open at one end. The student had limited ability to move his head and neck, but could manoeuvre his head to see titles on the bottom shelves but could not see the ones on the top. He wished there were "paraplegic shelves" so that he could browse easily and reach the books. When his class had library lessons, these were held on the main library floor rather than in the seminar room, so as to accommodate him. However the student still was frustrated by the fact that he could not access the fiction collection because it was housed on

level. By the time of the second interview he had started to borrow fiction from his local library, as well as books for assignments.

Access to the computers in the library was not easy due to the height they were placed at. Thus the aide searched the catalogue for the student, under his instructions. This student had been taught information skills at a Catholic primary school, prior to his accident, and mentioned using worksheets. He was a very competent library user. His own laptop computer was housed on a special tray on the front of his wheelchair, and he operated it with a mouth stick; he can use only one key at a time. An adjustable book stand with a runner board that holds and turns pages was also provided. He really needed more time than other students to browse and select materials in the library, due to the time it took him to manoeuvre to shelves and use the computer. for this reason he commented that he would like the library to be open for longer before and after school and for the whole of lunchtime.

No changes were made to accommodate this student in the library; the main change in the situation by the time of the second interview was the student's increased use of his local public library, due to its accessibility. However, in the interim there had been a change in the Head of Resource Centre, so that any changes which were indicated from the first interview could not have been made by Lisa before Sandra took over. Although Sandra soon became aware of this student as one with particular needs, she was not aware of specific needs until interviewed by the researcher and feedback was provided.

10.5.6 The Culture of the School

The school's Catholic ethos and open entry policy resulted in a very accepting environment for any student with any kind of disability. As the special education teachers worked on a model of individual support rather than having support classes, there was little stigma attached to student with disabilities. As all these students were in mainstream classes for most of the time, they all use the library in this context. There was a need for closer cooperation between the library staff and the special education staff, but this had been inhibited by the staffing changes in the library.

10.6 Conclusion

There is no doubt that the Catholic ethos creates a favourable environment for students with disabilities. In all of these schools there was little evidence of stigma being attached to children who were withdrawn for special classes. With the exception of St. Peter's which had severe organisational change problems, all the schools were open and welcoming. This is evident when there is a demand for places, as was the case with Colim College.

Chapter 11 The Case Studies : Government Schools in New South Wales

11.1. Introduction

Government policy regarding special education in NSW was documented in Chapter 4. Despite an indication in that policy that students might be placed either in a mainstream or a support class, the most common method of mainstream provision for special education in NSW, according to the literature reviewed in Chapter 5, is support classes, which are classified according to disability. Those included in case study schools were IM (Mild intellectual disability), IO (Moderate intellectual disability), H (Hearing disability), LD (Learning disability) and P (Physical disability). Special education teachers are similarly designated, such as Support Teacher-Learning Disability. Support teachers and aides are allocated to schools according to a formula based on the number of students in the support class and the type of disability.

During the study, some library support was available to schools from the Curriculum Directorate in metropolitan Sydney. Technical support for the *OASIS* library system, which was used in all NSW government schools was available from DSE (NSW) regional offices. All of the government case study schools used *OASIS*. Following a major reorganisation of the DSE (NSW) towards the end of 1995, only telephone support for *OASIS* was available from the major state offices, and some technical advisers were located in regional offices. These changes were considered detrimental by school librarians, as the personnel in these support roles were not qualified teachers, and therefore could only advise on purely technical matters. Thus there was no support or advice available to teachers in schools on incorporating technology into teaching and learning (Roache 1995).

Under the policy changes initiated by the *Schools Renewal* (New South Wales Department of Education 1989b) report, three central support services were lost : Library services, Teaching Resources and the State Film and Video Library. There now remains one Senior Curriculum Advisor for Library and Information Literacy in the state, plus a small group of librarians and library technicians who produce the journal *Scan* and operate the SCIS cataloguing support service. There is however a School Technology Support centre and the

Computers in Schools Policy is a high priority. As a result all schools in NSW now have Internet access. The 40 newly structured school districts have no library consultants, but all have a technology adviser (Phillips 1998).

The primary school in Sydney was a feeder school for a case study high school. Both had support classes for students with intellectual disabilities. The other school which included the primary years was a very new school, in an outlying suburb. At the time the study commenced this school was catering for Years K-6, but was planned to eventually be a K-12 school. One high school had a support unit for students with intellectual disabilities, and another school with a support unit catered for intellectual disability and hearing impairment. The third school had two support classes for students with intellectual disability and a special education teacher who supported students with physical disabilities in mainstream classes.

11.2. Primrose Hill Public School

11.2.1 The School

This primary school has approximately 230 students, with 10 full time teachers, and several part time teachers. The school liaises closely with Primrose Hill High School, for which it is a feeder school. Situated in a pleasant middle class suburb, the school has one older double storey building and several newer single storey buildings, surrounded by open space and sports fields.

11.2.2 The Special Education Programme

There are two support classes for students with moderate intellectual disability (IO); one for students in Grades K-4 and the other Grades 4-6. Each class has a full time special education teacher and there is one part time integration aide to support the two classes. Each class has eight students, who go to some mainstream classes and participate in other general school activities. These mainstream areas, listed in the school's Integration Policy, include craft, assemblies and the library. Some students with intellectual disability are partially integrated from Year 4. Most students in the support classes go to Primrose Hill High School as their secondary school. Two

visually impaired students attended the school in 1994, but one of them left in 1995, for personal reasons unrelated to the school.

Special education staff make regular reports on the progress of IO students in staff meetings; staff development programmes run by specialist staff are provided for the whole school staff; peer tutoring of IO students is encouraged; classroom teachers and special education teachers accept responsibility for each others students in general duties such as playground duties, administrative responsibilities; special education teachers and classroom teachers plan programmes co-operatively for the IO students; and IO pupils are included in all award schemes operating in the school.

11.2.3 The School Library

The library is a new separate building, which is totally accessible, light and very attractive. The Teacher-Librarian, Anne, is employed part time, and her employment varied between .4 and .6 during the study. She was appointed to the school at the beginning of 1994. There is a school assistant who is employed in the library at .2. The library collection includes audio cassettes, hi/lo books and videos for use in the classroom. Anne used a formal budget submission to the school council, and received an annual budget that was comparatively generous for the size of the school.

There is a school library policy, which Anne inherited from her predecessor, and intends to update. During 1995 much of Anne's time was taken up with the installation of the *OASIS* system. One important activity during 1995 was the consolidation in the library of many book/tape kits that had been dispersed through the school. Anne collected these together in the library and made them available for loan to the students. They proved to be very popular with the students in the support classes.

Each week ten classes visit the library for a lesson, when they exchange books, listen to a story, and do some basic information skills work. These include students with learning disabilities and visual impairment; the support classes also come to the library once a week.

All classroom teachers stay in the library during library lessons, but the amount of co-operative planning and teaching which can be done is very dependent on the time available for the teacher-librarian and classroom teachers to plan together, and on the interest of the individual classroom teacher in the process. Informal evaluation by Anne showed that classes need more time in the library, so the times that the library can be open, dependent on the number of days the teacher-librarian is employed, is a restriction. The teacher-librarian's hours are worked out on a formula based on enrolment numbers, and increased during the course of the study.

11.2.4 The Relationship between the School Library and the Special Education Programme

Anne had precise knowledge of disabled students in the school. She provided details of the numbers of children in the support classes and was aware of other children in the school who had various disabilities, and of the need to cater for them. She was not aware of disability legislation.

Both special education teachers frequently accompanied their classes to the library and were very aware of the range of resources available both for their students and themselves. One of the teachers still uses teacher reference materials from her previous school, which is a special school, but she also asks Anne for help in this area. Anne alerts the special education teachers to relevant new publications she discovers. Both special education teachers felt that more alternative format materials were needed in the library, especially hi/lo books and book/tape kits.

They had great enthusiasm for Anne as a person. They found that many classroom teachers shy away from children with disabilities, because they do not realise what these children are capable of. They commented that younger teachers are more willing to accept disabled students in their classes, and this may be related to the fact that all teacher training courses now include a component on special education. Anne was not a young newly qualified

teacher, but had obviously built up a rapport with the students in the support classes, and their teachers; this was obviously valued and appreciated.

11.2.5 Student Interviews

One student with visual impairment was interviewed, and the researcher interacted with the K-4 support class when it visited the library, and read stories to the students as part of their library lesson. These students enjoyed their visits to the library and had an excellent relationship with Anne. They were very enthusiastic about listening to stories, although obviously having a visitor read to them was a novelty. Both stories were simple picture book stories with very clear illustrations and print, and both had lift up flaps on the illustrations. Use of these books with students with intellectual disabilities is stimulating and encourages interaction. Anne selected the books for use with the support classes very carefully.

The student with visual impairment found the library very easy to use, and was a keen reader. She discussed a wide range of fiction, which was typical reading for the average Year 6 student. She used her public library, often calling in on her way home from school. The lack of large print books in the school library was not a problem, as she could read ordinary print with some magnifying glasses she used all of the time. She did occasionally read large print but tended to reject them, because of their bulkiness. She had not come across any of the children's large print books, of which those more recently published are no more bulky than the average fiction hardback. Although the student could read Braille, she detested using Braille books.

11.2.6 The Culture of the School

This small school was able to maintain good communication between its staff; the principal, it was clear from the language used, was a friend, one of the team. The staff room was warm and friendly. The staff sat round in a big circle in the staff room at lunch or tea breaks; the researcher was readily included in this when visiting the school. Anne was highly regarded as a valued member of staff.

This school had an excellent library programme, which was well supported given the size of the school and the available budget. The relationship between the school librarian and the special education teachers was an excellent one. Clearly this resulted from the awareness of the school librarian of the needs of the support classes, but also from awareness on the part of the special education teachers of the importance of the library and the acquisition of information skills in the educational programme for their students. The special education programme was successful and the disabled students were well accepted within the school.

11.3 Primrose Hill High School

11.3.1 The School

This school has a total student population of 935. Most students come from a middle class area, which has pockets of very wealthy and very poor residential areas. Approximately 25% students come from a non-English speaking background, the majority from Arabic, Greek or Macedonian families. The school buildings are old, but have to accommodate students with physical disabilities. Some of the specialist areas provided in the school are a commercial kitchen, a horticulture plot, a fitness centre and a photography darkroom. The school offers a broad range of subjects at HSC, but also more vocationally oriented courses such as hospitality and office skills, and personal interest courses such as driver education.

11.3.2 The Special Education Programme

The school has had an integration programme since 1979, when a student with physical disabilities was enrolled, and the first physical modifications were made to the school. Several more students with physical disabilities were enrolled over the ensuing years. At first their curriculum was limited due to some specialist classrooms such as art and music being upstairs. This was overcome when the school purchased, with assistance from the local community, an electric stairclimbing chair (Transcender). In 1985 the school joined a Pilot Program on Integration being run by the NSW Department of School Education. Through this programme the school received funding for a special education teacher for four hours per week and a teacher's aide for two days per week. This programme was formally established in 1986, and there is now a full time support teacher and a full time

teacher's aide, for students with physical disabilities and sensory disabilities, who support up to nine students. The students are mainstreamed in normal classes, but receive extra assistance and coaching as required by the support teacher and aide, and from visiting teachers, counsellors and other visiting specialists, as required. A visually impaired student was coming into the school in Year 7 in 1995, and considerable preparation was made for this.

Between 1988 and 1990 a support unit for students with moderate intellectual disabilities, staffed by the Head of Department, two other special education teachers, and a teachers' aide was established. There are three classes, each with an enrolment of nine students. The students in the Support Unit are integrated into normal school activities such as assemblies, sport, and excursions.

The school's integration programme is well documented in the *Integration Policy*, which is revised regularly by the Support Teacher-Physical Disabilities and the Head Teacher of the Support Unit. As the school has offered an integration programme for some length of time, awareness of the needs of students and of legislation pertinent to the programme is high amongst the school staff. The *Integration Policy* states that evaluation of the attitudes of both staff and students to the integration programme is carried out regularly through surveys. The Principal was very involved in the development of the *Integration Policy*, although at the time she was a Leading Teacher.

11.3.3 The School Library

The school has a modern purpose built totally accessible library, including toilets with disabled access. The library was staffed by a Teacher-Librarian, Eva, and a number of clerical staff. In 1994 the library had three school assistants providing the equivalent of eight clerical support days each week, 50 hours. This was above the normal quota, but the extra staff time was to cater for the implementation of the OASIS. From 1995, there was the equivalent of 7 1/2 clerical hours per day, which enabled the library opening hours to be extended. School assistants from the school pool were used in the library. As a consequence

of this arrangement the Teacher-Librarian had spent a great deal of time on staff training to the detriment of her teaching responsibilities. The implementation of the OASIS had also been time consuming and involved staff training.

Eva was very experienced, and had been in the school since 1991. The school was not highly oriented to academic achievement, and she was trying to establish the idea of the library as a learning centre, rather than a recreational centre. She had been concentrating on buying materials to support the curriculum. However, discussions with the researcher focussed her attention on providing more alternative format materials such as book/tape kits. Eva was very aware of the policy document *Libraries in New South Wales Schools : Policy Statement* (New South Wales. Department of Education 1987), and its associated handbook, and their focus on meeting the needs of all students. She recalled her experiences with people with disabilities as a child, when she experienced almost a feeling of fear of something that was unknown. Other than this, she had no other experience of disability before coming to Primrose Hill High School, and at first felt "...a little bit personally confronted...but now I don't feel that way, I'm used to them".

Two problems with physical access had been encountered. One was the lack of automatic opening doors. The other was lack provision of computer terminals at a suitable height. This latter problem had been discovered by Eva whilst working on the implementation of a CD-ROM network. She happened to place one of the enquiry terminals on a low table, and noticed that the students in wheelchairs were using it, so she then left one enquiry terminal permanently at that level.

The library collection has large print books, which are interfiled with the fiction collection; Eva does not like "special" collections, but there is a small collection of picture books and easy reading materials, which are frequently used by the students with intellectual disabilities. The Head Teacher-Learning Support, Alice, was involved in the selection of some of these materials. Usually she and Eva have looked together at collections of books brought to the school by publishers. The Support Unit had a very good collection of

resources, but Alice sees the importance of having suitable resources in the library for them as well. Apart from hi/lo books, the students needed very simple books with only one or two words on a page, but with more complex pictures with "...plenty of things to talk about". Alice uses books with just pictures as part of her strategies in language development, using such books to encourage the students to describe the pictures and gradually introducing some text. Eva felt that picture books were a good investment, because they could be useful for many areas, not only for students with intellectual or learning disabilities, but also for art and design. There are some audio books, but videos are kept in faculties. Eva has found that the school is very "...segmented in terms of resources, especially audio-visual ..."

Eva was very knowledgeable about resources available outside the school, for disabled students. For example, she was observed in 1994 giving Sally, the Support Teacher-Physical Disabilities, precise details of where to obtain resources for the visually impaired student who was joining the school in 1995.

Several staff development programmes had been offered in the school related to the Integration programme. For example there had been workshops on attention deficit disorder and moderate intellectual disability. Eva attended these workshops, but had difficulty persuading the library clerical staff to stay on after the end of school in order to attend.

A number of different approaches were used to information skills teaching. In Year 7, Eva has to "borrow" classes, but hoped to change this so that Year 7 classes would be timetabled in to the library for a term. The Year 7 students learnt basic information skills and orientation to the library, and after that Eva tried to work co-operatively with teachers on developing new projects, so that they had the subject content and Eva covered the information skills aspect. That worked to a degree, particularly with younger or newer people. One of the problems was that many teachers had "...set assignments which they drag out every year". Eva would have liked input into rewriting and redesigning these. Some teachers did not want to involve the teacher-librarian. Often if classes were using the library she would "hover" and be available to help any students who required assistance with

locating resources. When students with physical or sensory disabilities are involved in these classes, often the Support Teacher-Physical Disabilities or the teacher's aide will be present to give extra support.

11.3.4 Relationship between the School Library and the Special Education Programme

The students with physical and sensory disabilities use the library whilst in mainstream classes, but sometimes at lunchtimes or during free periods Sally, the Support Teacher-Physical Disabilities, will accompany them to the library to give them extra help. Sally finds that the library is very important for these students, particularly in doing assignments. Several of the students have come to Primrose Hill High directly from a special school, and often have been used to working with correspondence schools, and are not accustomed to assignments. Some students also have learning disabilities and so need extra help in that area. "For a child with a learning disability, using a library can be the most horrific experience ever". Sally kept some resources in her own area for these students, but most of her budget was spent on equipment to facilitate physical access for the students.

Another issue highlighted by this teacher was the fact that the school library could be of immense importance to a student with physical disabilities; if their local library was either inaccessible physically, or if the family did not have the means to transport the student there. In that situation the school library is the only resource available to that student. She felt that most public libraries are not "people-friendly" for people with disabilities; of students she dealt with, those who used public libraries were the ones who were more mobile. She gave the example of a nearby public library which had a ramp added, but it was not well designed; most older buildings which were adapted for accessibility were rarely satisfactory. She felt that the school library was reasonably accessible, although the desks, shelves and enquiry terminals were too high for wheelchairs. Although other students would assist in reaching materials, it was frustrating for the students with physical disabilities that they had to rely on other people. Photocopiers were a standard height so nothing could be modified. The spacing of furniture and other equipment in the library was good, and she felt that the library staff were very supportive and understanding of the needs

of the students with physical disabilities. She realised that the limitations of space meant that Eva could not change the height of the shelves and that furniture height was not easily changed.

The students in Alice's class visited the library about once a week. They did not do much information skills work or research, they were not really capable of it, according to Alice and Eva. But they read and borrow materials, and some of them can use the enquiry terminals and find materials. Alice and Eva were working together to encourage the students to use the library in the same way as everyone else, through a fairly structured programme. There is a very flexible borrowing system for all students, with no fines. All of the disabled students tended to use the library at lunchtimes, as it does tend to be a haven for those who cannot use the playground. Most of the students know the library staff fairly well, and will readily ask for help. Eva looks out for those who need help at lunchtimes and recess.

Alice does not use audio or video tapes a great deal; if used, it is usually as part of a reward system. The classes in the Support Unit use public libraries a great deal in their community access programme. They borrow audio tapes, video tapes and compact discs, and some borrow a book to use in the quiet reading time at school. This exercise builds on their use of the school library in terms of learning library "etiquette" such as care of the library card and returning borrowed items on time. Other special education teachers in the school commented on the need for the provision, in any library, of hi/lo material, which was age appropriate. Texts with large print were popular with the students, probably because the text appeared easier to read even though it might not be in reality. Some students liked to borrow titles from the public library in large print, mainly teenage romances and westerns.

11.3.5 Student Interviews

Two students with physical disabilities were interviewed. Both were in Year 12 and in the throes of completing HCS examinations. They used the school library as a first resort and used a nearby public library if necessary. Their preference was the school library as they found it well

resourced. Both had no difficulty in finding information in encyclopaedias, indexes such as *Guidelines* or via the library catalogue.

11.3.6 The Culture of the School

This school's Special Education Programme appeared to have been very successful. In 1992 the school was named "A Centre of Excellence in Integration". Many interviewees commented on the way the school students accepted and cared for the disabled students. The fact that the Integration Programme had been running for over ten years was no doubt a contributing factor to its acceptance by both staff and students. The school was relatively small so this would facilitate communication. Both the Integration Programme and the library were well funded. The Teacher-Librarian was a good communicator who had built up strong relationships with other staff during her three years in the school. During the course of the study she became a member of the school's Computer Committee, and worked jointly with the careers counsellor to gain funding for CD-ROMs to provide careers information for students. The existence of a specialist support group, which included the Teacher-Librarian, the Careers Adviser, the School Counsellor, the Support Teacher-Physical Disabilities, the ESL teacher, the Head-Learning Support and the Support Teacher-Learning Difficulties also facilitated communication amongst teachers. Eva had developed a very strong relationship with the Principal, who supported her well and praised her work. The latter had been promoted to Principal after being a leading teacher in the school and was respected and well liked. Eva was very professional in her approach. Whenever the researcher visited the school, she took time to facilitate the visit, and wanted to learn from the experience and improve services as a result. It was surprising that given Eva's experience, she had not made contact with the librarian at the Primrose Hill Public School, as the two schools liaised in areas such as special education.

11.4 Lomandra Community School

11.4.1 The School

In the outer suburbs of Sydney, this school opened in 1992 in response to a need in the area for a physically accessible school, which could offer good support systems to disabled students. The secondary school has two levels but has a garraventa lift for wheelchairs.

Many students with physical disabilities transferred to the school when it opened, from a wide geographical area. The school is in a suburban area with housing development and many families with young children. The school catered for Years K-6 in 1994 but was planned to be K-12 by 1997.

There were 30 teaching staff and 20 ancillary staff in the school. At the commencement of the study there were 800 students in Years K-9, and by 1996 there were 1000 students. It was anticipated that eventually the school would cater for between 1600-2000 students.

11.4.2 The Special Education Programme

The school has a special education support unit for children with physical disabilities, and several of these students also have intellectual disabilities. The school's brief is to cater for students with significant physical disabilities, but such students might also have another disability, such as intellectual disability. In 1994 there were 12 disabled students in the primary school, and a further 9 in Years 7-9. By 1996 the school was catering for 30 students with physical disabilities across the school. Although the term "special education unit" is used within the school, these students are included in mainstream classes for the majority of the time with support from special education teachers and aides. The "unit" actually consists of a small suite of offices for staff, a small teaching area, facilities for therapy and a bathroom and toilet area for the students. Students are occasionally withdrawn for extra tutoring, especially in Maths and English. There are a number of students in the school with learning difficulties.

There are four special education teachers and the equivalent of 2.8 full time aides. The aides are not normally with one particular child all the time; their time is regarded as flexible. When the special education teachers are in the classroom it is usually in a team teaching situation. The unit is headed by a Special Education Co-ordinator, Roberta, whose responsibilities include co-ordinating therapy teams, liaising with parents, dealing with

welfare issues, organising classroom support and supervising travel arrangements for students.

There were no problems within the school regarding acceptance of disabled students by classroom teachers. All staff were recruited to the school on the understanding that they were committed to inclusive education. Thus there was a good understanding of the implications of disability legislation within the school. Roberta was concerned that the legislation could actually be counter productive in terms of a child with a disability being enrolled in a particular mainstream school at the parents' insistence, when that school might not necessarily be the one best equipped to support that child. As more special schools were being closed down in NSW, some children with very significant disabilities were enrolled in mainstream schools. She was not sure if this was always appropriate, giving the example of a student with quadriplegia, who was non-verbal, being in actuality isolated in a mainstream high school with an aide.

Students were very accepting of the students with physical disabilities. In fact they were so keen to help students in wheelchairs that a licence system was introduced, whereby students were taught the appropriate ways to help people in wheelchairs. Only students with a licence are allowed to assist students in wheelchairs, the most necessary time being at the end of school when there is a rush to catch buses. Walking around this school at recess time and lunchtime was a very moving experience, just to observe the way in which students in wheelchairs, some flat on their backs on trolleys, were all very much part of the playground hustle and bustle. On one visit, there was an opportunity to observe a school disco; children on crutches and in wheelchairs were all participating fully.

The unit maintains a collection of teaching and learning resources, which are recorded through the school library catalogue. Roberta tries to maintain a selection of different fiction titles for students with intellectual disabilities and learning difficulties from those in the library, so that she can offer them something new and fresh when she teaches them in

small groups within the unit. Resources are selected by using publishers' catalogues, resource booklets from Macquarie University Special Education faculty, and from collections brought to the school by booksellers. The special education staff find out about resources when they attend conferences or inservices, and by word of mouth from other colleagues in the field. Teacher reference books in the special education field are housed in the library, but have a coloured tag so that they can be speedily retrieved by the Special Education staff, for their own use, or when recommending titles to other teachers.

11.4.3 The School Library

The spacious attractive library is totally accessible physically. It is large, as it caters for a K-12 school, but with two delineated areas for primary and secondary school students. The primary area is particularly attractive, with floor to ceiling windows, low shelving, comfortable seating in the form of soft "cubes" which can be easily rearranged. There is plenty of display area, listening posts and a story corner. The secondary area has low shelving and tables and carrels for study. The enquiry terminals and CD-ROM workstations are located between the primary and secondary areas, adjacent to the circulation and enquiry desks. There is a large staff work area, including an office for the librarians.

There is one full time teacher librarian for the secondary school and one teacher-librarian at 0.8 EFT for the primary school. In the first year of the study Lesley held the secondary position, in an acting position, as she was still completing her teacher-librarianship qualifications. At the end of 1994 the position was advertised, and Marilyn, a very experienced teacher-librarian who had been working in public libraries for the previous five years was appointed. Lesley remained in the school in a secondary teaching position. Judy, the primary school librarian, had a very good working relationship with both Lesley and Marilyn. Although initially the two positions had separate roles, during the study more overlap developed as the two librarians worked together to plan and implement various projects. There were two school assistants attached to the library, one was full time and the other 0.4 EFT.

As the school was new, the collection was still being established. In the first year of the study both teacher-librarians were using their personal library cards to borrow materials on occasion from the local public library to supplement the school collection. This was formalised in the case of large print books, when it was necessary to borrow quite a number for a student with visual impairment. Later on, when the school library's collection was reasonably well established, students were encouraged to go personally to the public libraries if they were in need of extra material. The teacher-librarians still occasionally borrowed videos, or would ring the public library if they needed a particular resource. The public library service had several branch libraries in the area served by the school; a new branch was opened during the time of the study, in a large shopping centre in the district. The school library did not have a policy on informing the public libraries about assignment topics being set in the school. The teacher-librarians felt that in many ways this was unworkable, as they often were not informed themselves, by teaching staff, of topics being set, and there were so many assignments being set that they would not have the time to be constantly ringing the libraries to pass the information on. The public libraries coped with the situation by restricting the number of books that could be borrowed, on one topic.

The teacher-librarians were aware that the SLNSW had educational services that were appropriate for senior students. They did not actively encourage the teachers to use these, as the SLNSW was some considerable distance away, and public libraries were now offering many of the electronic information resources which had previously only been available at the SLNSW. They were aware that the SLNSW had a Special Needs Service, but believed this service to be focussed on public rather than school libraries.

The collection had some alternative format materials such as large print books, hi/lo books and tape/book kits. A specific amount in the materials budget was allocated to large print books in 1995, as there were several students with visual impairments to be catered for. However, no specific funding allocations for alternative format materials were made in ensuing years. Teaching staff had suggested purchasing book/tape kits to be matched with

big book titles and used in the library with the listening posts. All the staff in the school had been encouraged to have input into the selection of library resources, and the special education staff were no exception to this. The teacher-librarians had worked with the Roberta to establish a good collection of teacher reference material to support the special education programme.

