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Senior Teacher Classification for Teacher-Librarians in Western Australian Catholic Schools : An Investigation

Kathryn L. Salt
Edith Cowan University

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*Senior Teacher Classification for Teacher-Librarians
in Western Australian Catholic Schools - an
Investigation*

BY

Kathryn L Salt (B.A)

A Thesis Submitted in Partial Fulfilment of the Requirements
for the Award of

Bachelor of Education (With Honours)

at the Faculty of Education, Edith Cowan University

Date of Submission: 15th December 1997

Abstract

This research study utilised the principles of Survey Research to determine the current knowledge base and status of teacher-librarians employed in Western Australian Catholic schools in relation to Senior Teacher classification. It also examines the perceived barriers to achieving Senior Teacher classification.

The questionnaire *Senior Teacher Classification for Teacher-Librarians (STCTL)* was constructed and mailed to every Catholic primary and secondary school throughout Western Australia for completion by the teacher-librarian. A 70.45 per cent response rate was received (93 respondents). The primary statistical analysis method used was descriptive statistics; frequencies, percents, means, modes and standard deviations.

Based on the data analysis the research concluded that 22.8 per cent of respondents were unaware of the classification before completing the questionnaire. Only 41 per cent of eligible teacher-librarians had applied for Senior Teacher One classification and 53.8 per cent for Senior Teacher Two. Of those that had applied all applications for Senior Teacher Two and 96 per cent of applications for Senior Teacher One were successful.

The explicit barriers that eligible teacher-librarians reported that were preventing them from applying for either classification were the effort required to put an application together in relation to the remuneration and the rigours of the assessment procedure itself. The implied barriers included being employed on a part-time basis and working in a primary school.

It is hoped then that this research will affect both policy and current practice on an issue regarded as highly significant to the development of a career path for teacher-librarians in Western Australian Catholic schools.

Declaration

I certify that this thesis does not, to the best of my knowledge and belief:

- (i) incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education;
- (ii) contain any material previously published or written by another person except where due reference is made in the text; or
- (iii) contain any defamatory material.

Kathryn Lisa Salt



December 15th 1997

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Chapter One

Introduction

It has been five years since the Senior Teacher classification (also known as Advanced Skills Teacher [AST]) was introduced into Catholic Schools in Western Australia in January 1992 to provide a career path for teachers wishing to remain in the classroom. Based on anecdotal evidence from colleagues working in Catholic schools in Western Australia, it was established that there was some concern that eligible teacher-librarians were not being awarded the Senior Teacher classification. The reasons for this were unknown; were they applying and their applications were being judged unsuccessful, or were they not applying and if they were not applying, what was preventing them from applying? The purpose of this study was to investigate these perceptions to see if the teacher-librarians' concerns had any merit.

A purpose designed questionnaire was posted to all teacher-librarians working in Catholic schools in Western Australia to gather data on their experiences with Senior Teacher classification; were they fully aware of its existence and availability to them, how many eligible teacher-librarians had achieved either Senior Teacher One or Two classification and what barriers are there to teacher-librarians achieving either classification?

The theoretical framework for the investigation was based on the Career Development Model. In this model remuneration is based on payment for knowledge and skills rather than for occupying a position in an administrative hierarchy. This research study investigated whether the Senior Teacher classification does in fact reward eligible teacher-librarians for their superior knowledge and skills.

1.1 Background to the Study

Traditionally teachers (including teacher-librarians) seeking career advancement in Catholic schools in Western Australia had two options: the first through promotional opportunities provided by administrative positions such as Head of Department, Deputy/Assistant Principal and Year Co-ordinator; the second through secondment to the Catholic Education Commission Office (CEO). In both of these scenarios opportunities are extremely limited for teacher-librarians as very few administrative career opportunities exist. Very few schools have Head of Department positions attached to the library and currently there is no full-time specialist positions in CEO for teacher-librarians.

Researchers (Ahearn, 1992; Bluer, 1993; Crowther and Gaffney, 1993; Zanders, 1992; Bacharach, Conley and Shedd, 1990 and Lokan and McKenzie, 1989) indicate that this situation is not unique to Western Australian Catholic schools and it has been a concern in other Educational Authorities both in Australia and the USA as summarised by Ingvarson and Chadbourne (1994):

At present teaching is a flat, careerless occupation. After gaining permanency and reaching the top of the incremental scale, most teachers remain at the same salary level until they retire. The structure prevents them doing otherwise. Teachers who want to 'get on' have to 'get out' of the classroom. Those who want to 'move up' in the profession have to 'move off' into administration. Head of Department positions exist in secondary schools, but they are available only to a select few and are often regarded as the first step on the road to a career in management. (p.16)

The ratification by the Western Australian Industrial Relations Commission for implementation of Senior Teacher classification into Catholic schools in January 1992 provided a new career path which was both suitable and, presumably, accessible to teacher-librarians. Therefore the Senior Teacher classification was an exciting initiative for career-minded teacher-librarians wishing to advance their career opportunities in their chosen field.

The rationale behind Senior Teacher classification was to provide a career path for teachers wishing to remain in the classroom. In other Educational Authorities in Australia (including the Western Australian Education Department) the classification is referred to as the Advanced Skills Teacher (AST). In principle the classification represents a shift from a career ladder model to a career development model for teacher compensation.

The key objective of the Senior Teacher classification was to retain competent, experienced teachers in duties associated directly with teaching and learning. A teacher awarded Senior Teacher classification must maintain a major commitment to teaching. Senior Teachers do not assume any extra non-teaching duties as a consequence of the classification but it is expected that they will perform additional functions recognising their knowledge and skills in

- educational leadership in curriculum decision making;
- ability to mentor junior staff, including supervision of trainee teachers, probationary and temporary teachers;
- involvement in the school's professional development program.

Senior Teacher classification offered all teacher-librarians working for Catholic Education the opportunity for career advancement in the library and the recognition by colleagues as effective teachers and mentors. Anecdotal feedback from teacher-librarians to the CEO Library Liaison team has indicated that applications by teacher-librarians for Senior Teacher classification were unsuccessful. The research problem of determining why eligible teacher-librarians are not being awarded Senior Teacher classification in these schools was investigated by surveying all teacher-librarians working in Catholic schools in Western Australia to determine if these concerns were legitimate.

1.2 Purpose of the Study

Discussions, held at professional development forums conducted by the Catholic Education Office Library Liaison Team in early-mid 1996, indicated that Western Australian Catholic school teacher-librarians were concerned that eligible teacher-librarians were not being awarded the Senior Teacher classification. Teacher-librarianship groups from other Australia states had reported similar concerns (Ahearn 1992; Pryer 1996).

Ahearn (1992, p. 14), a member of The Association of Independent Schools (ACT) Librarians' Group, reported from the ACT Editorial Board that, "if special provision is not made for the teacher-librarian aspiring to AST 1 or 2, then our professional standing is at risk, and our fight for recognition is unsupported in the vital industrial area".

The purpose of this study was to investigate the above perception and to assess the validity of the teacher-librarians' concerns. It also aimed to determine how many teacher-librarians held Senior Teacher classification One or Two or another promotional position in Western Australian Catholic schools, and to determine if any barriers existed to eligible teacher-librarians applying for either classification.

1.3 Significance of the Study

To date very few formal studies have been carried out in Australia looking at the success of the AST or Senior Teacher classification. A review of the literature revealed only five studies:

- Curry, T. (1994), *The appointment of advanced skills teachers: Principals reflect on the process.*
- Ingvarson, Chadbourne & Culton (1994), *Implementing new career structures for teachers: A study of the advanced skills teacher in Australia.*
- *Senior Teacher Status - is it worth it?* (1995).
- Whitney (1994), *Advanced skills teacher: Level 1 classification.*

- Zander (1992), *A comparison of classroom teacher, master teacher, senior teacher and Principal perceptions of the criteria that could be used on evaluating a secondary classroom teacher for master teacher level one status - a trial.*

However, none of these were specific to teacher-librarians and Senior Teacher or the AST classification.

It is anticipated therefore that the findings of this investigation will lead to greater understanding by Catholic school teacher-librarians of their eligibility for Senior Teacher classification and how they can market themselves as successful candidates for Senior Teacher level One and Two. It is hoped that the findings will also be reviewed by school Principals responsible for assessing teacher-librarians for Senior Teacher classification and guide them in interpreting the criteria in the context of the unique teaching role that teacher-librarians play in the school. It is hoped the study will also break down any perceived barriers to teacher-librarians applying for and gaining Senior Teacher level One and Two classification.

The usefulness of the study may extend further to teacher-librarians and Principals working in other educational bodies in Australia or overseas when evaluating teacher-librarians for AST classification or other Career Development model remuneration schemes.

1.4 Theoretical Framework

The theoretical perspective adopted for this investigation is the Career Development Model of teacher evaluation. The AST/Senior Teacher classification represents a shift from a career ladder model to a career development model for teacher compensation, as described by Bacharach, Conley and Shedd (1990) and Odden and Conley (1991). In Lawler's (1990) terms, it was to be a pay system based on payment for knowledge and skills (career development), not payment for occupying a position in an administrative hierarchy (career ladder). Figure 1 illustrates a framework for the Career Development Model. This research study investigated whether the Senior Teacher classification does in fact reward eligible teacher-librarians for their superior knowledge and skills.

Stages

- a career path in teaching comprising a graded series of milestones, each representing a significant advance in professional knowledge and skills,
- tangible rewards in terms of salary and status for reaching each stage.

Standards

- payment for the person's professional expertise, not the position occupied or tasks undertaken,
- promotion to each stage based on a demonstration of high standards of knowledge and skills in teaching and consequently their value in the school,
- career development, not a career ladder approach.

Evaluation

- summative evaluation of applicants' professional knowledge and skills using multiple sources of data,
- criteria-based selection with no quotas imposed on the number admitted to each level in the career structure.

In conclusion the benefits of the career development model as outlined by Ingvarson and Chadbourne (1994, p. 36) mirror the benefits of the AST/Senior Teacher classification:

- Students gain good teachers who stay in teaching; make a career out of teaching and continually strive to improve their teaching by participation in professional development activities.
- Teachers gain a career path with incentives and rewards for improved expertise, and clearer direction and purpose for professional development.
- Schools gain a way of nurturing a culture that enhances school's development and collegiality.
- The system gains a way to enrich and retain good teachers and thereby effect principles of structural efficiency.

The Career Development Model reflects the rationale behind the Senior Teacher classification. An analysis of the results of this investigation will determine if Senior teacher classification does in fact reward eligible teacher-librarians for their superior knowledge and skills.

1.5 Definitions

For the purpose of the research study the following definitions are supplied for key words referred to in this thesis.

Advanced Skills Teacher Classification - It is a product of award restructuring. This classification was introduced in 1991 to recognise the higher skills displayed by some experienced classroom teachers. The aim of the AST reform is to reward teachers for demonstrable improvements in the quality of their classroom practice and keep good classroom practitioners in the classroom. It also aims at providing these teachers with opportunities to take up leadership roles in relation to curriculum and staff development in an endeavour to improve the overall productivity of the school and the schooling system.

Senior Teacher Classification - The term used by the Catholic Education Commission of Western Australia (WA) for the Advanced Skills Teacher classification. There are two levels to the classification, Senior Teacher One and Senior Teacher Two. There are five criteria which outline suggested skills, knowledge and attitudes that define a Senior Teacher One. A Senior Teacher Two will also demonstrate these same skills, knowledge and attitudes and in addition they will demonstrate further skills, knowledge and attitudes over and above those defined for a Senior Teacher One. In this way, Senior Teacher Two builds on Senior Teacher One, yet there is no automatic progression between the two levels as each level has different duties and requires different skill levels. Senior Teacher is a promotion for the person, not a position in a specific school and does not depend on years of formal teacher training.

Teacher-librarian - A qualified teacher-librarian is defined as a person who holds recognised qualifications in both education and information science/librarianship, and thus is eligible for professional membership of the Australian Library and Information Association (ALIA). These qualifications ensure that the teacher-librarian is both an educator and an information manager with integrated understanding from both of these areas. As a result, a knowledge of the curriculum, teaching strategies and learning styles is combined with a knowledge of resources and information retrieval systems. These enable teacher-librarians to undertake an active role in curriculum design, support and implementation.

CEO Library Liaison Team - The Catholic Education Office (WA) Library Liaison Team is a body of school based teacher-librarians who are given time allocation to co-ordinate the development of school libraries in Western Australian Catholic schools in areas such as professional development, dissemination of relevant information, consultancy to Principals and staff working in Catholic school libraries and to assist with future developments of library services to Catholic schools.

1.6 Research Questions

The aim of this research is to answer the following research questions:

1. How knowledgeable are teacher-librarians working in Western Australian Catholic primary and secondary schools about the Senior Teacher classification?
2. How many eligible teacher-librarians from Western Australian primary and secondary Catholic schools have been awarded Senior Teacher Level One or Two classification?
3. What are the perceived barriers that are currently preventing eligible teacher-librarians from applying for Senior Teacher classification?

