

国際バカロレア初等教育部における図書館の訪問

訪問先：Five schools in Hong Kong, One school in Macau

訪問期間：平成 22 年 10 月 21 日～28 日まで（8 日間）

My doctoral research is on libraries in schools that are implementing the Primary Years Programme (PYP) of the International Baccalaureate (IB). PYP schools follow a particular kind of curriculum which is founded on inquiry-based learning. Inquiry-based learning has a strong element of research at its core, which suggests that libraries/resource centers in such schools are in a position to make a strong contribution to student learning. My research seeks to examine the various roles that the library at a PYP school plays, determine if there are great discrepancies in that role at different PYP schools, and if so, consider the causes for the differences.

I am planning on conducting quantitative research (surveys) to gain a broad perspective on libraries at PYP schools and then, based on the results of the survey, I plan to design a qualitative study (case studies involving interviews and observations) to gain further insight into the questions above. The purpose of this research trip was to visit several PYP libraries to learn about the diverse implementations of library services in PYP schools and to use the information I collected to inform my research. The trip involved visiting five PYP schools and one non-PYP school and conducting interviews with the librarians at the schools.

School 1: Non-PYP, K-12, large, international school, curriculum from Canada

I interviewed two librarians at this school. While it is not a PYP school, it does promote the use of inquiry-based learning in its classrooms. The primary librarian had been a classroom teacher for a long time and also had experience as a librarian in his home country. He was well-versed with curriculum documents, having served on provincial curriculum committees on social studies in Canada. He felt that his primary contribution to the elementary school library was to provide support for literacy development, especially because of the large number of ESL students in the school. This interview gave me insight into the barriers to smooth collaboration between librarians and teachers, such as timing/scheduling, teacher experience, and support from the administration.

School 2: PYP, K-6, small, international school, curriculum from IB

The librarian at this school served as both the librarian and the PYP Coordinator, both very meaty roles and arguably difficult to accomplish in combination (although this is a combination favoured by several PYP schools). He had been a classroom teacher until the previous school year, so he brought that experience to the position. He was qualified as a teacher, but not as a librarian, although he had experience working at an academic library. He felt that his primary role as a librarian was to get books into students' hands. This was an example of a very small school with limited human resources. The impact of the lack of human resources on effective collaboration was particularly apparent at this school.

School 3: PYP, K-12, large, international school, curriculum from IB

I met with two librarians at this school. The librarian who was primarily responsible for serving the elementary school was a qualified librarian, but not a qualified teacher. The support from the administration for this library was very strong. Deep collaboration was happening between the teachers and the librarians, although initially the elementary librarian felt hindered by her lack of teaching qualifications. She still feels that without a teaching degree, she will not be treated as an equal by the

teaching staff.

School 4: PYP, K-12, international school, curriculum from IB

The librarian at this school had a great deal of experience with the PYP and strong support from her administration. She felt that the library's primary role was to support the curriculum. She worked to design a specific library curriculum and has adapted the "Big 6" research framework to fit her lessons on research skills. One interesting thing about this school was that the librarian insisted on having a fixed schedule for library visits. She feels that it helps her to ensure that she gets to see each class once per week and that it enhances the quality of the collaboration that can take place on the unit of inquiry. This librarian also did a good job of linking the learner profile and the key concepts to the library program, which was something I didn't see as much evidence of at other schools.

School 5: PYP, K-12, very large, international school, original curriculum from Canada, now IB curriculum

This school is extremely large and had two librarians just for the PYP. I spoke mainly with the librarian who worked closely with the Grade 4 and 5 classes. Both librarians collaborate on a very deep level with the classroom teachers. They provide materials for all of the units and collaborate deeply with the classroom teachers on the content of their lessons. The administration has decided that at least one grade-level planning meeting per week must happen in the library. There is a special room set aside for this purpose in the library. All grade-level teachers (e.g. all Grade 4 teachers) will meet on a specific day of the week at a specific time, and the agenda for the meeting will be made available to the librarian, so the librarian is able to join the meeting whenever she feels she can make a contribution. This school was also a good example of a library program that has undergone a great change in the past few years. The librarian says that over the past few years, there has been a drastic change in how the library functions within the school. This school would make an excellent location for case studies on both the role of planning in collaboration and the factors that work to bring about significant positive change in a school library program.

School 6: PYP, K-12, very large, international school, original curriculum from England, now IB curriculum

Until this year, there was only one librarian to cover both the Primary Years Programme and the Middle Years Programme. From this year, a dedicated PYP librarian has been hired. The new librarian was a teacher at the school in the past, and she is very well-regarded amongst the staff, so she is in a unique position to support the classroom teachers. This school had a fixed schedule for students to come to the library and borrow books, and a flexible schedule for the librarian to collaborate on units. This arrangement gives the librarian the ability to collaborate on a deep level with the classroom teachers.

This research trip gave me an invaluable opportunity to see how libraries of various sizes support inquiry-based learning in IB schools. I feel that the knowledge I gained on this trip will play a significant role in improving the quality of my future research in this area.