The library maintained an extensive policy document, which had been formulated with input from the teaching staff. One section of the policy dealt with services to students with disabilities, with guidelines on considerations for student with specific disabilities such as hearing impairment and visual impairment.

The library had initiated two reading programmes based on a buddy system between younger and older students. *RAP* (Read with a Peer) involved the training of Year 8 students as tutors to work with K-6 students on a one to one basis. The classroom teachers select the K-6 students to be included in this programme, targeting students who had reading problems, or who needed to have their confidence in reading boosted. In the *DEAR* (Drop Everything and Read) programme, there are K-4 groups and Year 5-9 groups, with some involvement of Year 9 students as tutors.

The teacher-librarians were working to introduce CCPT at all levels, but it was particularly hard in the primary school, where the library lesson was used as RFF for classroom teachers. Originally Judy would find out which themes classes were working on and provide related activities. However at the end of 1995 she proposed a reduction in the loading of RFF so that CCPT could be implemented in Grades K-6. As a result of this, from 1996 onwards there was a great reduction in her RFF loading and two planning days were allocated each year, when teachers were relieved from the classroom for one hour per grade to plan their library lessons for the semester. This was very successful.

11.4.4 The Relationship between the School Library and the Special Education Programme

Marilyn had previous experience of disabled students, as she had taught in a school with students with hearing impairment. Judy had previously dealt with children with disabilities in her primary teaching career. The school had run staff development programmes that were available to the library staff. Roberta held information sessions on new students with disabilities, to inform staff of their particular needs and what expectations were. Outside speakers visited the school : for example, a physiotherapist had talked to staff about lifting students, and a speech therapist had run a course for staff.

The format of library lessons for the disabled students changed during the study. In the first year the new students came to the library, at the beginning of the year, for several sessions, with their teacher or an aide. The two teacher-librarians worked informally with them. After a period, these students then rejoined their mainstream class for library lessons, when they had learnt some locational and other library skills. This was part of a general orientation programme for all new disabled students. From 1995 onwards this programme was abandoned and all the children with disabilities attended their mainstream classes from the beginning of the year. From 1996 the disabled students in Grades 3-6 began coming to the library in small groups once a week with Roberta. This enabled them to have easier access to resources and to move around the library at their own pace. The younger students in Grades K-2 attended library lessons in their mainstream class, which had not proved so satisfactory in terms of the amount of time the teacher-librarians could devote to them.

It was not appropriate to interview most of the students with significant physical disabilities in this school, as they often had speech impediments or communicated with a word board. Therefore the researcher talked to the aides who frequently accompanied the students to the library. The aides felt that the library was very easily accessible to these students, except that they could not reach some of the picture books on the lower shelves from their wheelchairs. Two students, one of whom had cerebral palsy, and the other had very little mobility in his arms, preferred to use the electronic sources. These students needed help with retrieving

materials from the shelves if they used print materials. Several of the students with intellectual disabilities, although they might choose something inappropriate, still liked to go through the process of choosing a book and taking it to the circulation desk. Other students with physical disabilities were very able to use the library independently. In all cases the aides felt that the library staff were all very helpful and understanding of the children's needs.

The special education staff provided some of the specialised resources needed by disabled students. For example, the aides would enlarge material by photocopying for students who needed large print. Roberta discouraged the library from purchasing many Braille or large print materials, as she felt that adequate resources could be borrowed from the Royal Blind Society or transcribed at the Royal Institute for Deaf and Blind Children. She doubted the sense of purchasing many such resources because there were only a few children with visual impairment, and as they moved on from the school any resources acquired might no longer be used.

There was close co-operation between the library staff and the special education staff on all issues. Apart from collection development, the teacher-librarians had consulted with the Roberta when developing the technology plan for the CD-ROM network. Roberta commented on the teacher-librarians : "They are doing a great job. For anything extra, it is up to me to make them aware of what is needed".

11.4.5 The Culture of the School

This school had become something of a showcase, and received many visitors. The researcher was made very welcome in the school and there was a dynamic atmosphere that was quite infectious. The staff room was warm and friendly : "special" morning teas seemed to be quite a feature, the principal was nearly always at morning tea and visible about the school. She was very supportive of the staff, who were committed to making the school a success. In the Roberta's words "There is a really good co-operative team feeling here

amongst the teachers, they really do care about the kids". Observation of students indicated that they were very accepting of their disabled peers. They were very much a part of the school, the other kids were fond of them, and they were invited to birthday parties. However the Roberta felt that, despite this, it was impossible for the students with significant physical disabilities to have an equal peer relationship, because their limitations would always mean that they could not participate fully. Yet she did feel that they benefited more from attending a school such as Lomandra than being in a segregated setting. She felt that the success of the school would only be evident when the first intake reached Year 12. She said :

I don't think we'll ever get all the kids totally accepting, considerate, and treating everyone as equals, especially when they reach the adolescent stage. But I do think that fundamentally the kids are accepting : it's interesting to watch them, they make no fuss, they walk around wheelchairs, and I'm hoping that those kids who have been with peers with disabilities from the age of five will be a real test of how they have been accepted.

There is no doubt that the school library and its staff were making a full contribution to enabling the disabled students to have successful learning experiences at Lomandra.

11.5 Cotterill High School

11.5.1 The School

Situated between a middle class residential area and a shopping precinct, this school's catchment area includes some widely differing areas in terms of socio-economic factors. At the commencement of the study the school had a total enrolment of approximately 860 students, but this was declining. By the third year of the study there were approximately 650 students. This was believed to be due to changes in demographics in the catchment area, and from competition from other schools in the area, since a change in NSW government policy allowed students to go to any school they wished. The school does not have good physical access; there are many steps and stairs and no ramps.

11.5.2 The Special Education Programme

The school has a special education support unit, which caters for hearing impaired students and students with mild and moderate intellectual disabilities. These students are catered for in three classes : one for the hearing impaired students and one junior (Years 7-8) and one senior (Years 9-10) for the students with intellectual disabilities. The unit is staffed by a

Senior Teacher – Hearing Impairment, a Head Teacher – Special Education and a Support Teacher – IM. There is also an aide and a full-time interpreter. During the course of the study there were approximately 6 hearing impaired students and 27 students with intellectual disability being catered for in the support unit.

The students with intellectual disabilities are integrated into mainstream classes, depending on their individual strengths, and are supported by the staff from the unit. The amount of integration usually increases as they progress through the school. The subjects they undertake depend on the student's preferences and the mainstream teachers. Normally they are in the areas of Science, Design & Technology, Art, Music and Physical Education. The special education teachers did not consider that all teachers in the school were suitable for these students. When the students are in Year 10 they participate in an intensive transition programme co-ordinated by the DSE (NSW), when they learn life skills and other skills to assist them in gaining employment when they leave school. This is run by the support unit and is an intensive programme.

Students with hearing impairment are taught using the Total Communication approach, in which Signed English, speech, listening and speech-reading are combined. The students are integrated for everything except English, which is taken by the senior Teacher- Hearing Impairment. They have the support of an interpreter in mainstream classes. There are many students with learning difficulties and learning disabilities in the school, who are supported by a Support Teacher – Learning Difficulties. These students are spread over the grades up to year 10, and have significantly lower reading ages than their chronological age.

The support unit buys many resources for use in its own classrooms, including videos and book/tape kits. Considerable time is spent on locating suitable resources. The students can borrow some of these. The teachers mainly selected these through publishers' catalogues and suppliers they had found out about through professional contacts. They were purchasing quite an amount from a supplier who had formerly been a special education teacher, and

was stocking a wide range of hi/lo material. The researcher was able to pass on details of the contact to other schools participating in the study. Inservice and conferences were a useful source, both from suppliers' displays and through contact with other professionals in the field, but the teachers had not been able to attend so many of these in recent years due to cuts to inservice courses. Some resources were located from reviews and advertisements in professional journals. The library staff sent over the ABC catalogues to the support unit teachers, but little else. Occasionally they would point out a new resource to the teachers, but there was no involvement of the teachers in selection of resources. The Head - Special Education seemed to be quite happy to leave the selection of resources, using the funding she passed on to the library each year, to the teacher-librarian. The Head - Special Education had previously practised as a teacher-librarian, so in some ways it seemed odd that she would not wish to be involved. Possibly she felt she might be encroaching on the teacher-librarian's role, or simply was too busy to find time to participate. She commented that the students with intellectual disabilities would borrow a video or a book/tape kit from the unit's library, but they really were not interested in taking home resources.

The Special Education programme at Cotterill is well documented in a policy statement which covers the role of the Support Unit staff in promoting disability awareness within the school, supporting teachers in non-classroom environments and offering staff development activities to the mainstream teachers.

11.5.3 The School Library

The library is on the ground floor, but has steps leading down to the entrance. There is a mezzanine floor which houses the Teacher Reference Collection and the Year 11 and 12 study area. The shelving is well spaced and not too high, but the library is short of space and feels somewhat claustrophobic. There is a separate workroom/storeroom for the audiovisual collection and workspace for the teacher-librarian. The library had three stand-alone computers with CD-ROM and other software packages.

A full time teacher-librarian and three clerical assistants who work the equivalent of six full time days per week staff the library. From 1995 this was cut back to five days and five hours. The Teacher-Librarian, Lorraine, had been at the school since 1991. She was on long service leave for one term during the course of the study, during which time a qualified teacher-librarian replaced her. Apart from this there were no staffing changes.

There was a reasonable general collection and reference collection. Lorraine had been trying to build up the fiction collection in the area of hi/lo material. In the first year of the study she had spent some time going through the fiction with the Support Teacher- Learning Difficulties to find material at particular reading levels. Later she tagged these titles in the catalogue so that different reading levels of fiction could be accessed easily and lists printed out as required. She was committed to keeping the fiction in one sequence, because from experience in other schools she had found that when easier fiction is shelved separately, it is not borrowed because there is a stigma attached to it.

The library had quite a large collection of audio and videocassettes, the former being mainly off air recordings of radio programmes. There were about ten audio books in the collection, and no book/tape kits. Lorraine speculated that the support unit might have some of these, but did not know for certain. There were some captioned videos, some of which were purchased by the library and some that were purchased by the support unit and housed in the library. The support unit staff used these in the classroom. There was a library policy of always buying the captioned version of a video, if one is available. Students were allowed to borrow from the audiovisual collection.

Lorraine found the CD-ROM encyclopaedias to be an excellent resource for students with intellectual disability and learning difficulties. She observed that this was because they did not have to "...fight with large blocks of print", their searching was made easier, and they were motivated to find information. She commented that because of the style of learning, they retained the searching skills.

Students are given the opportunity to gain a computer licence for the library. They are only allowed to use the computers out of class time if they have this. Students are given a worksheet to go through which teaches them searching skills and how to load CD-ROMs. They then complete a simple test on these skills to earn their licence. This appears to have been a very effective strategy to ensure good computer usage. Many of the disabled students have earned these licences, and have been encouraged to do so by their teachers. Many other students in the school do not have them, because they do not bother to use the library. In the second year of the study Lorraine began to plan for installing a CD-ROM network to provide more workstations, and was searching for Australian electronic information sources in preference to American ones.

Lorraine was aware of services offered to teachers and schools by the SLNSW, such as workshops for students doing HSC and research services. She had not heard about the Disability Access Service. Some teachers in the school took their classes to the SLNSW, and to the public library, but Lorraine had not had any formal contact with public libraries in the vicinity. She mentioned several which were used regularly by students.

The library was not particularly well funded and Lorraine found it difficult to make it cover both hardware needed for the computer network, and resources in general. Thus the selection criteria for new resources were well defined. The school library had been given some funding for resources for disabled students. This had been approximately \$200 per year. The support unit also transferred \$500 from its budget, to the library each year for the purchase of resources for the disabled students. The resources wanted were mainly easy fiction and magazines.

The library had a comprehensive formal policy. This policy had a separate section on the support to be offered to students with learning difficulties, covering : selection of resources; provision of specialised reading programmes; strategies for teaching information skills; and co-operative work with teachers. The collection development section of the policy emphasised the need to cater for all levels.

There was some co-operative planning and teaching with other teachers, but not as much as Lorraine would have liked. The library was always heavily booked with classes, so much so that Lorraine was quite tied to it physically. However for many of these classes she would be assisting with finding resources rather than actively teaching information skills. Lorraine felt that the use of the school library and emphasis on information skills was declining in schools in NSW. Other teacher-librarians had observed this and to some extent the lack of emphasis on information skills in the HSC syllabus was believed to be one of the reasons. Lorraine commented that teachers do not realise that information skills need to be taught before students can access resources successfully.

11.5.4 Relationship between the School Library and the Special Education Programme

There had not been any staff development programmes for the library staff to assist them in dealing with disabled students, but Lorraine felt that she herself and the two school assistants who worked in the library had a good understanding of the needs of these students.

The teacher of the Senior IM class explained that there was little time in the intensive transition programme for him to take the students down to the library. The Head Teacher – Special Education, who taught the Junior IM class, took the class down to the library once a fortnight. The aide accompanied the class so that it was possible to give each student some individual assistance. In this time the class could borrow books and browse. She also took the class down on an ad hoc basis when they were doing a particular piece of research. Another teacher took the same class down to the library usually once a week to do assignment work.

Lorraine had spent considerable time teaching both the students with hearing impairment and intellectual disability how to use the enquiry terminals, CD-ROMs and other software. This was often on a one to one basis. She commented that it was helpful when the aide accompanied them. When the disabled students visited the library in their classes, Lorraine and the school assistants would help them as much as possible. This would be more

extensive than the help offered to other students, but they tried to control the extent of it. The amount of help needed would depend on the teacher bringing the class and what sort of expectations there were in the work the students were doing. The students mainly needed help with locating resources; it was rare for them to be given a task that required more complex skills.

The disabled students sometimes used the library at lunchtimes or recess and other students would sometimes work with them or help them out in some way. Lorraine was very aware of the resource needs of these students and tried to cater for them in selection of resources. She would particularly seek to purchase non-fiction books with clear texts and good illustrations. When asked to purchase resources on a particular topic, she would always try to select a range of resources, so that students at all levels would be catered for. She pointed out that many of the students with hearing impairment also had lower reading ages.

11.5.5 Student Interviews

A group of four Year 8 students with intellectual disability were interviewed. Apart from when they visited the library with their teacher, they went there either before school, at recess, or lunchtime. They liked to go there to read, or talk, or sometimes to "...get away from people", although they did not use it so much at HSC time as it became very busy. A discussion of how to find information in the library revealed that they were quite competent in using the enquiry terminal and locating a book on the shelves. They used the CD-ROM encyclopaedias with some confidence, and several different ones were mentioned by name. There was something of a debate about how easy these were to use, but the final consensus was that it was quite easy "...once you get the hang of it". They explained how the teacher-librarian had shown them how to use both the enquiry terminal and the CD-ROMs, and they would always ask her for more help if they needed it. All found the automated catalogues at their local public library more difficult to use, but still "had a go".

When asked if there was anything else they would like to have in the library, they expressed an interest in having an area just for the junior students to use, like the study area which was for

for senior students, on the mezzanine level. A need for more computers was mentioned, to reduce the time students had to wait to use one. They would have liked an area in the library where they could watch videos at lunchtimes. They thought that the use of the photocopier should be free. They liked the library because it was quiet, and they liked using the computers.

This wish list conformed with their teacher's comments that they preferred videos as a source of recreation, and that they relied frequently on printouts and photocopies of texts for information. Although they commented that the teacher-librarian was "pretty strict" it was clear that they found using the library a pleasant experience.

11.5.6 The Culture of the School

The special education unit was added to the school and one of the special education teachers interviewed felt that this had hindered its acceptance in the school. This was accentuated by the physical location of the unit, which was on the first floor of a building on the periphery of the campus. He often heard the students referred to as the "unit kids" in a derogatory manner.

The school was difficult to work with; everyone was always very busy and it was hard to interview people without feeling that their time was being encroached upon. There seemed to be a division between departments and no central place where staff got together as a group. The principal was not easily accessible. The school had two computer laboratories, in which ten terminals had CD-ROM drives, which had been developed without consultation with the Teacher-Librarian. She was very bitter about this : "They don't care. The library is irrelevant to them". However she talked about meetings and inservices which had been held regarding the computer laboratories and their facilities. She had not attended any of these because they had been held when the library was open, but possibly she should have given these activities priority.

The implementation of *OASIS* upgrades seemed to occupy a large proportion of the time of school library staff, to the detriment of other areas. Lorraine commented "Yes, well *OASIS*

will never be finished. It's like shelving – you never finish doing it". She was aware of the needs of the disabled students, but did not seem to have either the time or the initiative to encourage further co-operation with the support unit teachers. These teachers also seemed to be very pressured, and Lorraine may have seen that as a barrier. She was a very formal person; it was not until after several visits to the school that she allowed the relationship between herself and the researcher progress to first name terms. This formality could have been a barrier to communication. However she had done some work in co-operation with a Support Teacher – Learning Difficulties, such as the tagging of easy fiction in the catalogue. This particular teacher had since left the school.

Despite all this, this Teacher-Librarian was very aware of the needs of the disabled students, but did not have the time to promote the library to them.

11.6 Pimelea High School

11.6.1 The School

This school was formed by the amalgamation of two high schools with decreasing enrolments. In 1994 there was a total enrolment of 470 students. Enrolments continued to fall during the three years of the study. The school is accessible to a number of suburbs, which range from lower to middle class in terms of socio-economic status. The campus is somewhat isolated geographically, situated to the rear of a small industrial estate, but has reasonable sporting facilities, although the school buildings are old, and look "tired". There is a lot of competition for enrolments from several single sex state schools in the vicinity.

11.6.2 The Special Education Programme

The school has a Special Education Support Unit for students with mild and moderate intellectual disabilities. At the commencement of the study the unit catered for 13 students in three classes. There were four students with hearing impairments who are included in mainstream classes. The students who attend the Support Unit come from a wider geographical area than the normal catchment area for the school. According to the Teacher-

Librarian, the size of the school aids their integration : "...they are teased sometimes, but they are accepted".

The Special Education Support Unit is centrally positioned in the school. In 1994 there were three special education teachers, including the head of the unit, and an aide. The staffing of the unit changed considerably during the course of the study. At the end of 1994 the Head of the Unit retired and was replaced by a teacher coming from a Special School in the UK. The two other special education teachers had been new to the school in 1994. By the end of 1995 there were four classes catering for 38 students, and in 1996 there were 54 students enrolled in the Support Unit.

The unit benefited from these changes. When first visiting the unit in 1994, the researcher was shown around the unit, and it was clear that many of the resources being used were very old. In the following year, 1995, the new head of the unit confirmed that some of the Maths resources were 30-40 years old. Funding to the unit had been cut back in previous years, simply because it was not being fully expended.

11.6.3 The School Library

There is a purpose built school library, which is however rendered inaccessible to users with physical impairment due to steep steps at the entrance. Apart from this disadvantage, the library is very open, spacious and bright. It is fairly new, having been built according to the standard design used in NSW government schools for new libraries in existing schools. There is a large staff working area and a well positioned and designed circulation/enquiry desk. There are also three study/seminar rooms opening off the library.

The library is staffed by a full time teacher-librarian and a full time clerical assistant. During the course of the study this school had three different teacher-librarians managing the school library. Until the end of 1994 the school library was managed by a very experienced teacher-librarian, Mary, who had also worked in the School Library Support Unit within the DSE (NSW). She was heavily involved in the work of ASLA and ASLA/NSW. In 1995 this

person was seconded to the DSE (NSW) and another teacher in the school, Julie, managed the school library during 1995. Julie had been a Science teacher in the school, but was also a qualified teacher-librarian, and had been asked to manage the library during the original librarian's secondment. In 1996 Julie was transferred to a teacher-librarian's position in another high school, and the original librarian Mary undertook an exchange with a Canadian librarian, Stewart. From 1997 Mary returned to the school. All three of these teacher librarians had strong personalities and considerable experience in their profession. Julie, who was teacher-librarian during 1995, had been on the school staff for several years in her capacity as a Science teacher, but had transferred extremely successfully into her temporary role as teacher-librarian. She had considerable experience both through teaching and in her personal life, of disability, which was evident in her interaction with the disabled students in the school. Stewart, who managed the school during 1996, had extensive experience with disabled students. His school in Winnipeg had a Special Education Support Unit, as a result of the amalgamation of a special school with a mainstream school. Some students in this school had quite severe intellectual disability, and other students had disabilities such as visual impairment.

All three teacher-librarians made different contributions to the school. Mary was the most experienced and her professional expertise in initially setting up the library was obvious. Julie had concentrated on improving smaller designated areas. As she was seconded to the library only for 1995, she felt it inappropriate to make any major changes. So she concentrated on improving the information skills programme and some other discrete areas such as the Professional Development Collection for teachers. Stewart was very experienced in information technology, and was able to contribute to the development of the school's local area network and Internet access.

The school library had a good book collection, and a range of electronic information, including access to online services such as SCIS, and Internet access. All three teacher-librarians had been aware of the resource needs of the students with intellectual disabilities and had purchased appropriate materials. Mary had developed a collection of more mature

picture books for a variety of curriculum support purposes, such as art and special education. However there were no large print books in the collection, and very few book/tape kits. However the good standard of the book stock ensured that there were materials available at a level that would suit the Support Unit students. One of the special education teachers commented that the teacher-librarian read to the students in their library lessons and took a great interest in finding suitable materials for them. She provided colourful well illustrated books, which had been chosen with careful attention to the level of the text.

Mary did not have a need to use any library resources outside the school, but used online resources such as SCIS. There was no formal liaison with public libraries. In 1994 a librarian with extensive experience in the disability area had been appointed as Chief Librarian of one of the local public libraries. She had contacted the Head of the Special Education Support Unit to offer support, but this had not been taken up. Julie, during 1995, did not actively make any links with public libraries, although she suggested them as possible further sources of information for assignments to more senior students. Julie was aware of the services available from the SLNSW, and attended a course there for school librarians. When Stewart arrived in the school in 1996, one of the first things he did was to visit the local public library to discover what resources it had to offer. He then drew on them as necessary to supplement the school library collection, and borrowed some resources for use by the students with intellectual disabilities. His own school in Winnipeg was located very close to the public library, which he used a great deal, so contact with the public library was to him an obvious strategy. The school library received no extra funding to provide materials for disabled students, beyond the general library budget. There were no formal library policies, which was surprising given Mary's experience, nor had any formal evaluation of user needs been carried out.

The school library programme excelled in the area of information skills teaching. All three teacher-librarians had well developed programmes and worked very hard to link them to

other curriculum areas. Mary had not been able to introduce as much CCPT as she would have liked, but in 1995 Julie managed to involve quite a few teachers in CCPT programmes. This was initiated through working initially with the teachers who brought their classes up to the library regularly to work on assignments. Julie would ask what the focus of the assignment was, and then suggest incorporating some information skills.

During 1994 the support classes used the library sporadically, but quite a few of the students used the library independently. Whenever the support classes did come to the library, Mary would work with the class teacher. She developed modified worksheets for the support unit students, but pointed out that constant reinforcement was a crucial factor in teaching information skills to these students. She found that the ease of searching the *OASIS* library system, which did not involve selecting a field, was a distinct advantage for these students.

During 1992 Pimelea High School had participated in a pilot project, *The Spring Term Educational Program for Under-achieving Pupils (STEP UP)*, run by the Macquarie University Special Education Centre (Wheldall, Freeman & Beaman 1993). This programme was offered to ten students, in the final year of primary school, who had literacy and numeracy skills well below the expected level for their chronological age. These students spent the final term of 1992 attending Pimelea for an intensive programme to improve their basic skills, while at the same time becoming familiar with the secondary school environment, so that they would have a head start in term 1 of 1993. The school contributed the services of one of the Support Teachers-Learning Difficulties to the project for its duration, as one of the two equivalent full time teachers running the project. Mary designed and taught to these students an information skills programme.

11.6.4 Relationship between the School Library and the Special Education Programme

In 1995, with the arrival of the new Head of the Support Unit, Julie was able to involve the special education staff more directly in the selection of resources: The new Head asked for more three dimensional books, wordless books and books with "busy" pictures. Julie and the Head of the Support Unit selected these together from collections of books brought to

the school by different publishers. New hi/lo books were purchased. All these resources were integrated into the collection as a whole. This involvement was not so great during 1996, when Stewart was managing the library. He concentrated on developing the school's LAN and improving the provision of electronic information in the library. He continued to purchase more hi/lo books, and worked towards purchasing more CD-ROM products, which would be suitable for the students with intellectual disability. During this year the Support Unit bought more resources for use in the library, which were kept in a special collection, so that the students could either borrow from that collection or from the general library collection.

In 1995, one of the special education teachers, who had used the library enthusiastically in 1994, began to take her class to the library on a very regular basis. She worked with her students on research skills, and taught them how to use the enquiry terminals. The class was learning how to use the circulation system. Julie believed that these students could learn the information skills process, provided the process was broken down into many "sub-steps". She and the special education teacher worked on this together, and Julie hoped this would encourage the other Support Unit teachers (who were new to the school in 1995 and still settling in) to bring their classes to the library the following year to try some similar approaches. Unfortunately this was not picked up by Stewart in 1996. However he did do some basic teaching to the Support Unit classes, on using the enquiry terminals. Communication between the school library and the Special Education Support Unit improved dramatically in 1995. Mary had tried to encourage the special education teachers to bring their classes to the library, but only one had responded, as described above. However the influx of new staff into the Support Unit with new ideas on curriculum delivery led to a much more co-operative approach to the teaching of information skills to the students with intellectual disabilities. By the end of 1995, Julie was able to comment that the Special Education Support Unit used the library as much as, if not more than, other faculties in the school.

The Special Education Support Unit also used the school library as a placement on its work experience programme. Throughout the course of the study, students from the Support Unit

went up to the library regularly to make cuttings from the daily newspapers, under the direction of the teacher-librarian. Students would also do two week placements in the library, where they would be assigned a variety of clerical tasks, with emphasis on learning the necessary social skills for going to work, such as time-keeping.

No formal staff development had been offered at the school, in terms of dealing with students enrolled in the Special Education Support Unit. Julie felt that it was probably unnecessary. Because it was a small school, most teachers had been at the school some considerable time, and all had students from the Support Unit in their classes at one time or another. Information about individual students was communicated daily at the morning teatime, so all staff would know about any issues concerning students straight away.