1.7 Summary

The introduction of Senior Teacher classification into Western Australian Catholic schools in 1992 should be providing teacher-librarians with a career path in teaching. As no research has been conducted in this area, the purpose of this research study is to determine if applications made by teacher-librarians in Western Australian Catholic schools for Senior Teacher classification are successful and what are the barriers that are currently preventing eligible teacher-librarians from applying for the classification.

Central to this study is determining if teacher-librarians are aware of the existence of the classification. The theoretical framework adopted for the investigation was the Career Development Model for teacher compensation. To elicit the required information a questionnaire was posted to all Catholic schools in Western Australia for completion by the teacher-librarian. Chapter two provides a review of the literature relevant to this study.

Chapter 2

Literature Review

2.1 Introduction

In order to address the aims of this investigation, it was necessary to complete a literature review. What follows are the areas considered most important to the topic under investigation. Some of these areas have been discussed briefly in the introductory chapter, which contains information also relevant to this review.

In order to narrow the investigation and literature review down to information pertinent to the study numerous keyword searches were done on relevant databases including The Australian Education Index, Dissertation Abstracts, ERIC (Educational Resources Information Center) and International ERIC. As these searches did not reveal comprehensive local information, additional information was sought from a variety of people with specialist local knowledge in managing change in schools, industrial issues and AST/Senior Teacher classification. This included lecturers in the Faculty of Education and Department of Library and Information Science at Edith Cowan University, personnel at the Catholic Education Office (WA), Association of Independent Schools (WA), the Independent Schools Salaried Officers' Association (WA) and the Western Australian State School Teachers' Union. In addition the minutes of the *Tripartite Committee for Independent Schools' Industrial Affairs in Western Australia* were examined for the period March 1990 to March 1993 as this was the Committee responsible for formulating policy for Senior Teacher classification.

The Internet was used as a means of communicating and seeking information from teacher-librarians throughout Australia through the OZTL_NET (Australian Teacher Librarians' NET-work). OZTL_NET is the listserv for the Australian teacher-librarianship community. It was used as a reference tool to seek information on issues relating to Senior Teacher or AST status (none were located) and role statements for teacher-librarians. The e-mail facility was also used to make a global request for any pertinent information that others thought may be

useful/relevant to the study and to seek specific information from individuals Australia wide.

The literature review highlighted four important areas for consideration: first, the rationale behind the introduction of the AST/Senior Teacher classification; second, the literature relating specifically to Senior Teacher classification in Western Australian Catholic schools; third, an outline of why the role of the teacher-librarian is different to the role of the classroom teacher; and, finally, a review of the research that examines effective teacher evaluation practices with particular reference to the evaluation of teacher-librarians.

2.2 Origins of the Advanced Skills Teacher/Senior Teacher Classification

The Advanced Skills Teacher (AST) classification (termed Senior Teacher classification in Western Australian Catholic Education Commission Schools) has both professional and industrial origins.

In the mid 1980s two major American reports highlighted the topic of teacher leadership. These reports *Teachers for the 21st century* (Carnegie Foundation, 1986) and *Tomorrow's teachers* (Holmes Group, 1986) both suggested lead positions for teachers in schools where teachers mentor their colleagues, organise school development processes and make significant decisions about the curricula. They also suggest that teachers should have the opportunity to participate in staged careers and become a more integral part of decision making relating to the restructuring of schools.

Debate in Australia during this period had a similar focus culminating in the 1988 Commonwealth Schools Commission publication *Teachers Learning: Improving Australian schools through inservice teacher training and development* (the Report of the Inservice Teacher Education Project) which introduced the concept of the Advanced Skills Teacher (AST). This report highlighted both 'professional' and 'industrial' dimensions of enhanced teacher quality. It identified the 'professional' task of selecting and certifying highly skilled teachers and the 'industrial' task of developing new career structures for teachers with advanced pedagogical skills in

an endeavour to ensure that better teachers remained in the classroom by rewarding commitment as well as attracting quality graduates to the profession (Crowther and Gaffney, 1993; Wells, 1989).

Professionally, the Schools Council of the National Board of Employment, Education and Training (NBEET) was undoubtedly the major player. Its documents, *Teacher Quality: An Issue Paper* (1989) and *Australia's teachers - an agenda for the next decade* (1990) gave an unprecedented focus on the quality of teaching and learning in Australian schools and set the stage for related structural changes in the career paths of Australian teachers.

The second NBEET report recognised the fundamental importance of classroom teaching and the fact that many teachers get their strongest sense of fulfilment from classroom teaching. It stressed the importance of quality classroom performance and argued that:

The main justification for the introduction of the [AST] classification is to encourage teachers of high quality to continue their work in the classroom, and in all cases the classification should be framed with this in mind. It should not be framed as an additional duty statement with the exception that teachers achieving the Advanced Skills classification should play a major role in the supervision of trainee and beginning teachers. However, teachers achieving the classification should be expected to make their proven array of capacities, experience and maturity available to the school in a role such as team leadership. (Schools Council, 1990, p. 120)

On the industrial front Crowther and Gaffney (1993) highlight the notion of micro-economic reform in pursuit of the “clever country” as providing the thrust for a new concept in career paths for teachers. Driven by the Australian Council of Trade Unions concepts like structural efficiency, specification of competencies and grades in occupations took shape as new industrial awards were proposed in the late 1980s proving that education could be subject to the same productivity-based wage fixing principles and rationalisation processes as any other industry. Phase one of the award restructuring process saw an agenda dominated by the need for more consistency (the salary benchmark) and better careers (the AST classification). Bluer (1993, p. 1) argues that “the AST classification cannot be

seen outside the context of award restructuring, which is designed to achieve two things:

- Improve the productivity of the enterprise
- Reward the workforce"

The Advanced Skills Teacher (AST) classification is an attempt to provide classroom teachers with greater rewards for demonstrating superior classroom teaching skills and this embodies a significant career path for Australia's teachers, a career path which is equal in remuneration to a career path in administration.

The overriding role of the AST therefore is to increase the productivity of schools by increasing the skills and knowledge levels of the teaching workforce. This is in line with the ACTU's award restructuring plan, making the major work of ASTs, apart from their role in the classroom, as raising the knowledge and skills of their colleagues in an endeavour to make schools more productive (Bluer, 1993; Ingvarson and Chadbourne, 1994).

Durbridge (1991) highlights the point that the rationale of the new classification was based on the following propositions:

- Experienced teachers should be able to illustrate a range of skills against known criteria for the purpose of classification as Advanced Skills Teachers.
- That the classification carries no extra duties other than that of mentor to junior staff and consultant on professional development and curriculum issues.
- That access to AST classification should not depend on any pre-service qualifications.
- That tenure should be dependent on the continued meeting of skills-based criteria and that the classification be a substantive career step which rewards skilled teachers with the provisions of the Structural Efficiency Principle.
- That the classification apply to classroom teachers in order to maintain the most skilled professionals in the task of teaching rather than administration.

The Schools Council (1990) argued that, in addition to the evaluation for AST classification, an appraisal system also be set up so that at each stage of a teacher's career there is a range of requirements, options and entitlements open to the

teacher. This is another important element of AST. It must be seen in the context of improving careers for teachers - as an element of award restructuring, not as an element tacked on to a deficient career structure, or as another step on the automatic incremental salary scale.

The development of these concepts was conducted in agreement with the Independent Teachers Federation and its affiliates (including the Catholic Education Commission of WA) and with the support of the Australian Council of Trade Unions (ACTU) - an unprecedented development in Australian education.

2.3 Senior Teacher Classification in Western Australian Catholic Schools

The Senior Teacher classification was introduced into the Catholic Education Commission (WA) schools in January 1992. The rationale behind Senior Teacher classification is the same as for AST classification. There are two levels to the classification referred to as:

Senior Teacher One (a fixed allowance of \$1286 - as at September 1997)

Senior Teacher Two (a fixed allowance of \$2774 - as at September 1997).

There are five assessment criteria with associated behavioural competencies that must be demonstrated for a person to be awarded Senior Teacher One. To be awarded Senior Teacher Two a person must demonstrate additional behavioural competencies within the same five assessment criteria as those for Senior Teacher One. As progression between the two levels is dependent on demonstrating the required additional competencies, progression is not automatic. An expanded version of the five criteria detailed in the Independent School Teacher Award are outlined in Appendix A. There are no specific criteria for use when evaluating specialist teachers such as teacher-librarians.

In accordance with the Independent School Teachers' Award (1996) all teachers at the top of their salary scale (achieved after approximately seven years of full-time teaching) who believe that they demonstrate the skills, knowledge and attributes required for Senior Teacher One classification are eligible to apply. Eligibility is not related to years of teacher training or qualifications and upgrading from Senior

Teacher One to Senior Teacher Two is possible after completion of three (3) years of full-time equivalent employment as a Senior Teacher One. Senior teachers are appointed for a fixed period of time, the shortest period of appointment being three years.

Senior Teacher One classification is a promotion for the person not a position and is transferable between Western Australian independent schools. Senior Teacher Two classification while also being a promotion for the person is not portable between schools because a key feature of Senior Teacher Two classification is the teachers' ability to act as leaders, change agents or mentors within a specific school culture and, hence, it may be difficult to argue that a particular leadership role will be directly applicable to another school. This is different to the Key Teacher classification in Education Department of Western Australia schools where the position is allocated to the school not the person.

There is no limit to the number of Senior Teachers employed in any one school, although it is speculated that in some schools budgetary constraints limit the number of Senior Teacher classifications awarded.

Teachers holding promotional positions (such as Head of Department, Year Co-ordinator) are eligible to apply for Senior Teacher One and Two, although if their application for Senior Teacher Two is successful they cannot hold both the promotional position and the Senior Teacher Two classification concurrently. Therefore a teacher in a promotional position who is successful in their application for upgrading to Senior Teacher Two must decide between the classification of Senior Teacher Two and the promotional position. This is forcing teachers to choose between a career in the classroom (which is the reason for Senior Teacher classification) and a career in administration. If awarded Senior Teacher One classification whilst holding a promotional position or vice versa a teacher can only claim the financial allowance for one position.

The Principal is responsible for determining whether an application for Senior Teacher One or Two is successful. The Catholic Education Office of WA's (1996) booklet *Senior Teacher: A fact book for Principals and teachers* highlights a

number of assessment tools that are recommended for use when assessing an application including:

- receiving information from other relevant members of staff, both those identified by the Principal and those nominated by the applicant.
- observing the teacher's work and evidence of their contribution to the school.
- discussing the application with the applicant at interview.

2.4 Why Teacher-Librarians are Different.

Anecdotal evidence from teacher-librarians working in Catholic schools in Western Australia has suggested that one of the possible barriers to teacher-librarians being awarded Senior Teacher classification is the assessment criteria for Senior Teacher classification (Appendix A). This criteria is based on the role of the classroom teacher rather than the role of the teacher-librarian which is markedly different. While equally challenging, the skills needed to be an exceptional teacher-librarian are different to the skills needed to be an exceptional classroom teacher.

A classroom teacher is responsible for planning, implementing, delivering and assessing a program of work for students in a particular subject (high school) or for students at a particular age level (primary school). The program they develop needs to take into consideration the range of learning abilities, special needs and preferred learning styles of all students in their class. They also need to provide students with opportunities for personal growth and fulfilment. In addition, classroom teachers are expected to participate in the school's extra-curricular program and in school-based and personal professional development activities.

While the role of the teacher-librarian has some similarities to the role of the classroom teacher, for example, programs developed should cater for the range of learning abilities, special needs and preferred learning styles of all students, and teacher-librarians should participate in the school's extra-curricular program and school-based and personal professional development activities, there are also a number of differences that should be highlighted.

Effective teacher-librarians in the 1990s need to use collaborative strategies to provide instructional programs in their school aimed at developing information literate teachers and students in a cross-curricular and cross age range approach. It is ineffective just to provide teachers and students with information, (information which in most cases can be obsolete in five years' time). Teacher-librarians must provide them with the skills to access and use information effectively. In addition they need to:

- plan and teach resource-based units of work in collaboration with classroom teachers;
- provide teachers with the support they need to develop information-literate students;
- provide resources to meet both the curriculum and recreational needs of students and teachers, both within the school as well as identification of appropriate sources of information beyond the school;
- provide the services and technologies needed to gain maximum access to information;
- provide functional library facilities and a congenial learning environment to support the school's wide range of information needs;
- develop the library resource centre collection working in collaboration with all staff and within a framework of broader school policies;
- develop policy and planning documents which facilitate the improvement of the resource centre's services to staff and students;
- evaluate the resource centre's services on a regular basis - at both the program and personnel level.

(ASLA, ALIA, 1993, p. 10-31)

The resources and information services provided by teacher-librarians are essential to the achievement of student learning outcomes. Through resource-based programs students develop the skills necessary for gaining access to information, acquire knowledge and understandings and use resources for personal growth and fulfilment.

From this summary it can be concluded that the role of the teacher-librarian is different to the role of the classroom teacher. As the Senior Teacher classification criteria for assessment (Appendix A) is based on a classroom teaching role, the role differences between classroom teacher and teacher-librarian may be a factor in the perceived reduced success rate of Senior Teacher classification applications by teacher-librarians.

