



High School Librarians' Professional Competencies Influence Teachers' Lesson Preparation Process

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The study investigates what kinds of resources and services teachers use in their lesson preparation, and examines teachers' perceptions about what kinds of competencies high school librarians should possess to assist teachers in lesson preparation process. Finally, to make a synthesis of what competencies affect teachers using library resources in the lesson preparation process. The study uses both observation and interview as research methods to investigate seven teachers who usually use library resources during preparing teaching materials, six teachers who seldom use library resources during preparing teaching materials, and six high school librarians.

The major findings of teachers using library resources when they prepare teaching materials are listed below. (1)Collections of library, such as books, journals, reference books, and visual resources; (2)Equipment of library, such as photostat, audio-visual room, computers set in information retrieval area; (3)Services provided by librarians, such as searching and recommending collections of library, instructing teachers in using equipment; (4)The abundant, novel, and specific collections, the popularization of technology, the level of teachers' understanding the responsibility of librarians, the space and atmosphere of the library are the factors affect teachers using library resources for preparing teaching materials.

The major findings of the study in the part of what kinds of high school librarians' professional competencies affect teachers using library resources for preparing teaching materials are listed below. (1)Knowledge: education and subject knowledge belong to high school education; (2)Skills: the skill of selecting and acquiring resources depends on teachers' needs of teaching, the skill of organizing and managing collections logically, the skill of eliminating collection appropriately, the skill of assisting teachers to make teaching materials, the skill of introducing or recommending collections for teachers depends on teachers' needs of teaching, the skill of promoting library resources, the skill of familiar with location of collections and operation of equipment. (3)Attitude: the attitude of concerning teachers' needs of teaching actively, the attitude of enjoying help users, the attitude of enthusiasm for working in library, and the attitude of intellectual curiosity.

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