From 1995 onwards the new Head of the Support Unit and the other special education teachers worked hard to improve the resources in the unit. They bought small cassette players and some audio reading programmes, new maths resources, calculators, and some new reading kits. They used a variety of sources to purchase materials. They would order from catalogues and from publisher's representatives visiting the school. Recommendations would also be made by visiting teachers and other professionals visiting the school; one of the special education teachers was doing a course at Macquarie University and would often hear about resources through contacts there. The Head of the Special Education Support Unit found the amount of material available in Australia very limiting, and bought many resources for the unit when she visited the UK in 1996. She was particularly keen to build up a collection of book/tape kits to use with students in Years 10, 11 and 12 who still had difficulty reading. She explained that by this age they had been taught to read so many times and failed, that a totally different strategy had to be used, and most of these students enjoyed using the combination of the book and a tape.

The Head of the Special Education Support Unit was very keen to use the library more in the future, but was limited by lack of time available for planning. She was hoping to introduce a module on how to use the library in the language curriculum. By 1996 all the special

education teachers were taking their classes to the library once or twice a week. They borrowed books and did information skills work and other activities with their teacher, with support from the teacher-librarian when needed.

11.6.5 Student Interviews

Two students enrolled in the Support Unit were interviewed about their use of the library. They described how to search the enquiry terminal and find a book on the shelves by locating the Dewey number. They expressed a preference for books with many pictures. They enjoyed using the CD-ROMs in the library, and mentioned that they liked to play games on the computers. One used his public library; again expressing a preference for books with lots of illustrations.

11.6.6 The Culture of the School

There were many interesting observations to be made in this school, with the regeneration of the Support Unit following the appointment of the new Head, and the many changes of teacher-librarian. Throughout the study a steady rate of communication and co-operation was maintained between the library and the Support Unit. The size of the school accommodated what Mary described as an "ad hoc" approach, with very few formal meetings, but reliance on informal communication between staff. A little in conflict with this, the Principal was very formal in her preliminary dealings with the researcher. She appeared to be a very strong character and very supportive of the school staff. According to Julie, there is a lot of emphasis in the school on nurturing, and for most staff, all students are considered "special".

The size of the school facilitated communication. By the end of 1996 the Special Education Support Unit had grown so much, that there were concerns that it might become bigger than the rest of the school, and no further enrolments were being taken, despite pressure from the DSE (NSW). This seems to indicate that the programme was successful. Although the Unit was a separate entity, the students seemed to be well accepted by their peers, which again may be a factor related to the size of the school.

11.7 Conclusion

There was considerable diversity in the case study schools in NSW. One problem which affected the acceptance of disabled students in some schools was the terminology "Support Unit" and "Support Teacher". The more recently established Lomandra Community School did not use these terms and possibly their use in other schools may decline in the future. The school librarians in the government schools had benefited from centralised library support, although it was reduced during the study. There appeared to be advantages in having the same computer system in all school libraries, from the point of view of networking and informal support between schools. However the management time taken up with system upgrades distracted the school librarians from other important management tasks. Although the school librarian at Primrose Hill High School had been disadvantaged in having untrained school assistants providing clerical support in the library, the situation seemed to be isolated to this school. The clerical assistants in other schools were designated school assistants, they all had library experience, and some of them spread their part time hours over more than one school. One disadvantage seemed to be that the designation of school assistant and corresponding salary level did not encourage the employment of qualified library technicians in school libraries. This is regrettable as the support of paraprofessionals, especially in technical areas, would be invaluable for school librarians and overcome many of the system upgrade problems, which could be delegated to paraprofessionals.

There were external government pressures placed on schools in NSW during the course of the study, but they did not seem to be so alarming as those in Victoria. Changes were mainly concerned with regional reorganisation within the DES, although there were funding cuts to school support services.

Chapter 12 The Case Studies : Government Schools in Victoria

12.1 Introduction

During the time of the study, schools in Victoria were undergoing major change due to the introduction of radical policies by the Liberal government to reduce the number of government schools in Victoria, and the introduction of LMS through the *Schools of the Future* policy. From 1992-99, 370 schools were closed and 8,000 teaching and administrative staff made redundant (Davidson 1999). National curriculum initiatives were in place at this time, but their adoption was hindered by the departure of many mid-career teachers with the relevant experience and competence to implement the curriculum changes. Thus schools were in a phase of constant change and transition.

School libraries were under threat during this time. As documented in Chapter 6, there were attempts to replace qualified librarians and teacher-librarians with paraprofessional staff. School Library Support Centres were closed, thereby isolating school librarians and removing one of their main sources of staff development activities. The only government policy document pertaining to school libraries, *Teaching Information Skills*, has not been updated since it was first published in 1987.

In Victoria, under the *Schools of the Future* policy, school librarians are counted as part of the teaching staff, and each school is able to independently define the position description of that person. There is no staffing directive for government schools regarding the number of library staff there should be in relation to the number of students in a school, and no policy regarding what qualifications they should hold (Phillips 1998).

The two government secondary colleges in Victoria differed in several ways. One was a single site school with a support unit for hearing impaired students. The other was a multi-campus school, with students with a wide range of disabilities. The primary school was in a satellite suburb, and had students with a wide range of disabilities.

Government schools in Victoria tend to use the resource room model of special education, whereby a small team of special education teachers and aides support students in mainstream classes. This may be achieved by withdrawing students for coaching, team teaching with the classroom teacher, or an aide supporting the student in the classroom. Once a student has been awarded funding under the *Program for Students with Disabilities and Impairments* administered by the DoE, a PSG is formed. The PSG is made up of the parent, a parent advocate, the class teacher or teacher nominated as having responsibility for the student, the principal or nominee, and the student, where appropriate. The aim of the PSG is to plan an educational programme for the student, obtain the educational resources required for the programme, and review its outcomes. The funding might be used for a variety of purposes : equipment, resources, special education teacher time, or aide time. It is quite common in a primary school for the aide to be the only form of support the student receives. Thus Victorian government schools often rely heavily on the Visiting Teacher Service, which provides peripatetic teachers who visit many schools to provide specialist support to disabled students. The Victorian government has a policy of inclusive curriculum for students with disabilities, which is outlined in the document *Guidelines for Implementing the Curriculum and Standards Framework for Students with Disabilities and Impairments* (1996). In 1995, as part of the Victorian government's *Schools of the Future* policy, the criteria for funding disabled students were revised. According to some special education teachers interviewed in case study schools, these changes disadvantaged many students who had previously been eligible.

12.2 Carismore Primary School

12.2.1 The School

Situated in an outer suburb of Melbourne, where demographics are changing, this school has an enrolment of approximately 504 students. The suburb expanded rapidly a decade or so ago, and now the young families which were there are growing up, so there are not so many young children. Consequently the school's enrolment has dropped dramatically; at one time there were over 1000 students. The school has reasonable physical access, ramps have been added where necessary. Although not new, it is well maintained.

12.2.2 The Special Education Programme

This school has students with a range of disabilities, supported by a special education teacher designated Disability, Impairment and Welfare Co-ordinator. There are five aides. Thirteen students in the school receive integration funding, and have disabilities such as visual impairment, hearing impairment, autism, Asperger's Syndrome, cerebral palsy, severe emotional and social disabilities, acquired brain injury, dyspraxia, and achondroplasia (short stature). Jenny, the Disability, Impairment and Welfare Co-ordinator, estimated that there were between 80-90 other children in the school who did not receive integration funding, but who needed extra support due to health problems, emotional problems, and disabilities. These included children with cancer, diabetes, epilepsy, dyslexia, language disorders and a range of learning difficulties.

All the students are in mainstream classes, and the school offers an inclusive curriculum around which all children's individual programmes are fitted, as designated by the PSG. Jenny gives them extra support teaching, usually in small groups in a withdrawal situation. Aides support the students in the classroom, under the guidance of the classroom teacher. There is one student with a visual impairment who is supported by the Visiting Teacher Service. Most students go on to attend one of three secondary colleges in the vicinity, and Jenny runs a transition programme. She offered some staff development programmes, such as organising visiting speakers or showing videos. Any information gained from her own staff development or discussions with consultants is passed on to the teachers both informally and formally by the distribution of handouts. Jenny spent considerable time discussing strategies for individual children with teachers. Staff meetings are also used to communicate important information about particular students.

According to Jenny, most of the staff in the school are aware of disability legislation and its implications. She always brings changes to the law or associated regulations to the attention of the whole staff. She felt that awareness was high in the school because of the existence of her position, designated to cover the needs of disabled students exclusively. In many primary schools, the Vice Principal undertakes this role along with many other responsibilities, so that it cannot be executed so thoroughly.

Jenny had a range of resources in her teaching base. She selected materials from suppliers who visited the school with resources, but was aware of two or three publishers who produce high quality material, and obtained resources, on approval, directly from them. She had been involved in the selection of resources for the school library, especially for the teacher reference collection, but also of general resources for the use of students. All of these have been resources on disability itself, or other issues related to student welfare. The school has experienced the death of several students over recent years, associated with long term illnesses, and resources have been needed to assist teachers and students in coping with this. Because of this there does not seem to have been so much consideration of the purchase of alternative format materials for the library collection, although Jenny had suggested the purchase of more hi/lo books. Jenny did not take groups of children to use the library, as she had no available time, but aides accompanied the children to their library lessons to assist them as required. Jenny felt that the disabled students were catered for extremely well in library lessons and in any other instances of library use. Sara consulted with her constantly regarding the capabilities and expectations of individual children, and to work on modifications of learning materials and resources, as she saw this was crucial to their success in mainstream classes. In certain instances Sara had also worked through literature programmes and collection development to facilitate acceptance and understanding of new students with particular disabilities. So, for example, if a new student was coming to the school with a particular disability, Sara might include a relevant book in the literature programme, if one was available, to read to library classes. This might be something like *Stickybeak* by Morris Gleitzmann or any other title, which treated the disability in an appropriate manner. Sara would also assist by purchasing any non-fiction material that was available on a particular disability.

The Welfare Group had always purchased teacher reference materials to support the Integration Programme, and placed these in the Teacher Reference Collection in the library. However, in 1997 it was decided to bring these back to the work area of the Disability, Impairment and Welfare Co-ordinator, as she and the Welfare Group had perceived a need to develop a Welfare Resource Centre within this immediate working area. This change would involve the assistance of the Teacher-librarian in setting up some sort of circulation control

system to be used for this small collection. Although from the library point of view this might be regarded as fragmentation of the Teacher Reference Collection, clearly the Disability, Impairment and Welfare Co-ordinator needed some of this material close to hand. The new arrangement was negotiated between the Teacher-librarian and the Disability, Impairment and Welfare Co-ordinator. This was to some extent instigated by the former, as she recognised there was a need for immediate access to the collection by Jenny, who held frequent consultations with staff and parents in her work area. She would want to have resources immediately to hand to loan to people. She also felt she needed to know exactly what resources were held, and having them in her workroom would facilitate this.

The school has an *Integration Policy and Program Plan*, which is extensive. It recognises that "...specialist teachers could make a valuable contribution to the integration support group process".

12.2.3 The School Library

The library is staffed by a teacher-librarian with some clerical assistance. It was moved from a purpose built area to a larger area at the end of 1996. The purpose of this was to accommodate an integrated library and information technology programme that has been planned by the teacher librarian and the information technology specialist teacher. The computers for student access will be placed all around the library instead of in one bank, as they were previously. This move has cost approximately \$15-20000, which indicates that the school is committed to the programme. The library is now housed in two converted classrooms, but the space has been well organised and decorations make the library bright and cheerful. Physical access is good : the shelving is placed around the walls, leaving the central area with desks and tables, which can be easily moved to improve physical accessibility if necessary. There is a ramped entrance to the library. Sara, the Teacher-librarian, was aware of factors such as moving or modifying furniture to improve access.

The school library is well stocked, as it originally was funded to cater for a larger school population. The library has hi/lo books, but no large print books, although the school has one student with a visual impairment. Sara was keen to purchase fiction that features characters

with disabilities in positive ways, and also looked out for non-fiction on specific disabilities. In some ways she seemed to be more focused on this than on the necessity to purchase resources for the use of the disabled students themselves. She mainly concentrated on purchasing hi/lo material and picture books, but she did emphasise that she would purchase other resources if asked to by classroom teachers. At the present time, as far as she could discern, she was responding to current needs.

She was not specifically aware of sources outside the school where she might obtain resources for the visually impaired boy or other disabled students, but said that the Disability, Handicap and Welfare Co-ordinator would know where to go. Sara did say that she would contact local public libraries for extra resources however, and has had bulk loans of resources from them in the past. She did not know if the SLV had any services that might be helpful in this context.

The school library did not receive extra funding to purchase resources for disabled students. As the Welfare group in the school had provided funding in the past for specialised resources, Sara felt that if there was a need she could approach that group for further funding.

In teaching information skills, Sara was aware of the need to adapt teaching materials for some students, or to lower expectations of what would be achieved. She used different tactics depending on the individual student. Thus some students might be given an adapted worksheet whilst others would use exactly the same one as other students, but would have less tasks to complete, or the work might be based on an easier tool, such as a different dictionary to that being used by other children. When necessary, Sara consulted with Jenny to decide on a teaching strategy. In the case of one child, who could not cope with the formal information skills programme due to physical disability which prevented her from using a keyboard, the solution was to teach the child how to reshelve fiction, which was reinforcing alphabetical order, and helping her fine motor skills in handling the books.

Sara had written a library policy, but whilst she was on maternity leave during 1996, it had been wiped from her computer. However she needed to redraft it to document the new joint

information technology programme she was offering with the Information Technology Specialist.

Sara estimated that there were between 12 to 20 disabled students currently enrolled in the school. She was not sure whether the school had a formal integration policy, although she was knowledgeable about the integration programme. As all classes were timetabled into the library for a lesson each week, Sara would teach the disabled students then. Sometimes these children used the library when it was open at lunchtimes. Occasionally Sara made the library available at times when it was normally closed, for students who did not cope well in the playground, or had a physical disability or an illness which made it unrealistic for them to be out in the playground for the whole of lunchtime. For example, the school had, over recent years, several critically ill children, and the library was made available to them, with a few friends, as an alternative to the playground.

12.2.4 Relationship between the School Library and Special Education Programme

There was a high level of communication and co-operation between Jenny and Sara. Both saw this communication with all members of the school staff as being a crucial part of their role. Although Sara had no personal experience of disability, and no formal pre or post service training in dealing with disabled students, she was aware of the needs of these students within her client group. She conferred regularly with Jenny, who clearly appreciated this approach. Both were excellent professionals and had great respect for one another. When asked if there were any other services the library could be offering to assist, Jenny said :

There's not a lot more that I could ask her to do. The library sessions are catering well for the children that need extra help. She comes to me all the time and we talk about the children's capabilities and expectations. ...she is the link between whatever she sees as being a good resource for integration and welfare, and lets us know.

12.2.5 Student Interviews

A Year 5 boy with visual impairment was interviewed. He explained that the impairment did not prevent him from reading print of any size. Jenny said, however, that this student was straining to use the vision he had, and the Visiting Teacher had recommended a variety of equipment for him, including a monocular and a dictaphone. It was anticipated that he would need a laptop computer and a keyboarding programme when he progressed to high school. So

the claims about being able to read everything might have come from a little bravado on his part. He was a good library user and enjoyed reading; he was very computer literate, having his own computer at home with Internet access. He had learnt information skills in Years 1 and 2 and understood how to use the library catalogue and locate Dewey numbers on the shelves. It seemed that the support given to him by the visiting teacher enabled him to access any library materials he needed.

12.2.6 The Culture of the School

This was a warm friendly school. It had been recommended to the researcher by the Regional Educational Psychologist, as it had been involved in integration since 1984. All the staff went to the staff room for tea breaks, and took it in turns to have coffee and tea ready for the whole staff. They all contributed a small sum so they could have "special" morning teas on certain days, with cakes and other treats. The ancillary staff and teaching staff worked closely together as a team, and there appeared to be no artificial divisions. The aides were a cohesive and happy group of people. The Principal's office door was always open; not that he was always there, but always seemed to be busy, out and about around the school. He was very happy to support the researcher's request to work in the school.

Although communication is facilitated by the size of a school, the culture of this school clearly emphasised a sharing approach to problem solving. Often short meetings were held to discuss an issue that had arisen and needed to be dealt with. On a wider scale, the school seemed to be open to innovation; the curriculum initiative taken by the Teacher-librarian and the Information technology teacher is a good example of this.

12.3 Bestwood Secondary College

12.3.1 The School

Bestwood Secondary College was formed in 1992 by the amalgamation of three high schools in suburban Melbourne. The school was totally refurbished at this time, and there were excellent facilities for all purposes. At the commencement of the study there were 500 students in Years 7-12, but by 1998 this had dropped to 400. The students come from

diverse cultural backgrounds. When the amalgamation took place, the school was totally refurbished, but this meant that all students were moved off site. When they returned there were some problems creating a sense of community within the school, as small cultural groups formed within the school, based on groups of students from the three original schools. The school is totally accessible physically, with extensive ramping and a lift to connect the two levels of the school buildings.

12.3.2 The Special Education Programme

The school has a special education support unit for hearing impaired students, and also a special education support unit for some students with physical disabilities, and some with intellectual disabilities. The Deaf Facility was established in 1984, in one of the original high schools which became part of Bestwood Secondary College. It aims to provide deaf and hearing impaired students with mainstream education in all year levels leading to a large range of VCE subjects including Auslan. The facility is funded directly by the DoE, separate from the school's global budget. There are approximately 28 students enrolled in the facility, a large proportion of whom are undertaking VCE studies. The students and staff in the facility use both signed and oral communication methods. There is a policy statement that was updated in 1995.

Year 7 and 8 Deaf/Hearing impaired students attend all mainstream classes except for LOTE and Music. They are supported in the mainstream classes by either a Teacher of the Deaf or an interpreter. In LOTE and Music time they receive extra tuition in the Deaf Facility on tasks such as clarification of language and concepts, and explanation of set work tasks, grammar, reading numeracy and writing skills. Students in Years 9-12 attend the Facility classes as electives. They bring set work with them for clarification and extra tutoring. This opportunity for extra tutoring is very important for the students higher up the school. Auslan is offered as a VCE subject, as one of the LOTE subjects at Bestwood.

The Deaf Facility had six teachers of the deaf, and six interpreters, and also notetakers. There is a resource area in the facility that is used in addition to the main library. There is a small resource collection that includes textbooks, dictionaries, posters, novels and other

reading material, and teacher reference books and journals. Alternative resources are needed in the Facility because "...when you can't hear, it's a bit of a trial having to go to the library all the time". The Deaf Facility staff tried to purchase books that were more visual, and with less sophisticated language, to suit their students. All the resource materials for the Deaf Facility were ordered through the library, but there was no input by the staff into the selection of resources for the library collection. There was also a collection of approximately 80 captioned videos. This collection was started with a grant from the local community. Other facilities included three computers, a television and video recorder and a TTY.

During the course of the study there were approximately 11 other students in the school who were receiving integration funding, although there were many others who needed help but did not receive funding. Most of this latter group had intellectual disability and could have attended a special school but, because they could negotiate their way around the school and go to classes, they were perceived to be independent. However, this did not mean that they could cope fully in the classroom. The Co-ordinator of the Special Education Support Unit had been able in the past to occasionally use some excess aide time to support this group of students, but early in 1995 the total aide time was cut by 0.3, so this could no longer be done. Since then these particular students have really struggled in the classroom. Four students used wheelchairs, of whom three were extremely disabled and were supported by full time aides; two of these students had muscular dystrophy and one was an accident victim. There are six students have varying degrees of intellectual disability. The Special Education Support Unit catered for one Year 7 boy who had behavioural problems for safety reasons, because of his social and emotional condition. Two special education teachers, each allocated 0.5 of their time to the special education programme, support these eleven students and co-ordinate the work of the unit. There is one full time aide, and five part-time aides. The school employed an Arabic aide, a Somali aide, and a Vietnamese aide, who sometimes worked with the disabled students.

The support unit has a small library of its own, but most of the resources in it have been discarded either from the school library or other school departments. The support unit does not

have sufficient funding to buy newer resources, although the teachers would like to do this. The unit has had students with visual impairment, and there is a photocopier that is used for producing large print material for those students who need it. Large print books were also needed, but these were provided by the Visiting Teacher rather than the library. The special education teachers had on occasion read books on to tape for students.

The existence of the Deaf Facility in particular has meant that there is a high level of awareness of disability legislation and its implications amongst the staff of the school. All new staff members, including library staff, receive inservice training on deafness. Year 7 students are taught about deafness and communication strategies to use with deaf and hearing impaired people. They participate in *The Silent World* programme, where hearing students are put into a silent environment and must communicate with deaf people. Signing classes were held once a week for all members of the school community.

The Co-ordinator of the Special Education Support Unit felt that the federal and state disability legislation had impacted greatly on the school. She and the other staff were very aware of the legislation in planning programmes. They have utilised the legislation as a support in funding applications. For example, the school sees the support of an aide as a vital factor to successful mainstreaming, and in 1995 actually took the step of suspending a student, with the full support of the parent, until funding was provided for an aide for him, by the state government. The student was wanted in the school, but the principal and staff felt it was crucial for his wellbeing that an aide was provided. This strategy was partially successful and some funding was provided, although the school did not consider the amount satisfactory.

12.3.3 The School Library

There is a large "Commonwealth" library¹. Although the library has been well staffed over the years, there have been many changes in personnel. There is a Library Co-ordinator and a part-time teacher-librarian. The Library Co-Ordinator, Rose, who was very experienced,

¹ During the 1970's Commonwealth funding was made available to upgrade school facilities, including the provision of secondary school libraries. School libraries built during this time are commonly referred to as "Commonwealth libraries" and would now be considered limited in terms of library design.

resigned at the end of the first year of the study, and in 1995 Darryl was appointed to this position. He had been a teacher-librarian at another secondary school and prior to that a Humanities teacher. The funding for clerical staff in the school is handled as one unit, supposedly to offer more flexibility. The library is allocated approximately one quarter of the total clerical staff.

The library collection does not include large print books, but there is a substantial collection of hi/lo material. There was a large collection of audio books, but in 1995 Darryl sent these to the Year 7/8 Reading Resource Room, as they were not being used or borrowed from the library. The Reading Room resources were mainly used for an intensive literacy programme targeting Year 7 and 8 students. The library is computerised with the Dynix system, and there is a CD-ROM network. The library does all recording of television programmes and there is a Teletext decoder. There is a collection of videos, but only a few titles are captioned; the Deaf Facility maintains the main collection of captioned videos.

Physical access to the library is good, with ramped entrances and automatic opening doors. The furniture within the library is arranged to provide maximum accessibility for all students and also to provide good vision for library staff for supervision purposes. In 1995 the layout was changed to create more space between the bookshelves to allow space for wheelchairs to be turned around. The catalogue and CD-ROM terminals were not totally accessible to students in wheelchairs, who had to use the terminals from the side because of their height. In 1995, Darryl conceded that this could be improved, but said, "...nobody had complained as yet".

12.3.4 The Relationship between the School Library and the Special Education Programme

Disabled students visited the library with their mainstream classes and were supported by aides or, in the case of deaf/hearing impaired students, Auslan interpreters. They participated in library orientation programmes that were offered to Year 7 students and again at Year 11, when students begin to rely more on electronic information resources. Darryl felt that it was important that disabled students were included in their mainstream

classes for all library activities; providing separate programmes would defy the concept of inclusion. This viewpoint was supported by the special education teachers and the Co-ordinator of the Deaf Facility. Deaf/hearing impaired students would sometimes come across to the library with Teachers of the Deaf when having extra tutoring, if they needed more resources for a particular assignment or task.

Darryl, although not specifically aware of the disability legislation, knew that "...as part of the anti-discrimination laws you have to be aware of kids with problems and make some allowance for them". He knew of DoE publications concerning disabled students, but did not think there were any guidelines for library services for students with disabilities.

Both Library Co-ordinators had previous experience of disabled students at previous schools, although they had received no specific training in dealing with disabled students. The Deaf Facility provided a list of all the deaf/hearing impaired students to the library, and this was used at the circulation desk, so that the students could point to their name for library staff, when borrowing material. The Library Co-ordinators only found out about the other disabled students by chance, although their estimations proved to be fairly accurate after comparison with details provided to the researcher by special education staff. The main source of information for the Library Co-ordinator was staff meetings, where any students with special needs or problems of any kind would be mentioned. Often the emphasis would be on students with behavioural problems, who may have disabilities, but not always. However the Library Co-ordinator might not know that particular student, so unless a photograph was provided, sometimes this information was not particularly helpful, unless the Library Co-ordinator could find time to go to check for the student's photograph in the Year Co-ordinator's office. Other than this the library staff identified students by chance. There was no formal notification from the special education support unit.

Darryl felt that the aides were a crucial factor in enabling disabled students to access the school library. The aides could probably advise the school library staff of things they could be doing to improve access, but Darryl found that there was little feedback. As a school librarian,

...there isn't really time to sit down and am I doing this and this and this right? You take an overall view of the place, trying to keep it open and with easy access for everyone, and if you're doing that, kids in wheelchairs, and other kids with disabilities, and the deaf students, have reasonably good access to the place.

Darryl drew attention to the constant pressures involved in working within the government system in Victoria. Constant policy changes and the threat of schools being closed down were particularly stressful. Darryl noticed that the students in wheelchairs at Bestwood only used the library sporadically, whereas at his previous school there had been at least six students in wheelchairs who had used the library all the time. He observed that the students from the Deaf Facility were fairly insular. They had a room adjacent to the Deaf Facility, which they tended to use for socialisation. Thus they did not mix extensively with the remainder of the school population, which could be a problem.

The Co-ordinator of the Deaf Facility expressed satisfaction with the library service offered to deaf/hearing impaired students, although she felt that more soundproofing in the library area would help these students by muffling distracting noises. The library was very noisy at times, although it was carpeted. She did experience some frustration in having television programmes recorded for the students. The library had the decoder but the Deaf Facility was competing with all the other teaching programmes for recording time, as there was only the facility to record one programme at one time. Thus frequently the required programmes could not be recorded, if another department made a booking first.

The teachers from the Special Education Support Unit did have some input into the selection of library resources. They would ask the library staff to order specific titles that would be suitable for the students for intellectual disabilities, and these requests were responded to. However the initiative for this came from the special education teachers. They did feel, however, that Darryl was skilled at selecting material for the lower reading ages which was appropriate.