2.5 Teacher-librarian Appraisal

In the past seven years Ministers of Education in Australian states and territories have joined forces for the inclusion of compulsory staff appraisal and other reforms to 'improve' education in this country. According to Lokan and McKenzie (1989, p.3) teacher appraisal and evaluation has only recently become a major issue in Australia, as a result of recent official reports in New South Wales, the Northern Territory and South Australia. Issued as discussion papers, these reports indicate future directions for the respective Departments of Education. Beare (1989, p. 11) argues that "teacher assessment is in the spotlight largely because of economic recession." Papers such as the Schools Council's *Australia's Teachers: an Agenda for the Next Decade* (1990) and the Australian Teachers Union and Independent Teachers' Federation of Australia's combined effort, *The Union Agenda for the National Negotiation on the Quality of Teaching* (1990), indicate the level of debate that has resulted from interest generated in teacher evaluations and teacher appraisal.

Debowski (1986, p.551) states that "performance appraisal is intended to measure individual staff effectiveness and such appraisal should focus on the measurement of working levels or characteristics required of employees".

Historically in Western Australia teacher-librarians have been assessed using the same performance appraisal process as the classroom teacher. This has been a challenge that teacher-librarians have had to face from their time as undergraduates on teaching practice through to appointment as probationary teachers and in applying for promotional positions.

A major difficulty arises when general evaluative techniques are applied to the specialist personnel in schools. The Deputy Principal, for example, as a specialist who assists in managing the school's educational environment, should not be judged solely on his or her ability to instruct students. Similarly, the specialist role of the teacher-librarian is not appropriately assessed solely through the evaluation of the individual's ability to instruct effectively. However the ability to instruct effectively is the key element in gaining Senior Teacher classification as highlighted in Appendix A Criterion 1.

In the case of Senior Teacher classification, assessment is through written application rather than a standard application/assessment form, for the first time giving teacher-librarians a unique opportunity to demonstrate their contribution to whole school programs in information skills, co-operative planning and teaching, reading and children's and young adult's literature programs where they have collaborated with other teachers in planning and teaching these programs, enhancing the professional development of both parties (classroom teacher and teacher-librarian). As the single information specialist involved in planning and teaching these programs, the teacher-librarian gains a valuable cross-curriculum perspective through his or her work with all teaching departments and year levels.

Teacher-librarians share their knowledge and skills as teachers with colleagues on a daily basis and are therefore in the ideal position to assist colleagues to understand and enhance their teaching. This is possible through the teacher-librarians' specific *knowledge of relevant academic content areas* and their *involvement in curriculum development within the school*. Both these areas are criteria for Senior Teacher classification (Appendix A). Teacher-librarians are also in a position to foster a positive culture, ethos and learning environment in the school.

The evaluation of candidates for Senior Teacher classification is done solely by the Principal. The candidate submits a written application to the Principal addressing the five criteria detailed in the Independent School Teachers' Award (Appendix A). The Principal then gathers additional assessment information; from other relevant members of staff, both those identified by the Principal and those nominated by the

applicant; from observing the teacher's work, assessing their contribution to the school and discussing the application with the applicant at an interview.

One major disadvantage of this model is that it may have the potential danger to evaluate candidates on the basis of their personality traits (how well they get on with the Principal or how they are perceived by the Principal and others) rather than to base evaluation solely on the Criteria for Assessment of Senior Teacher (Appendix A).

According to researchers Mitchell, Dowling, Kabanoff and Larson (1988) human resource management best practice would suggest that effective performance appraisal would include the following elements:

- a clear definition of the role and how it contributes to the overall objectives of the organisation of which it is a part (e.g., Key Result Areas).
- setting of both result and competency based objectives to focus on an individual's performance during a specified period; what (results) must be achieved and how they must be achieved (competencies).
- regular monitoring of progress by the manager of the position to provide feedback and if necessary coaching on progress towards the agreed objectives.
- review of agreed objectives and re-setting of objectives for the next period, at the end of each performance cycle.

Evaluation of the teacher-librarian is a difficult area for many Principals (Debowski, 1986; Haycock, 1991). Often they confuse evaluation of the teacher-librarian with evaluation of the library resource centre program which is much larger and more complex than the role of the teacher-librarian. Many Principals are therefore uncertain of the performance appraisal process for the evaluation of a teacher-librarian.

Sawatzki (1993, p. 11) believes one shortfall of the current system of selection of Senior Teachers is that teachers must apply by addressing the selection criteria in writing. He argues that assessment centres (structured exercises that allow trained assessors to evaluate competencies by observation) specifically designed for the purpose would be a more accurate method to identify suitable candidates and to

specify individual professional development plans. If assessment centres were introduced then teacher-librarians would need to develop a specialist set of key competencies which reflect both the teaching competencies and the specialist library competencies as their role, including their teaching role, is very different to the role of the classroom teacher.

The Australian School Library Association and Australian Library and Information Association's publication *Learning for the future: Developing information services in Australian schools* (1993) provides standards, guidelines and indicators for decision makers to consider when assessing the effectiveness of the teacher-librarian and the Library Resource Centre on such issues as staffing, collection development and information and related technologies. While these are not a standardised set of key competencies they at least give an understanding as to the role of the teacher-librarian.

2.6 Summary

The purpose of Senior Teacher classification has been to retain the most competent teaching practitioners in the task of teaching by rewarding them both financially and with a new status. The Catholic Education Commission (WA) has devised a set of five assessment criteria with associated behavioural competencies which a teacher must demonstrate before being awarded either Senior Teacher One or Two classification as detailed in Appendix A. This literature review has highlighted the possible need for a specific set of key competencies based on the five criteria outlined in Appendix A for Principals to use when evaluating teacher-librarians for Senior Teacher classification.

Chapter 3

Method

3.1 Introduction

This research study was based on the principles of Survey Research. This method was chosen because it is the strategy best designed to provide descriptive information about the attributes of a population which then can be the “basis of intelligent decision making for future planning” in an economical and easily administered format when the researcher is faced with geographical and economic restraints (Burns 1994; Butts, 1983, p. 187).

Following the initial review of the literature on Senior Teacher/AST classification and teacher-librarian appraisal the next step was the construction of the questionnaire. The questionnaire formed the focus of the investigation as it was through its distribution to the population that the current promotional status and real and perceived barriers could be measured.

Due to geographical constraints and the size of the population a postal self completion survey was selected as the means of data collection. The researcher acknowledges that this is a less accurate method than an interview-administered survey, but at the same time may lead to more accurate reporting due to the sensitive nature of the data being collected; the respondent may feel more comfortable and more willing to co-operate in the data collection process if they can do it in private (and remain anonymous) rather than in an interview situation. Also geographically it would not have been possible to interview all participants in a State of 2, 525, 500 square kilometres.

In accordance with the guidelines set out by Burns (1990, p. 286) the method chosen will fulfil the aim of selecting an approach that will “generate reliable and valid data within a reasonable time period at minimum cost.” As Catholic Education Commission policy dictated that the survey could not be included as part of the “bulk mail” sent to schools, the questionnaire was sent via Australia Post directly to the teacher-librarian.

In order to undertake this research investigation the permission of the Director of Catholic Education was sought to survey all teacher-librarians in Western Australian Catholic schools. In accordance with university requirements a research proposal was submitted to the Ethics Committee for approval.

3.2 Research Instrument

It was necessary to construct an instrument that fitted the parameters of this particular study. Therefore a self-designed questionnaire titled *Senior Teacher Classification for Teacher-Librarians (STCTL)* was constructed following recognised construction parameters (Butts, p.1983). Appendix B contains the questionnaire.

The *STCTL* survey took the form of a combined descriptive/explanatory survey designed to determine the current status of teacher-librarians in relation to Senior Teacher classification and the perceived barriers to achieving Senior Teacher classification. It consisted of both open-ended and closed questions and two five point Likert scale items, designed by the researcher to gather the required data. The questionnaire was arranged by topic making use of headings to guide respondents.

The questionnaire contained predominantly closed questions that asked the respondents to make a choice between a given set of alternatives. The questions were either structured as *Yes* or *No* responses or they provided the participant with a choice of responses. A five point Likert scale was used for the questions that required the respondent to arrive at a decision that indicated the extent to which they believed certain statements to be valid.

Every effort was taken to make *STCTL* a valid and user friendly instrument. During the initial construction phase feedback was received from a number of channels resulting in a number of changes. This included:

- feedback from the Catholic Education Library Liaison team and CEO personnel,
- development of both the content and presentation in consultation with university staff.

This resulted in a number of changes including the exclusion of a number of questions which were deemed interesting but irrelevant to the research questions. These questions could be used in the event of the researcher or another person wanting to extend this research. The presentation of the *STCTL* questionnaire was heavily revised using desktop publishing so that the questions fitted on the least number of pages and to make its presentation attractive and easy to follow.

A preliminary version of the questionnaire (pilot) was administered to five teacher-librarians from a cross-section of Catholic schools to test the content validity and adequacy of response categories of the questionnaire. This was administered along with a checklist (Appendix C) to focus trial participants' attentions towards issues of ambiguity. Their comments and criticisms were then used to improve the instrument before its general distribution.

In light of the pilot study, questions two (*How many years have you been employed in your school?*) and three (*How many years have you worked as a teacher-librarian?*) were changed from closed response questions giving a range, to open-ended questions making it possible to calculate a mean, mode and standard deviation. The wording of question three was changed to include time spent working as a classroom teacher. This is an important piece of information as this time is included in the time it takes to acquire Senior Teacher classification. Question 25e was also re-worded to increase clarity. No other suggestions for improvement were made. A coding and data analysis of the trial questionnaire was also done prior to general distribution to ensure that responses could be adequately analysed.

Sufficient background information was sought of respondents to enable a wide range of analyses. This included type of library, years employed both in the school and in teaching/teacher-librarianship and if they are employed full or part-time.

Name and school were also included as optional questions so respondents could be followed up if necessary. This proved unnecessary as all returned questionnaires were completed to a legible standard and comments in the open-ended questions were completed with clarity.

Respondents were then asked to indicate the discipline on which their formal training or qualifications were based. The response options for this section were: teaching only; librarianship only; dual qualifications in teaching and librarianship; other with a space to specify; and no formal qualifications. As the criteria set out by Catholic Education specify that qualifications are not determining factors on whether or not Senior Teacher classification is awarded, the purpose of this question was to determine if qualifications do in fact have an effect on either applying for or being granted Senior Teacher classification.

The questions in the second section of the survey headed *Status* (questions 7-10) relate to the teacher-librarian's current promotional status. The variables of position used were Principal, Assistant Principal, Head of Department and other.

Following the *Status* section are sections which relate specifically to Senior Teacher classification One and Two. The questions in these sections are duplicated. To assist with ease of movement throughout the questionnaire the section on Senior Teacher Two preceded the section on Senior Teacher One.

The first question in each section (questions 11 and 18) relates to eligibility with the response variables being *Yes*, *No* and *Don't know*. *Don't know* relates directly to the first research question which is seeking to determine teacher-librarians' knowledge of Senior Teacher classification. A response of *don't know* indicates limited or no knowledge and at this point the respondent is guided to the next section of the survey.

The next two questions (questions 12 and 13 and 19 and 20) ask respondents to indicate first if they have received encouragement to apply for Senior Teacher classification, and second, if they have, from whom the encouragement was received. This response assisted in identifying barriers to Senior Teacher classification.

The next question (questions 14 and 21) asked respondents to indicate by a *Yes* or *No* response if they have Senior Teacher One or Two classification. These are statistical counts. Questions 15 and 16 and 22 and 23 assisted in determining the barriers to being rewarded Senior Teacher classification.

The final question in each section (questions 17 and 24) contains a series of questions, each with a Likert response scale to determine possible reasons why an eligible teacher-librarian would not apply for Senior Teacher classification. The mean of the ratings of the responses in the data analysis indicates the degree of consensus on the reasons why eligible teacher-librarians are not applying for Senior Teacher classification (barriers).

The fifth section of the questionnaire contains a series of open-ended questions aimed at teacher-librarians who have been through the evaluation process for Senior Teacher classification. The purpose of this section is to ascertain their perceptions of the process.

The final section of the questionnaire titled *Extra Information* contains a closed item question which asks respondents if they were familiar with Senior Teacher classification before completing this survey. They are then given the opportunity to complete an open-ended question if they would like to add any extra information that they feel could be relevant to the study or outline any experiences that they think may be useful.

3.3 Participants

The population for this investigation were all teacher-librarians employed in the one hundred and sixty three Catholic schools in Western Australia inclusive of teachers/staff who assume the role of teacher-librarian as part of their other teaching duties. This included teacher-librarians employed either full or part time, whether or not they were qualified in teacher-librarianship.

As no accurate list of teacher-librarians was available from either the Library Liaison Team or the Human Resource Department at the Catholic Education Office, the survey was sent to all Catholic Schools in Western Australia addressed to the teacher-librarian, with a request that schools where a teacher-librarian was not employed return the questionnaire blank or with an annotation to say that no teacher-librarian was employed. By doing this, and following up schools that did not respond with a telephone call to enquire as to whether or not a teacher-librarian was employed, an accurate count of actual teacher-librarians could be achieved.