12.3.5 Student Interviews

One Year 11 student with a hearing impairment was interviewed, with the Co-ordinator of the Deaf Facility acting as an interpreter. He did not use the library a great deal, and the reason for this was that he found using the catalogue and finding items on the shelves very

difficult. Consequently he had not even attempted to use other information sources such as the CD-ROMs.

Two students with muscular dystrophy, who use wheelchairs, were interviewed. One was in Year 9 and one in Year 12. Neither of them used the school library a great deal, and preferred to use their own resources at home. Both had laptop computers to use for schoolwork. However, they found the school library easy to access via the ramp and automatic doors, but sometimes there was not enough room for them to turn their wheelchairs in between the shelves, so they would have to reverse out from between two bays of shelving. It was difficult to read the titles of books on the top three shelves, and they needed help with accessing books on the higher shelves. They could use the enquiry terminals and CD-ROM workstations provided an aide placed the keyboard on their wheelchair tray. Thus although they could enter the library with no problems, in fact they could not use it independently.

12.3.6 The Culture of the School

The history of the Deaf Facility within the school meant that all disabled students were well accepted by staff and students. Clearly the Principal and the staff were very committed to the students with disabilities, as is apparent in their stand on gaining funding for an aide for one particular student. In the words of the Co-ordinator of the Special Education Support Unit, the principal "...really did stick his neck out" in this situation. The school principal and the first Library Co-ordinator Rose were very supportive of the study and keen for the school to be involved.

The small size of the school should have facilitated communication between the Library Co-ordinator and the special education staff, and this certainly seemed to be the case when Rose was Library Co-ordinator. When Darryl took over, this did not seem to be so strong, but Darryl was primarily involved in establishing himself in his new position, and, being less experienced may have been more concerned with everyday library management issues.

The lack of use of the school library by the disabled students interviewed did indicate that there was plenty that could be done to improve facilities; yet Darryl seemed to expect the students or special education teachers to inform him of what was required, rather than taking a more proactive role in establishing what the needs were. This could, however, be attributed to a certain extent to inexperience.

12.4 Ellesmere Secondary College

12.4.1 *The School*

This large secondary college in Victoria was formed in 1992 from three existing schools, and operates on three campuses. At the commencement of the study, the VCE Campus catered for 700 Year 11 and 12 students. Another campus, Kenfield, catered for 740 students in Years 7 & 8, and the third campus, Norton, for Years 7-10, had approximately 250 students. At the end of 1996, the Norton campus was threatened with closure by the state government, which targeted schools with small student numbers for closure. The staff fought this and the school was retained. By the end of 1997 the enrolments at this campus were rising again, with 136 new Year 7 students coming into the school, compared to 70 in 1996. By 1998 it had a total enrolment of 300. In contrast, student numbers at the other campuses had dropped by the end of 1998 : the VCE campus had 561 students and the Kenfield campus had 630 students.

Buildings on all three sites received some renovation at the time that the college was formed. This included adaptations to make the main areas physically accessible.

12.4.2 *The Special Education Programme*

Each campus had several disabled students, and the school had a formal integration policy. There were several students with physical disabilities, some with hearing impairment or visual impairment, and some with mild intellectual disabilities. In 1995 an autistic unit was established at the Norton campus. Apart from the students who were educated in the Autistic Unit, the students were included in the mainstream classrooms with some withdrawal for extra coaching and assistance where necessary.

The total complement of special education staff was 1.5 EFT. This was 0.5 allocated to each campus, and at the VCE campus and at Kenfield, the special education role was taken on by a teacher who taught in other areas for the other half of their time. At Norton the special education teacher was part time and taught only in the special education area.

The special education teachers in the two junior campuses did purchase some of their own resources to use with students, both books and computer programmes. One of the special education teachers, at Norton, liaised closely with the primary schools whose students would be coming on to the school, and tried to continue with the books and resources they had used there, in Year 7. She attended the special education network meetings for the district, where other colleagues would recommend resources; inservices were another source. The teacher-librarian sent her publishers' catalogues, or alerted her to other resources that came to her attention. Booksellers and publishers visited the school. The special education teacher at the Kenfield campus bought a few books and computer programmes, but not so extensively. At the VCE campus, where individual students were expected to do their own information-seeking, there was not so much emphasis on providing resources in the special education area, but more on support for disabled students in general.

David, the Co-ordinator of the Special Education Programme felt that the only funding which was easy to obtain from the state government was for improving physical access, because the state government knew that had to be done to comply with legislation. Funding for aides was a different matter. Thus he felt that although the staff of the school were aware of the legislation, they saw that even the state government did not fully follow the intentions of the legislation. This viewpoint is interesting, considering that Victoria has state disability legislation as well as having to comply with federal disability legislation. Diana, the special education teacher at the Norwood campus was sure that all the teachers there were very aware of the provisions of disability legislation. In 1997 all the staff at the campus had a briefing on equal opportunity, and it was made clear that students could not be discriminated against because of disability. She felt, however, that although staff were

aware of the legislation, the support was often not available to enable them to comply with it fully. At Kenfield, the special education teacher Joan felt that it depended on the individual philosophy of schools. The Kenfield campus was very accessible; she had observed that other schools would make themselves appear unattractive to parents of disabled students.

12.4.3 The School Library

There is a library on each of the three campuses of the school. The library at the VCE campus was established in 1992, in an old school building which was refurbished within the limitations of being a heritage building. It is spacious, bright and attractive, with full length windows down one side. There is a well designed circulation/enquiry desk and a large work area for library staff. There are many study carrels and tables for study to cater for students' private study periods. Several of these have power points, which are needed by some of the disabled students to use laptop computers and electric typewriters. There is a discussion/video room which can accommodate up to 25 students, and a smaller room with a computer network. As there have been several students who use wheelchairs at the campus, the shelving has been positioned to give maximum physical access. The only problem as far as physical access is concerned is the doors, which do not open automatically. Most students in wheelchairs use the "in" door because there are more frequently people around who can hold the door open for them. Some of the students with wheelchairs were frustrated by this situation, others were not.

The libraries at both the Kenfield and Norton campuses are "Commonwealth" libraries. Both are poorly lighted and not terribly attractive, and could benefit from refurbishment. Both are physically accessible, although the library staff are aware that more changes need to be made to shelving arrangements at the Kenfield campus library to improve this. The Kenfield library has a video viewing room, and the students are allowed to watch videos at lunchtime.

The Norton library is a shared facility with an adjacent primary school. The primary school closed its library in 1992 and its collection was amalgamated with that of the Norton library. There is a separate area for the primary school classes, which houses the picture book collection, with the remainder of the stock is interfiled. The Norton library has a discussion/ video viewing room. In 1997 a new Multimedia room was established in this library. It has 11 Internet terminals and a CD-ROM network.

There are several staff, some of whom work in libraries on more than one campus. The libraries are managed by a full-time teacher-librarian, Brenda, designated Head of Curriculum Resources. She is a very experienced teacher-librarian who has also worked in the School Library Support Service and in professional education for teacher-librarianship. There is one other full-time teacher-librarian and three others whose time was equivalent 1.9 EFT at the commencement of the study but had decreased to 1.5 EFT by 1998. There is a library technician at each site, whose total hours are 2.5 EFT. The teacher-librarians dislike having their time split between the three sites, and some consolidation of their duties at one site was achieved by 1998. There were considerable staffing problems in the library during the course of the study, mainly due to illness. Brenda based herself at a different site each year so that she could manage effectively, but this meant that the other teacher-librarians had to change sites so that all service points were covered.

Initially the school library was most concerned to cater for the large number of students whose main language was not English. In 1992, when the school was established, Brenda consulted with the special education staff, who did not see any need for specialised resources for disabled students at that time. It took some years to consolidate the collection which had formerly belonged to three different schools, and even by the close of the study Brenda was not satisfied that the collection met curriculum needs at every site. There was an extensive ongoing weeding programme. Internet access and other electronic information resources have also gradually been added to each library during the years the study was in operation.

As far as alternative format materials were concerned, there were differing needs at each campus library. At the VCE Campus, apart from students studying for the VCE, there were some doing technical courses for TAFE accreditation and thus had very specific information needs, for handbooks or car manuals for example. This latter need was very difficult to cater for, as this type of material was usually in complex language, and the students did not have good reading skills. A few students with mild intellectual disability attended the VCE campus. These students would be taking the TAFE accreditation courses and did not rely on the library for information. If they used the library, it would usually be to browse magazines. Thus the VCE campus library was mainly needing resources for students with sensory impairments. Two students with visual impairment attended the school during the course of the study. The library did not have any large print fiction, and audio books for these students were obtained from outside sources by other teaching staff, not the library staff. The staff of the English department had read some of the set texts on to tape for the students themselves, because they were not happy with the quality of some of the audio books obtained from outside sources. The library had catered for these students by allowing them to enlarge material on the photocopier free of charge.

At Kenfield, the library housed a literacy collection that was used to support a school-wide literacy programme. This collection included hi/lo material, audio books and book/tape kits, and was available to all students. The teacher-librarians were aware that they needed to cater more for students with intellectual disability, but their main efforts with collection development had been directed to ensuring that the book stock was widely focussed to cater for all reading levels. The unusual situation at the Norton campus, where the library had an amalgamated collection of both primary and secondary level material, meant that there was a wide range of material which catered particularly well for children with intellectual disability or learning difficulties.

Knowledge of resources outside of the school varied between the teacher-librarians. They knew about general services available for VCE students from the SLV, but were not aware

of any support services for disabled students. One of the teacher-librarians at the Kenfield campus made contact with the Braille and Talking Book Library, with a view to resourcing students with visual impairment. This move was initiated by the involvement of the school in the study. It resulted in the library becoming a member of the Braille and Talking Book Library so that audio books could be borrowed for students with visual impairment. Staff at the VCE campus would direct students to the local public library, although there was no formal contact. The nearest library was the headquarters of the local regional library, and had an excellent reference collection.

Although no extra library funding was provided for resources for disabled students, the collection budget was good. The Head of Curriculum Resources also received a supplementary \$10,000 each year to be used across the three campuses as appropriate. Although informal policy was well established the only formal library policy in existence dealt with challenged materials.

During 1996 the library staff conducted an evaluation of the library services at each campus. This included looking at each library to see how it could be improved for disabled students, especially in terms of physical access. Quite a few changes to the placement of shelving and furniture were made as a result.

All students are offered library orientation when they first start at the VCE campus. This includes how to use the enquiry terminals, CD-ROMs, Guidelines, and a general introduction to the collection. Year 7 students at the Kenfield and Norton campuses are given a limited orientation programme, due to other demands on the time of the teacher-librarians. Very little CCPT takes place at the Norton campus. The situation is similar at Kenfield, because the collection still does match the curriculum sufficiently to support this. During the course of the study, information skills teaching at this campus was largely driven by teachers bringing classes to the library to do research, and the teacher-librarians having input whenever it was possible. Classes from the primary school have a lesson in

the library each week. Until the end of 1998, the primary school employed a teacher without librarianship qualifications to take library classes. However by the conclusion of the study a position for a 0.6 teacher-librarian had been created.

12.4.4 The Relationship between the School Library and the Special Education Programme

Brenda had considerable experience of working with disabled students at other schools before her appointment to Ellesmere. The other teacher-librarians had varying experiences. One was the literacy co-ordinator for the school, and through this work had become aware of many students with various disabilities and learning difficulties which had affected their basic literacy skills. Her observations while working in the library had made her aware of other disabled students. Another teacher-librarian was also a Year Co-ordinator, and through this role became aware of any students with problems or special needs. The third teacher-librarian had extensive personal experience of disability from an early age, as her mother had been a teacher in special schools. The remaining teacher-librarian had less personal experience of disability, but seemed to be motivated by interaction with the research project, to find out more about the disabled students at the site she mainly worked at, and what sort of services could be offered to them. There had been a person with a hearing impairment working in the Kenfield campus library for a time, as part of a Jobskills programme, and most of the library staff had had some contact with this person. The library technician at the Kenfield campus had quite extensive personal experience of disability : she had been involved with people with disabilities in sporting activities, and her children had classmates with disabilities.

None of the teacher-librarians were aware of disability legislation, although there were aware of the implications of equal opportunity legislation. At the end of 1997 a staff workshop had been held on equal opportunity at the VCE campus, which was attended by one of the teacher-librarians. This workshop covered disability in terms of the Equal Opportunity Act but specific disability legislation was not mentioned.

The only large scale staff development programmes provided within the school, related to disabled students, were provided at the Norton campus when the Autistic Unit was set up. The special education teacher at the Norton campus had also run information sessions for staff on particular disabilities, or invited visiting teachers to do this. She had produced information handouts for staff, on particular disabilities. At the Kenfield campus, the special education teacher would run sessions for small groups of teachers who were involved in the teaching of an individual student; she felt this was a more effective approach than running a session for all the staff. There were two reasons for this : firstly, the teachers were more receptive if they were involved with a particular student with disabilities; secondly, she felt that there could be a betrayal of confidence if a particular student's needs were discussed in general with all teachers rather than just those who taught the student. Library staff were not included in the small group sessions.

Although there was no formal input into selection of resources for the library by special education staff, at all campuses there was some informal involvement on an ad hoc basis. Library staff would pass on information to special education staff about new resources they might find useful, and would forward relevant publishers' catalogues to them. The exception to this was the Norton campus, where the special education teacher and one of the teacher-librarians had worked together very closely to select resources of all kinds to suit students with relatively low reading ages. These included CD-ROM packages and hi/lo books.

At the VCE campus, aides would accompany individual students to the library, but special education teachers would not take groups of students to the library, as at this stage it was the responsibility of the individual student to use library resources as required. The special education teacher at the Kenfield campus also taught English and Social Education, so she used the library as a resource in these contexts. These classes would include some of the disabled students. At Norton, the special education teacher would take small groups or individual students to the library sometimes. Her own teaching area was well resourced, but she might take students to choose books, or perhaps to find alternative information when a

textbook was too difficult for a particular student. Groups of students might also use the library for video viewing or to browse through magazines and newspapers.

The students from the Autistic Unit used the library regularly, for different purposes, depending on their capabilities. Three of the students went to the library with one of their mainstream classes. This particular group of students would also go to the library with their special education teachers, to do research for projects and assignments. Another group went to the library for activities including viewing videos, playing the games provided in the library, or using CD-ROMs or other resources such as maps. At the next level, students might be taken into the library to choose books and read quietly. At the lowest level, the students would be taken to the library to learn appropriate behaviour. Autistic students have very focussed interests, they soon discover exactly where to find the library resources relevant to their interests. The students themselves said that they did not use the library at lunchtimes; they were allowed to use their homeroom at lunchtime, so they did not need the library as a "safe haven".

The staff of the Autistic Unit took students to some of the local public libraries, as part of a socialisation programme. The public library staff have become familiar with the students, but there is no formal interaction with library staff. Few, if any, of these students would use their local public libraries independently of school. According to the Norton special education teacher, use of public libraries by other disabled students varied greatly. She felt it depended on whether library use was a family habit. She also used the local library occasionally in the socialisation programme.

The special education teachers across the school seemed to be satisfied with the library services that were offered to themselves and the disabled students. The staff of the Autism unit appreciated the displays that were mounted in the library at the Norton campus. They also commented that it would be useful if the library had some three dimensional resources such as models of the human body.

12.4.5 Student Interviews

Several students were interviewed at each campus of this school. At the VCE Campus, two students with physical disability and one student with mild intellectual disability were interviewed. Louis used a wheelchair, and although he found the shelves in the library reasonably easy to manoeuvre between, he was frustrated because although he could enter the library easily, as the entrance was ramped, a step on the outside of the exit door prevented him from using it. Thus Louis has to use the entry door and is reliant on someone holding it open for him. His comments were :

Well, you always have to go with someone else to get the door undone, I can't open the doors by myself. I have to go out the 'in' door because it's ramped, the 'out' door isn't. They may only seem like little things, but it's always different to everybody else, isn't it?

Louis could use some of the computers in the library, but they could be improved by being set on low tables with nothing underneath. Sometimes he could not get close enough to type in a search for himself. He needed help to take materials from the shelves. This meant that he always had to be accompanied by an aide, which restricted his independence. Louis could read a book with no problems, except for page turning, for which no special equipment had been provided. Another student in another school had an adjustable book stand with a runner board that held pages, but this still would not solve the problem, as the board has to be moved to turn pages. It was easier to cope with books that lay flat when opened. He found the library staff very supportive, although his aide commented that the students do have to be very vocal about asking for assistance. She suggested that the material on the library shelves should be rotated so that students in wheelchairs had an opportunity to browse more of the collection. When asked what he disliked about the school library, Louis commented that every time he wanted to go there, he had to take somebody else. Louis used his local public library, which had automatic doors and in which the shelving was well positioned. In 1996 Louis went on to university.

Another student at the VCE Campus, Eric, had cerebral palsy but did not need a wheelchair. He also had difficulty with the library exit door, but managed. However he could not open the entrance door and had to rely on other people to open it for him. The library staff had considered having a bell put on the door so that they were alerted when

Eric needed assistance. Although Eric could browse shelves, he did need help to take them down from the top shelves. He did prefer information in book format, as he found photocopying and then highlighting text a useful strategy. Eric had a laptop computer that he used in the library at one of the study area desks with a power point, and could use the enquiry terminals with no difficulty. Eric used his local public library, but mainly for recreational reading.

William, the student with mild intellectual disability, was completing a modified VCE programme. He used the school library every day. He often went with his class, particularly in English lessons. He preferred to use books and newspapers as information sources rather than electronic ones. William found the library staff very helpful and liked going into the library as a place to study in a quiet atmosphere. He also used his public library.

Minh, a student who used a wheelchair, attended the Kenfield campus until 1996, and then moved on to the VCE campus. She was interviewed while in Year 10. She found the library accessible once inside, but had to always use the exit door, as there was a turnstile in the entrance. She was able to open the exit door easily. She did need help in reaching materials on the top shelves, but received help from either the library staff or one of her friends. Minh did not use the school library extensively, only when she needed material for assignments. She had good information skills, and was able to use the library catalogue effectively. The enquiry terminals were at a suitable height for her. She borrowed recreational reading material from her local public library. Minh wished the library were open before and after school. She arrived at school very early and would like to use it then. She also thought it would be pleasant to have some background music playing in the library.

Adrian, a Year 9 student at the Kenfield campus, who has mild cerebral palsy, liked going to the school library to use CD-ROMs and use books. He visits the library with his class and sometimes goes to the library at lunchtime. Adrian sometimes helped with shelving. He liked using the enquiry terminal and was quite competent in searching for a topic and locating the material on the shelves. One of the special education teachers had shown him

how to use the enquiry terminal. He used his local public library frequently, and borrowed fiction, picture books and videos.

Tasha, another student who used a wheelchair, was interviewed when she was in Year 7 at the Norton campus. She visited the library with her class two or three times a week, either to read a story, or do research. Tasha could use the enquiry terminals, the CD-ROM and Internet terminals competently, and they were placed at an appropriate height for her; it was just necessary to move the chair out so that she could move next to the desk in her wheelchair. She had learnt information skills at primary school, and used her public library, which was accessible physically, mainly to borrow recreational reading.

Anthony, another Year 7 student at the same campus, with mild intellectual disability, was also interviewed. Anthony was an extremely shy boy and it was very hard to elicit many responses from him. However it was established that he used the school library at lunchtimes and also in lessons, when his class came to the library. He sometimes used his local public library, as it was in the street he lived in. This was confirmed by the Special Education teacher, who had seen him in the public library on several occasions.

12.4.6 The Culture of the School

The disabled students were well supported and seemed to be effectively assimilated into the school. The school had been very recently formed when the study began and the Head of Curriculum Resources had a considerable task in establishing three libraries with a combination of staff from the amalgamated schools. There were considerable staffing problems, some through illness, but also due to the inability of some library staff to adapt to change. This latter problem was addressed in different ways during the course of the study but was still unresolved. One staff member concerned was unwilling to be involved in the study, and several times was away ill on days when an interview had been organised.

Mainly due to the management skills of the Head of Curriculum Resources, the needs of disabled students were considered in most aspects of policy making. Great care to ensure physical access had been taken at all campuses, apart from features such as doors which were inherited, as all three libraries were older buildings which had been refurbished with

the formation of the new school. Fortunately two of the four teacher-librarians had outgoing personalities and lots of initiative, and communicated well with all staff, including the special education staff. This meant that there was good liaison regarding the needs of disabled students in the school.

12.5 Conclusion

In common with schools in New South Wales, there was a very low level of awareness of disability legislation in Victorian schools. Although awareness of the DDA had been highlighted as a priority by the Cullen-Brown Implementation Advisory Committee (1993), policy guidelines have obviously not ensured that this happened.

Apart from awareness of legislation, other external environmental factors affecting the schools would impinge on both the special education programme and the school library. The secondary schools in particular seemed to be suffering from the external pressures emanating from government. This came from either threat of school closure, or the pressure of forming a new culture in a newly created school, as both secondary schools had been formed in 1992 as a result of government reorganisation of schools. As these pressures were overcome, then learning new skills to cope with LMS became a priority. Government policy had affected integration funding at Ellesmere more than at Bestwood, possibly the latter was more secure because of the Deaf Facility, which was an important state initiative. The amalgamation of schools had affected library services to a greater extent at Ellesmere, because a new library had to be created for the VCE campus, and the library collections of two other schools involved in the amalgamation had to be weeded and reallocated to the two other campus libraries. This, combined with assimilating library staff from the previous schools caused many management problems, so that the Head of Curriculum Resources was unable to devote much time to subsidiary management issues such as services for disabled students. In comparison, at Bestwood the school is on one campus, and the existing library belonging to the former high school, was used as the basis for the library at the new school. So although some amalgamation of collections was necessary, the existing library facilities were good and there do not have appeared to be any library staffing problems related to the amalgamation.

The primary school seemed to be relatively untouched by government policy decisions. This was probably due to the fact that the school enrolment had decreased, but only to a viable size for a primary school, so there was no danger of closure. The school also had adequate facilities because it had been built to support a student population twice the size of the current one.

Chapter 13 Answering the Research Questions

13.1 Introduction

In this chapter the five research questions stated in Chapter 1 will be revisited in light of the results of the study. Data collected by the surveys and from the case study schools, together with insights gained from the literature and the documents collected and analysed, will be used to discuss the research questions. The fifth research question, which asked if there were school libraries which provided high quality services to students with disabilities, can only be fully addressed from evidence from the case studies. Only through observation of the components needed for high quality service, is it possible to make a judgement if any school library provided a model of good practice.

13.2 Legislation and Policy

The first two research questions are dealt with in this section. These were :

Which components of government policy covering education and disability relate directly to school libraries, and what are their implications for these services?
To what extent have schools developed policy documents, which ensure acceptable standards of school library service to students with disabilities?

13.2.1 Awareness of Legislation

The review of legislation and policy confirmed that the DSA and the DDA were applicable to school libraries. Although there is no specific educational legislation in Australia relating to disability, there is a history of policy making intended to support the gradual mainstreaming of disabled students from special to mainstream schools. There is state disability legislation in both Victoria and NSW.

Results of the survey, as reported in Chapter 8, showed that there was a low level of awareness of disability legislation amongst school librarians. This finding was corroborated by the data collected from the case studies. Within the case study schools, awareness of disability legislation was very low; most school librarians were aware of equal opportunity legislation but not the specific disability legislation. Although special education staff tended to believe that staff awareness generally was good, this was not borne out when discussing the issue with school library staff. They were aware that there was a legal requirement to provide services for students with disabilities, but were not cognisant of the legal consequences of non-compliance or discrimination. For

example, at Eaton Girls' School the changed plans for the new school library, when the lift between the two floors of the library was not provided, did constitute non-compliance with the DSA and the DDA. The teacher at the school who used a wheelchair could have claimed discrimination.

The Head of Student Support Services at Harwood College provided an interesting perspective. She felt that where there was awareness of legislation, it was focussed on an individual perception by the teacher of the need to treat disabled students equitably, or the outcome would be litigation. This individual concern about litigation is reflected in the research of Vaughn et al. (1996) who found that teachers were concerned about the safety aspects of having a disabled student in a mainstream class.

One of the main reasons for including a longitudinal element in the study was to measure the effectiveness of the disability legislation over time. The results of the survey showed that awareness of this legislation remained at the same level over the period of the study. If the legislation were being effective, an increase in awareness would have been expected.

13.2.2 Sources of Information about Legislation

Respondents to the survey indicated that sources of information about disability were diverse. Although educational publications, professional networks and library literature were mentioned by more respondents overall, other sources such as training or education, the school principal and the media were mentioned by many. Similarly no particular source of information emerged from the case study data as being significant. Primarily information had filtered down via education authorities or the special education staff in the school, and understanding of legal requirements was vague, if realised at all. At the one school where there was a relatively high level of awareness, Colim College, updates and reminders about the provision of the disability legislation were disseminated by the Diocesan Schools Office.

13.2.3 Policy Documents

The existence of written policy documents is an indicator of effective management practice. School library policy documents and school level and system level special

education policies were collected. Few special education policies made linkages to disability legislation. Some were a simple one page document which reiterated the system level policy, but many were more substantial and reflected considerable effort by individual schools to formulate policy. Over 60 percent of schools responding to the surveys had a policy on special education. Most case study schools either had a policy or were in the process of implementing one, as would be expected given that these schools had been chosen because they had an established special education programme. Harwood College, for example, was implementing a school-wide special education policy at the time of the study, as the school had understood the need for organisational understanding of the legislation and its requirements, but it was a long term process.

School level policies invariably placed responsibility upon the special education teacher to both disseminate information about individual students to those staff who had dealings with them, and to liaise with and support teachers in teaching these students. The results of the study showed that although this might be documented, in many cases the special education teacher was not fulfilling this requirement as far as the school librarian was concerned, particularly in passing on information about individual students. Only one of the school policies received mentioned specifically the need for the school librarian to receive information and support, along with other specialist teachers in the school. School policies stated that funding for disabled students should be allocated for resources needed throughout the school, indicating that resources or equipment for school libraries could be funded.