By following this procedure it was ascertained that the actual number of teacher-librarians employed in Catholic schools in Western Australia at the time of this study was 132 of whom 93 returned a completed questionnaire.

3.4 Data Collection Procedure

The *STCTL* questionnaire was posted to the teacher-librarian in each of the 163 Catholic schools in Western Australia early in Term 1 1997 (February 14). Multiple copies of the survey were sent to larger schools which may have had more than one teacher-librarian. A date of March 7 was given for returns but many came in after this date.

The questionnaire was accompanied by a covering letter which outlined the purpose, usefulness, expected benefits and methodology of the research and an approximation of the length of time required to complete the questionnaire. While encouragement to participate and assurance of confidentiality was given (as responses were received they were coded so anonymity was assured) it was completely up to the individual teacher-librarian to return the questionnaire and it

was optional as to whether they provided their name and school. A copy of the covering letter is included with the questionnaire in Appendix B.

In order to facilitate the greatest number of returns the questionnaire was accompanied by a reply paid envelope. The opportunity to fax responses was also made available. Due to resource restrictions (time and budget) follow-up was done through the CEO Library Liaison Team Newsletter and announcements at in-service workshops rather than through an additional mail-out.

3.5 Data Analysis

The primary statistical analysis method used was descriptive statistics. The computer software package *Statistical Package for Social Sciences (SPSS) for Windows* was used to calculate frequencies and percentages, for each question. Means, modes, medians and standard deviations were also calculated for questions two and three and the two Likert scale items (questions 17 and 24).

The written responses in part b to questions 10, 17, 24 and questions 25 and 27 provide data in a qualitative form which was largely ethnographic. These data were content analysed by identifying themes, trends and common practices and then coded for ease of analysis.

SPSS for Windows was used to obtain correlation coefficients to determine if relationships existed between teacher-librarians' eligibility for Senior Teacher One or Two classification; if they had Senior Teacher One or Two classification and their type of library, mode of employment and qualifications. Correlation coefficients were also calculated for the possible reasons (i.e., barriers) teacher librarians gave for not applying for Senior Teacher One or Two classification and their type of library, mode of employment and qualifications. In most cases these are not reported because the population was too small to produce a meaningful correlation (at times questions were only relevant to as few as four respondents) or there was no significant correlation to report.

Cross tabulation was done to cross check the teacher-librarians' eligibility for Senior Teacher classification One and Two. This was done to determine if respondents are in fact eligible against whether they think they are eligible. This was done by cross tabulating the respondents' answer to questions 11 and 18 "*are you eligible....*" against their background information; whether they were employed full-time or part-time; and if part-time what was their full time equivalent load.

3.6 Limitations to this Study

The following were recognised as limitations to this research study:

- Previous research into Senior Teacher or AST classification is limited. This investigation covers relatively "new research territory" without the wisdom of hindsight from previous researchers. The literature review revealed only five research studies on AST or Senior Teacher classification, none linking Senior teacher or AST classification to teacher librarians. Only two papers were written about AST and teacher-librarians: Giselle Pryer's *Leadership and promotional opportunities for teacher-librarians in the Northern Territory* (1996) and Audrey Newlands' *AST: Are you a candidate?* (1992).
- The closed items in the questionnaire carry some disadvantage as they may force responses that are inappropriate as respondents may find none of the alternatives suitable. There has been an attempt to minimise this disadvantage by also providing some open-ended questions to support or clarify the "multi-choice" responses.
- A major limitation to a mail out survey is the difficulty in securing an adequate response rate [Burns (1994, p.360) states that response rates to mailed questionnaires seldom exceed 50 per cent]. To achieve validity for this research study a response rate of 70 per cent was the aim. Certain strategies were used to ensure this target response rate was met. These included:

- * careful attention to the design of the questionnaire,
 - * using a university address to give credibility,
 - * the supply of a reply-paid envelope and fax number for returns,
 - * a follow-up reminder notice in the term 1 edition of *Library Links* (a newsletter sent to all Catholic school libraries compiled by the Catholic Education Office (WA) Library Liaison Team) to urge that responses be sent in,
 - * an offer to inform respondents of the research outcomes.
-
- The sensitive nature of the questionnaire may lead some candidates not to respond. To overcome this the questionnaire is headed with five non-threatening questions as a “warm-up” exercise. The respondents are also given the option of remaining anonymous. The promise of feedback to the Director of Catholic Education and the Catholic Education Office (WA) Library Liaison Team were also given to encourage respondents to look past their personal concerns, as the results of the investigation may help to increase promotional opportunities to Senior Teacher classification for the profession.
 - Identification of the name and school of respondents are given as optional questions. If respondents choose not to supply this information then incomplete, ambiguous or inaccurate information cannot be followed up.
 - Since responding to the questionnaire was voluntary and the option of remaining anonymous was provided, it is not known whether greater participation in the survey could have influenced the results. But a response rate of over 70 per cent can usually be relied upon as being representative.

3.7 Summary

The questionnaire was an instrument specifically designed for this research, which measured the responses of the teacher-librarians employed in Catholic schools in Western Australia, to structured questions, that were related to the stated problem and objectives of the investigation, within the limitations imposed on the study. The distribution of the questionnaire and subsequent follow-up resulted in meeting the target return rate of 70 per cent. The results from the survey should be consistent and yield similar results if the investigation was conducted again.

Chapter 4

Results

4.1 Introduction

There were 110 questionnaires returned. Of these 14 were from schools stating that they did not employ a teacher-librarian, 1 was from a teacher-librarian who was employed in two schools and had already completed the questionnaire at another school and 2 were returned blank. Follow-up telephone calls were made to the 53 schools which had not responded to the survey to ask whether they employed a teacher-librarian or teacher in the library. Of these 39 schools did employ a teacher-librarian or teacher in the library but no additional surveys were returned. This gave a total of 132 teacher-librarians or teachers employed in Catholic School libraries in Western Australia. There were 93 completed surveys returned. This represented a response rate of 70.45 per cent. (To secure reliability a response rate of 70 per cent had been the aim of the research).

Many of the survey questions were not relevant to a number of respondents. If the questions/section was not relevant, respondents were directed to the next section. Therefore all statistics reported are based on the number of respondents for that question (valid responses) not the number of respondents who returned a questionnaire.

Each section of the questionnaire was analysed separately. The results of this analysis follow.

4.2 Background Information

The breakdown of responses for each of the background information questions; type of library, mode of employment and qualifications is illustrated in Tables 1 - 3.

Table 1
Number of Teacher-Librarians by Type of Library

Type of Library	Frequency	Per cent
Primary	63	67.7
Secondary	23	24.7
K-10 or 12	7	7.5
TOTAL	93	100.0

In the sample of respondents there was an unequal number of subjects in comparison groups. That is, the number of respondents employed in primary schools outnumber respondents employed in secondary and K-10 or 12 schools. This fact reflects the make-up of the education system; there are more primary schools than secondary schools.

Table 2 illustrates the number of teacher-librarians by mode of employment. It also provides a breakdown by type of school. It is interesting to note the large difference in the proportions of the mode of employment (full-time/part-time) between primary and secondary teacher-librarians.

Table 2**Number of Teacher-Librarians by Mode of Employment**

	Overall Response	Primary T/L's Response	Secondary T/L's Response	K-10 or 12 T/L's Responses
Mode of Employment	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)
Full-time	49 (52.7)	23 (36.5)	21 (91.3)	5 (71.4)
Part-time	44 (47.3)	40 (63.5)	2 (8.7)	2 (28.6)
TOTAL	93 (100.0)	63 (100.0)	23 (100.0)	7 (100.0)

The data in Table 3 illustrate that there were no major differences in qualifications between teacher-librarians who are employed on a full or part-time basis, yet there were differences in qualifications between teacher-librarians employed in primary and secondary schools. Of the 19 teacher-librarians with a teaching only qualification, 17 came from primary schools (this represents 27.4 per cent of primary teacher-librarians) whereas a higher percentage of dual qualified teacher-librarians were employed in secondary schools - 69.4 per cent of cases were dual qualified in primary schools compared with 91.3 per cent in secondary schools.

For the number of years the teacher-librarians had been employed in their current schools (question 2 on the survey) the mean was 7.02 (S.D. = 5.33). The mean of the number of years the respondents has worked as either a classroom teacher or teacher-librarian (question 3 on the survey) was 15.48 (S.D. = 8.29). This indicates that there is a very experienced workforce of teacher-librarians in Catholic schools in Western Australia and a significant number of them should be eligible for Senior Teacher One or Two classification.

Table 3

Number of Teacher-Librarians by Qualifications

	Overall Response	Primary T/L's Response	Secondary T/L's Response	K-10 or 12 T/L's Responses	Part-time T/L's Responses	Full-time T/L's Responses
Qualifications	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)
teaching only	19 (20.4)	17 (27.4)	1 (4.3)	1 (14.3)	10 (23.3)	9 (18.4)
librarianship only	1 (1.1)	0	1 (4.3)	0	0	1 (2.0)
dual qualifications in teaching and librarianship	69 (75.0)	43 (69.4)	21 (91.3)	5 (71.4)	30 (69.8)	39 (79.6)
other qualifications	2 (2.2)	1 (1.6)	0	1 (14.3)	2 (4.7)	0
no formal qualifications	1 (1.1)	1 (1.6)	0	0	1 (2.3)	0
TOTAL	92 (100.0)	62 (100.0)	23 (100.0)	7 (100.0)	43 (100.0)	49 (100.0)

4.3 Current Promotional Status

Central to this study was the determination of the current promotional status of teacher-librarians working in Western Australian Catholic schools, as holding a promotional position excludes teachers from applying for Senior Teacher Two, but not Senior Teacher One classification. It should be highlighted that if a teacher holds Senior Teacher One classification and a promotional position they cannot claim the remuneration allowance for both.

The variables for promotional positions used for analysis were:

- Principal or Assistant Principal (primary schools only),
- Head of Department (secondary schools only),
- Other (year co-ordinator, computer co-ordinator, language co-ordinator, etc.).

Frequency counts of questions seven, eight and ten were used to elicit the required information on the current promotional status of respondents.

There were 67 respondents to question seven "*Are you a Principal or Assistant Principal?*". Responses came from primary as well as K-10 or 12 schools. There were 9 (13.4 per cent) *Yes* responses to being either a Principal or Assistant Principal.

Question eight "*Do you have Head of Department Status?*" was directed only at Secondary Teacher-Librarians. There were 29 respondent from secondary and K-10 or 12 schools, of which 7 (24.1 per cent) responded that they had Head of Department status and 22 (75.9 per cent) responded that they did not. There was only 1 teacher-librarian who reported that she/he had applied for Head of Department status and had been unsuccessful (question 9). This represented 3.5 per cent of respondents to this question.

For question ten (*Do you hold any other promotional position in your school?*) only 49 of a possible number of 93 teacher-librarians responded (52.7 per cent). Of these, 5 responded to holding another promotional position. This represented 10.2 per cent of cases. Of the

affirmative respondents 4 were from primary schools representing 20 per cent of the primary school population that responded to this question. There was only 1 *Yes* response in secondary schools representing 4.3 per cent of the secondary school population. There were no K-10 or 12 respondents who reported holding other promotional position. All respondents who held a promotional position were employed on a full-time basis. This could indicate that being employed on a part-time basis is a barrier to holding a promotional position. As there was only a 52.7 per cent response rate to this question any conclusions drawn should be treated with caution.

In hindsight, the low response rate for question ten could be blamed on the design of the instrument. The instrument does not make it clear that all respondents should answer the question. It read as if it was a question for teacher-librarians employed only in primary schools. Questions seven, eight and ten were also cross-tabulated with eligibility for Senior Teacher One and Two. Four teacher-librarians who hold a promotional position are eligible but do not have Senior Teacher One classification and four hold both showing no relationship between holding a promotional position and applying or not applying for Senior Teacher One classification.

In summary, a total of 21 teacher-librarians in Western Australian Catholic schools reported holding promotional positions at the time of this survey. This represented 22.6 per cent of the sample.

4.4 Prior Knowledge of Senior Teacher Classification

Research question one was to determine teacher-librarians' "*prior knowledge of Senior Teacher classification*" before they responded to the *STCTL* questionnaire. The questionnaire was designed to give this information in two layers. The first layer was to determine if they had ever heard of the classification before completing the questionnaire (question 26) and the second layer was to determine if they knew if they were eligible for each classification. Table 4 summarises teacher-librarian's familiarity with Senior Teacher classification before the

questionnaire was administered (question 26). The greatest level of awareness of the classification were amongst the secondary teacher-librarians and those that were employed full-time.