The research showed that many school libraries did not have a written policy; changes in the way schools are managed and the need for increased accountability may remedy this situation in the future. The lack of policy or planning documents limits the effective evaluation of services, and invites conjecture as to the managerial skills of school librarians. Only two case study school libraries, and a low percentage of survey respondents, covered services to disabled students in policy documents. Most school librarians emphasised that their services were attuned to the individual needs of every student. In most cases this seemed to be a defensive response to a question which highlighted an omission in their policy development. School librarians in NSW schools

did have system level policy statements to use, whereas in Victoria the only system level policy that existed covered information skills teaching, and there was nothing to cover more general aspects of school library service. Neither of the Catholic primary case study school libraries had a policy document, although the school librarian at St. Theresa's Primary School used the national guidelines *Learning for the Future* (1993). The Victorian Catholic Education Office did produce library policy guidelines towards the end of the study but these were still to be distributed to schools. As the review of system level policy statements in Chapter 7 showed, most do not give sufficient coverage to library services to disabled students.

13.2.4 Reflections on the Questions

Although these two questions were focussed on an area that proved not to have much impact, they had limited usefulness. The answers do have implications for theory about disability as will be addressed in the next chapter. As few formal policies were in existence, informal policy operating in case study schools was also considered. The study showed that there is a lack of formal school library policy documents. However well meaning informal policy is, even though it may be based on sound management practice, it cannot be used to engender or maintain support for school library services if it is not formalised in a policy document. Given the dismal lack of knowledge about legislation, other approaches might have elicited a more "truthful" evaluation of school librarians' awareness of the needs of disabled students. The study could have been completed without including the aspect of legislation, but policy was important from the managerial perspective.

13.3 Access to Facilities and Information Resources

The third research question was :

Do school libraries provide adequate access to facilities and information resources for students with disabilities?

The main issues to be considered in the provision of library facilities and information resources for disabled students are : good physical access so that students can access the collection and services; the provision of resources in formats that are accessible; and the provision of adaptive technology to enable access. The DDA and the DSA cover these requirements.

13.3.1 Physical Access

Although data from both the survey and the case studies showed that the problems of physical access were recognised, and that many school libraries were totally accessible, it was disappointing that there were still many libraries where physical access problems were insurmountable because of the limitations of buildings. Many of the physical access problems in school libraries highlighted by Junor (1983) were still present in schools participating in the current study. Many school libraries, or parts of them, can only be accessed by stairs; many have entrance doors which are heavy and difficult to handle, so that wheelchair users are forced to use entrances different from those used by other students. This was the case at the library on the VCE campus at Ellesmere Secondary College, where a student in a wheelchair always had to use the "in" door to both enter and exit. Data from student interviews were particularly revealing of frustrations experienced by students with physical disabilities in libraries that might appear initially to have no physical access problems. Most libraries are restricted by space so that all shelves have to be used, and students in wheelchairs have to rely on library staff or other students to retrieve material for them on higher or lower shelves. Several students with physical disabilities expressed great frustration at being limited in their browsing in this way. It is disconcerting that these problems which were identified over a decade ago by August et al (1987) in Victorian schools, still exist.

13.3.2 Library Facilities and Services

Data from the surveys showed that some schools with disabled students enrolled did not provide any special facilities in the library. A very small number of survey respondents provided some adaptive technology to assist visually impaired users. Qualitative comments suggested that lack of funding was one reason why special facilities could not be provided. Case study school libraries did not provide any special equipment: if it was available, it was adaptive technology which was used by a particular student in whatever setting they were in, rather than having been provided by the library in response to needs. Although school librarians are experienced users of information technology, there was no evidence of recognition of the role of adaptive technology in compensating for disabilities. School librarians were not aware of adaptive technology being used by students in the school and whether supporting equipment was needed in the library. The exception to this was laptop computers, which many disabled students used, and school librarians were aware that they would need a study space with the

appropriate power points and network connections in the library. This situation may be ameliorated in NSW if the recommendation of the McRae Report (McRae 1996) to inform and update students about the uses of technology for disabled students, is acted on by government.

Nevertheless there are tools which libraries could provide, ranging from simple inexpensive aids such as magnifying glasses to setting up computers with large print fonts using existing software. One case study school library provided a magnifying strip, but other than this no special aids or tools were observed. At Bestwood Secondary College, although the school library possessed the only video recorder with a teletext decoder, it gave no priority to recording programmes for the Deaf Facility. At the same school, there had been no attempt to improve the soundproofing of the school library to assist the deaf students. None of the simple inexpensive adaptations to equipment suggested in the literature (Hains & Edyburn 1995, Godber 1999) were observed or mentioned by survey respondents.

Most school libraries participating in the study did offer extra services such as extended loan periods, and made staff available to assist students with physical disabilities in retrieving items from the shelves. Clear signs were provided, but rarely in the formats recommended by Murray (1995) or Velleman (1990). Some school library staff would enlarge materials for students by photocopying, but more often the adaptation of materials was the responsibility of the special education staff. On a positive note, there was a slight increase in the percentage of libraries offering extra facilities for disabled students between Survey 1 and Survey 2. But the largest increases were in facilities that were relatively inexpensive, such as flexible borrowing arrangements and personal help from library staff. It seems that many school librarians are not aware of some of the simpler, inexpensive ways of maximising existing facilities for the use of students with disabilities.

None of the students interviewed were critical of the facilities offered to them, as distinct from physical access issues. Their level of satisfaction with their school libraries was generally good. An extension of opening hours was the improvement most

frequently requested. They were keen to use library facilities, but not as a haven from the playground, in contradiction to the literature and the subjective views of school librarians that the playground could be difficult for disabled students to manage.

13.3.3 Collection Factors

As was discussed in preceding chapters, if school librarians are to purchase alternative format materials for disabled students, they face a dilemma in allocating funding for resources which may only be used by a small group of students. Most school libraries stocked the types of alternative format materials that could be used by a range of students : hi/lo books, audio books and tape/book kits. Captioned videos were held in the libraries of the two schools which had units for students with hearing impairment.

Very few libraries stocked large print books, even when there were students with visual disability enrolled in the school. Although the range of large print books available is limited, publishers have made an effort in the last decade to produce titles for children and young adults. They are a valuable resource not only for visually impaired students, but also students with learning disabilities. One of the schools visited in the UK¹ had many large print books in its collection. This school had 16 students with visual impairment. Initially all students at the school were allowed to borrow large print books, but due to demand, eventually borrowing had to be restricted to the students with visual impairment. This indicates that large print books may be a more useful resource than school librarians realise.

Some school librarians found that their collection of mature age picture books was a useful resource for students with intellectual or learning disabilities. Such books were a worthwhile resource investment as they could be used in other curriculum areas such as art and design. Although some school librarians classified "big books" as alternative format materials this is unrealistic. Their argument was that these books could be used as large print books but their size and bulk makes this impractical. They are primarily designed to be used as an enhancement to storytelling, and are big versions of picture books that are published in the conventional size.

¹ Bramcote Park School, Nottinghamshire

Several of the special education teachers interviewed found book/tape kits to be a valuable resource, especially for older students who had failed in learning to read many times. These kits were frequently held in special education resource collections as well as in the library. School librarians showed expert knowledge of hi/lo material and this was readily available in school library collections. They perceived a need for more material to be published in this area, as did special education teachers.

Observations some school librarians made about the use of electronic information by students with learning disabilities or learning difficulties, reflected research findings that information technology offers advantages to disabled students (Lewis, cited Male 1997). These related to the ease of searching some of the less sophisticated electronic information products. Examples were a catalogue such as that of the *OASIS* system, which provides one simple search screen without first selecting from a menu, or the relative ease of searching a CD-ROM encyclopædia as compared to accessing a multi-volume print encyclopædia.

All case study libraries maintained a good collection of non-fiction about disability, and a high proportion of survey respondents maintained such a collection. Appropriate materials were provided in teacher reference collections, selected to support the teaching of both special education teachers and classroom teachers. Most school librarians in case study schools were aware of the range of fiction titles now available which portray disability in an understanding and empathetic way and had weeded earlier patronising and over-emotional books from the collection.

Data from both case studies and surveys indicated that there was a blurring of responsibilities for the provision of resources for disabled students. In most schools there was a collection of alternative format resources both in the library and in the special education area. In general this seemed to be complementary; problems could arise if there was only a collection in the special education area and no funding was available to the library to provide such resources. Clearly resources are needed in the classroom as well as in the library, but disabled students need to be able to access these

materials in the library as well as the classroom, otherwise they are being excluded from using the library.

In some schools the special education department had placed a collection of easy reading material in the library for the use of students with intellectual or learning disabilities. Purchase of materials by the special education Department to be housed in the library is not necessarily a satisfactory replacement for funding made available directly to the library. Frequently these types of collections are housed separately from the rest of the collection, at the request of the special education staff, hence contributing to the labelling of the students who use the collection. For this reason school librarians did not favour "separate " collections. Where such materials had been purchased by the library, or it was left to the discretion of the school librarian to organise them, they were frequently interfiled with the rest of the collection, but were tagged in the catalogue so that they could be readily identified.

The literature indicated that it was advisable for special education staff to be involved in selection of resources for the school library (Petrie 1982, Hutchinson 1984). In some schools there had been no initiative to do this by either library or special education staff. In others there was constant involvement in selection by the school librarian and the special education teacher as a team. The management approach of either school librarian or special education teacher could be a contributing factor, as was demonstrated at Pimelea High School, where the appointment of a new Head of Special Education resulted in a collaborative selection strategy between her and the school librarian. The previous Head of Special Education had shown no interest in library resources and her departmental collection was seriously outdated.

Few special education teachers considered using the school librarian as a source of advice for selection of classroom resources. Dissemination of information about resources to special education staff from the library seemed to be limited to directing appropriate publishers' fliers or catalogues, or publicising bookseller visits to the school. Special education teachers located the resources they required through publishers' catalogues, or by browsing through displays at conferences and other staff

development activities. They consulted with specialists visiting the school, or other professional colleagues. Many had identified booksellers who specialised in the type of materials they needed, and would visit them to select materials, or have materials sent to them on approval. School librarians could be more proactive in their role as information specialists in the school.

Funding is an issue in collection management. There were few schools where extra funding had been allocated to the library for the purchase of resources for students with disabilities. The survey showed a decrease in extra library funding for resources and facilities for students with disabilities. School librarians were unaware of the integration funding that came to the school, and the possibility of lobbying for some of it to be used for library resources. The observations of Butterworth (1996) and Miller and Shontz (1994) were substantiated in that the two independent schools were well funded for general library resources, so that the range of electronic and print resources available were extensive and material could be found within the collection to suit particular students with disabilities. Government schools varied in the general level of funding and Catholic primary schools, particularly, were poorly funded.

Because little funding was available, this meant that knowledge of where alternative format materials could be obtained, from sources outside of the school, was important. Very few schools co-operated closely with their local public library, except for a specific information need. One school librarian at Colim College did liaise with the local public library, especially in alerting it to assignment subjects. This librarian had worked as a public librarian, and was aware of the problems that can arise when no forewarning of assignment topics is received. The Canadian exchange librarian at Pimelea High School also co-operated closely with the public library.

On the other hand, the school librarian at Lomandra Community School did not attempt to inform the local public library about assignments, as she found the task burdensome and felt it could not be achieved effectively. She had also been a public librarian. The school borrowed large print material from the local public library from time to time, to supplement its own collection, for a student with visual impairment. This reflects to some extent the need for school librarians to understand that co-operation with public

libraries is a reciprocal process. There was evidence that school librarians did not co-operate closely with one another. One such example is the Primrose Hill High School and the Primrose Hill Public School. Although located in the same suburb, and the schools liaised over the special education programmes, the librarians had no contact with one another.

Knowledge of services offered by state libraries varied greatly. There is a great difference between the type of support offered to public and school libraries, especially in terms of alternative format materials and other services for people with disabilities, by the State Library of New South Wales (SLNSW) and the State Library of Victoria (SLV). Thus it is no surprise that school librarians in NSW are more aware of what can be accessed from their State library. However, only two from the case study schools were fully aware of the range of services offered to people with disabilities, which suggests that the SLNSW could promote its services more directly to schools.

Approximately half of the survey respondents were aware of services offered by agency libraries. Most librarians in case study schools were aware of these services; those that were not, felt that they would be able to find out where to obtain such services either through professional networks, or from the special education staff. The latter is surprising if librarians are considered to be the information specialists in the school. In some schools it was the special education staff who obtained alternative format materials for students from agency libraries, rather than the library staff. From qualitative comments in response to the questionnaires it cannot be deduced whether this was the policy of the school's special education staff, or whether library staff had not seen this as part of their role, or were not perceived to be the resource personnel in the school. In case study schools it appeared that it was more convenient for resources to be obtained by the special education staff, and not perceived to be part of the librarian's role.

Although two survey respondents had mentioned toy libraries, these were not brought up in discussion by any of the case study librarians as external sources which might be drawn on or parents referred to. None of the primary school case study libraries had

toys, apart from puppets and other accessories for storytelling, indicating that the librarians were not aware of the benefits of toys for young children with disabilities, especially in terms of providing a welcoming environment.

13.3.4 Reflections on the Question

This question produced some of the most valuable data for the study, because in answering it solid evaluation of existing services was produced.

13.4 Acquisition of Information Skills

This section deals with the question :

How are information skills being taught to students with disabilities?

A variety of scenarios for teaching information skills to disabled students was observed in the case study schools or described by survey respondents. Some students attended library lessons with their normal class; others visited the library in small groups with their special education teacher; some visited the library on an individual basis with their aide. For students with physical disabilities, learning information skills was not necessarily any different from other subject areas. However students with sensory disabilities, intellectual disabilities or learning disabilities usually needed some modifications in lesson delivery.

In schools with a resource room model, disabled students would usually have an opportunity to use the library and participate in information skills programmes at the same time as the rest of their mainstream class. In larger secondary schools such as Ellesmere Secondary School, timetabling and management issues meant that often students did not learn information skills in any planned programme, but only received ad hoc instruction from the librarians if their class happened to visit the library.

Information skills were taught as part of the "library lesson" at all the case study primary schools. The only case study school using a CCPT model was Lomandra Community School, and this was introduced for some classes during the second half of the study. Many secondary students interviewed had learnt information skills at primary school which they had transferred to their use of their secondary school library. Most secondary schools offered orientation and research skills units to Year 7 students, and

beyond that information skills teaching was dependent on where the school librarian could "borrow" a class or have input when a class visited the library.

The curriculum initiative being planned at Carismore Primary School reflected the need to consider the impact of information technology on the information skills process, and promised to be successful. It was making effective use of the time of two specialist teachers and appeared to have benefits for both; there was a possibility that it might lead to some involvement in CCPT, including classroom teachers, the information technology teacher and the school librarian.

13.4.1 Attitudes to Disability

Several school library staff working in case study schools did have personal experience of disability. This came from a variety of experiences : teaching, community work, or through the involvement of family members in the disability field. All the school librarians interviewed were comfortable in dealing with disabled students. One admitted that initially she had felt somewhat uneasy in teaching or interacting with these students, but these feelings had been dispelled as she had become more familiar with their needs. This reflects the literature which indicates that as disabled students increasingly attend mainstream schools, teaching staff are more accepting of them (Higgs 1975). In schools where the school librarians were confident about teaching information skills to disabled students, frequently the librarian had previous experience of this. These librarians had several strategies to call upon, as required. For example the librarian at the Hollywell campus of Harwood College had planned an information skills programme which catered for disabled students, based on her previous experience with such students in a government school. Similarly the two school librarians at Lomandra Community School drew on their past experiences and the staff development they had been offered at the school. Schools such as Pimelea, where there was a certain amount of complacency about the amount of staff development needed because the special education programme had a long history, might have a problem if a new staff member was appointed who did not have previous experience of disability. The exchange school librarian from Canada was able to fit smoothly into the school due to the similarities with his own school in Winnipeg.

Positive attitudes were expected in the case study schools, where special education programmes were well established. In the case of Lomandra Community School which was a new school set up according to inclusion practices, staff had only been appointed if they were committed to the philosophy of the school. Survey data reflected the empirical situation as far as library staff attitudes to disabled students were concerned. Although negative attitudes to students were not expressed, some respondents did comment on the frustrations of trying to cater for disabled students without appropriate funding or support. But individual respondents demonstrated commitment; one, whilst expressing the frustrations described above, also commented that she had undertaken a course in signing so that she could communicate with the deaf children attending the school.

The majority of the case study school librarians had realistic expectations of what could be achieved by disabled students. This was demonstrated in their approach to information skills teaching and in their encouragement of these students to take on positions of responsibility such as library monitors. The misconceptions identified by O'Brien (1989, cited Lewis 1995) were only observed in one instance. The work in case study schools showed that the findings of Larrivee and Cook (1979) that teacher perception of success, and provision of both administrative and special education support affected teacher attitude, were substantiated in the case of school librarians.

13.4.2 The Special Education Model

The model of special education influenced the way information skills programmes were delivered to disabled students. The model was imposed upon schools depending on the state in which they were situated, with some exceptions. Bestwood Secondary College, for example, has a Deaf Facility following the support unit model, which is rarely used in Victoria. In some schools with a support unit, this contributed to a distancing of the students from the rest of the school population, especially when the support unit was physically remote from the main school buildings. This was particularly so at Bestwood Secondary College and Cotterill High School. In these schools special education teachers were reluctant to go to the library with their students because it took up too much time. In both cases the support unit maintained a separate collection of resources.

On the other hand, in some schools with support classes or units, the special education teachers would take students to the library in small groups. This gave the school librarian the opportunity to give students individualised instruction, or for the school librarian and the special education teacher to teach the students together. This might also happen in schools operating the resource room model, where the special education teacher might be coaching a small group of students in a withdrawal situation and take them to the library to use resources. One advantage of the support class model was evident in primary schools, when the library programme for younger students was usually a literature programme. At Primrose Hill Public School for example, the two support classes had a regular library lesson and the school librarian was able to carefully select picture books to use with this small group of children with similar needs. At Lomandra Community School in comparison, library lessons were observed with the lower grades which sometimes included children with intellectual disabilities. The school librarian found it more difficult to choose a story that would engage the interest of the majority of the children but also gain the attention of the intellectually disabled student.

Where schools operated a support unit or support class model, the school librarian would be aware that there were disabled students in the school, and know of their needs through general staff development programmes. So although the support class or unit model reflects the medical discourse of disability (Fulcher 1989) and has been criticised because disabled students are distanced from their peers (Jan Pijl 1995), in this particular instance the model benefits the learning outcomes of disabled students. In schools using the resource room model, information about particular students and strategies to help them might not be so forthcoming. This situation meant that a school librarian might have no forewarning of a student who needed extra assistance before they presented in the library. The more proactive librarians realised that they needed to find this information for themselves. At St. Peter's Primary School, after asking several times for a list of students with special needs and not receiving one, the school librarian set about identifying the students herself so that she could plan to cater for them in library lessons.

Only three students were encountered in the case study schools who attended a mainstream school part-time and a special school part-time. The boy who attended St. Cosmas College seldom used the library at St. Cosmas but his special school had an excellent library. The two deaf children who attended St. Theresa's Primary School part-time and a special school part-time were limited to using the library at St. Theresa's, as the special school did not have a library. Thus if their class library lesson was scheduled for a time when they were attending the special school or had a medical appointment, they were disadvantaged.

In Victoria, where the PSG decides how integration funding will be used, the decisions made would affect the information skills programme, especially in the provision of aides. Case study data showed that the aide could be a vital component in a student's use of the library and participation in information skills programmes. Aides did not always accompany students to the library. In some cases this gave the opportunity for the student to exercise some independence, but in others it was detrimental to the information skills teaching process. If a student needed one on one attention, the school librarian could not effectively assist while dealing with the class as a whole. If one of the chief roles of the aide was to keep the student on task, or modify materials, it was essential that they accompanied the student to the library. Survey data showed that some schools which had disabled students enrolled did not have any special education staff. This would affect the information skills teaching programme where students were in need of extra support. Perhaps the most crucial issue is that school library managers would have no expert from whom to gain advice about special resources or teaching techniques to assist them in catering for these students.

Many schools in the government and Catholic sectors are starting to develop expertise in catering for students with a particular type of disability, as more children are mainstreamed. This is within the resource room model, rather than the support unit model. This is also happening in the United Kingdom. One school visited in Nottinghamshire caters particularly for students with physical disabilities, a direction which was originally initiated due to the school's good physical access, but further facilities and the development of staff expertise mean that the school is now attended by students with physical

disabilities from a wide geographical area². Thus the resources are concentrated in particular schools, but the disabled students have the opportunity to attend a mainstream school. This aids library provision, as it is possible to focus on the provision of particular alternative format materials and for staff to develop the capacity to communicate well with students with a particular disability.

13.4.3 Teaching Strategies

None of the school librarians in case study schools had Special Education qualifications, although one of the school librarians at Colim College had worked in the Support Centre prior to moving into the librarian position. The school librarian at one of the pilot primary case study schools in Victoria was a trained teacher of the deaf and one of the survey respondents had Special Education qualifications. Another survey respondent had worked as an integration aide in the past. One of the survey respondents who had recently gained her librarianship qualifications, pointed out that there was minimal coverage of the needs of disabled students in the course.

Despite what could be considered a lack of expertise, many of the strategies recommended in the special education literature were used. These were evident from case study work and qualitative comments by survey respondents. The use of worksheets, the use of computerised catalogues and exercises involving electronic information sources often lead to co-operative learning and peer tutoring situations. Lomandra Community School library had two reading programmes based on a buddy system whereby older students read with younger students who had reading difficulties or lacked confidence in reading. Although these programmes were not dedicated to students with disabilities, several participated. All the case study primary school libraries ran literature programmes which included storytelling, known to be an important factor in encouraging literacy. However only two librarians in case study secondary schools included storytelling in their programmes.

The majority of school librarians had realised the importance of modifying tasks for some students, or modifying expected outcomes. In some cases the aide would work

² Frank Seely Comprehensive School, Calverton, Nottinghamshire.

with the student in the library lesson, modifying material as necessary. More frequently the school librarian would adapt worksheets and other material to suit individual student's needs, or modify the expectations for individual students. The latter did ensure the inclusion of a student with a disability, in that they would be doing the same work as the other students, but either with modified outcomes, or perhaps using a different tool. For example at Carismore Primary School, when students worked on dictionary skills, some students might use a less advanced dictionary than others, but perform the same tasks. School librarians realised how important it was for success to be experienced by these students. It is interesting to note that contrary to the beliefs of Solity (1992) many school librarians emphasised the value of one to one instruction for some disabled students.

Some case study schools did offer work experience placements to disabled students as advocated by Jilbert (1995). Apart from the valuable experiences this afforded the students involved, it enhanced the relationship between the special education teachers and the school librarian.

Students interviewed understood how their school library was organised and were able to access its resources. Observation of students in some schools showed that their ability to use the library and access resources was adequate for their year level. Many had transferred the skills learnt to other libraries : either to a public library or from a primary school library to a secondary school library. There was a certain amount of hesitation for some about using public libraries. This was related to the increased complexity of the collections, especially where the non-fiction stock was integrated, so that students had to select from a range of material which included both adult and children's materials. Several mentioned that they would only ask for help from a public library staff member with whom they had familiarity. An interesting phenomenon observed in the case studies was that special education teachers made great use of public libraries and frequently took groups of students there as part of a socialisation or daily living skills programme, but the school librarian was unaware of this.

Some of the worksheets and other materials used by students were collected from the case study school libraries, but school librarians had not carried out evaluation of skills learnt. Therefore although it was possible to assess how students were being taught information skills, and assess the teaching methods used, it was not possible to tell how effective they were, other than through the subjective assessments of school librarians and special education teachers.

The most successful situations were those where the school librarian had consulted closely with the special education teacher as to the content of information skills programmes, as is recommended in the literature. One example is Pimelea High School where the school librarian and the special education teacher designed and taught together a programme for students with intellectual disability. Another is St. Theresa's Primary School, where the school librarian was not a qualified teacher, but she was able to cater very effectively for the disabled students in library lessons because she was regularly advised by the Head of Special Education of the needs of particular students.

13.4.4 Communication between the School Library Staff and the Special Education Staff

The level of communication between the school librarian and the special education teacher seemed to be a more important factor in the acquisition of information skills than the special education model used in the school. This supports the special education literature which shows that increased co-operation and communication between classroom teacher and special education teacher is an important factor in the successful placement of a student with a disability in a mainstream class. For example at Carismore Primary School, the school librarian was proactive in seeking information about the needs of disabled students and the best way to teach them, from the Disability, Impairment and Welfare Co-ordinator. Several survey respondents mentioned

consulting with the aide who accompanied a student to the library about appropriate modifications to learning materials.

13.4.5 The CCPT Model

Only Lomandra Community School had made any real progress towards introducing a CCPT model for information skills teaching. The barriers to the introduction of this model of programme delivery corresponded to those identified in the literature : the use of the "library lesson" for RFF for classroom teachers; lack of enthusiasm on the part of the special education teachers or the school librarian; and lack of understanding of the importance of information skills by classroom teachers. Observation in case study schools revealed behaviours which gave some support to Montgomery's (1991) theory that cognitive style was related to the adoption of CCPT. The school librarian at Cotterill High School was very focussed on day to day management and seemed to prefer to work in isolation. She mentioned working with only one teacher on collection management and there was no CCPT. The staff of the Special Education Support Unit at this school said they did not use the library much due to lack of time, but lack of encouragement by the school librarian may have been a factor.

At the Winston and Pepperell campuses of Harwood College, the special education teachers at the Senior and Junior/Middle schools did not give the school librarians the opportunity to teach information skills to disabled students. The Winston Senior Librarian did exhibit some of the characteristics identified by Montgomery as being barriers. He was a very reserved man, and did not appear to socialise a great deal with other staff. However the two other librarians were very outgoing and easy to communicate with. Although the Pepperell Senior Librarian and Special Education Coordinator did not appear to communicate a great deal, the former was quite approachable. But there seemed to be another factor in play here, in that there was a certain amount of "ownership" of the students displayed by the special education staff. It had not occurred to them that the school librarians might be involved in teaching these students information skills; there was a perception that the special education teachers should teach the students everything.

The efforts of school librarians to introduce CCPT into the curriculum model has similarities to the task facing special education teachers in supporting students in mainstream classes. Both of these roles are specialist, and therefore perceived as being different from the role of a classroom teacher, and success depends to a great degree on personal communication skills and the ability to teach co-operatively with another teacher. The lack of planning time made available to classroom teachers impacts on the goals of both the school librarian and the special education teachers. Unless classroom teachers understand these specialist roles, they tend to resent time spent on planning processes for CCPT or inclusive curriculum and do not see it as part of their role.