Table 4

Teacher-Librarians' Familiarity With Senior Teacher Classification Before Questionnaire

Response to Quest 26	Overall Response Freq.(%)	Full-time T/L's Response Freq. (%)	Part-time T/L's Response Freq. (%)	Primary T/L's Response Freq. (%)	Secondary T/L's Response Freq. (%)	K-10 T/L's Response Freq. (%)
Yes	71 (77.2)	39 (81.3)	32 (72.7)	47 (75.8)	20 (87.0)	4 (57.1)
No	21 (22.8)	9 (18.8)	12 (27.3)	15 (24.2)	3 (13.0)	3 (42.9)
TOTAL	92 (100.0)	48 (100.0)	44 (100.0)	62 (100.0)	23 (100.0)	7 (100.0)

It was possible to determine the number of teacher-librarians that may be eligible for Senior Teacher One classification but who did not think they were by examining responses to question 18 "Are you eligible for Senior Teacher One classification?", question 3 "How many years have you worked as either a classroom teacher or teacher-librarian", question 4 "Are you employed in your school full-time or part-time?" and question 5 "If you are employed part-time what is your full-time equivalent load?" If the teacher-librarians had been employed for more than seven years full-time equivalent (FTE) they could be eligible

for Senior Teacher One classification. On analysis 15 respondents were eligible who did not think they were. This represents 16 per cent of the total sample.

The above analysis was calculated on the assumption that the respondents had worked the same mode of employment (part-time/full-time) and for part-time the same full-time equivalent load throughout their career, which of course may not be the case.

The high number of teacher-librarians that are possibly eligible but reported that they did not think they were could partially be the result of an inaccurate definition on the questionnaire for Senior Teacher One classification. The questionnaire stated that to apply for Senior Teacher One a candidate *must have been on the top of the salary scale for 3 years*. This is not the case, as a teacher can apply for Senior Teacher classification when they reach the top of the salary scale. They do not have to wait three years. If they had relied solely on the definition supplied five teacher-librarians may have thought they were ineligible when they were in fact eligible.

A qualitative analysis of the written comments from respondents indicated that a lot of misconceptions exist in schools as to who is eligible for Senior Teacher classification and what the criteria are, especially in relation to part-time teachers and years of tertiary education. Comments such as:

- “I thought you had to be employed full-time to be considered for Senior Teacher classification”.
- “I assumed part-time T/L’s would automatically be exempt from S.T”.
- “I am only 2 year trained and am sure that I was told that this would make me ineligible so I didn’t pursue the matter”.
- “I was initially under the impression that one had to be a Department Head to qualify for S.T. status”.

All of these comments indicate that a lack of knowledge about the criteria for Senior Teacher classification exists in schools.

4.5 Senior Teacher Two Classification

Question 11 asked respondents if they were eligible for Senior Teacher Two classification. Of the 89 respondents to this question 13 (14.6 per cent) responded *Yes*, 68 (76.4 per cent) responded *No* and 8 (9 per cent) responded *Don't Know*. A cross check was made with questions 7, 8, and 10 as people who hold a promotional position such as Principal, Assistant Principal or Head of Department are in fact not eligible for Senior Teacher Two classification. From this cross check 1 respondent had answered *Yes* to question 7 indicating that they were either a Principal or Assistant Principal and therefore not eligible. This left 12 teacher-librarians who were eligible for Senior Teacher Two classification

Of the 12 who were eligible 9 (75 per cent) were encouraged to apply. Encouragement was mainly given by the Principal and classroom teachers (in 66.7 per cent of cases each) followed by family members (33.3 per cent of cases).

Table 5 illustrates teacher-librarians' eligibility for Senior Teacher Two classification and whether or not they have gained the qualification. Of the 12 teacher-librarians eligible for Senior Teacher Two classification 7 (58.3 per cent) have the classification and 5 (41.6 per cent) do not. Of the 5 teacher-librarians who are eligible but do not have Senior Teacher 2 classification none had ever applied for it.

Table 5

Teacher-Librarians Eligible for Senior Teacher Two Classification

Response - "Are	
you eligible for	TOTAL
Senior Teacher Two	Freq. (%)
classification?"	
No	69 (77.5)
Yes	12 (13.5)
Don't Know	8 (9.0)
TOTAL	89 (100.0)

Response - "Do	
you have Senior	
Teacher Two	
classification?"	
No	5 (41.6)
Yes	7 (58.4)
TOTAL	12 (100.0)

4.6 Senior Teacher One Classification

The questions to determine eligibility for Senior Teacher One classification were a duplication of the question for eligibility for Senior Teacher Two.

Question 18 asked respondents if they were eligible for Senior Teacher One classification the results of which are reported in Tables 6-8. Of the 91 respondents to this question 41 (45.1 per cent) responded *Yes*, 29 (31.9 per cent) responded *No* and 14 (15.4 per cent) responded *Don't Know*. The question was irrelevant to the 7 teacher-librarians who had already been awarded Senior Teacher Two classification (7.7 per cent). Of the 41 respondents who were eligible for Senior Teacher One classification, 18 (48.6 per cent) were encouraged to apply. Encouragement came from the Principal (28.9 per cent), classroom teachers (26.3 per cent), Deputy/Assistant Principal (18.4 per cent) and family members (15.8 per cent).

Of the 41 teacher-librarians eligible for Senior Teacher One classification 16 (39 per cent) have been awarded the classification and 25 (61 per cent) have not. A breakdown of eligibility and those who have applied and gained Senior Teacher One classification by type of school library, mode of employment and qualifications is illustrated in Tables 6-8.

The observations that can be made from the results of Tables 6-8 are:

- The percentage of eligible teacher-librarians working in secondary school libraries who have applied for and gained Senior Teacher One classification (50 per cent) is higher than the percentage who have applied and gained the classification from primary schools (34.6 per cent) and K-10 or 12 schools (33.3 per cent).
- The percentage of eligible part-time teacher-librarians who do not have Senior Teacher One classification (76.4 per cent) is high.
- Of the 14 cases that did not know their eligibility for Senior Teacher One classification, 12 (85.7 per cent) were part-time teacher-librarians and 11 (78.6 per cent) were primary teacher-librarians.

Of the 25 teacher-librarians who responded *No* to question 21 (*Do you have Senior Teacher One status?*) only 1 had ever applied and been unsuccessful (question 22). This represented 4 per cent of respondents to this question.

Table 6**Teacher-Librarians Eligible for Senior Teacher One Classification By Type of School Library**

Response - "Are you eligible for Senior Teacher 1 Classification?"	Type of School			
	Primary Freq. (%)	Secondary Freq. (%)	K-10 Freq. (%)	TOTAL Freq. (%)
No	21 (33.3)	7 (33.3)	1 (14.3)	29 (31.9)
Yes	26 (41.3)	12 (57.1)	3 (42.8)	41 (45.1)
Don't Know	11 (17.5)	1 (4.8)	2 (28.6)	14 (15.3)
Not Relevant - have ST 2	5 (7.9)	1 (4.8)	1 (14.3)	7 (7.7)
TOTAL	63 (100.0)	21 (100.0)	7 (100.0)	91 (100.0)

Response - "Do you have Senior Teacher One classification?"				
No	17 (65.4)	6 (50.0)	2 (66.6)	25 (61.0)
Yes	9 (34.6)	6 (50.0)	1 (33.3)	16 (39.0)
TOTAL	26 (100.0)	12 (100.0)	3 (100.0)	41 (100.0)

Table 7

Teacher-Librarians Eligible for Senior Teacher One Classification By Mode of Employment

Response - "Are you eligible for Senior Teacher One classification?"	Mode of Employment		
	Full-time Freq. (%)	Part-time Freq. (%)	TOTAL Freq. (%)
No	15 (31.9)	14 (31.8)	29 (31.8)
Yes	24 (51.1)	17 (38.6)	41 (45.1)
Don't Know	2 (4.3)	12 (27.3)	14 (15.4)
Not relevant - have Senior Teacher Two classification.	6 (12.7)	1 (2.3)	7 (7.7)
TOTAL	47 (100.0)	44 (100.0)	91 (100.0)

Response - "Do you have Senior Teacher 1 classification?"			
No	12 (50.0)	13 (76.4)	25 (61.0)
Yes	12 (50.0)	4 (33.6)	16 (39.0)
TOTAL	24 (100.0)	17 (100.0)	41 (100.0)

Table 8

Teacher-Librarians Eligible for Senior Teacher One Classification By Qualifications

Response - "Are you eligible for Senior Teacher One classification?"	Qualifications					TOTAL Freq. (%)
	Teaching only Freq. (%)	Librarianship only Freq. (%)	Dual qualifications Freq. (%)	Other qualifications Freq. (%)	No formal qualifications Freq. (%)	
No	6 (31.6)	0	20 (29.9)	1 (50.0)	1 (100.0)	28 (31.1)
Yes	9 (47.4)	1 (100.0)	31 (46.3)	0	0	41 (45.6)
Don't know	2 (10.5)	0	11 (16.4)	1 (50.0)	0	14 (15.5)
Not relevant (have Senior Teacher Two Classification)	2 (10.5)	0	5 (7.4)	0	0	7 (7.8)
TOTAL	19 (100.0)	1 (100.0)	67 (100.0)	2 (100.0)	1	90

Response - "Do you have Senior Teacher One classification?"						
No	7 (77.7)	1 (100.0)	17 (54.8)	0	0	25 (61.0)
Yes	2 (22.3)	0	14 (45.2)	0	0	16 (39.0)
TOTAL	9 (100.0)	1 (100.0)	31 (100.0)	0	0	41 (100.0)

4.7 Barriers to Senior Teacher Classification

The third research question was to identify the perceived barriers that are currently preventing eligible teacher-librarians from applying for Senior Teacher classification. As Senior Teacher One and Two are different classifications it was deemed possible that the reasons for applying/not applying and the real and perceived barriers may be quite different. Therefore the analysis of results to determine the barriers for each classification was done separately.

4.7.1 Senior Teacher Two Classification

Question 17 contained a series of questions, each with a Likert response scale, which listed potential reasons (barriers) for not applying for Senior Teacher Two classification. It was directed at those teacher librarians who met the requirements of Senior Teacher Two classification, but had not applied. There were only six respondents for which this question was relevant, and of the six only four responded. Due to the small response, analysis between the various types of school libraries, modes of employment and qualifications were not included.

Table 9 summarises the results from question 17. From the overall mean results it can be said that the items relating to statements b (*I believe that the effort required to put an application together is not worth the remuneration*) and f (*At present I don't wish to subject myself to the rigours of the assessment procedure*) were the only ones where there was moderate agreement (i.e., a score of greater than three on the five point scale) about these being barriers to applying for Senior Teacher Two classification.

What was positive was the degree of disagreement teacher-librarians had with the statements c (*My application wouldn't be successful as I don't believe I fit all the criteria*), d (*I don't believe the role of teacher-librarian qualifies me for Senior Teacher status*), and e (*Others don't recognise the teaching role of the teacher-librarian so I don't think I would be successful if I applied*). This indicates that teacher-librarians believe that they personally fit the criteria and they and other colleagues in the school believe that the role of the teacher-librarians qualifies them

for Senior Teacher classification. Again this finding needs to be treated with some caution as it is only the opinion of four respondents.

In the open-ended section of question 17 the other reasons given by the respondents for not applying for Senior Teacher Two classification even though they were eligible were:

- Applying this year
- Informed by administration that the criteria did not fit the role of the teacher-librarian.
- Retiring soon.

There was only one respondent for each of the above reasons.

Table 9
Barriers to Senior Teacher Two Classification

Barrier	Mean	Std Deviation
a) At present I can't commit myself to the extra responsibility .	2.25 (N=4)	0.96
b) I believe that the effort required to put an application together is not worth the remuneration.	3.25 (N=4)	0.96
c) My application wouldn't be successful as I don't believe I fit all the criteria.	2.25 (N=4)	0.96
d) I don't believe the role of the teacher /librarian qualifies me for Senior Teacher status.	2.25 (N=4)	0.96
e) Other don't recognise the teaching role of the teacher-librarian so I don't think I would be successful if I applied.	2.00 (N=4)	1.41
f) At present I don't wish to subject myself to the rigours of the assessment procedure.	3.75 (N=4)	0.50
g) I am looking towards a career path in administration therefore the Senior Teacher classification does not interest me.	2.25 (N=4)	1.89

4.7.2 Senior Teacher One Classification

Question 24 contained a series of questions, each with a Likert response scale, which listed reasons (barriers) for not applying for Senior Teacher One classification. This question was directed at those teacher librarians who met the requirements of Senior Teacher One classification, but who had not applied. The purpose of the question was to determine some of the barriers perceived by this group that are preventing them from applying. Of the 24 people who could have responded to this question, only 20 or 21 responded to each statement (not all those who responded, responded to every statement on the Likert scale), and the majority of respondents (17 people) were from primary schools. For this reason analysis between the various types of schools was not conducted.

Table 10 summarises all the results from question 24, including a breakdown of the means by sub-category groups (i.e., mode of employment and type of qualification). From the overall mean results it can be said that the items relating to statements b (*I believe that the effort required to put an application together is not worth the remuneration*) and f (*At present I don't wish to subject myself to the rigours of the assessment procedure*) were the only ones where there was moderate agreement (i.e., a score of greater than three on the five point scale) about these being barriers to applying for Senior Teacher One classification.

This result was supported when reviewing the results for the mode of employment and qualification type sub-category groups, although it was interesting to note that the part time respondents showed some agreement to statement a (*At present I can't commit myself to the extra responsibility*).