As was outlined in Chapter 5, special education teachers have had to adapt to this different role over the last twenty years, which corresponds to the period when school librarians have been trying to establish their role. The need for these two specialist roles in schools was recognised in the *Schools in Australia (Karmel Report)* (1973). Special education teachers have had to cope with further changes brought about by the mainstreaming and inclusion movements. Many have moved from special schools to mainstream schools where their role is quite different and they are more isolated in terms of their expertise. Thus the recent establishment of learning support centres in some schools which include both library services and special education support services may prove to be a successful innovation and facilitate greater co-operation between these two areas, as well as enhancing their role in the school.

13.4.6 Reflections on the Question

This question also provided rich data and the answer was a very positive one. Although it would have been valuable to evaluate learning outcomes of information skills programmes, there is a limit to what can be achieved in one study. The answers to this question form an excellent basis for further research, as is suggested in Chapter 14.

13.5 Comparison of the Case Studies

One approach to answering the research questions is to consider the case study schools and decide which appear to demonstrate a level of success in providing effective library services for students with disabilities. Only case study evidence can inform the answer to the final research question :

Are there school libraries which provide high quality services to students with disabilities, and if so, which factors are crucial to this achievement?

As Beare, Caldwell and Millikan (1989, p.14) have pointed out, case studies make it difficult to attribute causes because when two phenomena occur together it is difficult to infer which is the causal relationship. It was possible to reflect on the case study schools and look for similar features in those which seemed to have achieved success to some extent. One advantage of the interpretive approach to the research undertaken in the case study schools was the opportunity to absorb the culture of the schools, to observe relationships and attitudes. This could only be done because of the researcher's considerable experience in the area of the study.

The two least successful schools were St. Peter's Primary School and Cotterill High School. The former school suffered from internal strife following the appointment of a new principal. She had appointed a school librarian, seeing the necessity for the upgrading of the school library. The school librarian had worked hard to establish the library programme and made a conscious effort to consider the needs of the students with disabilities. The latter were only one group of students with extra needs, as the school had a huge enrolment of children whose second language was English, and the school was not able to achieve literacy for many students by the end of Grade 6. Thus the conflicting interests in this school had undermined the effectiveness of many of its programmes.

At Cotterill High School, the library and the support unit were isolated from one another, both in physical terms and by communication. Although the school librarian had made some effort in tagging hi/lo books in the collection, and encouraged disabled students to gain computer "licences", her preoccupation with the library computer system and day to day management tasks seemed to have distracted her from the bigger picture. She complained that the library was ignored by some elements in the school, yet did not take a proactive approach to communicating with the rest of the school. Having no time to go to meetings was a prime example of this. Yet some of the problems seemed to relate to the nature of the school itself. The special education teachers had talked about the way the Support Unit had been "added on" to the school

and its students never really accepted. Lack of time seemed to be a problem for the special education teachers; some did take students to use the library, but although they apportioned some of their funding to the library for resources they had shown no inclination to be involved in selecting these materials. This was surprising in that the Head of Special Education was a qualified teacher-librarian. Although this school and its programmes contained elements which could have achieved some success, the actual positive outcomes for disabled students seemed to be limited : there was a stifling constraint within the school.

Pimelea High School, Colim College and Bestwood Secondary College, also schools with Support Units, appeared to be more successful. The school library at Pimelea in particular had developed a dynamic relationship with the Support Unit during the course of the study. This was due to changes in the personnel of the Support Unit and a change of approach, but also the flexibility and expertise of the three different school librarians who worked in the school during the course of the study. In all of these schools the Support Unit was part of the history of the school. Both Pimelea and Bestwood schools had been formed from amalgamations of schools with falling enrolments, had included the Support Unit from the start, thus acceptance had not really been an issue. Although the level of communication between the school librarian and the special education staff was higher at Pimelea, it was established in both schools. The support unit at Colim College also had a history, and the school had in place a very positive culture that encouraged the acceptance of difference. Although the support unit at Colim College was physically distant from the library, as at Cotterill, this did not prevent communication between the two.

Harwood College and Ellesmere Secondary College had some problems in common. Both were large schools with multiple campuses; both had students with a very wide range of disabilities; both had management problems within the school libraries. A feature of both schools seemed to be that where individual members of staff were performing well, then there was success. For example, at Harwood, the relationship between the school library staff and the special education staff at the Elland campus, and at the Preparatory school of the Winston campus, was excellent, whereas it

appeared to be almost non-existent in other parts of the college. At the VCE campus at Ellesmere Secondary College there were good relationships and good outcomes, whereas at the Kenfield campus where most of the library staffing problems were manifested, service was not so good. The difference between the school libraries at Ellesmere and Harwood was that the former was managed by a very experienced school librarian with a strong personality who ensured that policy covered disabled students and did not allow day to day management challenges such as staffing problems deter her from the library's programme goals. Harwood did not have a librarian who was responsible for the libraries on all sites; they were managed individually, which inhibited policy formulation.

When the special class at Eaton Girls School was accessing the Junior School library, there seemed to be success. Many of the students had learnt how to use the library successfully and transfer information skills to using their public libraries. Observation of this class showed that these skills needed to be constantly reinforced, but their acquisition had helped to establish the students' confidence. By the close of the study, the students were approaching the age when they would need to commence using the Senior School library. The Senior Librarian at the school had doubts as to how successful this transition would be. Although her attitude could be construed as negative, she was in fact acknowledging future problems while other staff in the school seemed to be denying their existence. The situation did not invite obvious comparison with any of the other case studies. The other secondary school which had a support unit for intellectually disabled students was Pimelea High School. This school had three classes rather than one as at Eaton, but the total of students was thirteen as compared to nine at Eaton. This gives an indication of the different level of support provided to the students and their teachers. The thirteen students at Pimelea were taught in three classes each taken by a special education teacher, with one aide to support all three classes. The one class of nine students was taken by one special education teacher with no aide support, and no aide support was available when the students were in mainstream classes for some subjects, or when they had library lessons. It was this lack of aide support that the Senior School Librarian at Eaton Girls School felt was a problem. Library provision at Eaton Girls School was influenced by the fact that, being a K-12 school, the students in the special class had been able to access materials in the Junior

Library. This had deflected the need to purchase special resources for them once they started to use the Senior School Library. At Pimelea by comparison, the library had catered for students with intellectual disabilities as a matter of course, particularly in collection management.

St. Cosmas College and St. Theresa's Primary School both had achieved moderate success in catering for disabled students in the library programme. Both had students with a range of disabilities enrolled, and both had competent school librarians and special education teachers. There is no doubt that the Catholic ethos can be influential in encouraging acceptance of disabled students both by students and staff. This conclusion is supported by the research of Center and Ward (1987) which found that attitudes of teachers in Catholic primary schools were more positive than those of teachers in other sectors. In these two schools there was some provision of appropriate resources and facilities for disabled students, but both school libraries had physical access problems which could only be overcome by relocation. Although communication was established between the school librarian and the special education teachers in both schools, there was opportunity for this to be extended. Interviews revealed that there were several needs that had not been communicated to the school librarian.

Some management factors that impacted differently on government schools in the two states were observed. There was still some central government school library support in NSW, which was valuable to the school librarians in the dissemination of information about resources, technology and staff development opportunities. In Victoria there is no central government support and school librarians rely on their professional associations to provide this. Although neither the NSW Curriculum Directorate nor the School Library Association of Victoria (SLAV) are particularly aware of the needs of disabled students, at least some mechanism is available for future promotion of these needs. The advantage in NSW is that policy statements and handbooks for government school libraries are maintained and can be used to direct service provision.

The second factor was the enormous amount of time government school librarians in NSW appeared to spend on the implementation and maintenance of the *OASIS* system,

which restricted management time for other issues. This may have been related to the gradual diminishment of central support, but could also be related to low levels of library support staff, and in particular the low percentage of paraprofessional staff employed in NSW school libraries as compared to Victoria. Independent schools with the system did not appear to experience this problem, but they had more paraprofessional and non-professional staff.

13.6 Good Practice

The term "good practice" has been deliberately used rather than "best practice". The latter term is used in the context of total quality management to imply practice which is exemplary and can be used as a benchmark. Lomandra Community School stands apart from the others due to its status as a new school established within the inclusion paradigm. It is a best practice school. The library programme was very successful in catering for the needs of disabled students. Although the five "good practice" schools were excellent examples in many ways, they could not be regarded as having progressed to "best practice".

In the context of the study, the schools which provided the examples of good practice were Colim College, Carismore Primary School, Primrose Hill High School and Primrose Hill Public School. These four schools shared the characteristic of having a special education programme which had been established for many years, and a well established library which had been managed effectively. All five schools, including Lomandra Community School as a "best practice" school, had a welcoming environment and a cohesive staff, and strong leadership from the principal.

In comparing the case study schools, it became clear that there were several issues which influenced the effectiveness of the school library as further addressed in the subsidiary research questions. These were :

- Well established two-way communication between the library staff and the special education staff;
- Staff development;
- Involvement of the special education staff in the selection of resources and in planning information skills programmes;

- Adequate support for students with disabilities;
- The managerial skills of the school librarian;
- The culture of the school.

Some of these have a connection with the six "organisational arrangements" which Ainscow (1995, p.66) identified as helping staff in schools which are moving towards an inclusive model of education, as discussed in Chapter 5.

13.6.1 Communication

Ainscow's discussion of "co-ordination" is focussed on processes of communication. He pays particular attention to the importance of informal methods of communication within the school. One mistake that can be made, he suggests, is that teachers tend to assume that other teachers understand what their role is. This is because to a certain extent loose coupling in school organisation leads to a good deal of autonomy with lack of focus on goals. Ainscow suggests that without losing the advantages of loose coupling, in a school where there are disabled students there is a great need for communication of information that can assist teachers in their individual classrooms to make adjustments and improvise.

This approach could be seen in these five case study schools. Information about students with particular needs was filtered through to teachers all the time in various ways as an ongoing process. But the informal communication systems were also important. The school librarian might seek out the special education teacher for information, or vice versa. The communication skills of both these staff members were well developed in successful schools, but the school itself would have open communication systems.

13.6.2 Staff Development

Staff development was a need identified by Ainscow, and in a form which resulted in whole school staff development as well as on the individual level. In good practice schools library staff accessed the staff development programmes offered generally, but school librarians had not attempted to either organise in-house training for the library staff or to request training at regional or cluster level. There was no evidence that principals were directing the staff development of school librarians, although recent

research shows this is a role they should take (Fiay, Henri & Oberg 1999). This may be due to their lack of confidence in assessing staff development needs of school librarians, as identified by Heeks and Kinnell (1994). The study showed that staff development is an area that requires priority, especially if the decline in the number of staff development programmes offered, as reflected in the survey data, continues. Thus the staff development needs for school staff in this area, identified in reports on special education ten years ago or more (Commonwealth Schools Commission 1985, Coulter & Ingvarson 1985, Commonwealth Schools Commission 1984) have still not been met.

13.6.3 Involvement of the Special Education Staff in the Library Programme

Ainscow's reflections on the need for co-ordination in an inclusive school have bearing on the more specific aspect of the input special education teachers need to have into the library programme. In good practice schools, special education teachers had an understanding of the role of the school librarian. They could see how the school librarian could contribute to the educational programme of disabled students, by generalising skills learnt in the classroom for example. They might teach co-operatively with the school librarian. The school librarian would understand the specialist role of the special education teacher, and therefore seek advice and input into the selection of resources for the library and into information skills programmes. These processes reflect what Ainscow calls "a commitment to collaborative planning" (p.66).

13.6.4 Support for Students with Disabilities

In good practice schools, there was adequate support for students with disabilities in both information resources and learning support. The former had been acquired due to an appropriate level of library funding and the awareness of the librarian of the need for alternative format materials, and the library being made accessible for the students. Students with physical disabilities could easily gain assistance from library staff in retrieving books from shelves, and the physical layout of the library and availability of other features such as OPACs was predetermined. But other students often needed the aides to help with interpretation or adaptation of resources, or in performing tasks in information skills programmes. This learning support was provided either by an aide, a special education teacher, or, if using the library out of lesson time, from a student colleague or library staff member. In information skills teaching in particular, assistance from someone else apart from the librarian, with set tasks for the student, emerged as a

clear necessity. This finding supports earlier research by Center et al. (1989) that appropriate support was the most significant factor in successful integration in the mainstream classroom.

Special education staff did perform some tasks that could be considered traditionally to be the role of the library staff, such as photocopying and enlarging materials, and obtaining alternative format resources from external libraries or agencies. This appeared to be an arrangement of convenience, as special education staff were in constant contact with students, knew their precise needs and could respond quickly to these. Librarians in "good practice" schools were knowledgeable about external sources and could refer special education staff to these if necessary, and it was clear that library staff in any school would provide these support tasks if required.

13.6.5 Management of the School Library

Several of Ainscow's six "conditions" refer to aspects of management. Leadership, policy formulation, collaboration and co-ordination infer the need for well developed management skills. Ainscow refers to leadership at other levels in the school as well as at the top, and in the good practice schools the librarians exhibited good leadership styles and were prepared to be involved in school wide activities such as serving on committees. They communicated well with all other staff in the school, and particularly with the principal. Their relationship with the principal appeared to foster their status and that of the library in the school, supporting other research which found this relationship was an important one to be maintained by school librarians (Haycock 1992, Grant 1988). School librarians maintained a presence in the staffroom in order to facilitate communication, identified by Heeks and Kinnell (1994) as an important strategy. Although not all had formal written policies in place, there was evidence of planning. The library staff operated as a team of which the non-professional staff were valued members. Many of the school librarians in the case study schools had outgoing personalities which research has shown to be common amongst exemplary school librarians (Haycock 1992, Brown & Sheppard 1997, Montgomery 1991). They actively promoted themselves and the school library within the school and were active in professional associations.

13.6.6 Culture of the School

The five good practice schools were easy schools to work in, for the researcher. There was a welcoming atmosphere and a general feeling of friendliness and openness. People were prepared to take time to talk and facilitated contact with others in the school. This reflects their culture, which although not identical, was of a nature which facilitated communication. The staff in these schools had shared goals which they were working towards together; they had a commitment to the disabled students in the school and their role modelling was passed on to the students in general. These were the schools where the researcher was welcomed in the staff room and always met the principal. It was clear that the organisational culture was one in which goals could be met and organisational growth and development achieved.

13.6.7 Reflections on the Question

Although the answer to this question was "yes" for only a handful of schools, if school libraries are to adopt rigorous management practices and eventually undertake benchmarking, it is important to know that some models of good or best practice do exist. Using this question to direct research in case study schools had valuable and important outcomes.

13.7 Conclusion

In this chapter the research questions have been considered and discussed in order to assess the current state of practice in school libraries as far as services to disabled students are concerned. It is clear, from the case study data in particular, that school libraries are, as are schools, all very different, but it is the nature of the school within which they are situated which will have an influence on the service the school library offers. One positive survey finding was the slight increase in the proportion of libraries being managed by staff with librarianship qualifications over the period of research, and the increase in clerical and paraprofessional support in school libraries. This would facilitate more effective management of school library facilities.

The culture of the school and the management skills of the librarian were very important factors. One interesting outcome of the research was the way in which the study itself and the resultant contact with schools led in many instances to what Ainscow described as "...attention to the potential benefits of enquiry and reflection". This was most

obvious in case study work but also came through from qualitative comments and questions from survey respondents. Participation in the study led many of the actors, both librarians and special educators, to reflect on their practice and ways in which they could improve it. For librarians, the study alerted many to a client group whose needs they had not fully realised, and many of them admitted this. They realised that there were gaps in their knowledge about appropriate resources, facilities, outside sources of information, appropriate teaching strategies and many other things. Many requested information and feedback from the researcher.

For special education teachers, the study alerted them to the role of the school librarian and ways in which they could contribute to the learning outcomes of disabled students. It made several realise that they had not been communicating effectively with the school librarian, and this was freely admitted. This reflected the changing role of the special education teacher and their emerging understanding of the need to communicate with other staff members who would be dealing with or teaching disabled students. In several cases study schools, involvement in the research led to new practices, such as closer consultation between school librarians and special education teachers, or regular meetings; changes in the way information skills were taught, or resources selected. Therefore several of the long term results of the study may not become apparent for quite some time, as a number of the participating schools focus more on the relationship between the school library and the special education programme, and look to ways of enhancing it.

The next, concluding, chapter considers how the findings of the study may be incorporated into future policy developments and research directions, as well as reflecting on the theoretical underpinnings of the study.

Chapter 14 Conclusion

14.1 Introduction

This chapter considers the results of the study as they reflect the theoretical underpinnings of the research. The study sought to examine school library service provision for students with disabilities against the background of relevant policy and legislation, the construction of disability, the importance of information literacy as a lifelong skill, and the school as an organisation. All of these areas have an impact on the way the school library provides for disabled students. Consideration is given to future policy formulation for school libraries, if the findings of the study are to be addressed. Finally the effectiveness of the chosen methodology is addressed, and recommendations made for future research.

14.2 Policy and Legislation

Policy and legislation affecting schools covered by the study were examined in Chapter 4. This review found that schools were covered by disability legislation at both federal and state level. In NSW and Victoria there is a considerable body of documented policy relating to the education of disabled students in mainstream schools. Fasano (1996) has identified three stages in the introduction of policy : formulation, implementation and monitoring. These stages, claims Fasano, can only be sustained by adequate resourcing, support by relevant agencies and groups, and persistence by all involved parties over time. In the policy space of education there are many other issues that vie for attention, of which the education of disabled students is only one. In every school, every staff member will be struggling to meet the needs of diverse groups within the school population.

Yet, unlike some of these other areas contesting for attention, the education of students with disabilities is covered by legislation and policy which is intended to ensure that there is equitable service provision. Why then, are so many school librarians unaware of this legislation? Those who were aware of legislative and policy requirements had been informed from a variety of sources, but there was no clear channel of dissemination of information from governments to the individual. Given that this body of policy is intended to create social change, its impact appears to be minimal. Although the school

librarians participating in the study cared about the students with disabilities and were informed more by the concept of equal opportunity than by any knowledge of disability legislation, they were unaware of instances of non-compliance. Therefore it seems that the relevant policy has been formulated and partially implemented, but not monitored. Implementation can be described as partial in that the implementation of the policy does not appear to be adequately resourced. It may have the support of relevant agencies, in this case schools, but resourcing does not extend beyond the immediate support for the educational programme of individual students. This conclusion reflects the viewpoints of Fulcher (1989) and Marks (1993b) that policy making at government level does not necessarily lead to effective practical implementation.

Very few school libraries had received extra library funding to provide special facilities or resources for these students. Of all the legislation and policy reviewed in Chapter 4, only one report (Doherty 1982) recognised the important role the school library played in the education of students with disabilities and recommended extra funding be provided to facilitate this. As school librarians face the complex task of providing an information service to a diverse school community with many conflicting needs, often without adequate staff or funding for basic resources, it is hardly surprising that they have not thought to question why funding has not been provided for services to students with disabilities. Although many school librarians were aware that these students needed specialised services, lack of knowledge about a legislative requirement to provide services meant that extra funding or support was not sought with assertion. This finding to some extent supports Burdekin's (1989) concerns that there were insufficient linkages between the federal and state disability legislation to ensure that the latter gave a clear message that more subtle discrimination was unacceptable. Although the research has shown that factors other than funding are more significant in providing effective library services for disabled students, the lack of funding for alternative format materials and specialised equipment and library facilities for this group of students does give some strength to Kemmis' (1990) argument that LMS has led to decreases in government support to schools, which disadvantages students with special needs.

14.3 Disability and Society

One reason why policy and legislation are not seen to have an immediate impact is put forward by Bellamy (1998) in his "Braid of Progress" theory. This reflects the fact that societal change occurs in distinct areas, as was discussed in Chapter 2. Bellamy's claim that advances in the four arenas are interdependent is supported by this study. In the "governmental" arena, as defined by Bellamy, precisely the process that this study has partially focussed on, is in question. Are the outcomes perceived in the legislative and political process in fact achievable back down at the organisational or procedural level? Certainly the current study shows that outcomes as outlined in policy and legislation are not achieved at the individual or the organisational level. Bellamy suggests that outcomes related to organisations are often only forced through advocacy groups taking legal action. There has been some litigation in Australia in the education sector, but what can be more generally perceived from the current study in discussing school libraries is that there is complacency about service provision for students with disabilities. If students with disabilities are not receiving access to an adequate school library service, they are not likely to consider litigation. Instead, they will either find another library which is accessible to them, or they will manage without adequate information services. However, action in the governmental area more generally and lobbying about broader issues will enforce the rights of people with disabilities which will eventually filter down to more specific types of services such as library services.

Activity at government level leads to system level policies for students with disabilities to be educated in mainstream schools. The organisational arena of the school is responsible for formulating policies that support students with disabilities and their educational programmes. Does the culture of the school support or inhibit policy about students with disabilities? The study showed that although schools were affected by the same special education policies at various system levels, implementation could vary according to the commitment of the school as a whole to the inclusion of students with disabilities. Where there are many students with disabilities enrolled, strategies which inform staff and improve teaching processes for students with disabilities are put into place; staff development leads to the development of individual expertise and values. Schools where things worked well were important in the scheme of things, because they provided models of good practice that other schools might aspire to. But much of this

progress will be hampered unless funding from governments is adequate, or schools accept responsibility for apportioning base funding equitably. Bellamy has suggested that studies such as the current one and other evaluative mechanisms have an important role at the organisational level, as they serve to monitor where programmes are in reality and what has to be done to achieve system set outcomes.

The work of the school librarian can be placed in the "procedural" arena, where there is a need for knowledge of resources and facilities to support individual students with disabilities, as well as knowledge of external information agencies from which additional support can be obtained. Success in this arena is dependent on : good communication with special education staff so that needs are understood; professional knowledge in resource provision; and support by adequate staff development. The study showed that many school librarians have not performed well in this area. It can be remedied by access to appropriate staff development activities, one of which could be to visit the school library in a school with established good practice in educating students with disabilities.

School librarians maintain personal values that will affect their professional conduct. These values reflect the individual experience. As a "helping" profession, most librarians have an empathetic attitude to disabled people. Many of the actors whose views and values were considered in the study were at different stages of understanding and accepting disabled people in society. Their exposure to disability was a significant factor in this. For example, a school librarian in a school with a support unit for intellectually disabled students might be expected to have a more informed perspective on the acceptance of disability in society than a school librarian in a school which had few students with disabilities enrolled. It could be argued that only through individual growth will societal change be achieved.

14.4 Constructs of Disability

From observations made of schools during the study, it appears that although schools have accepted some elements of the social justice aspect of disability, the medical approach still lingers beneath the surface. The problem is the one identified by Mehan et al. (1981, cited Fulcher 1989), that labels for specific disabilities are needed for

administrative rather than educational purposes, and these labels have negative connotations because they reflect the medical aspect of disability. In some schools attempts to protect the privacy of students and avoid labelling or stigmatisation has had a negative effect on the way information is disseminated to teachers by special education staff. This can restrict their response to individual student needs. Information is frequently not passed on to school librarians, who are not recognised as having direct contact with these students. In other schools, especially those with special education support units, it is apparent who the students with disabilities are, but their needs are known and met more easily by staff not directly involved in their educational programme, such as the school librarian.

As was discussed in the previous chapter, models of special education are a factor in the way library services are provided for students with disabilities in mainstream schools. With a few exceptions, there are different policies about special education models in government schools in the states in which the study was conducted. The support class or support unit model, more commonly used in NSW, is aligned with the medical discourse on disability as described by Fulcher (1989) and the oppression theory of Abberley (1987). The resource room approach, more common in Victorian schools, is an attempt to move towards the human rights discourse, to ensure students with disabilities are supported but in a less obtrusive manner, to engender their acceptance. The reality is that as far as impact on library services is concerned, examples of good practice were found within both of these models.

Schools still depend on agencies to some extent for support, especially for students with disabilities such as visual impairment where alternative format materials and adaptive technology are needed. School libraries may use these agencies for transcription services, or to borrow or purchase alternative format materials. Agencies have traditionally operated from the charity discourse of disability, although some change is apparent in response to the federal disability legislation. Some are becoming providers of expertise to mainstream organisations and publishers of alternative format materials, reflecting what Fulcher has called the "corporate" discourse of disability. Many librarians participating in the study were unaware of the services these agencies provide.

There may be various reasons for this, one of the most obvious being a lack of promotion of services by agencies, although lack of time for school librarians to explore what services are available is another. Another aspect observed in case study schools, and commented on by some survey respondents, is that the special education staff in the school would take responsibility for the transcription of materials or acquisition of alternative format materials. In relation to the charity discourse, this indicates that both special education staff in schools and agencies still exhibit to some extent, an ownership of, or a need to protect, students with disabilities.

In considering the social theories of disability, such as those of Abberley (1987) and Oliver (1990), the study shows that school librarians and school library programmes can contribute to the social acceptance of people with disabilities. School librarians were able to encourage the personal growth of students with disabilities, especially in offering co-operative learning and sharing activities with other students, and giving students responsibility. Acceptance of disabled students by their student peers was also encouraged by providing positive role models, and changing attitudes with information about disability.

14.5 The Acquisition of Information Literacy Skills

As discussed in Chapter 2, the availability of good school library services managed by a school librarian who can teach information skills are vital to the process of becoming information literate. The level of library services varied according to the type of school and its size. The reality in the case study schools reflected the theory of social and cultural reproduction as described by Kemmis (1990). There was variation amongst the schools in the way students with disabilities were not only accepted, but catered for in terms of possible learning outcomes. There is no doubt that, except for isolated cases, students with disabilities are receiving equitable access to information skills programmes, but the quality of the programme they receive is linked to individual school conditions, as Luke (1994) suggests. For example, the students at Eaton Girls School were benefiting from a program which was available to them because their families had the means to send them to an independent school; the advantages for them lay in the well resourced library and the opportunity to learn information skills in the context of a small class.

The LESSEN study (Heeks & Kinnell 1997b) found that a welcoming library environment was an important factor in attracting students with disabilities to the school library, and this was supported by the results of this study. Most of the students interviewed were very comfortable about the library as a place. A feeling of comfort and ease about using the library is an important first step to gaining information literacy.

The study found that school librarians were cognisant of the importance of information literacy and regarded the fostering of its acquisition among students as one of their core roles. They demonstrated an in-depth understanding of the varied requirements of students with disabilities in planning and teaching information skills, especially in their use of electronic information sources. The scope of the study was restricted by the lack of evaluation of teaching programmes by school librarians. It is possible to conclude that school librarians are aware of effective methods of teaching information skills but there is no concrete evidence of how successful these programmes are.