The key barriers identified were summarised by one respondent:

I was once told that for ST1 you need to change water into wine and for ST2 you need to walk on water whilst changing the water into wine!!! Having witnessed a colleague go through the procedure at my school, there is NO WAY I would put myself through the same procedure. It's less stressful to drink water and walk on land.

As there was only moderate agreement to the barriers presented in question 24 (highest mean score overall or in any sub-category was 3.33), the opportunity

provided for the respondents to identify other barriers becomes more important.

The “other” barriers that were reported included:

- Retiring soon (two respondents representing 10 per cent of respondents)
- Already receiving an allowance so it is not worth the trouble (two respondents representing 10 per cent of respondents)
- Thought you had to be a Head of Department to apply (one respondent representing 5 per cent of respondents)
- Employed part-time (one respondent representing 5 per cent of respondents).

As with Senior Teacher Two classification, what was positive was the degree of disagreement teacher-librarians had to statements c (*My application wouldn't be successful as I don't believe I fit all the criteria*), d (*I don't believe the role of teacher-librarian qualifies me for Senior Teacher status*), e (*Others don't recognise the teaching role of the teacher-librarian so I don't think I would be successful if I applied*), and g (*I am looking for a career path in administration therefore the Senior Teacher Classification does not interest me*). This indicates that teacher-librarians believe that they personally fit the criteria and that they and other colleagues believe that the role of the teacher-librarian qualifies them for Senior Teacher One classification and they are not interested in pursuing a career in administration.

Earlier in the discussion of results for *Eligible teacher-librarians who have been awarded Senior Teacher One* classification an analysis of Tables 6-8 was performed. The barriers to applying for Senior Teacher One classification that were highlighted were:

- The percentage of eligible teacher-librarians working in Primary and K-10 or 12 school libraries who have applied for and gained Senior Teacher One classification is lower than the percentage who have applied and gained the classification from Secondary school libraries.
- The percentage of eligible part-time teacher-librarians who do not have Senior Teacher One classification is high.

TABLE 10

Barriers to Senior Teacher One Classification

Barrier	Overall Mean	Overall Std Deviation	Mode of Employment		Qualification		
			Part - Time Mean	Full Time Mean	Dual Qual Mean	Library Qual Only Mean	Teach Qual Only Mean
a) At present I can't commit myself to the extra responsibility	2.6 (N=20)	1.27	3.07(N=13)	1.71 (N=7)	2.69 (N=13)	1.0 (N=1)	2.30 (N=6)
b) I believe that the effort required to put an application together is not worth the remuneration.	3.2 (N=20)	1.31	3.07(N=13)	3.42 (N=7)	3.23 (N=13)	2.0 (N=1)	3.33 (N=6)
c) My application wouldn't be successful as I don't believe that I fit all the criteria.	2.1 (N=21)	1.24	2.38(N=13)	1.75 (N=8)	2.0 (N=13)	2.0 (N=1)	2.42 (N=7)
d) I don't believe the role of the teacher -librarian qualifies me for Senior Teacher status.	1.8 (N=21)	1.46	2.07(N=13)	1.62 (N=8)	1.30 (N=13)	5.0 (N=1)	2.42 (N=7)
e) Others don't recognise the teaching role of the teacher-librarian so I don't think I would be successful if I applied.	2.5 (N=20)	1.43	2.77(N=13)	2.14 (N=7)	2.61 (N=13)	4.0 (N=1)	2.16 (N=6)
f) At present I don't wish to subject myself to the rigours of the assessment procedure.	3.3 (N=20)	1.18	3.30 (N=13)	3.43 (N=7)	3.30 (N=13)	4.0 (N=1)	2.33 (N=6)
g) I am looking towards a career path in administration therefore the Senior Teacher classification does not interest me.	1.75 (N=20)	1.02	1.69 (N=13)	1.80(N=7)	1.07 (N=13)	1.0 (N=1)	2.33 (N=6)

4.7.3 Other Barriers to not Applying for Senior Teacher One or Two Classification

Question 26 asked respondents “*Were you familiar with Senior Teacher classification before completing this survey?*” The breakdown of responses by type of school library and mode of employment was given in Table 4. The following are the findings:

- 27.3 per cent of part-time teacher-librarians were not familiar with Senior Teacher classification before completing this survey (compared with 18.8 per cent of full-time teacher-librarians).
- 42.9 per cent of K-10 or 12 teacher-librarians and 24.2 per cent of primary teacher-librarians were not familiar with Senior Teacher classification before completing this survey (compared with 13 per cent of secondary teacher-librarians).

This leads to the conclusion that being employed on a part-time basis is a possible barrier to Senior Teacher classification and also that working in a primary or K-10 library is a barrier to being aware of the Senior Teacher classification.

Question 27 was an open-ended question which gave teacher-librarians the opportunity to add any extra information or experiences they felt would be useful to the study. From the comments provided some could be seen as barriers to why teacher-librarians have not applied for Senior Teacher classification. This information was coded during the data analysis and is presented in Table 11. The reasons perceived as barriers are marked with an asterisk.

Table 11
Summary of Question 27 Open Responses

BARRIER	OVERALL FREQUENCY/ (%)	PRIMARY FREQUENCY/ (%)	SECONDARY FREQUENCY/ (%)	K-10 FREQUENCY/ (%)	FULL-TIME FREQUENCY/ (%)	PART-TIME FREQUENCY/ (%)
* Assessment procedure too rigorous, stressful or biased.	7 (30.4)	6 (54.4)	0	1 (33.3)	3 (25)	4 (36.4)
* I believed part-time teachers to be ineligible.	3 (13.0)	3 (27.3)	0	0	0	3 (27.3)
* Being part-time is an obstacle.	2 (8.7)	2 (28.2)	0	0	0	2 (18.2)
* Criteria more applicable to a classroom teacher.	5 (21.7)	0	4 (44.4)	1 (33.3)	5 (41.7)	0
There are assessment discrepancies between schools	1 (4.3)	0	1 (11.1)	0	1 (8.3)	0
Assessment panel should include teacher-librarians and classroom teachers.	3 (13.0)	0	2 (22.2)	1 (33.3)	1 (8.3)	2 (18.2)
There is no consistency between HOD and Senior Teacher classification.	2 (8.7)	0	2 (22.2)	0	2 (16.7)	0
TOTAL	N=23	N=11	N=9	N=3	N=12	N=11

By analysing Table 11 the following were identified as clear barriers:

- Primary teacher-librarians regardless of mode of employment (full-time or part-time), felt that the assessment procedure was too rigorous, stressful or biased.
- That part-time employment was perceived as an obstacle as respondents believed part-time teachers (including teacher-librarians) to be ineligible. This barrier was only reported by respondents working in primary schools, but this is where 63.5 per cent of part-time teacher-librarians in Western Australian Catholic Schools are employed.
- Full-time secondary teacher-librarians felt that the criteria were more applicable to a classroom teacher. The reason that this may have been a barrier for only secondary teacher-librarians is that primary teacher-librarians generally do more scheduled/timetabled teaching to relieve classroom teachers for their DOTT (Duties Other Than Teaching) time. Further research would be needed to confirm this finding.

4.8 Appraisal Process

Twenty-four respondents to the survey had been appraised for Senior Teacher classification. Of these 23 responded to question 25 which gave feedback on the appraisal procedure. Of these:

- 14 were from primary schools, 7 from secondary school and 2 from K-10 or 12 schools,
- 18 were employed on a full-time basis and 5 part-time,
- 4 had a teaching only qualification and 19 had dual qualifications.

There was no relationship between the respondents' type of school, mode of employment (part-time/full-time) or qualification and their responses to the questions on their appraisal procedure experiences.

In 95.7 per cent of cases (22 respondents) the Principal acted as one of the appraisers. In 34.8 per cent of cases (8 respondents) the Deputy/Assistant Principal acted as an appraiser and in 13 per cent of cases each (3 respondents) a Principal from another school, a Catholic Education Office consultant or another teacher acted as an appraiser.

Of those appraised for Senior Teacher classification 66.7 per cent reported having no difficulties with the appraisal procedure and 33.3 per cent reported having some difficulty.

The main difficulties reported were:

- Lack of uniformity in the assessment of candidates for Senior Teacher classification; inconsistent evaluation of applicants between schools has obviously led to some bitterness. *“S.T. applications in our school have resulted in many heartaches, one resignation, union intervention and many unfair practices e.g., 2 people were granted S.T. classification with no evaluation (they were the ‘favoured sons’), while others had to ‘dance through hoops’. Too personal here - no way would many of us apply - certainly not me!!”*
- It wasn't worth all the trouble.

Only 14 respondents reported *drawing on support and/or advice* during the appraisal process. Of these 13 (92.9 per cent) drew on support from school colleagues while 1 (7.1 per cent) drew on support/advice from the Library Liaison Team. With the experience of hindsight 4 respondents each felt that the Library Liaison Team or information from other teacher-librarians could have helped them and 2 respondents felt that the evaluation panel should have included a teacher-librarian.

The 20 responses to question 25f were categorised by how the respondent felt their *application fully reflected their skills as a teacher-librarian*. Eleven respondents (55 per cent) felt their application fully reflected their skills as a teacher-librarian whereas 9 (45 per cent) did not and 12 respondents (60 per cent) felt that their Librarianship skills were not represented in their application for Senior Teacher classification.

When asked if they *believed the Senior Teacher criteria needs to be revised to reflect the specific role of the teacher-librarian* the percentages responding *Yes* and *No* were exactly the same as above. The reason given by the 55 per cent that responded *Yes* was that it should be revised to include librarianship skills whereas six of the nine respondents who answered *No* felt that Senior Teacher classification was a general classification and did not need to be revised (“*I didn’t see this so much as gaining ST status as a T/L but as an educator*”). Three respondents who answered *No* did not provide a reason with their response.

4.9 Summary

This chapter has reported the results for each question in the *STCTL* questionnaire. The response rate of 70.45 per cent gives reliability to the results. An overall analysis of the results concludes that being employed on a part-time basis is a clear perceived barrier to applying for Senior Teacher classification. This together with working in a primary, K-10 or 12 library limits a teacher-librarian’s awareness of the Senior Teacher classification. There are also concerns about the assessment process itself, in particular, the amount of effort that is required to formulate an application compared to the actual benefits of holding a Senior Teacher One or Two classification. The relevance of the results in view of the research questions for this study will be discussed in Chapter 5.

Chapter 5

Discussion of Findings and Recommendations

5.1 Findings

The origins of this research came from the CEO Library Liaison Team in early-mid 1996 indicating to the researcher that eligible teacher-librarians were not being awarded the Senior Teacher classification. The main aim of this research was to investigate if eligible teacher-librarians were not being awarded the Senior Teacher classification. The results of the investigation do not support this assertion.

Following an analysis of the results of the survey *STCTL* the research concludes that teacher-librarians' applications for Senior Teacher Classification are highly successful. This conclusion was supported by the following statistics derived from analysis of the *STCTL* questionnaire:

- 100 per cent of applications for Senior Teacher Two have been successful.
- 96 per cent of applications for Senior Teacher One have been successful.

It was also interesting to note that 96.5 per cent of applications by secondary teacher-librarians for Head of Department status have been successful.

Of the 93 teacher-librarians who responded to the survey 58 per cent (54 respondents) were eligible for either Senior Teacher One or Two classification. Of these only 1.85 per cent (1 respondent) had ever applied for Senior Teacher classification and been unsuccessful. This is a very encouraging result for teacher-librarians who are currently eligible or who will become eligible for Senior Teacher classification in the future.

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Another aim of this research study was to determine teacher-librarians' knowledge of Senior Teacher classification. Overall 77.2 per cent of teacher-librarians were aware of Senior Teacher classification before this survey, 22.8 per cent were not. Of those who were not aware of the classification before the survey a greater percent came from teacher-librarians who were employed on a part-time basis

(27.3 per cent compared with full-time 18.8 per cent) and working in primary schools (24.2 per cent compared with secondary schools 13 per cent). A far bigger variable for not knowing about Senior Teacher classification was working in a K-10 or 12 school (42.9 per cent - although this is a very small group making up only 7.5 per cent of the survey sample). A qualitative analysis of the comments from the open-ended sections of the questionnaire highlighted the serious lack of information and misconceptions that exist in some schools as to the criteria governing Senior Teacher classification.

There were 9 per cent of respondents who did not know their eligibility for Senior Teacher Two classification and 15.4 per cent for Senior Teacher One. What was significant was that 85.7 per cent of cases who did not know their eligibility for Senior Teacher One classification were part-time teacher-librarians and 78.6 per cent of cases were from primary schools. These figures are significantly higher than the figure for the total number of part-time teacher-librarians (47.3 per cent) and primary teacher-librarians (67.7 per cent).

On further analysis 15 respondents (16 per cent of the population) who did not think they were eligible for Senior Teacher One classification were in fact eligible. The respondents were equally divided between full and part-time employment but a slightly higher number were from primary schools (73 per cent compared to the 67.7 per cent of the primary school population) and K-10 or 12 schools (13 per cent compared with the over-all response of 7.5 per cent from K-10 or 12 schools).

A major aim of this research study was to determine the barriers that are currently preventing eligible teacher-librarians from applying for Senior Teacher classification. Previously it was highlighted that once a teacher-librarian applies for Senior Teacher classification there seemed to be no significant barriers to it being awarded; at least 96 per cent of applications have been successful.

The barriers to why eligible teacher-librarians have not applied for Senior Teacher classification can be divided into two groups; explicit or stated barriers, and implied barriers that can be inferred through statistical analyses.

The explicit barriers were the same for the respondents applying for both Senior Teacher One and Two classification. The two main barriers were:

- *“I believe the effort required to put an application together is not worth the remuneration”,* and
- *“At present I don’t wish to subject myself to the rigours of the assessment procedure”.*

In terms of the theoretical framework for this research based on the Career Development Model both barriers imply a perception by the applicants that the reward is not worth the effort to apply. This means that, at least for the respondents in this survey, they do not see the Senior Teacher classification as an attractive enough career progression to warrant the effort required to achieve it.

What was positive to note from the analysis of the barriers presented in questions 17 and 24 was that teacher-librarians believe that they personally fit the criteria for Senior Teacher classification and that they and other colleagues believe that the role of the teacher-librarians qualifies them for Senior Teacher classification.

The implied barriers (those inferred from the statistics) can only be established for those who applied for Senior Teacher One classification (due to the small sample size of those who responded and applied for Senior Teacher Two classification). As previously highlighted, the statistics indicate that both part-time employment and working in a primary school may be a barrier to those applying for Senior Teacher One classification. Part-time employment was also seen as a barrier to holding other promotional positions in the school. Further direct investigation would be needed to confirm these as barriers.

Of the 23 teacher-librarians who had been appraised for Senior Teacher classification 9 (39 per cent) encountered difficulties with the appraisal process. Many others stated that the difficulties their colleagues had experienced with the appraisal process had discouraged them from applying. The difficulties with the appraisal process reported included lack of uniformity in the assessment of

candidates and the time consuming nature (relative to the financial rewards) of the assessment process.

One primary school respondent seemed to summarise the perceived difficulties with the appraisal process accurately:

We T/L's are S-T-R-E-T-C-H-E-D to our limits, it is very difficult to allow ourselves time to prepare our applications and commit to extra work loads especially as most of us are part-time and in some instances have no assistance at all!

This research study concludes that eligible teacher-librarians who have applied for Senior Teacher classification have been successful. But due to a number of barriers a large proportion of eligible teacher-librarians are not applying or are being discouraged from applying for Senior Teacher classification. To make Senior Teacher classification a feasible career development option for teacher-librarians these barriers need to be addressed. What follows is a list of recommendations that could be adopted to address these barriers.

5.2 Recommendations

Based on the results of this research study the following recommendations are made:

- That a central independent assessment panel be introduced so that equality and objectivity between schools in the appraisal process is reached. For the evaluation of a teacher-librarian the panel should include a teacher-librarian. This is supported by the finding of Curry (1994, p. 30) who reported that "it was felt that a panel that was more independent might have been better received and just as effective".
- That a clear description of the criteria for Senior Teacher classification, void of any subjective terms and in tune with the role statement of teacher-librarians, be developed for use by teacher-librarians for application and panel assessment processes. As Senior Teacher classification is a reward for displaying higher skills in teaching this set of criteria should focus on the teaching role of the

teacher-librarian. This is in line with human resource management best practice as outlined by researchers Mitchell, Dowling, Kabanoff and Larson (1988).

- That a regular teacher appraisal system be implemented to make teachers more comfortable with appraisal processes so that when they apply and are evaluated for Senior Teacher classification and other promotional positions the process becomes less daunting and any feelings of bitterness, anger and resentment can be minimised and their morale is not lowered. This was also a recommendation of the Schools Council (1990).
- That the Senior Teacher classification be made more attractive to those eligible, either through a marketing campaign or by ensuring that the financial benefits match the effort required to apply and operate at these levels, or both.
- That a marketing campaign be conducted by either the Library Liaison Team, the CEO or the Independent Schools' Salaried Officers' Association to inform teacher-librarians (and possibly all teachers) of the criteria for Senior Teacher classification in an endeavour to clear up existing misconceptions. This would include marketing to teacher-librarians working part-time as well as those working in primary and K-10 or 12 school libraries, to make them aware of the Senior Teacher classification and their eligibility.

5.3 Recommendations for Further Research

The scope of this study was Senior Teacher classification for teacher-librarians in Catholic schools in Western Australia. Further research could be done to establish whether working in the country or city limits a teacher-librarian's knowledge of Senior Teacher classification.

A duplication of this study could be done for classroom teachers working in Catholic schools in Western Australia and/or other specialist teaching groups leading to comparative research studies.

Further studies could also be done to determine if working in a primary school and being a part-time teacher-librarian influences a person's success in applying for Senior Teacher One or Two classification, as implied in the survey results of this study.

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APPENDIX A

Criteria for Assessment of Senior Teacher Status

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CRITERIA

What are the criteria for assessment of Senior Teacher?

CRITERION 1: TEACHING PRACTICE AND SKILLS

SENIOR TEACHER 1:

A teacher who generates classroom dynamics conducive to enhanced teaching and learning by:

- 1.1 *demonstrating the ability to cope with two or three ability levels in the one class group.*
This may be indicated by:
 - 1.1.1 matching the information to be learned with the learner's present knowledge
 - 1.1.2 organising the material to promote a clear presentation
 - 1.1.3 gradually increasing the difficulty or complexity of the material presented i.e. presents key concepts and skills in a developmental sequence
 - 1.1.4 providing individual and small group assistance to students
 - 1.1.4 matching students and tasks
 - 1.1.5 using high-level diagnostic techniques
 - 1.1.6 using a range of teaching and learning strategies (such as peer tutoring, appropriate extension and remediation strategies) appropriate to each ability group and based on the students' interests and ability.
- 1.2 *engendering motivation in students*
This may be indicated by:
 - 1.2.1 demonstrating sound current motivational practices evidenced by:
 - the development in students of appropriate attitudes and skills to necessary for tackling any tasks given
 - the nature and degree to which students are held accountable for the completion of set tasks
 - the provision of appropriate rewards (extrinsic and intrinsic) for work or tasks completion
 - ensuring adequate levels of pre-learning to enable task completion
 - 1.2.2 applying skills in maintaining and rekindling attention and/or interest
 - 1.2.3 displaying obvious interest and enthusiasm for the teaching/learning experience.

- 1.3 *making use of audio-visual and computer (information) technology to enhance teaching*
This may be indicated by:
 - 1.3.1 regular, integrated use of technology appropriate to the curriculum
 - 1.3.2 awareness/confidence/familiarity with relevant technology
 - 1.3.3 accessing relevant technology
 - 1.3.4 encouraging students' use of technology.
- 1.4 *demonstrating high order communication skills in the classroom*
This may be indicated by:
 - 1.4.1 regularly testing for student understanding and skill development
 - 1.4.2 using body language that conveys interest/involvement in the learning process
 - 1.4.3 articulating clearly and projecting speech loudly enough
 - 1.4.4 pacing the presentation of material at rates conducive to understanding
 - 1.4.5 supporting the verbal content with appropriate non-verbal communication and visual aids
 - 1.4.6 presenting a balance between fact questions and those which are of a higher cognitive level
 - 1.4.7 leading students from what they know to new discoveries
 - 1.4.8 being sensitive to preferred communication patterns of individuals and groups
 - 1.4.9 using of a range of questioning techniques
 - 1.4.10 allowing for two-way communication.
- 1.5 *trying alternative teaching strategies*
This may be indicated by:
 - 1.5.1 showing an understanding of the theoretical basis for different learning strategies
 - 1.5.2 risk-taking in using a range of methodologies
 - 1.5.3 taking different roles within the classroom such as facilitator, tutor
 - 1.5.4 providing for different teaching strategies such as peer tutoring, rotational learning, group work
 - 1.5.5 presenting students with a sequence of different types/structure of tasks and tasks at various levels of difficulty
 - 1.5.6 being sensitive to the preferred learning styles of individuals and groups (perhaps based on their gender, ethnicity, etc.).

CRITERION 2: KNOWLEDGE OF RELEVANT ACADEMIC CONTENT AREAS

SENIOR TEACHER 1:

A teacher who:

2.1 has an awareness of current developments in their particular field of teaching

This may be indicated by:

- 2.1.1 ability to articulate the nature and importance of current developments in their particular subject or age group
- 2.1.2 ability to demonstrate contemporary subject matter knowledge
- 2.1.3 an additional, relevant accredited qualification beyond that required to satisfy classification as a teacher could be seen as contributing to the meeting of this criterion.

2.2 appreciates the inter-relationship of subjects

This may be indicated by:

- 2.2.1 ability to draw upon other subjects/disciplines
- 2.2.2 integration of other subjects/disciplines into the lesson structure, when appropriate.

SENIOR TEACHER 2:

A teacher who, in addition, has:

2.3 the ability and willingness to implement change in the teaching environment

This may be indicated by:

- 2.3.1 the ability to search for and experiment with different teaching methods
- 2.3.2 making a critical examination of classroom behaviour in order to match teaching techniques with the individual needs of students
- 2.3.3 demonstrating a willingness to implement new ideas or curriculum approaches.

2.4 had a variety of teaching experiences

This may be indicated by:

- 2.4.1 successful teaching in a number of teaching contexts
- 2.4.2 successful teaching across a range of student abilities
- 2.4.3 successful teaching across a range of student ages
- 2.4.4 successful teaching across a range of subjects.

1.6 setting a high value on successful learning and student well being

This may be indicated by:

- 1.6.1 creating positive relationships with students by avoiding destructive criticism, embarrassing or demeaning comments
- 1.6.2 leading students to acceptance of increased task ambiguity and risk
- 1.6.3 establishing a link between achievement and effort
- 1.6.4 providing students with control over and responsibility for the learning process
- 1.6.5 challenging students to tackle new and more difficult work.

1.7 exhibiting a positive attitude to students

This may be indicated by:

- 1.7.1 ensuring mutual respect is apparent in all communication
- 1.7.2 showing enthusiasm for the teaching/learning process
- 1.7.3 engaging in student-centred teaching; displaying interest and concern for students
- 1.7.4 establishing rapport with students.

SENIOR TEACHER 2

A teacher who, in addition:

1.8 analyses problems and evaluates new ideas and approaches

This may be indicated by:

- 1.8.1 engaging in critical self-reflection
- 1.8.2 demonstrating willingness to change perceptions and practices
- 1.8.3 showing an ability to discuss and evaluate both sides of any proposal
- 1.8.4 being familiar with research and pedagogical developments.

1.9 acts as a demonstration teacher, when requested

This may be indicated by:

- 1.9.1 agreeing to demonstrate their classroom expertise to student, neophyte or experienced teachers
- 1.9.2 demonstrating a willingness to give other teachers ready access to their classroom.

**CRITERION 3: INVOLVEMENT IN CURRICULUM DEVELOPMENT
WITHIN THE SCHOOL**

SENIOR TEACHER 1:

A teacher who:

- 3.1 *possesses knowledge of current professional issues pertaining to the curriculum*
This may be indicated by:
- 3.1.1 participation in recent professional development on relevant curriculum issues
 - 3.1.2 professional reading in relation to matters of curriculum
 - 3.1.3 active discussion and exchange of ideas with colleagues on current curriculum issues.

SENIOR TEACHER 2:

A teacher who, in addition:

- 3.2 *contributes to professional support for other teachers in the school and in their faculty or subject or year level*
This may be indicated by:
- 3.2.1 providing assistance to others with the problems of transferring new knowledge and skills to the classroom
 - 3.2.2 assisting teachers with the development of appropriate resources
 - 3.2.3 serving as a mentor by helping beginning or student teachers with special instructional or curricular issues.
- 3.3 *supports curriculum development and evaluation projects*
This may be indicated by:
- 3.3.1 providing advice on curriculum content decisions and designing instruction/programming
 - 3.3.2 actively contributing to discussions about and critique on suggested new ideas or approaches
 - 3.3.3 being involved in school curriculum committees.
- 3.4 *demonstrates an innovative approach to curriculum development*
This may be indicated by:
- 3.4.1 consistently designing tasks that convey the curriculum to students in appropriate and creative ways
 - 3.4.2 implementing new approaches successfully in a complex classroom environment.

CRITERION 4: PARTICIPATION IN PROFESSIONAL DEVELOPMENT

SENIOR TEACHER 1:

A teacher who:

- 4.1 *participates in professional development approved by the principal in areas of subject teaching, pastoral skills and the co-curriculum*
This may be indicated by:
- 4.1.1 active engagement in whole-school professional development activities
 - 4.1.2 participation in a range of professional development themes linked to individual or school needs.

SENIOR TEACHER 2:

A teacher who, in addition:

- 4.2 *demonstrates participation in regular personal and/or professional development*
This may be indicated by:
- 4.2.1 active involvement in school-based in-service programs for staff
 - 4.2.2 demonstrating proactivity in fulfilling personal/professional development goals
 - 4.2.3 self-initiating personal or professional development based on critical reflection
 - 4.2.4 showing active membership of a relevant professional association.