14.6 The School as an Organisation

Schools are to some extent influenced in their cultural stance by the system of which they are a part. Thus an independent school has more opportunity to develop a culture which is uninhibited by systemic authority. Government schools and Catholic schools are subjected to the rules and regulations of their system. The inputs, as defined by Silver (1983), to an individual school, can influence the outputs in terms of student learning outcomes. If schools are well funded and there is a commitment to special education, learning outcomes for students with disabilities should be satisfactory. Some of the impacts of LMS on school libraries in Victoria, which were discussed in Chapter 6, demonstrate the threat to schools if funding is reduced. This study was unable to link level of funding to satisfactory library service for students with disabilities; in fact in the two independent case study schools where the special education programme was well funded no extra funding had been given to the libraries, and independent schools were not included amongst survey respondents who had received additional funding to provide services to students with disabilities. Good practice appears to be achieved through elements other than funding.

Government schools are faced with the dilemma of being forced to self-govern within a system that still imposes authority on them in some areas. In this environment where teachers at all levels are adopting management practices for which they have received little or no training, school librarians often hold an advantage because their professional librarianship training has included some elements of management. All of the government case study schools were in a process of transition to self-management during the course of the study, and it was not possible to judge how far their status as self-managing schools affected the quality of their special education programmes. A few observations, such as the curtailment of staff development programmes for the special education staff at Cotterill High School, and withdrawal of *OASIS* support for NSW school libraries, did suggest some negative outcomes.

The observations in case study schools supported the loose coupling theories of school organisation (Hoy & Miskel 1982) in that although schools conform to some extent to system authority, the way in which this authority is interpreted varies from school to school. Both states covered by the study had a policy of educating students with disabilities in mainstream schools wherever possible. The original establishment in NSW of special education support units or support classes results in many schools now having an established acceptance of the integration of students with disabilities within their culture. In Victoria where the resource room model is favoured, some schools have developed a specialisation in catering for students with disabilities whereas others have effectively ignored it. This is reflected in the considerable effort that had to be put into selecting case study schools for the study. If students with disabilities were readily accepted in their neighbourhood school, one would expect to be able to make a random selection of schools to use as case studies.

Ball (1987), Greenfield (1993) and others are of the view that schools cannot be merely regarded as organisations because, by their nature, each school is made up of a collection of individuals. Greenfield has said that organisations are differentiated by the people in them, but again power comes into play. The individuals who wield the most power will influence the culture of the school, but the individual can resist the dominant culture. So even within a school operating within a dominant paradigm of inclusion,

there may be one or more individual teachers who do not accept this paradigm. Such teachers may eventually leave a school with a culture which they find constraining but others with similar cultural values may be attracted to it. As individuals come and go the organisation changes, and some findings of the study supported this, such as the change of relationship between school librarians and special education staff when new people were appointed to these positions, or changes in personnel which affected the way school librarians and special education staff were managed. For example, both Pimelea High School and St. Cosmas College experienced changes in the management of the school library during the time of the study. Momentum in co-operation with the special education department was better sustained in the former school, due to the growing enthusiasm of that department to work with the library, and also due to the more extensive experience of the three school librarians with disabled students.

The approach of Gray (1987) in relating individual actions to organisational change was also seen in good practice schools. This was particularly relevant to the management style of school librarians. Those who were effective managers took a proactive approach to service provision to ensure that the status of the library in the school was high and that their role, especially in the contribution to students' attainment of information literacy, was understood.

Attitudes and values are part of organisational culture. Schools which have included students with disabilities or have been designated as schools which should, as in the establishment of special education support units in NSW, might be expected to have developed a culture embracing a set of attitudes and values which reflect the human rights discourse of disability. This was the case in the good practice schools, despite the low level of awareness of specific disability legislation there was an understanding that some sort of human rights legislation existed. A range of special education models were represented within these schools, but the common denominator was an organisational culture which valued the students with disabilities in these schools, including firm leadership, flexible curriculum and other elements identified in successful special education programmes by Slee (1989, cited Lewis 1992). The presence of such elements in the culture facilitated the awareness of these students' needs by the school librarian,

because it had become part of the history of the school and there was a certain level of expertise in the school about disability.

The study showed that the most significant factor in the provision of effective school library services was the extent of communication and co-operation between the school librarian and the special education staff. Communication is a facet of organisational culture, but it is also influenced by a system related factor, the size of the school. This was found to be a primary issue in communication; the smaller the school the easier communication was. Cultural factors were important, however. The study found elements of Handy's "benevolent club culture" in primary schools, whereas although some secondary schools were not large in terms of staff and student numbers, the organisational arrangements imposed by the curriculum divided the school into faculties and departments which complicated communication channels. Again this bears comparison with Handy's identification of "role" culture in secondary schools enforced by the external environment. This led to some competition for funding between faculties or departments which could be divisive and lead to "balkanization" as identified by Fullan and Hargreaves (1992).

In considering the theories of organisational culture reviewed in Chapter 2, findings from case study schools seemed to most closely match the cultural model of Fullan and Hargreaves (1992). Both individual school librarians and special education teachers were observed to be in professional isolation from their colleagues; sometimes this was in the scenario of a school which had a separation culture, where there was a lack of co-operation and consultation between teachers, and no desire for or an ability to cope with change. Yet there were instances where this isolation was due more to personal characteristics. Within the set of "connection" cultures there was a clear example of "balkanization" where staff factions led to total disruption of the school and the eventual resignation of the principal. This had severe repercussions for the school librarian, not only in preventing her from offering an effective library programme for students with disabilities whose needs she recognised, but also in driving her to apply, successfully, for a school librarian's position in another school.

The culture of "comfortable collaboration" seemed to be operating in two of the Catholic schools and one Victorian government secondary school. There was potential in all these schools for a culture of integration to develop, and at the smaller of the independent schools, Eaton Girls School, there was a transition from "comfortable collaboration" to "integration" in process during the time of the study. It may well have been a return to "integration" as the organisational change in introducing the support class in the school was being accepted and the school adjusted to its presence, but as the class was established prior to the commencement of the study the previous cultural stance was not observed. In the other independent school, Harwood College, there was a culture of "contrived collegiality". This was partially the result of the administrative complexity of a large school with several campuses. A new principal was appointed during the course of the study who initiated considerable change, some of which directly affected the library. The college still was operating to some extent as three separate schools. One of the campuses had an integration culture due to its history, having previously been a separate school which was amalgamated with the college. The efforts to implement college wide policy, such as the special education policy did initially result in a culture of "contrived collegiality" but it was possible that "integration" could be achieved in time. However the isolation created by multi-campus schools would always be a barrier to an "integration" culture, and again reflects the position put forward by Handy that good communication is easier to achieve in smaller schools.

The culture of integration applied to all five good practice schools, and to one other government secondary school in NSW. In these schools there were shared values and responsibilities. The education of students with disabilities was seen as a collective responsibility, rather than just that of the special education teacher, even in the schools which had a special education support unit. There were staff meetings where ideas were shared and collective decision making practised. The schools had a strong practice of collaboration and consultation in teaching processes, and particularly a sharing of information about students with particular needs and a collective approach to providing effective educational programmes for them. In these schools the special education teachers had an understanding of their role as one of support and collaboration with classroom and specialist teachers. This was evident across other areas as well, such

as co-operative teaching programmes encompassing information skills and information technology, and information skills and other curriculum areas. These situations are only enabled by strong effective leadership and the study substantiated other research (Grant 1988, Haycock 1992, Hay, Henri, & Oberg 1999) which showed that support from the principal was crucial to both school library and special education programmes.

14.7 Reflections on Theoretical Perspectives

The perspectives developed by the researcher informed by theoretical approaches related to organisations, the construct of disability and the nature of information literacy have formed a rich background from which to analyse the results of the study. The way people construct disability and the way they operate in organisations have commonalities in the importance of communication and in acceptance of change. Good communication and effective change management are the vehicles through which schools can ensure that students with disabilities become information literate and are thereby empowered to control many aspects of their life. Information is power.

Bellamy's (1998) work achieves the most in explaining why policy formulation does not always result in implementation, and is complemented by the body of organisational theory (Handy 1984, 1986, Fullan & Hargreaves 1992, Gray 1987, Greenfield 1993) which facilitates understanding of why different schools have progressed towards a model of inclusion at different rates. Systems theory and bureaucracy models were moderately helpful in understanding the schools' contexts, but it was the culture of schools that was most effective in producing a situation where disabled students were accepted and well catered for. Although the theory of social reproduction (Kemmis 1990, Luke 1994) was supported to some extent by the situation observed in some case study schools such as Eaton Girls School and at the other end of the scale by St. Peter's Primary School, in fact the "good practice" schools were not elitist or especially well funded schools. Four were government schools and one was a Catholic school. The reasons why the culture of these schools had led to good practice were explained to some extent by the work of Oliver (1996), Abberley (1987) and Fulcher (1989). Wolfensberger (1972) was important in influencing the mainstreaming movement and his work is relevant to the learning outcomes for students with more severe disabilities,

where social skills are paramount and library programmes have been observed to contribute to their development.

14.8 Summary of the Findings

The study showed that school libraries are not providing a fully adequate service for students with disabilities. There is insufficient provision of alternative format materials, adaptive technology, and appropriate facilities and special equipment for students with disabilities. There is also a lack of knowledge about sources from where such facilities and resources might be acquired. This supports the findings of the LESSEN project (Heeks & Kinnell 1997b) that professional library staff must have knowledge of both students with special needs and appropriate resources for them.

There is a lack of appropriate staff development programmes for library staff to facilitate their understanding of the needs of students with disabilities and how to provide for them. The area in which school librarians were most competent was the teaching of information skills. In good practice schools, the significant success factor was the level of communication between the school librarian and the special education staff, and the managerial style of the school librarian.

The organisational and systemic problems articulated by the mainstreaming and inclusion movements are a factor in the ability of school librarians to provide good services to students with disabilities. School systems are still striving to find a special education model that works effectively in mainstream schools. This thesis lays no claim to authority where special education is concerned, but from the perspective of the school library, there do appear to be advantages in schools with a support class or support unit model. Of the five good practice schools, four were in NSW and had either support classes or a support unit. In schools operating this model, there is an acknowledgement of the students with disabilities, which does not necessarily mean that are not accepted, but there is a more open knowledge about their needs, and as the school builds up a history of experience with a particular disability or disabilities, staff become more accomplished in providing successful educational programmes for them. This expertise is also built up by the library staff, and especially if the disability is one that does require alternative format materials and adaptive technology, the school librarian can

justify the allocation of funding to resources and equipment that will receive high usage over time. This is not to imply that school libraries cannot provide successful programmes in schools operating a resource room model, but that there are some advantages in the other models.

Although inclusion is a concept that many school librarians would be aligned to philosophically, it brings many practical problems concerned with both resourcing and teaching. There is a conflict between the positivist aligned practices of funding and management of schools, where system dictated practices affect individual schools and can inhibit the practice of individuals such as school librarians. The social and ethical principles which uphold the mainstreaming and inclusion movements and which may be part of the individual social conscience have more chance of coming to the fore in schools where the individual is valued. Success in providing services to students with disabilities is more likely to occur where school librarians can reconcile their approach to achieve a compromise between these two conflicting positions.

14.9 Implications for Policy

The results of this research project and the de Lemos study show that the inclusion of students with disabilities in mainstream schools is increasing at quite a rapid rate. Therefore school librarians cannot ignore the needs of this client group. If funding is to be acquired to support this group of students, their needs must be covered in school library policies so that there is a basis for funding submissions. Areas which need to be covered include : Selection of materials for both students and staff; provision of information technology, electronic information sources and adaptive technology; teaching information skills; the physical library environment; and staff development. School librarians should also seek input into the program support groups of disabled students.

As the review of school library standards and guidelines in Chapter 7 demonstrated, this area of library service is covered only peripherally, and requires either separate standards at national and international levels or better coverage in the existing general library standards. The latter should ensure that more school librarians become aware of students' needs in this area, and be encouraged to formulate their own policies.

Many school librarians participating in the study requested information and advice as to how they should cater for this group of students. This reflected the finding that there was a lack of appropriate staff development programmes to assist school library staff in the provision of services to students with disabilities. Professional reading is a valid staff development activity, yet most school librarians were unaware of the prescriptive texts discussed in Chapter 7. Although these texts are predominantly North American, much of their content is transferable to the Australian context. The research shows that even the content of the older texts, which are available through libraries, are still valid for non-technological areas. The lack of their promotion by school library support officers or through preservice and ongoing professional education is a serious omission. It does however appear that there is a need for an Australian text which advises school librarians about this area of library service, and this could be a valid outcome of this research.

The study showed that school librarians need to expand their role in supporting special education staff and classroom teachers with resources and sources of information. Although disability was well covered in teacher reference collections, school librarians could expand their role as the major information provider in the school. This could include the monitoring of external agencies such as agencies, toy libraries and public libraries. A listing or database of such sources in the library could be used for referral to teachers and parents. The school library could also co-ordinate borrowing of alternative format materials from agency libraries and organising transcription of materials.

14.10 Critique of Methodology

Although the research design adopted for the study was, in hindsight, ambitious, the triangulation of techniques had many benefits. It was ambitious in terms of the time and effort required to administer the two surveys and to conduct interviews in 14 schools. This could never have been achieved if the study had not attracted substantial research funding which enabled research assistants to be employed to assist with the collection and processing of data. The decision to look at a larger number of schools in less depth proved to be productive.

This was not a study of schools as organisations, but it was informed by organisational theory. The study was looking at the relationship between two distinct sections of each school, and given the diversity of schools and the individual actors within them, taking a wider sweep of possible situations, interactions and dynamics enabled the researcher to draw conclusions drawn from a range of possible scenarios. Having initially used a larger number of schools was valuable in that, inevitably, some schools provided a richer source of data than others.

The flexible design of the case study technique chosen enabled the researcher to spend more time in those schools than some of the others which proved to be less productive. This would not have been possible with a smaller number of schools. This process was complemented by the survey data that could be used with a high level of confidence due to the size of the sample and its comparability with the total population. In this regard, restricting the length of the questionnaire paid dividends. The breadth of the data collection, supported by analysis of relevant documents collected from schools and other sources, ensured the rigour of the research. The analysis of government policy and legislation was more productive than that of school policy documents. This was due to the limited content of the school special education policy documents collected, and the lamentable dearth of school library policy documents.

The parallel administration of the surveys and the work in case study schools were complementary and enabled ongoing flexibility in approach in the case study schools. Some of the initial case study interviews were completed before the final questionnaire design was completed, and thus informed it. Consequently responses to the first survey indicated problems in the areas of funding, policy and communication. These were then focussed on in subsequent case study interviews. These processes confirmed Sieber's (1973) claims that case study and research can be successfully combined in one study with complementary benefits.

Inevitably, the content of the questionnaire could have been improved. An obvious omission was the special education model, which would, in retrospect, have been more useful than the number of special education staff in the school. However, there would

have been complexities in ensuring that school librarians responding to the questionnaire would have understood the differences between the different models.

Although the conduct of the research in two states was more time-consuming and expensive to administer, it was worthwhile. The effect of the special education model on school library practice would not have been as likely to emerge in a single state study, due to the uniformity of provision in the government sector, where the majority of students with disabilities are enrolled. Nor would the effect of federal and state legislation have been tested with validity.

14.11 The Contribution to Research Coverage

From a methodological viewpoint, the study contributes to the development of the case study and survey as effective research techniques to be used in the discipline of librarianship and information management. It also demonstrates that a variety of research approaches can be combined successfully in one study.

Secondly the study contributes to the body of ethnographic research by describing the ways in which a particular phenomenon is accepted and understood. The understanding of the role a school library plays in the education of students with disabilities is explored from the perspective of both the school librarian and the special education teacher.

As was discussed in earlier chapters, there has been little research conducted in this area, and there is a need for reflection on the contribution the current study has brought to the school library literature. Of recent research, that which invites the closest comparison is the LESSEN study (Heeks & Kinnell 1997b). Although there were some differences between the studies, such as a greater focus on curriculum support in the LESSEN study, and the coverage of a more closely defined student group, some of the results are mutually supportive. The need for a school library policy which reflects the school policy in general and particularly on special education is the most apparent. The current study has found that successful delivery of services is dependent on appropriate support, both practical and financial, for resources and teaching programmes. The

LESSEN study also emphasised the need for a library collection which includes a wide range of resources and for effective information skills teaching programmes. The need for collaboration between school librarians and special education teachers was also identified, and staffing structures were recommended as a means of achieving this. Although staffing structures could be of assistance, in the current study the school's culture and the management skills of both school librarians and special education teachers were seen to be a significant factor in communication.

An important difference was that the UK study was partially initiated by a request from teachers and school librarians for research on the area, whereas in the Australian states there seemed to be a lack of awareness that these services needed improvement. An important outcome of the study has been that many school librarians who participated have had their awareness increased and have taken steps to improve their practice. However it must be noted that school librarians in Victoria and NSW were aware that there were a large number of students with unspecified learning difficulties who needed help, as had been reflected in an earlier Australian study (de Lemos 1994). Both LESSEN and the current study identified that there was a problem in schools related to children who had learning difficulties which were not severe enough for them to receive integration funding but still needed some support. The current study found that special education teachers always try to give assistance to this group of students, often informally. For school librarians, it was not so clear which students were or were not funded, but obviously this problem will have to be addressed at system level.

A disappointing factor in reflecting on the existing literature concerning school libraries and special education is the lack of progress over the last twenty years. In 1981, Baker and Bender prescribed co-operation with teachers, modification of teaching and learning materials, and knowledge of where to obtain specialised resources as channels for providing for students with disabilities. The current study found that although school librarians were adept at modifying learning materials there was still a distinct lack of knowledge of services offered by state libraries and other external agencies. The extent of co-operation with teachers was dependent on the interpersonal communication skills of both school librarians and special education teachers. The findings of Taylor (1981)

and August et al. (1987) that extra funding for library resources for students with disabilities would ensure adequate provision, surfaced again as a problem in the current study.

The significance of the study lies in the fact that recommendations can now be based on sound data and evidence which demonstrates that services to students with disabilities require improvement. The study was based on theoretical approaches that emphasise the individual experience, but within an organisational context. Although the major findings are of direct relevance to special education and school librarianship, insights are provided which can also inform management studies.

14.12 Directions for Future Research

This research was influenced by the emancipatory approach to research that seeks to progress the inclusion of people with disabilities in our society. If it is to be catalytic, further research on the provision of school library services to students with disabilities needs to follow. This would ensure that a focus on this area as one in need of improvement would be maintained.

Although the effect of the special education model was not shown to be the most significant factor in good practice schools, it seemed to be most relevant to the teaching of information skills. As the acquisition of information skills is an important part of gaining information literacy, this relationship is certainly worthy of further investigation. This study has made no attempt to measure the information skills learned by students with disabilities. Rather it has investigated whether programmes, resources and facilities are available in schools, that provide these students with the opportunity to gain such skills. The findings were positive but these could be further defined by a study that focussed on actual learning outcomes in information skills programmes. A focus on the success of electronic information sources for disabled students is also needed to clarify the outcomes of the current study. This could well be an area for collaborative action research undertaken by a school librarian and a special education teacher.

Libraries in special schools were not included in this study, but incidental data collected through work in case study schools indicated that provision of libraries in special schools was uneven and in some cases non-existent. Clearly this is an area to which an empirical study could be addressed.

The development of learning support centres comprising library, special education and information technology services in schools is an exciting prospect. This model appears to offer a great deal to each of the discrete areas involved, and a case study of a school that has adopted this model would provide valuable insights for its future.

Appendix 1 Legislation

Australia

Disability Services Act 1986. Canberra, Australian Government Publishing Service.

Disability Discrimination Act 1992. Canberra, Australian Government Publishing Service,.

Human Rights and Equal Opportunity Commission Act 1986. Canberra, Australian Government Publishing Service.

New South Wales

Disability Services Act 1993

Victoria

Disability Services Act 1991. Melbourne : Printing and Publishing Services Victoria, 1992.

Intellectually Disabled Persons' Services Act 1986. Melbourne : Government Printer.

Intellectually Disabled Persons' Services (Amendment) Act 1987. Melbourne : Government Printer.

Mental Health Act 1986. Melbourne : Government Printer.

USA

Public Law 101-336 The Americans with Disabilities Act 1990

Appendix 2 Survey Instruments

QUESTIONNAIRE



STUDENTS WITH DISABILITIES AND THE SCHOOL LIBRARY

Please fill in responses as required or tick (✓) the appropriate answer.

1. Type of school - Government ☐
Catholic ☐
Independent ☐
2. Year levels catered for in your library : [Please tick (✓) all categories which apply]
K ☐ 9-10 ☐
P-6 ☐ 11-12 ☐
7-8 ☐
3. Total *teaching* staff:
1-10 ☐ 31-60 ☐
11-30 ☐ 61 plus ☐
4. Please indicate the total time fraction of *library* staff in each of the following categories:
Qualified Teacher-librarian _____ Library Technician _____
Qualified Librarian _____ Clerical Staff/Aides _____
Qualified Teacher _____ Other, please specify _____
5. Number of students :
1-100 ☐ 501-1000 ☐
101-500 ☐ over 1000 ☐

6. Number of students with disabilities [Please refer to *Disability Definitions Sheet*]:

none	<input type="checkbox"/>	> Please go to Q.11	
1-5	<input type="checkbox"/>	16-20	<input type="checkbox"/>
6-10	<input type="checkbox"/>	over 20	<input type="checkbox"/>
11-15	<input type="checkbox"/>		

7. Number of *special education* teaching staff:

none	<input type="checkbox"/>	6-10	<input type="checkbox"/>
1	<input type="checkbox"/>	over 10	<input type="checkbox"/>
2-5	<input type="checkbox"/>		

8. Number of integration aides:

none	<input type="checkbox"/>	6-10	<input type="checkbox"/>
1	<input type="checkbox"/>	over 10	<input type="checkbox"/>
2-5	<input type="checkbox"/>		

9. Have there been any staff development programmes related to students with disabilities?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Please Comment _____

10. Does the library receive additional funding to cater for students with disabilities?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Comments _____

11. Is the library easily accessible to people with physical disabilities?

Yes

☐

No

☐

Please Comment _____

12. Have any of the following facilities been provided in the library for students with disabilities?

Large print screen for online catalogue

☐

Voice output for online catalogue

☐

Adapted height of shelving or other furniture

☐

Personal help (eg. retrieving materials from shelves,
lifting students to inaccessible areas)

☐

Closed circuit television system(CCTV)

☐

Flexible borrowing facilities (eg. extended loan periods)

☐

Kurzweil Reading Machine or equivalent

☐

Clear signs

☐

None of the above

☐

Other, please specify _____

13. Which of the following alternative format materials are provided in the library?

large print books	<input type="checkbox"/>	audio/talking books	<input type="checkbox"/>
audio magazines	<input type="checkbox"/>	high interest/low vocabulary materials	<input type="checkbox"/>
videos with sub-titles	<input type="checkbox"/>	Other, please specify _____	

14. Please comment on how you cater for students with disabilities in teaching information skills.

15. Does the library include a collection of information about disabilities?

Yes ☐ No ☐

16. Do you know of other libraries or information agencies which can provide, or transcribe specialised materials for students with disabilities?

Yes ☐ No ☐

Comments _____

17. Does the school have a formal integration policy?

Yes ☐ No ☐ Don't know ☐

18. Does the library have a formal policy on service to students with disabilities?

Yes ☐ No ☐

If the school and/or the library has written policies regarding students with disabilities, it would be very helpful if a copy could be sent to us with this questionnaire.

19. On a scale of 1 to 5, how aware are you of disability legislation as it relates to the school library? Please circle appropriate number.

1	2	3	4	5
Unaware				Highly aware

If unaware, please go to Q.22.

20. If you are aware of the disability legislation, from which of the following sources did you find out about it?

School Principal	<input type="checkbox"/>	Media	<input type="checkbox"/>
Library literature	<input type="checkbox"/>	Education publications	<input type="checkbox"/>
Professional networks	<input type="checkbox"/>	Training/Education	<input type="checkbox"/>

Other, please specify _____

21. On a scale of 1 to 5, how has the Disability Discrimination Act, 1992 changed your library practice? Please circle appropriate number.

1	2	3	4	5
Not at all				A great deal

22. Any additional comments you would like to make. [Continue overleaf if necessary].

Thank you for your assistance in completing this questionnaire.

Please return, together with policy documents or any other material you think might be helpful, by *Friday 25th November 1994* to:

Research Project - Janet Murray
 Division of Library and Information Studies
 Richard Berry Building
 University of Melbourne
 Parkville 3052

DEFINITIONS USED IN THE STUDY

The study is based on the provisions of the Disability Services Act (1986) and the Disability Discrimination Act (1992). This legislation defines **disability** very widely as covering physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes people with a physical disfigurement or contagious diseases including the HIV virus.

In completing the questionnaire we would like you to include in your answers information relating to anyone in your school's population who has been identified as belonging to one of these categories.

We are not including in the study students who might be considered to have special needs as they come from a non-English speaking background.

For your further clarification, definitions adapted from those published by the World Health Organisation and Disabled Peoples' International are provided:

Impairment	Loss of function or abnormality, ie cerebral palsy, retinitis pigmentosa.
Disability	A reduction in the ability to carry out certain tasks due to an impairment, ie someone who has cerebral palsy may lose control of some muscle movement <u>or</u> someone with retinitis pigmentosa is unable to read some print materials.
Handicap	A loss or limitation of opportunity to take part in the life of the community on an equal level with others due to physical and social barriers. A handicap is NOT an attribute of a person.

FOLLOW-UP QUESTIONNAIRE

STUDENTS WITH DISABILITIES AND THE SCHOOL LIBRARY

Please fill in responses as required or tick (✓) the appropriate answer.

1. Type of school - Government ☐
Catholic ☐
Independent ☐
2. Year levels catered for in your library/libraries : [Please tick (✓) all categories which apply]

K	<input type="checkbox"/>	9-10	<input type="checkbox"/>
P-6	<input type="checkbox"/>	11-12	<input type="checkbox"/>
7-8	<input type="checkbox"/>		
3. Total *teaching* staff in the school :

1-10	<input type="checkbox"/>	31-60	<input type="checkbox"/>
11-30	<input type="checkbox"/>	61 plus	<input type="checkbox"/>
4. Please indicate the total time fraction of *library* staff in each of the following categories, (equivalent full time):

Qualified Teacher-librarian	_____	Library Technician	_____
Qualified Librarian	_____	Clerical Staff/Aides	_____
Qualified Teacher	_____	Other, please specify	_____
5. Number of students :

1-100	<input type="checkbox"/>	501-1000	<input type="checkbox"/>
101-500	<input type="checkbox"/>	over 1000	<input type="checkbox"/>

6. Number of students with disabilities:

none	<input type="checkbox"/>	→ Please go to Q.11	
1-5	<input type="checkbox"/>	16-20	<input type="checkbox"/>
6-10	<input type="checkbox"/>	over 20	<input type="checkbox"/>
11-15	<input type="checkbox"/>		

7. Number of *special education* teaching staff (equivalent full time):

none	<input type="checkbox"/>	6-10	<input type="checkbox"/>
1	<input type="checkbox"/>	over 10	<input type="checkbox"/>
2-5	<input type="checkbox"/>		

8. Number of integration aides (equivalent full time):

none	<input type="checkbox"/>	6-10	<input type="checkbox"/>
1	<input type="checkbox"/>	over 10	<input type="checkbox"/>
2-5	<input type="checkbox"/>		

9. Have there been any staff development programmes, since 1994, related to students with disabilities?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Please Comment _____

10. Has the library received additional funding to cater for students with disabilities since 1994 ?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Comments _____

11a. Has physical accessibility to the library been improved since 1994?

Yes

☐

No

☐

Please Comment _____

11b. Are there any areas within the library which are not easily accessible to students with physical disabilities?*[Please answer, even if the school does not currently have any students with physical disabilities enrolled]*

Yes

☐

No

☐

Please Comment _____

12. Which of the following facilities are provided in the library for students with disabilities?

Large print screen for online catalogue

☐

Voice output for online catalogue

☐

Adapted height of shelving or other furniture

☐

Personal help (eg. retrieving materials from shelves,
lifting students to inaccessible areas)

☐

Closed circuit television system(CCTV)

☐

Flexible borrowing facilities (eg. extended loan periods)

☐

Kurzweil Reading Machine or equivalent

☐

Clear signs

☐

None of the above

☐

Other, please specify _____

13. Which of the following alternative format materials are provided in the library?

large print books ☐ audio/talking books ☐

audio magazines ☐ high interest/low vocabulary materials ☐

videos with sub-titles ☐ none of the above ☐

Other, please specify _____

14. Please comment on how you cater for students with disabilities in teaching information skills.

15. Does the library include a collection of information about disabilities?

Yes ☐ No ☐

16. Do you know of other libraries or information agencies which can provide, or transcribe specialised materials for students with disabilities?

Yes ☐ No ☐

Comments _____

17. Does the school have a formal integration policy?

Yes ☐ No ☐ Don't know ☐

18. Does the library have a formal policy on service to students with disabilities?

Yes ☐ No ☐

If the school and/or the library has written policies regarding students with disabilities, it would be very helpful if a copy could be sent to us with this questionnaire.

19. On a scale of 1 to 5, how aware are you of disability legislation as it relates to the school library? Please circle appropriate number.

1 2 3 4 5

Unaware Highly aware

If unaware, please go to Question 23.

20. From which of the following sources did you find out about disability legislation?

School Principal ☐ **Media** ☐

Library literature ☐ Education publications ☐

Professional networks ☐ **Training/Education** ☐

Other, please specify _____

21. On a scale of 1 to 5, how has disability legislation changed your library practice?
Please circle appropriate number.

1 2 3 4 5
Not at all A great deal

22. Which acts (Federal or State) most affect the service the school library offers to students with disabilities?

Please give details

23. Was the previous questionnaire which was sent to the school in 1994 completed by you?

Yes

No

24. Any additional comments you would like to make.

[illegible]

Thank you for your assistance in completing this questionnaire.

Please return, together with policy documents or any other material you think might be helpful, by *Wednesday 12th June, 1996* to:

Research Project - Janet Murray
Department of Librarianship, Archives and Records
Monash University
Clayton 3168



26 September 1994

Dear Principal

I am currently pursuing doctoral research into the impact of Federal Disability legislation on school and public libraries in Victoria and New South Wales.

The project is researching the types of resources and support services offered by school libraries to students with disabilities, and how those students are accommodated in information skills teaching. All data collected relating to individual schools and their teachers and students will of course remain confidential. Our working definitions of disability are enclosed on a separate sheet.

We hope that there will be many valuable outcomes for schools and teacher-librarians from the results of the research. One important outcome will be the production of guidelines for school libraries in providing services to students with disabilities.

I hope your school may be interested in participating in the project.

I am enclosing a short questionnaire to be completed by the teacher-librarian at your school, or if you do not have a teacher-librarian, by the staff member who is responsible for the management of the school library.

The questionnaire has been designed with the busy workload of teachers in mind, so that hopefully it will only take a short time to completed. It would be much appreciated if the questionnaire could be returned to us by Wednesday 12th October 1994.

Yours faithfully

Janet Murray
Lecturer
Division of Library and Information Studies

letter1.jm
JH:JB



26 September 1994

Dear Principal

I am currently pursuing doctoral research into the impact of Federal Disability legislation on school and public libraries in Victoria and New South Wales. The study is currently supported by funding from the University of Melbourne.

The project is researching the types of resources and support services offered by school libraries to students with disabilities, and how those students are accommodated in information skills teaching. All data collected relating to individual schools and their teachers and students will of course remain confidential. Our working definitions of disability are enclosed on a separate sheet.

We hope that there will be many valuable outcomes for schools and teacher-librarians from the results of the research. One important outcome will be the production of guidelines for school libraries in providing services to users with disabilities.

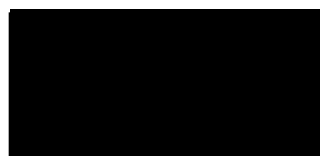
I have been granted permission by the Directorate of School Education to include government schools in Victoria in the research project.

I hope your school may be interested in participating in the project.

I am enclosing a short questionnaire to be completed by the teacher-librarian at your school, or if you do not have a teacher-librarian, by the staff member who is responsible for the management of the school library.

The questionnaire has been designed with the busy workload of teachers in mind, so that hopefully it will only take a short time to be completed. It would be much appreciated if the questionnaire could be returned by Wednesday 12th October 1994.

Yours faithfully



Janet Murray
Lecturer
Division of Library and Information Studies

letter2jm
JM:JB



THE UNIVERSITY
OF MELBOURNE

7th November 1994

Dear Principal

I am currently pursuing doctoral research into the impact of Federal Disability legislation on school and public libraries in Victoria and New South Wales. The study is currently supported by funding from the University of Melbourne.

I have been granted permission by the Directorate of School Education to include government schools in New South Wales in the research project. (Please see reverse).

I hope your school may be interested in participating in the project.

The project is researching the types of resources and support services offered by school libraries to students with disabilities, and how those students are accommodated in information skills teaching. All data collected relating to individual schools and their teachers and students will of course remain confidential. Our working definitions of disability are enclosed on a separate sheet.

We hope that there will be many valuable outcomes for schools and teacher-librarians from the results of the research. *One important outcome will be the production of guidelines for school libraries in providing services to users with disabilities.*

I am enclosing a short questionnaire to be completed by the teacher-librarian at your school, or if you do not have a teacher-librarian, by the staff member who is responsible for the management of the school library.

The questionnaire has been designed with the busy workload of teachers in mind, so that hopefully it will only take a short time to be completed. It would be much appreciated if the questionnaire could be returned by **Friday, 25th November 1994.**

Yours faithfully

Janet Murray
Lecturer
Division of Library and Information Studies

lther3jm
M:JB



THE UNIVERSITY
OF MELBOURNE

29 September 1994

Dear Principal

I am currently pursuing doctoral research into the impact of Federal Disability legislation on school and public libraries in Victoria and New South Wales. The study is currently supported by funding from the University of Melbourne.

The project is researching the types of resources and support services offered by school libraries to students with disabilities, and how those students are accommodated in information skills teaching. All data collected relating to individual schools and their teachers and students will of course remain confidential. Our working definitions of disability are enclosed on a separate sheet.

We hope that there will be many valuable outcomes for schools and teacher-librarians from the results of the research. One important outcome will be the production of guidelines for school libraries in providing services to users with disabilities.

I have been granted permission by the Catholic Education Commission of Victoria to include schools under their jurisdiction in the research project.

I hope your school may be interested in participating in the project.

I am enclosing a short questionnaire to be completed by the teacher-librarian at your school, or if you do not have a teacher-librarian, by the staff member who is responsible for the management of the school library.

The questionnaire has been designed with the busy workload of teachers in mind, so that hopefully it will only take a short time to be completed. It would be much appreciated if the questionnaire could be returned by Wednesday 12 October 1994.

Yours faithfully

Janet Murray
Lecturer
Division of Library and Information Studies

letter4jm
JN:JB

FIRST VISIT TO CASE STUDY SCHOOLS : EXPLORATORY INTERVIEW WITH SCHOOL LIBRARIAN

1. Ask for a general profile of the school : Number of students; number of staff; number of students with disabilities.
2. What is the school policy, and the library policy, towards students with disabilities? Are they formal or informal?
3. To what extent is the school librarian aware of legislative requirements in relation to service provision, including physical access?
4. Is there any external support from institutions such as the Royal Victorian Institute for the Blind, Royal Blind Society?
5. Has there been any school library staff development provided related to services for students with disabilities?
6. Is any additional funding received for resources for these students?
7. How is the physical access to the library?
8. How is access to equipment and materials in the library?
9. Are any alternative format materials provided? Are they mentioned in the collection development policy?
10. How are students with disabilities catered for in information skills teaching?
11. Are there any special programmes operating for these students?
12. Are there any plans to change or improve services to disabled students?
13. Has any evaluation of library services for students with disabilities been carried out?
14. What sort of communication or contact is there with the special education staff?

FOLLOW UP INTERVIEW – SCHOOL LIBRARIANS

1. How many students with disabilities does the school/campus currently have?
2. Are you made aware of the number of students in the school with disabilities? [When? By whom?]
3. Have you had any other experience of students or people with disabilities, before coming to this school?
4. Have you made any change to the layout of the library, to accommodate students with disabilities, since the last interview?
5. Have you introduced any new resources suitable for students with disabilities since the last interview?
6. Is there any input into selection of library resources by the Special Education staff?
7. Do you have any co-operative arrangements with public libraries in the area?
8. Have you acted upon legislative requirements in policy development?
9. Any library staff training in dealing with students with disabilities, since the last interview?
10. How are you currently accommodating students with disabilities in information skills teaching?
11. Have there been any changes in the support the school library receives at State level, either from the DSE or libraries?
12. Do you think there is anything that the school library could be doing to assist the special education department, which is not being done at the moment?

INITIAL INTERVIEW WITH SPECIAL EDUCATION TEACHERS

1. How many students with disabilities are enrolled at the school?
2. What sort of disabilities do they have?
3. What does your role entail?
4. Does your school have an integration policy?
5. How is funding for students with disabilities allocated?
6. Are the students totally or partially mainstreamed/integrated?
7. How do the DSA and DDA affect the operation of the school?
8. How is the Special Education department/section staffed, both teachers and aides?
9. Has the State government been influenced by this and its own legislation in its policy regarding Special Education?
10. Do you feel that the mainstream teachers and other staff in the school are aware of the disability legislation?
11. Is any in-service training provided for the mainstream teachers and other staff in areas of disability awareness and/or communication techniques to use with students with special needs?
12. How do you select resources for the Special Education area?
13. Do you have any contact with the school library? For example, do you take groups of students to the library?
14. Do you have any input into selection of resources for the library?
15. Do students use any other libraries apart from the school library?
16. Do you think there is anything the school library could be doing to help, which isn't happening at the moment?

STUDENT INTERVIEWS

1. What sort of things do you use to find information?
2. Do you use the school library very much?
3. How do you go about finding things in the library?
4. How easy is it to access : the catalogue; the CD-ROMs; the bookshelves; study areas?
5. Have you been taught how to use the library?
6. Do you use the computers in the library?
7. Is there anything you would like the library to provide, which it doesn't at the moment?
8. What do you like most about the school library?
9. What do you like least about the school library?
10. Do you use any other libraries apart from the school library?
11. How easy do you find those libraries to access?

STUDENT INTERVIEWS – YEAR 11/12 STUDENTS

1. Has the library provided sufficient resources for your study requirements this year?
2. Have you used other libraries for study resources?
3. Are you finishing school this year?
4. Where have you found information about careers and further education?
5. What do you like most about the school library?
6. What do you like least about the school library?

Appendix 4 Qualitative Data From Questionnaires

Q. 9. Have there been any staff development programmes related to students with disabilities?

(1994)

Only for integration teacher – not for whole school.

I ensure that we are aware of the students with disabilities and address individual difficulties as they arise.

Curriculum directions – whole school approach.

No programs involving library staff.

Integration teacher and aide attended inservice on epilepsy, reported back to the staff with a video. Many workshops and seminars for all staff covering a wide range of disabilities.

Not related directly to the library.

Unfortunately not seen as important.

Not specifically related to the library however teacher-librarian has had 8 years in Special Education.

(1996)

Inservices on Downs Syndrome etc., and visits to school, to talk to staff and students, by people with specific disabilities.

Not for general teaching staff. Special Education teacher and integration aide participated in professional development activities.

Integration aides have worked with psychologists during inservice days but nothing for whole staff.

There have been no whole school staff development programmes, but I was given the opportunity through school funding to attend a course on students with learning disabilities.

The librarian and other specialist teachers have attended programmes related to how to cater for the special children in these categories.

Talks on ADD and different teaching and learning strategies.

Q.10 Does the library receive additional funding to cater for students with disabilities?

The school has made provision for disabled students; however, no specific monies have been put into place for the library.

If it does, no one told me about it!

Commonwealth Grant : \$500 for books on head injuries.

Do not receive funding of any sort.

Resources purchased for students with disabilities are catalogued by library but located in Special Education room.

Special ramps constructed to access library.

Purchased special materials through integration funding and from normal library budget.

\$170 for phone connection for blind student's modem.

No, but a small budget for integration materials, some of which are housed in the library.

Budget increased this year (1996) and some of this money directed towards resources for students with disabilities.

**Q.11 Is the library easily accessible to people with physical disabilities?
(1994)**

Yes

Lift access from ground floor.

Four levels to library- each has door and direct access.

No stairs, doors open wide for wheelchairs.

Yes, the library is on the ground floor, with wheelchair accessible doors.

Except for one entrance step, which is a problem for our student with cerebral palsy.

Wheelchair ramp available – no steps within library – wide doorways and aisles –computers at wheelchair height.

Wide entrance doors, no steps, toilets for handicapped in library.

Our school is ramped, single level; computers – some are out of reach, but CD-ROM is usable.

No

Two flights of stairs, library on the top floor, its location for two decades. One teacher is confined to a wheelchair, and has visited the library only once in several years. Her husband carried her up the stairs.

2 storey, stairs, loan of stair climber from Deakin University for years needed [sic].

Layout excellent but no wheelchair access via doorways.

Steps to a mezzanine floor – difficult, though not impossible, for a student with cerebral palsy.

Steps into main building, but library accessible. Not one ramp to any building. Just had a major upgrade including wonderful shower with wheelchair access, but no way to get a wheelchair into that building. Don't you love the thought that went into that one!

Fortunately we have no children with physical disabilities, as it would be very difficult for them to gain access to the library, as it is up several flights of stairs.

The school has many stairs; the child in the wheelchair is lifted up stairs. (Classroom is on ground level). The library is up 6 stairs. (Steps?)

Shelves out of reach and lack of space to accommodate suitable height shelving.

(1996)

Q. 11a Has physical accessibility to the library been improved since 1994?

Yes

Culling, refurbishing and redesigning layout of library for more room.

Wider door opening with ramp access.

Weighty door improved to allow easier entry.

We were on the first floor, now on the ground floor.

No

No, still a small step to negotiate.

No, but soon to be refurbished and access will be considered.

No, and this is a great problem for one of our students who has brittle bone disease, two flights of stairs to the library.

In 1997 part of the school will be relocating, where all consideration and planning has been made. ie. integration area will be adjacent to the resource centre and administration and main staff area.

Q. 11b. Are there any areas within the library which are not easily accessible to students with physical disabilities?

Computer catalogue monitors/keyboards too high (currently addressing this). Top shelves too.

Library on first floor, accessible only by stairs.

Shelving, computer screens, text for visually impaired.

Narrow aisles between shelves.

Keyboards difficult for 3 students

Doors too heavy for wheelchair user to open independently.

Sunken fiction area. Catalogue too high.

Between shelves not accessible by wheelchairs.

We have stairs and a story pit.

Q.12 Which of the following facilities are provided in the library for students with disabilities?

Very little, if any, use is made of the library by special education students. Personal help available if ever needed.

Some of these facilities are available on request. All students with disabilities are encouraged to attend next high school in region as they have the necessary facilities.

We are in the process of automation which will make accessing information easier.

Library staff are aware of the sight and hearing impaired students and assist them to be independent library users.

Laptop computers help students get their ideas on paper.

Q. 13 Which of the following alternative format materials are held in the library?

High interest/low vocabulary material is always a goal, but difficult to find in the country.

These are provided in a separate collection.

By suitable lower reading age texts related to topics taught. Assist aides in finding relevant level.

CD-ROM provides a high interest learning experience.

Not actually in our library but we have EASY access to them.

Puppets, magnetic boards, computers.

Designated "essential" reading books are read on to tape.

Audio/talking books, although not in our collection, are readily available.

Works well having a special collection in the Special Education room, but the older children would benefit from more high interest/low reading level books in the library. This could be addressed as more money is allocated to the library.

Q. 14 Please comment on how you cater for students with disabilities in teaching information skills.

Primary Schools

Modify work expectations and break down instruction steps.

Discuss requirements with aides and then they assist student or modify work to student's needs.

Adapt lessons by consulting with aide and providing individual assistance; increase print size for students with sight problems.

Individual instruction if time available, and help always on call.

Information skills is based on children's ability, not age. We have stage-related developmental outcomes that guide us.

Care taken with positioning of students within groups re visual and hearing difficulties.

Preparation of reading materials to suit disability – materials available from central offices.

Most of our students have intellectual disabilities, and they follow the same program but there are fewer expectations.

No effort is made to cater for these children. Staffing is so limited it is an extreme battle to cope with survival library tasks.

Written instruction and encouragement – individual tuition in computer use – use small clip-on microphone with limited success.

Variety of levels of material. Differentiated curriculum teaching techniques eg. levels of research questions.

Since my position is that of a "Cluster Teacher Librarian (4 school libraries and 600 children per week) I find it extremely difficult to do little more than give a little extra time and attention to students with disabilities.

Instruction on OPAC easier than card catalogue for most students with disabilities.

Our hearing impaired children come with their teacher, and I also have done a signing course and am able to communicate with them. We have a blind child who comes with an aide. She is a library monitor. She cannot put books away but does lots of other jobs. I find it extremely difficult to have 16 classes in 3 days. Consideration is not taken for having support children at the school. Library days should be allocated on class numbers not per capita when you have support classes.

Secondary Schools

Don't have time to serve the masses, let alone kids with special needs, unfortunately.

Modifications to existing programmes – not exclusive programs.

Students with disabilities are given a personal introduction to the library and are taught information skills on an individual basis when they use the library for study or recreation.

Disabled students are fully integrated and work in their regular form groups with the assistance of their aide.

Try to match resources with ability of students; direct them more in the direction of magazines that are easier to read and summarise – always strive for a sense of success and achievement.

Guidance to appropriate resources eg. a poster might be a more visual interpretation of topic for that student and allow them to participate in class activity.

Working individually, however, as numbers increase this is difficult. Modified assignments prepared in many subjects.

Lower ability classes are provided with extended and modified library orientation lessons, and the librarian supplies relevant research materials for all these classes, and is on hand to assist during lessons.

Only in personal and individual help. We have made much greater use of computers with these students.

Q. 16 Do you know of other libraries or information agencies which can provide, or transcribe, specialised materials for students with disabilities?

Victoria

Braille Library, Toy Library. A Shepparton school now holds the resources of the closed resource centre. We can access that.

Ewing House, Pennyweight Park, Playhouse, Monash Medical Centre, Yooralla : Contact available and established with all these centres.

Disability Resource Book from Deakin – excellent.

Regional libraries cater for special needs, and we're networking with them.

Local regional library and Special Developmental School.

Royal Victorian Institute for the Blind & Guide Dogs Association, Autistic Association.

Dandenong Valley Regional Library Service, plus specialist agencies, RVIB, Yooralla have loan facilities.

Very good resources for visually impaired (Statewide Resource Centre, Doncaster).

Banksia Secondary College has huge range of facilities for hearing impaired.

Bendigo Regional Library

Corangamite Regional Library situated at Camperdown.

One of agencies will transcribe materials into Compic for a price!

RVIB; NUC¹ or microfiche used to help locate material.

Close contact with a number of support agencies.

Just enough ex school support centre staff that know of places to get help

¹ National Union Catalogue. Presumably this respondent was referring to the National Union Catalogue for the Handicapped (NUC:H) which is a by-product of ABN (Australian Bibliographic Network)

We have a district network group – SEAL – Student Equity and Learning – a support network to refer to for any such material.

Am sure they are available. Accessed Braille books etc. when needed 15 years ago.

No, but I'm sure that if the need arises we would be in contact with some place in our region.

Some public libraries do audio newspapers.

Video with subtitles borrowed from SLV.

This would be handled by the Integration area.

No, but aides gather relevant material.

NSW

We are close to the State Library as well as several libraries which have (resources).

North Rocks School for Blind Children – tapes and large print material.

State Library can be accessed through local town library.

We use the State Library Special Needs Service and the Royal Blind Society.

The other local high school, the public library and also the North Rocks School for Deaf and Blind Children.

Catholic Education Office has a resource unit with special facilities for students in our schools who have disabilities.

Special Education Resources Unit, Catholic Education Office Parramatta, Royal Blind Society, Australian Listening Library.

Local council libraries cater for students with disabilities.

Libraries at universities, especially Cumberland College of Health Sciences, Lidcombe, NSW.

We have access to resources from a Diocesan Centre for Special Education. We also have access to large print, high interest/low vocabulary & talking books at our local library. We have an excellent working relationship with them.

Maitland Public Library.

Our town library has resources bought with the help of one of our staff members.

Local public library has large print books, audio books, easy access for wheelchairs.

Special Needs Service of Newcastle City Public Library.

Local library has large print materials. I don't know how appropriate it is for individuals who are of a low reading ability.

RBS transcribes Braille. Support from St. Lucy's School for the Blind.

Not necessary to date, but some tactile books borrowed from local library.

Visually impaired resource person is based in our school. We interact re suitable services.

University Library, Local Special School, Interchange (Disability Services Lending Library), Regional Library.

Q. 17 Does the school have a formal integration policy?

Well developed integration policy in the school, all students Years 7-10 have disability awareness training ie wheelchair day, visiting speakers, videos. These sessions sometimes take place in the library as well as in other venues such as the theatre and gymnasium.

Interested to know how other schools cater for integrated students and will consider how I can incorporate and formulate my policy to include these children.

As we have very few students with known/tangible disabilities, most of whom are helped by an aide, there is no specific policy. However, within the school charter there is the ideal to foster growth and develop students to their full potential.

Q. 20 From which of the following sources did you find out about disability legislation?

NSW Department of Education *Physical Disability : A Reference for Schools*.

Special Education teacher, Hearing Impaired teacher and teacher of Behavioural Disorder.

Law Institute journal, other legal literature.

Special Education currently has a working party looking at the Act and looking to update our policies in the spirit of the new Act.

University training (legal).

Found out about it in *Learning for the Future*.

Personal awareness and interest; however, if it's not an issue at school, general awareness becomes difficult to achieve.

For a number of years I have been an Integration Aide at another school, hence I knew through this source.

Association with workers in the disability field.

Have just completed by second degree, re education – teacher librarianship. Minimal inclusion of information on services to children with disabilities.

I am trained in Special Education and Deafness Studies, so most of my awareness comes from my training and background.

Q. 22 Which acts (Federal or State) most affect the service the school library offers to students with disabilities? (1996 only)

State Integration Policy for Students with a Disability (NSW)

DSE published materials (Vic)

Probably State acts because that affects the level of funding.

Principal did not have acts.

Have never seen these acts; the Principal had heard of them but could not find them.

Unsure as I have very limited knowledge of these acts.

Q. 22 Any additional comments you would like to make.

School not highly receptive to problems in schooling students with disabilities. Find integration an uphill battle. Cynical, but came from a smaller, caring school which was "jeffed"² into a merger situation. Unfortunately now little seems as important as saving money.

The NSW Department doesn't allocate library time for special children.

We don't have any students whose disabilities would drastically affect our organisation/types of resources/access etc. If and when we do, then I hope a commonsense approach would solve any difficulties. This would negate the need for "policies" – there are too many of these around already!

Librarian takes 5 classes x 40 mins. each (release for teachers); opens library lunchtime 30 mins. x 2 days per week; provides teaching, professional librarian, administration, clerical services including providing teachers with resources (in 1 ½ days per week). Clearly all pupils have limited access to, and support from, the library, despite best efforts by librarian.

This survey has prompted me to be better informed about the legislation, and will be placed on the agenda for our library committee as a policy issue in 1995.

I realise our library is unprepared should a student with a disability be enrolled.

I am very aware of the 1992 act, having worked in special schools up until 1991. Can't see much change in the mainstream so far.

Doing survey has provided me with an opportunity to reassess our library in relation to students with disabilities – thanks.

I'd love a copy of the findings and any support material you develop.

Any legislation and/or information of this would be a valuable asset.

I feel guilty – obviously I should be more aware. This has made me think more about the entire area.

I am a special needs teacher, not a librarian, but I work extremely closely with the Teacher-Librarian and felt I could respond on her behalf, as she is on long service leave. I would greatly appreciate a copy of the results of your study.

I am grateful you have brought this to my attention, and intend to make myself more informed on this aspect of service provision.

I have taken a copy of the questionnaire and will include formal policy in general library information for 1995.

Q.24 (1996) Any additional comments you would like to make.

All additional comments in 1996 of interest referred to specific areas of questionnaire and so were included with the appropriate question for analysis.

² Colloquial term in current use in Victoria to denote a service cut by the Coalition Government led by Premier Jeffrey Kennett.

Appendix 5 Publications

- Murray, Janet (in press) 'School libraries and the inclusion of students with disabilities in mainstream schools' *Access* 1 2000.
- Murray, Janet. 'Meeting diverse information needs : Students with disabilities' in *Unleash the Power! Knowledge, Technology, Diversity...* " AASL-IASL Joint Conference, Birmingham, Alabama, November 10th-14th 1999.
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