CRITERION 5: PARTICIPATES AS A TEAM MEMBER IN THE DEVELOPMENT OF THE SCHOOL

SENIOR TEACHER 1:

A teacher who:

5.1 *contributes positively to the life and values of the school*

This may be indicated by:

- 5.1.1 helping others collectively build a favourable school environment
- 5.1.2 positive participation in staff meetings and other whole-of-school activities
- 5.1.3 regular, active involvement in the co-curricular life of the school i.e. school activities conducted outside regular classroom contact.

5.2 *exhibits a positive attitude to teaching as a vocation*

This may be indicated by:

- 5.2.1 participation in collegial goal setting, problem-solving and performance feedback
- 5.2.2 exchanging ideas aimed at improving instruction
- 5.2.3 a commitment to self-improvement.

SENIOR TEACHER 2:

A teacher who, in addition:

5.3 *provides leadership in promoting the special ethos of the school*

This may be indicated by:

- 5.3.1 encouraging open communication with students and parents in support of the values and goals of the school
- 5.3.2 being recognised by peers and other members of the community
- 5.3.3 stimulating others' involvement in the co-curricular life of the school.

How are these criteria to be approached?

The information above is for the advice and guidance of teachers and principals. The only prescriptive elements are the five broad criteria outlined in the Award and shown above in the boxes. Teachers seeking upgrading to the classification of Senior Teacher 1 or Senior Teacher 2 should be able to demonstrate to the principal high order skills across the range of criteria.

It should be noted, however, that the points underneath each of the criteria are to be used as a guide. They do not represent a checklist and they are not exhaustive.

How were the examples developed?

The items shown on pages 9 - 15 in bold print were developed by the Independent Schools Industrial Affairs Consultative Committee (ISIACC) which has representation from the range of employers and the union.

The points listed underneath each example were developed by a group of teachers with Senior Teacher 1 status or with administrative responsibilities. The group acknowledges the limitations of what is presented but believes it will assist teachers and principals by providing some insights which may be useful in both the application and assessment processes.

Does an applicant have flexibility to move beyond these examples?

The teacher has total flexibility to present, in support of their application, any information that they consider relevant to the classification. This will enable them to take into account the unique circumstances and contexts of their current teaching role.

This information should be presented within the Award framework i.e. the five broad criteria detailed on pages 9 to 15.

APPENDIX B

Survey - Senior Teacher Classification for Teacher-Librarians



EDITH COWAN
UNIVERSITY

PERTH WESTERN AUSTRALIA
MOUNT LAWLEY CAMPUS

2 Bradford Street, Mount Lawley
Western Australia 6050
Telephone (09) 370 6111
Facsimile (09) 370 2910

14 February 1997

«JobTitle»
«Company»
«Address1»
«City» «State» «PostalCode»

Dear Colleague,

RESEARCH - SENIOR TEACHER STATUS

Currently I am doing research for an honours thesis through Edith Cowan University. After discussions with the Catholic Education Library Liaison team to determine a useful study, I am examining Senior Teacher classification and its availability to Catholic school teacher-librarians.

To complete this research I need information on the current status of teacher-librarians working in Catholic Schools and their success in applying for Senior Teacher classification. The Director of Catholic Education has given her permission for me to distribute the attached questionnaire to you.

I would therefore appreciate ten minutes of your time to complete the questionnaire. If there is more than one teacher-librarian in the school and I have not provided enough copies please photocopy the questionnaire and complete one each.

Confidentiality of information supplied to me is assured. The information will be coded so that names and schools will remain anonymous. The final report will be made available to the Director and the Library Liaison Team. If you would like a copy of the report sent to you personally please indicate this on the bottom of the questionnaire.

It is hoped that my findings will raise awareness of teacher-librarians as potentially excellent candidates for Senior Teacher classification as well as assist eligible teacher-librarians (which could be you!) in preparing their application for Senior Teacher 1 or 2 classification.

For my research to be reliable I require at least a seventy per cent response rate to my questionnaire. I would therefore appreciate if you could complete the questionnaire and return it in the enclosed reply paid envelope by March 7 or fax it to (09) 388 3631. If you have any queries please do not hesitate to contact me on 0411 302636.

Thanking you for your time.

Sincerely,

Kathryn Salt BA (Education)

PS If there is NO TEACHER-LIBRARIAN in your school or you do not wish to participate in this study please RETURN the blank questionnaire with the name of your school in the reply paid envelope so I can keep my statistics accurate.

**SURVEY - SENIOR TEACHER CLASSIFICATION FOR
TEACHER - LIBRARIANS**

BACKGROUND INFORMATION

1. Type of Library (*tick one*)
 primary secondary K-10 or 12

2. How many years have you been employed in your school? _____

3. How many years have you worked as either a classroom teacher or a teacher-librarian? _____

4. Are you employed in your school (*tick one*)
 Full - time **⇒Go to question 6** Part - time **⇒Go to question 5**

5. If you are employed part-time what is your full-time equivalent load. (*tick one*)
 0.1 - 0.2 0.3 - 0.4 0.5 - 0.6 0.7 - 0.9

6. In what discipline is your formal training (qualification)?
 teaching only other qualifications *specify* (ie. BA, BSc) _____
 librarianship only no formal qualifications
 dual qualifications in teaching and librarianship

STATUS (*please circle your response*)

PRIMARY ONLY

7. Are you a Principal or an Assistant Principal? (*circle one*) YES / NO

SECONDARY ONLY

8. Do you have *Head of Department* Status? (*circle one*) YES / NO

9. Have you ever applied for *Head of Department* status and been unsuccessful? (*circle one*) YES / NO

Reasons for being unsuccessful (if known)? _____

10. Do you hold any other promotional position in your school? (*circle one*) YES / NO

If YES what is its official title? e.g. year co-ordinator, computer co-ordinator. _____

SENIOR TEACHER TWO CLASSIFICATION

Definition: A Senior Teacher 2 is a teacher who displays exemplary teaching practices and skills, commitment to their school and the profession, and who has been a Senior Teacher 1 for three (3) years full-time equivalent employment. To be awarded the classification the teacher is assessed by their Principal. Assessment is based on the five criteria outlined in the Catholic Education Office of WA publication *Senior teacher: A fact book for Principals and Teachers*.

11. Are you eligible for *Senior Teacher 2* classification?
 Yes ⇒ Go to question 12 No ⇒ Go to question 18 Don't Know ⇒ Go to question 18
12. Has anyone ever encouraged you to apply for *Senior Teacher 2* classification?
 Yes ⇒ Go to question 13 No ⇒ Go to question 14
13. Who gave you the encouragement? (*tick one or more*)
- | | |
|--|--|
| <input type="checkbox"/> Principal
<input type="checkbox"/> Classroom Teacher
<input type="checkbox"/> Another Teacher/librarian
<input type="checkbox"/> Non-teaching staff member | <input type="checkbox"/> Deputy/Assistant Principal
<input type="checkbox"/> Support teacher
<input type="checkbox"/> Family
<input type="checkbox"/> Other _____ |
|--|--|
14. Do you have *Senior Teacher 2* status?
 Yes ⇒ Go to question 25 No ⇒ Go to question 15
15. Have you ever applied for *Senior Teacher 2* status and been unsuccessful?
 Yes ⇒ Go to question 16 No ⇒ Go to question 17
16. On which criteria were you told that improvement was required?
1. Teaching practice and skills
 2. Knowledge of relevant academic content areas.
 3. Involvement in Curriculum development within the school.
 4. Participation in professional development.
 5. Participation as a team member in the development of the school.

Reasons given for being unsuccessful _____

GO TO QUESTION 18

17. Below is a list of possible reasons for not applying for *Senior Teacher 2* status. Read each statement and indicate where you fit on the continuum?

	<i>strongly disagree</i>				<i>strongly agree</i>
	1	2	3	4	5
At present I can't commit myself to the extra responsibility.	1	2	3	4	5
I believe that the effort required to put an application together is not worth the remuneration.	1	2	3	4	5
My application wouldn't be successful as I don't believe I fit all the criteria .	1	2	3	4	5
I don't believe the role of the teacher-librarian qualifies me for Senior Teacher status.	1	2	3	4	5
Others don't recognise the teaching role of the teacher/librarian so I don't think I would be successful if I applied.	1	2	3	4	5
At present I don't wish to subject myself to the rigours of the assessment procedure.	1	2	3	4	5
I am looking towards a career path in administration therefore the Senior Teacher Classification does not interest me.	1	2	3	4	5

Other - please specify

SENIOR TEACHER ONE CLASSIFICATION

Definition: A Senior Teacher 1 is a teacher who displays exemplary teaching practices and skills, commitment to their school and the profession, and who has been at the top of the salary scale for three (3) years. To be awarded the classification the teacher is assessed by their Principal. Assessment is based on the five criteria outlined in the Catholic Education Office of WA publication *Senior teacher: A fact book for Principals and Teachers*.

18. Are you eligible for *Senior Teacher 1* classification?

Yes ⇒ Go to question 19 No ⇒ Go to question 26 Don't Know ⇒ Go to question 26

19. Has anyone ever encouraged you to apply for *Senior Teacher 1* classification?

Yes ⇒ Go to question 20 No ⇒ Go to question 21

20. Who gave you the encouragement? (tick one or more)

<input type="checkbox"/> Principal	<input type="checkbox"/> Deputy/Assistant Principal
<input type="checkbox"/> Classroom Teacher	<input type="checkbox"/> Support teacher
<input type="checkbox"/> Another Teacher/librarian	<input type="checkbox"/> Family
<input type="checkbox"/> Non-teaching staff member	<input type="checkbox"/> Other _____

21. Do you have *Senior Teacher 1* status?
 Yes → Go to question 25 No → Go to question 22

22. Have you ever applied for *Senior Teacher 1* status and been unsuccessful?
 Yes → Go to question 23 No → Go to question 24

23. On which criteria were you told that improvement was required?
- 1. Teaching practice and skills
 - 2. Knowledge of relevant academic content areas.
 - 3. Involvement in Curriculum development within the school.
 - 4. Participation in professional development.
 - 5. Participation as a team member in the development of the school.

Reasons given for being unsuccessful _____

GO TO QUESTION 25

24. Below is a list of possible reasons for not applying for *Senior Teacher 1* status. Read each statement and indicate where you fit on the continuum?

	<i>strongly disagree</i>				<i>strongly agree</i>
	1	2	3	4	5
At present I can't commit myself to the extra responsibility.	1	2	3	4	5
I believe that the effort required to put an application together is not worth the remuneration.	1	2	3	4	5
My application wouldn't be successful as I don't believe I fit all the criteria .	1	2	3	4	5
I don't believe the role of the teacher-librarian qualifies me for Senior Teacher status.	1	2	3	4	5
Others don't recognise the teaching role of the teacher/librarian so I don't think I would be successful if I applied.	1	2	3	4	5
At present I don't wish to subject myself to the rigours of the assessment procedure.	1	2	3	4	5
I am looking towards a career path in administration therefore the Senior Teacher Classification does not interest me.	1	2	3	4	5

Other - please specify _____

GO TO QUESTION 26

APPRAISAL PROCEDURE

25a. For which classification were you appraised?
 Senior Teacher 1 *Senior Teacher 2*

25b. Who acted as the appraiser? (eg. Princial, Deputy) _____

25c. What, if any, were the difficulties you encountered in the appraisal process?

25d. During the appraisal process did you draw on support and/or advice from any of the following:
 The Library Liaison Team External evaluation by other teacher-librarians
 Other colleagues in the school Other _____
 Professional Associations

25e. In hindsight what assistance (if any) could any of the above have offered you to help formulate a successful application?

25f. Do you feel your application for Senior Teacher classification fully reflected your skills as a teacher-librarian?
 Yes No

Please outline below any areas you felt were not represented.

25g. Do you believe the Senior Teacher criteria needs to be revised to reflect the specific role of the teacher-librarian? Why/Why not?

EXTRA INFORMATION

26. Were you familiar with Senior Teacher classification before completing this survey?

Yes No

27. If you have any extra information you would like to add or experiences you think would be useful to this study please write about them here.

SCHOOL: _____

NAME (optional): _____

Do you require a summary of the research findings sent to you? YES/NO

MANY THANKS FOR YOUR PARTICIPATION AND TIME. I HOPE THE RESULTS WILL BENEFIT ALL CATHOLIC SCHOOL TEACHER-LIBRARIANS.

Please post completed questionnaires in the reply paid envelope provided

or

post completed questionnaires to;

**Kathryn Salt
c/- Department of Library and Information Science
Edith Cowan University
2 Bradford Street
Mount Lawley 6050**

or

Fax to: (09) 388 2631

APPENDIX C

PILOT STUDY - FEEDBACK CHECKLIST

SURVEY PILOT - FEEDBACK CHECKLIST

<p>Did you understand each of the questions? If not which ones were unclear and why?</p>
<p>Was the format easy to follow. YES/NO If NO please explain why and suggest improvements.</p>
<p>I am intending to send the survey out in Term 1 1997. What week of 1st Term do you think would be best to maximize my response rate?</p>
<p>Any other feedback.</p>